

**HISTORY**  
**FOR TTCs (SCHOOLS)**

**TUTOR'S GUIDE**

**YEAR II**

**OPTION: SOCIAL STUDIES EDUCATION**

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## **FOREWORD**

Rwandan education philosophy intends to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, competences, skills and appropriate attitudes that prepare them to be well integrated in world society and exploit employment opportunities.

In view of that philosophy, The Rwanda Education Board is honoured to avail the History tutor's book for Teacher Training Colleges (TTCs) in Social Studies Education which serves as official guide to teaching, learning and assessing History

The ambition to develop a knowledge-based society and the growth of regional and global competition in the job market has necessitated the shift to a competence-based curriculum. After such a curriculum successful shift, in general education, TTC curriculum also was revised to align it to the Competence Based Curriculum prepare teachers who are competent and confident to implement in pre-primary and primary education. The rationale of the changes is to ensure that TTC leavers teachers are qualified for job opportunities and further studies in higher education.

I wish to sincerely express my appreciation to the people who contributed towards the development of this document, particularly, Consultants, REB staff, UR-CE lecturers, TTC Tutors, Teachers from general education and experts from Local and international Organizations for their technical and scientific support. Special appreciation goes to the Development Partners such as UNICEF, IEE, USAID/Soma Umenye, Save the Children and Right To Play for their financial support.

I take this opportunity to call upon all educational stakeholders to bring in their contribution for successful implementation of this syllabus.

**Dr NDAYAMBAJE Irénée**

**Director General REB.**

## **ACKNOWLEDGEMENT**

I wish to sincerely express my special appreciation to the people who played a major role in development of History Tutor’s Guide for Social Studies Education. It would not have been successful without the support from different education stakeholders. My thanks first go to the leadership of UR-CE who started the review of the TTC curriculum in 2015.

I wish also to thank Rwanda Education Board (REB) leadership who took over and supervised the curriculum review process. I wish to extend my appreciation to Consultants, REB staff, Lecturers from UR-CE, TTC Principals, TTC Directors of Studies, Deputy Principals, Tutors and Teachers from General Education for their effort during the revision process.

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## TABLE OF CONTENT

<b>FOREWORD .....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>iv</b>
<b>PART I. GENERAL INTRODUCTION .....</b>	<b>1</b>
1.0 Introduction.....	1
1.1. The structure of the guide .....	1
1.2. Methodological guidance .....	8
<b>UNIT 1: COMPARISON OF THE GENOCIDES .....</b>	<b>24</b>
1.1 Key unit competence .....	24
1.2. Prerequisite (knowledge, skills, attitude and values).....	24
1.3. Cross cutting issues to be addressed.....	24
1.4. Guidance on the introductory activity .....	25
1.5. List of lessons .....	25
1.6 Skills lab .....	32
1.7. Summary of the unit.....	33
1.8 Additional Information for tutors .....	34
1.9 End unit assessment answers .....	35
1.10 Additional activities .....	37
<b>UNIT 2: THE ACHIEVEMENTS AND CHALLENGES OF THE GOVERNMENT OF RWANDA AFTER THE GENOCIDE AGAINST THE TUTSI .....</b>	<b>41</b>
2.1 Key unit competency.....	41
2.2 Prerequisite knowledge and skills .....	41
2.3. Cross-cutting issues to be addressed .....	41
2.4 Guidance on the introductory activity .....	43
2.5. List of lessons .....	44
2.6 Skills lab .....	50
2.8 Additional information for teachers.....	53
2.9 End unit assessment answers .....	55
2.10 Additional activities .....	58

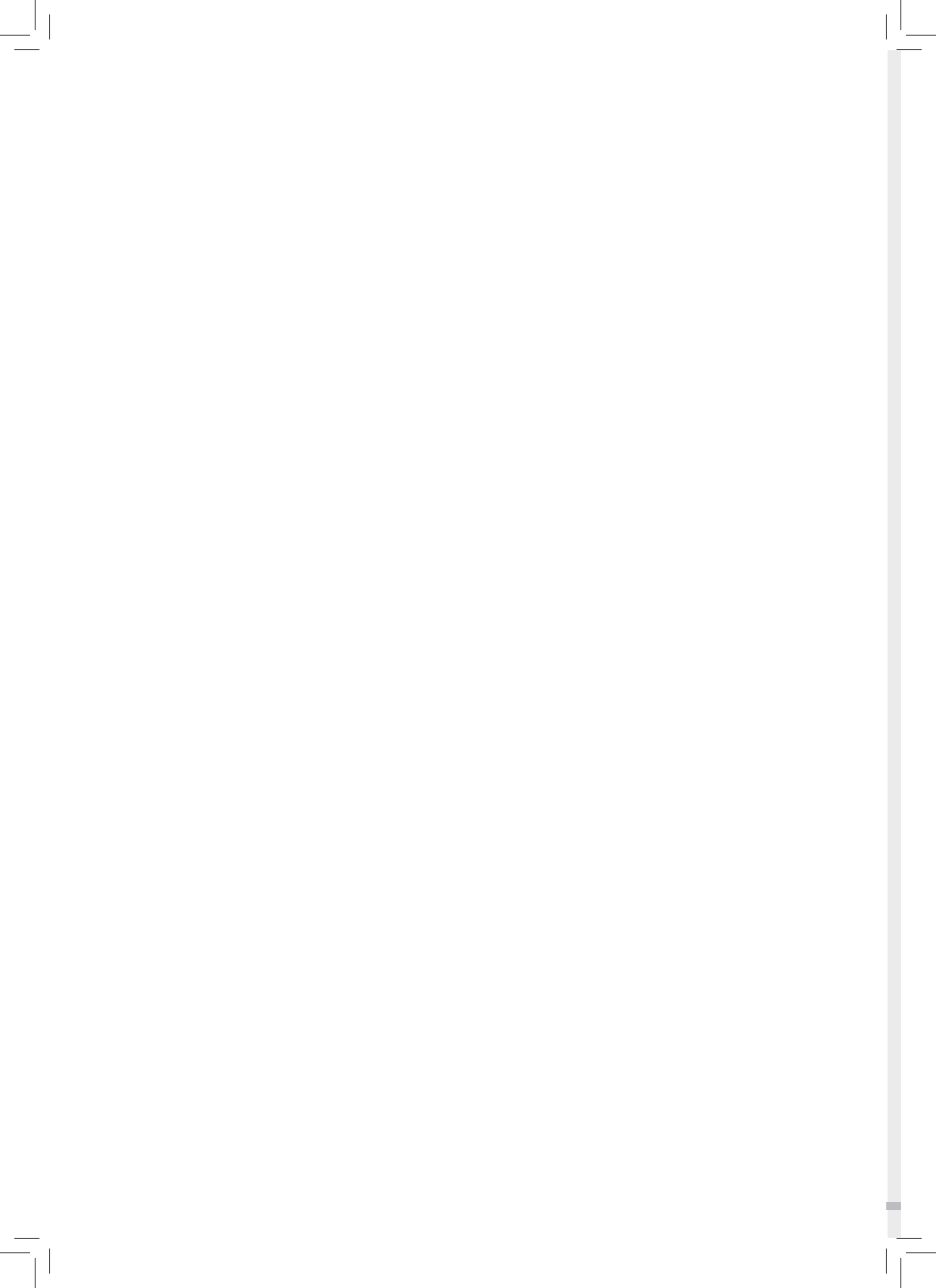
<b>UNIT 3: GENOCIDE DENIAL AND IDEOLOGY IN RWANDA AND ABROAD.....</b>	<b>65</b>
3.1 Key unit competence .....	65
3.2 Prerequisites of this unit .....	65
3.3 Cross-cutting issues to be addressed .....	65
3.4 Guidance on the introductory activity .....	66
3.5 List of Lessons .....	67
3.6 Skills Lab.....	75
3.7 Summary of the unit .....	76
3.8 Additional information for teachers.....	77
3.9 End of unit assessment .....	79
3.10 Additional activities.....	82
<b>UNIT 4: PREVENTION OF GENOCIDE.....</b>	<b>85</b>
4.1. Key unit competence .....	85
4.2 Prerequisite knowledge and skills .....	85
4.3 Cross-cutting issues to be addressed .....	85
4.4 Guidance on the introductory activity .....	86
4.5 List of lessons .....	87
4.6. Skills lab.....	97
4.7. Summary of the unit.....	98
4.8. Additional Information for teachers .....	99
4.9. End unit assessment answers.....	103
4.10. Additional activities.....	104
<b>UNIT 5: RIGHTS, DUTIES AND OBLIGATIONS .....</b>	<b>107</b>
5.1. Key unit competence .....	107
5.2 Prerequisite knowledge and skills .....	107
5.3 Cross-cutting issues to be addressed .....	107
5.4 Guidance on the introductory activity .....	109
5.5 List of lessons .....	110
5.6. Skills lab.....	116
5.8 Additional Information for teachers .....	118
5.9. End unit assessment answers.....	119

5.10 Additional activities.....	121
<b>UNIT 6: DIGNITY AND SELF-RELIANCE.....</b>	<b>124</b>
6.1 Key unit competence .....	124
6.2. Prerequisite knowledge and skills .....	124
6.3 Cross-cutting issues to be addressed .....	124
6.4. Guidance on the introductory activity .....	126
6.5. List of lessons .....	127
6.6 Skills lab .....	138
6.7. Summary of the unit.....	140
6.8. Additional Information .....	142
6.9. End unit assessment answers .....	143
6.10. Additional activities .....	144
<b>UNIT 7: ORIGIN, RISE AND DECLINE OF WEST AFRICAN EMPIRES.....</b>	<b>150</b>
7.1. Key Unit competence .....	150
7.2. Prerequisite (knowledge, skills, attitudes and values).....	150
7.3. Cross-cutting issues to be addressed .....	150
7.4. Guidance on introductory activity.....	151
7.5. List of lessons/sub-heading .....	152
7.6 . Skills lab .....	168
7.7. Summary of the Unit .....	169
7.8. Additional Information for the teachers .....	170
7.9. End unit assessment (answers) .....	171
7.10. Additional activities .....	173
<b>UNIT 8: ORIGIN OF ISLAM AND ITS IMPACT IN WEST AFRICA.....</b>	<b>178</b>
8.1 Key Unit Competence .....	178
8.2 Prerequisite knowledge and skills .....	178
8.3 Cross-cutting issues to be addressed .....	178
8.4 Guidance on the introductory activity .....	179
8.5 List of Lessons.....	179
8.6. Skills lab.....	195

8.7. Summary of the unit.....	197
8.8. Additional information .....	198
8.9. End of unit assessment.....	204
8. 10. Additional activities.....	207
<b>UNIT 9: ROLE OF COLONIAL AGENTS IN THE CONQUEST OF AFRICA.....</b>	<b>210</b>
9.1. Key unit competence.....	210
9.2. Prerequisite (knowledge, skills, attitudes and values) .....	210
9.3 Cross-cutting issues to be addressed .....	210
9.4. Guidance on introductory activity.....	211
9.5. List of lessons/sub-heading .....	211
9.6. Skills lab .....	223
9. 7. Summary of unit .....	224
9.8. Additional information for the tutor .....	225
9.9 End unit assessment (answers).....	226
9.10 Additional activities (Questions and answers).....	230
<b>UNIT 10: AFRICAN RESPONSE TO THE COLONIAL RULE ..</b>	<b>234</b>
10.1. Key Unit competence .....	234
10.2. Prerequisite (knowledge, skills, attitudes and values) .....	234
10.3. Cross-cutting issues to be addressed .....	234
10.4. Guidance on introductory activity.....	235
10.5. List of lessons/sub-heading.....	235
10.6. Skills lab .....	246
10.7. Summary of the unit.....	248
10.8. Additional Information for the tutor.....	248
10.9. End unit assessment (answers).....	255
10.10. Additional activities .....	260
<b>UNIT 11: CONTRIBUTION OF THE MAIN ANCIENT CIVILIZATIONS TO THE DEVELOPMENT OF THE MODERN SOCIETY.....</b>	<b>264</b>
11.1. Key Unit competence .....	264
11.2. Prerequisite (knowledge, skills, attitudes and values) .....	264



11.3. Cross-cutting issues to be addressed .....	264
11.4. Guidance on introductory activity.....	265
11.5. List of lessons/sub-heading. ....	265
11.6 Skill lab.....	304
11.7. Summary of the unit.....	304
11.8 Additional Information for the tutor.....	305
11.9 End unit assessment (answers).....	309
11.10 Additional activities .....	318
<b>UNIT 12: CAUSES AND IMPACT OF THE AMERICAN REVOLUTION .....</b>	<b>321</b>
12.1. Key unit competence.....	321
12.2. Prerequisite (knowledge, skills, attitudes and values).....	321
12.3 Cross-cutting issues to be addressed .....	321
12.4. Guidance on introductory activity.....	322
12.5. List of lessons/sub-heading .....	322
12.6 Skill lab.....	332
12.7 Summary of the unit.....	332
12.8. Additional Information for teachers .....	333
12.9 End Unit Assessment .....	337
12.10 Additional activities (Questions and answers).....	337
<b>UNIT 13: THE 1789 FRENCH REVOLUTION .....</b>	<b>340</b>
13.1 Key unit competence.....	340
13.2 Prerequisites of this Unit .....	340
13.3 Cross-Cutting Issues to be addressed .....	340
13.4 Guidance on the introductory activity .....	341
13.5 List of lessons .....	341
13.6. Skills lab.....	349
13.7. Summary of the unit.....	350
13.8. Additional information .....	351
13.9 End unit assessment.....	354
13.10 Additional activities.....	356
<b>References .....</b>	<b>360</b>



# **PRESENTATION OF THE TUTOR'S GUIDE**

## **PART I. GENERAL INTRODUCTION**

### **1.0 Introduction**

The purpose of this tutor's guide is to help you implement the Social Studies syllabus in the option of Social Studies Education. It is designed to stimulate you to create exciting and meaningful lessons by enabling you to choose relevant and purposeful activities and teaching strategies. It will encourage you to research and look for new and challenging ways of facilitating students' learning. The tutor guide and the syllabus must be used side by side. The syllabus states the learning objectives for the subject and each unit and outlines the content and skills that students will learn, and the assessment requirements.

The tutor's guide provides direction for you in using the outcomes approach in your classroom using a step by step approach. This tutor's guide provides examples of teaching and learning strategies for History in the option of Social Studies Education, elaboration of suggested activities and content, detailed information on how to make assessment tasks and the resources needed to teach History in the option of Social Studies.

### **1.1. The structure of the guide**

This section presents the overall structure, the unit and sub-heading structure to help tutors to understand the different sections of this guide and what they will find in each section.

#### **Overall structure**

The whole guide has three main parts as follows:

#### **Part I: General Introduction.**

This part provides general guidance on how to develop the generic competences, how to integrate cross cutting issues, how to cater for learners with special educational needs, active methods and techniques of teaching History in Social Studies Education and guidance on assessment.

#### **Part II: Sample lesson plan**

This part provides a sample lesson plan developed and designed to help the tutor to develop their own lesson plans.

## HISTORY LESSON PLAN

**School Name:** TTC MURURU

**Teacher's name:** KALISA Claude

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
1	6 /01/ 2020	History	Year 2	1	1of 8	40 minutes	30
<b>Type of Special Educational Needs to be catered for in this lesson and number of learners in each category</b>				2 hearing impairment			
<b>Unit title</b>		Comparison of the genocides					
<b>Key Unit Competence</b>		Compare different genocides in the 20 <sup>th</sup> Century					
<b>Title of the lesson</b>		Definition of the concept of Genocide					
<b>Instructional Objective</b>		With help of extra from the textbook, the student teachers will be able to write the meaning of the term "Genocide" and the different stages through which it takes place. The student teachers who have hearing impairment will be repeated loudly the instructions of how to do evaluation.					
<b>Plan for this Class (location: in / outside)</b>		Inside the classroom					
<b>Learning Materials (for all learners)</b>		The internet, the student teacher's textbook of History, Braille document					
<b>References</b>		History Student Teacher's Book page...and History Teacher's Guide page.....					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed  + <b>a short explanation</b>
	Teacher activities	student-teacher activities	
<b>Revision</b>  <b>5 min</b>	<p>To ask the student-teachers anything they know on the term “Genocide”.</p> <p>To ask the student teachers where they have learned that information related to Genocide.</p> <p>Tutor announces objectives of the lesson.</p> <p>Attention will be paid to those student teachers with hearing impairment</p>	<p>To answer questions as they are asked by the tutor.</p> <p>To answer questions as they are asked by the tutor.</p> <p>Student teachers listen to the tutor.</p>	<p><b><u>Cross cutting issues to be addressed</u></b></p> <p><b>Inclusive education</b></p> <p>Care will be given to all student teachers including special education needs cases. At this time, all student teachers should be given a quality and equitable education that meets their basic learning needs, understands the diversity of their backgrounds and abilities.</p> <p><b>Gender</b></p> <p>With this cross-cutting issue, learners both girls and boys will be enabled to exploit their full potential and talents without any discrimination or prejudice.</p> <p><b><u>Generic competences</u></b></p> <p><b>Communication:</b> through answering questions the student teachers are developing oral communication skills.</p>

			<b>Critical thinking:</b> through answering questions and discussing with peers student teachers are developing critical thinking.
<b>Development of the lesson</b>	To take the student teachers in smart classroom and search the meaning of the term "Genocide"	To go in the smart classroom and search the meaning of the term "Genocide".	<b>Generic competences to be addressed:</b>
<b>Analysis 1</b>	-Through question and answer technique, the student teachers will share what they have researched	To answer questions as they are made by the tutor.	<b>Cooperation, interpersonal management and life skills:</b> student teachers share their ideas in groups.
<b>Synthesis 1</b>	The tutor will provide the true possible meaning of the term "Genocide".	To listen the tutor while providing the possible meaning of the term "Genocide".	<b>Critical thinking</b> – student teachers observe and analyse the map and come up with conclusion
<b>Analysis 2</b>	To ask the student teachers to provide the meaning of the term "Genocide"	To answer questions of synthesis one.	<b>Communication</b> – student teachers discuss and present their ideas.
	To help the student teachers to make groups of five student teachers and the hearing-impaired student will be allocated in different groups.	To make groups in active way.	<b>Cross cutting issues</b>
		To listen to instructions and the activity.	<b>Inclusive education</b> Care will be given to all student teachers including special education needs cases. At this time, all student teachers should be given a quality and equitable education that meets their basic learning needs, understands the diversity of their backgrounds and abilities.

<p><b>Synthesis 2</b></p> <p><b>Global synthesis</b></p>	<p>To give them instructions and to assign them the activity to do.</p> <p>To make presentation by the group representatives</p> <p>To make harmonization of the activity.</p> <p>To ask questions on analysis 2</p> <p>To ask questions on both analysis.</p>	<p>To make presentation by group representatives and answering questions asked by other group members.</p> <p>To make harmonization of the work.</p> <p>To answer questions as they are made by the tutor.</p> <p>To answer questions orally on both analysis.</p>	<p><b>Gender</b></p> <p>With this cross-cutting issue, student teachers both girls and boys will be enabled to exploit their full potential and talents without any discrimination or prejudice.</p>
<p><b>Summary and Conclusion</b></p> <p><b>10 min</b></p>	<p>Tutor involves student teachers in lesson summary through questions.</p> <p>To help student teachers to do evaluation activity</p> <p>To guide student teachers to suggest the next lesson</p> <p>The tutor gives student teachers the homework to make research on the next lesson</p>	<p>Involve themselves in the summary through questions and answers.</p> <p>Student teachers do evaluation activity in written form</p> <p>The visually impaired student teachers will answer the evaluation orally.</p>	<p><b>Generic competences</b></p> <p><b>Cooperation, interpersonal management and life skills:</b> student teachers share their ideas in groups.</p> <p><b>Critical thinking</b> – student teachers observe and analyse the map and come up with conclusion</p> <p><b>Communication</b> – student teachers discuss and present their ideas.</p>

		<p>Student teachers suggest the next lesson by referring to the current lesson through imagination.</p> <p>To write the homework together with receiving instructions.</p>	<p><b><u>Cross cutting issues</u></b></p> <p><b>Inclusive education</b></p> <p>Care will be given to all student teachers including special education needs cases. At this time, all student teachers should be given a quality and equitable education that meets their basic learning needs, understands the diversity of their backgrounds and abilities.</p> <p><b>Gender</b></p> <p>With this cross-cutting issue, student teachers both girls and boys will be enabled to exploit their full potential and talents without any discrimination or prejudice.</p>
<b>Teacher self-evaluation</b>	<p>The objectives were partly achieved being the first lesson of the year after a very long break.</p> <p>Remedial activities are to be organized at an appropriate time.</p>		

### Part III: Unit development

This is the core part of the tutor's guide. Each unit is developed following the structure below. The guide ends with references.

#### Structure of a unit

Each unit is made of the following sections:

- Unit title: From the syllabus
- Key unit competence: From the syllabus
- Prerequisites (knowledge, skills, attitudes and values)

This section indicates knowledge, skills and attitudes required for the success of the unit. The competence-based approach calls for connections between



units/topics within a subject and interconnections between different subjects. The tutor will find an indication of those prerequisites and guidance on how to establish connections.

### **Cross-cutting issues to be addressed.**

This section suggests cross-cutting issues that can be integrated depending on the unit content. It provides guidance on how to come up with the integration of the issue.

Note that the issue indicated is a suggestion; tutors are free to take another crosscutting issue taking into consideration the learning environment.

### **Guidance on the introductory activity:**

Each unit starts with an introductory activity in the learner's book. This section of the tutor's guide provides guidance on how to conduct this activity and related answers.

Note that 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 of lessons or during the lesson.

### **List of lessons/sub-heading**

This section presents in a table suggestion on the list of lessons, lesson objectives copied or adapted from the syllabus and duration for each lesson. Each lesson /subheading is then developed.

### **End of each unit**

At the end of each unit the tutor's guide provides the following sections:

- Summary of the unit which provides the key points of content developed in the student's book.
- Additional information which provides additional content compared to the student's book for the tutor to have a deeper understanding of the topic.
- End unit assessment which provides the answers to questions of end unit assessment in the textbook and suggests additional questions and related answers to assess the key unit competence.

- Additional activities: remedial, consolidation and extended activities. The purpose of these activities is to accommodate each learner (average and gifted) based on end unit assessment results.

### **Structure of each-sub heading**

Each lesson/sub-heading is made of the following sections:

- Lesson /Sub-heading title
- Prerequisites/Revision/Introduction:

This section gives a clear instruction to teacher on how to start the lesson

- **Teaching resources:** This section suggests the teaching aids or other resources needed in line with the activities to achieve the learning objectives.

Tutors are encouraged to replace the suggested teaching aids by the ones available in their respective TTCs and based on learning environment.

- **Learning activities:** This section provides a short description of the methodology and any important aspect to consider. It provides also answers to learning activities with cross reference to text book:
- **Exercises/application activities:** This provides questions and answers for exercises/ application activities.

## **1.2. Methodological guidance**

### *1.2.1. Developing competences*

Since 2015, Rwanda shifted from a knowledge based to competence-based curriculum for pre-primary, primary and general secondary education. This review comes as response to the needs of learners, society and the labour market. With a holistic learner-centered approach, it demands major changes in teaching methodology and the use of a wider range of assessment techniques focusing more on formative or on-going continuous assessment. This has implications for teacher education and the necessary provision of support and guidance provided to colleges to ensure effective implementation. Since 2016 up to 2018, TTC curriculum have been revised to be competence-based in line with the basic education curriculum. The review was to align the pre-service teacher education programs to the new National Basic Education competence-based curriculum.

This called for changing the way of learning by shifting from teacher centered to a learner-centered approach.

Teachers are not only responsible for knowledge transfer but also for fostering student's learning achievement and creating safe and supportive learning environment. It implies also that a student has to demonstrate what he/she is able to do using the knowledge, skills, values and attitude acquired in a new or different or given situation.

The competence-based curriculum employs an approach of teaching and learning based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning. It focuses on what learner can do rather than what learners know. Learners develop basic competences through specific subject unit competences with specific learning objectives broken down into knowledge, skills and attitudes. These competences are developed through learning activities disseminated in learner-centered rather than the traditional didactic approach. The student is evaluated against set standards to achieve before moving on.

In addition to specific subject competences, learners also develop generic competences which are transferable throughout a range of learning areas and situations in life.

Below are examples of how generic competences can be developed in the subject of History in the option of Social Studies Education.

- **Critical Thinking:** Learners analyse and evaluate their environment or community for problems or challenges faced and the causes. After, they suggest possible remedies to the identified problem.
- **Research and problem solving:** Learners collect data using interviews, questionnaires and any other tool, analyze the data gathered and suggest solutions to the problems identified.
- **Creativity and Innovation:** Learners analyse resources such as waste materials existing in the community or environment. They develop or come up with new ways of utilizing such resources or how they can be put to use.
- **Communication Skills:** Learners can present themselves and their abilities by writing application letters or CVs to potential employers. Can write different documents such Memos, Notices in a clear and understandable language to convey on information effectively during interpersonal communication.
- **Teamwork, Cooperation, Personal and Interpersonal management and life skills:** Learners in teams complete different tasks where each may take on a different role while complementing each other's strengths and weaknesses in team leadership.

- **Lifelong Learning:** Learners lead a problem solving and decision-making process in a team. Does a self-evaluation to identify own areas of strengths, areas of weaknesses and propose strategies for enhancing and improving in a team leadership. Alternatively, learners analyze a scenario involving conflicts at a workplace, identify the causes, suggest solutions and propose how they will apply the learned lessons to similar situations in real situations.

### *1.2.2. Addressing cross-cutting issues*

Among the changes in the competence-based curriculum is the integration of cross cutting issues as an integral part of the teaching learning process-as they relate to and must be considered within all subjects to be appropriately addressed. There are eight cross cutting issues identified in the national curriculum framework.

Some cross-cutting issues may seem specific to particular learning areas/ subjects but the teacher need to address all of them whenever an opportunity arises. In addition, learners should always be given an opportunity during the learning process to address these crosscutting issues both within and out of the classroom.

Below are examples on how crosscutting issues can be addressed in History subject:

- **Gender education:** Remind learners that both males and females have similar opportunities, rights and obligations in the workplace, and therefore need to be treated fairly and equally when dealing with contracts or resolving conflicts. People’s opinion of gender roles should not deny or hinder one’s right or responsibilities to meet his or her contractual obligations while teaching History.
- **Environment and sustainability:** During the teaching of History, learners need to acknowledge the importance of protecting the environment in which we live in. So, throughout the unit/lesson there is need to appreciate and take great care for environment as it is paramount.
- **Inclusive education:** Learners all need to realize that universal laws do not discriminate as they apply to all regardless of social, economic, political, physical background. Emphasis should be on how we all have the same rights. During the lessons of History, learners may discuss and appreciate the need for citizens’ duties and state’s obligations and responsibilities in the development of the country.

- **Peace and Values:** Right before the lesson begins; there are quite a lot of opportunities for tutors to promote peace and values among learners. Being punctual for activities (time management), involvement in various activities (teamwork), keeping together their school environment clean (responsibility), greeting one another are among such opportunities (empathy).

In a lesson, encourage learners to greet one another, create a conducive learning environment, clean the chalkboard, arrange the classroom, books, class work, among others. Also, in case of conflicts within a lesson, take time to address the conflicts and discuss with learners the need to resolve conflicts amicably. You may also give learners an opportunity to participate in conflict resolution and decision making.

- **Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health):** During the lessons/activities, learners should be given an opportunity to discuss freely about the various changes they are undergoing, as they are adolescents. They should be aware of how to manage the changes in their bodies, discuss HIV/AIDS without stigmatization, STIs and how to control them, family planning, gender equality and reproductive health. Learners should be encouraged to seek for appropriate help whenever needed. This may not directly fit or come in the lessons but utilize opportunities observed among the learners both in and outside of the class.
- **Financial Education:** For example, in setting personal goals, learners may be requested to make a plan of what they plan to save, how much and when they plan to achieve their saving goals. Learners may describe strategies to reduce spending and increase savings to become financially fit. In every lesson, learners can share briefly their progress towards their goals: how much, strategies that worked and what needs to improve on.
- **Standardization Culture:** In every lesson take an opportunity to share with learners that standards should be respected since they are part and parcel of our lives. From school uniform, to class size, to lesson duration, language of instruction, among others. So always create opportunities to have learners discuss where standards apply and when they need to be cautious about standards during their everyday life. Throughout the unit, Standardization will be the opportunity to learn all concepts related to standardization Culture and to see how it can apply in different area.

- **Genocide Studies:** Learners need to become aware that all human beings are equal and have equal rights. At the work place they should avoid and denounce all instances that result into other's rights being violated. Give learners opportunities to share how History in the option of Social Studies can promote the fight against genocide ideologies. During rights and responsibilities session, learners relate the genocide of 1994 against the Tutsi and violation of human rights.

### ***1.2.3 Attention to special educational needs and inclusive education***

In the classroom, learners learn in different way depending to their learning pace, needs or any other special problem they might have. However, a tutor has the responsibility to know how to adopt his/her methodologies and approaches in order to meet the learning need of each student in the classroom. Also, tutors need to understand that learners with special needs; need to be taught differently or need some accommodations to enhance the learning environment. This will be done depending on the unit and the nature of the lesson.

In order to create a well-rounded learning atmosphere, tutors need to:

- Remember that learners learn in different ways so they have to offer a variety of activities. For example, role-play, music and singing, word games and quizzes, and outdoor activities.
- Maintain an organized classroom and limits distraction. This will help learners with special needs to stay on track during lesson and follow instruction easily.
- Vary the pace of teaching to meet the needs of each learner. Some learners process information and learn more slowly than others.
- Break down instructions into smaller, manageable tasks. Learners with special needs often have difficulty understanding long-winded or several instructions at once. It is better to use simple, concrete sentences in order to facilitate them understand what you are asking.
- Use clear consistent language to explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.
- Make full use of facial expressions, gestures and body language.
- Pair a learner who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything. Both learners will benefit from this strategy.

- Use multi-sensory strategies. As all learners learn in different ways, it is important to make every lesson as multi-sensory as possible. Learners with learning disabilities might have difficulty in one area, while they might excel in another. For example, use both visual and auditory cues.

Below are general strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each learner is unique with different needs and that should be handled differently.

**Strategy to help a learner with developmental impairment:**

- Use simple words and sentences when giving instructions.
- Use real objects that the learner can feel and handle; rather than just working abstractly with pen and paper.
- Break a task down into small steps or learning objectives. The learner should start with an activity that s/he can do already before moving on to something that is more difficult.
- Gradually give the learner less help.
- Let the learner work in the same group with those without disability.

**Strategy to help a learner with visual impairment:**

- Help learners to use their other senses (hearing, touch, smell and taste) to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.
- If the learner has some sight difficulties, ask them what they can see.
- Make sure the learner has a group of friends who are helpful and who allow the child to be as independent as possible.
- Plan activities so that learners work in pairs or groups whenever possible

**Strategy to help a learner with hearing impairment:**

- Always get the learner 's attention before you begin to speak.
- Encourage the learner to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Keep background noise to a minimum.

### **Strategies to help learners with physical disabilities or mobility difficulties:**

- Adapt activities so that learners who use wheelchairs or other mobility aids can participate. Ask parents/caregivers to assist with adapting furniture e.g. The height of a table may need to be changed to make it easier for a learner to reach it or fit their legs or wheelchair under.
- Encourage peer support
- Get advice from parents or a health professional about assistive devices

### **Adaptation of assessment strategies**

Each unit in the tutor's guide provides additional activities to help learners achieve the key unit competence. Results from assessment inform the teacher which learner needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all categories of learners; slow, average and gifted learners respectively.

#### ***1.2.4. Guidance on assessment.***

Assessment is an ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes and can be integrated into the students' normal learning activities. Assessment is an important part of teaching and learning. It is used to:

- Evaluate and improve teaching and learning
- Report achievement
- Provide feedback to students on their progress.

### **Types of Assessment**

**Assessment for learning (Continuous/ formative assessment):** Assessment for learning is often called formative assessment and is assessment that gathers data and evidence about student learning during the learning process. It enables you to see where students are having problems and to give immediate feedback, which will help your students learn better. It also helps you plan your lessons to make student learning, and your teaching more effective. Often it is informal and students can mark their own work or their friends. An example is a quick class quiz to see if students remember the important points of the previous lesson.

- **Assessment of learning (Summative assessment):** Assessment of learning is often called summative assessment. It is used to obtain evidence and data that shows how much learning has occurred, usually at the end of the term or unit. End of year examinations are examples



of summative assessment. It is usually done for formal recording and reporting purposes.

### **Assessing History units**

In the History syllabus, the key unit competences, which link to the broad learning outcomes, are assessed through specified assessment tasks using a range of assessment methods. Assessment criteria for each unit outcome provide clear indications of how, and to what extent, the achievement of the learning outcomes may be demonstrated. Performance standards, marking guides and assessment criterion help teachers with the marking process and this ensures that assessment is consistent across schools.

#### **When you set a task, make sure that:**

- The requirements of the task are made as clear as possible to the student-teacher
- The assessment criteria and performance standards or marking guides are provided to the student so that they know what it is that they have to do
- Any sources or stimulus material used are clear and appropriate to the task
- Instructions are clear and concise
- The language level is appropriate for the grade
- It does not contain gender, cultural or any other bias
- Materials and equipment needed are available to students
- Adequate time is allowed for completion of the task.

#### **Feedback**

- When you assess the task, remember that feedback will help the student-teacher understand why he/she received the result and how to do better next time.

#### **Feedback should be:**

- Constructive so that students feel encouraged and motivated to improve
- Timely so that students can use it for subsequent learning
- Prompt so that students can remember what they did and thought at the time
- Focused on achievement and effort of the student
- Specific to the unit learning outcomes so that assessment is clearly linked to learning.

### **Feedback can be:**

- **Informal or indirect** – such as verbal feedback in the classroom to the whole class, or person to person
- **Formal or direct** – In writing, such as checklists or written commentary to individual student either in written or verbal form.
- **Formative** – given during the topic with the purpose of helping the student know how to improve for example use of portfolios as a tool of assessment during, after or at end of the lesson.
- **Summative** – Given at the end of the unit with the purpose of letting the students know what they have achieved for example use of portfolios as a form of end of unit assessment.

### **Tests**

A test is a formal and structured assessment of student achievement and progress which the tutor administers to the class. Tests are an important aspect of the teaching and learning process if they are integrated into the regular class routine and not treated merely as a summative strategy. They allow students to monitor their progress and provide valuable information for you in planning further teaching and learning activities.

Tests assist student learning if they are clearly linked to the outcomes. Evidence has shown that several short tests are more effective for student progress than one long test. It is extremely important that tests are marked and that students are given feedback on their performance.

There are many different types of tests. Tests should be designed to find out what students know and about the development of thinking processes and skills. Open questions provide more detailed information about achievement than a question to which there is only one answer.

### **Principles of designing classroom tests**

Tests allow a wide variety of ways for students to demonstrate what they know and can do. Therefore:

- Students need to understand the purpose and value of the test
- The test must assess intended outcomes
- Clear directions must be given for each section of the test
- The questions should vary from simple to complex
- Marks should be awarded for each section

- The question types (true/false, full-in-the-blank, multiple choice, extended response, short answer, matching) should be varied.

**Tests should:**

- Be easy to read (and have space between questions to facilitate reading and writing)
- Reflect an appropriate reading level
- Involve a variety of tasks
- Make allowance for students with special needs
- Give students some choice in the questions they select
- Vary the levels of questions to include gathering, processing and applying information
- Provide sufficient time for all students to finish.

**Tutor assessment**

Assessment is a continuous process. You should:

- Always ask questions that are relevant to the outcomes and content
- Use frequent formative tests or quizzes
- Check understanding of the previous lesson at the beginning of the next lesson through questions or a short quiz
- Constantly mark/check the students' written exercises, class tests, homework activities
- Use appropriate assessment methods to assess the tasks.

**Self-assessment and peer assessment**

Self and peer assessment helps students to understand more about how to learn.

Students-teacher should be provided with opportunities to assess their own learning (self-assessment) and the learning of others (peer assessment) according to set criteria.

**Self and peer assessment:**

- Continue the learning cycle by making assessment part of learning
- Shows students their strengths and areas where they need to improve
- Engages students actively in the assessment process
- Enables students to be responsible for the learning

Helps students understand the assessment criteria and performance standards.

### ***1.2.5. Students' learning styles and strategies to conduct teaching and learning process***

- How students learn
- What I hear I forget.
- What I hear and see I remember a little.
- What I hear, see and discuss I begin to understand.
- What I hear, see, discuss and do, I acquire knowledge and skills.
- What I teach to another, I master.

(Active Learning Credo statement by Silberman 1996)

In support of this are the findings that we remember:

- 20% of what we hear
- 40% of what we see
- 90% of what we see, hear, say and do or what we discover for ourselves.

### **A student-centered approach to learning**

Different students learn in different ways. Some students learn best by writing, others by talking and discussing, others by reading and others by listening. Most students learn by using a combination of those. All students learn skills through practicing and repetition. You need to use a variety of teaching strategies to cater for the different ways your students learn.

The selection of teaching method should be done with the greatest care and some of the factors to be considered are: the uniqueness of subjects; the type of lessons; the particular learning objectives to be achieved; the allocated time to achieve the objective; instructional materials available; the physical/sitting arrangement of the classroom, individual students' needs, abilities and learning styles.

### **Teaching and learning strategies**

In order to cater for different students' learning styles and to assist and encourage students to learn, teachers need to perform certain tasks. These are teaching strategies.

You need to engage students directly in learning but there are times when you

have to take charge of the learning in the class and teach particular concepts or ideas

**Teaching strategies include:**

- Group work
- Skills lab
- Research/inquiry
- Class discussions/debates
- Problem-solving activities
- Teacher talk, instructions, explanations, lectures or reading aloud
- Directed question and answer sessions
- Audio-visual presentations
- Text books or worksheets
- Directed assignments
- Demonstration and modeling
- Guest speakers
- Classroom displays.



**i) Use of Present Boards and Portfolios during Skills Lab**

Present boards are boards made by learners using locally available resources that contain learners' work/achievements. When learners finish their work from presentations as a group, it's hanged on the present board. This can be used by both the teacher and students for reference.

The biggest sign of a successful skills lab is the activities students complete. And how do we know whether students completed their group activity? It's through

**Present Boards.** Each team has their own board to display all the work they completed during the Skills Lab. At the end of each Skills lab, each team makes a verbal presentation to the class and shows their Present Board.

	<b>When?</b>	<b>How?</b>	<b>Where?</b>
<b>Present Boards</b>	Last activity of each Skills Lab. Each lab team/group has their own 1 Present Board.	Made by students. Boards have cool designs to showcase the notes and work product of each lab	Boards are hung on the walls of classroom and kept there for others to see

## ii) Relationship between Portfolios and Present Boards

### What is a Student Portfolio?

A portfolio is a collection of student work for individual assessment. Learners fill their portfolios by completing a series of assignments. These individual assignments are the evidence that students have mastered a learning objective. Each assignment requires learners to apply the skill they learned in that unit practically.

Portfolios are the basis for Skills Lab. First, teachers create the portfolio assessment for students to complete.

Skills Lab is when students will work on group activities to prepare for completing the portfolio assessment individually. Skills Lab is one of your teacher's normal lessons (no extra time is needed) that are especially designated for the purpose of students working in groups to complete their activities. Skills Lab prepares students to complete portfolio assignments on their own after classes. So, the classroom activity should connect directly to the portfolio assignment.

For example, they set goals as a group in class, and set individual goals as portfolio assignment.

	<b>Done by?</b>	<b>When?</b>	<b>Where?</b>
<b>Present boards</b>	Groups	During Skills Lab	On Present Boards
<b>Portfolios</b>	An Individual	As an Assignment	In Portfolio Folder

### ***1.2.6. Steps for a lesson in active learning approach***

Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that learners are involved in the learning process. Below are those main part and their small steps.

#### **1) Introduction.**

Introduction is a part where the teacher makes connection between the previous and current lesson through appropriate techniques. The teacher opens short discussions to encourage learners to think about the previous learning experience and connect it with the current instructional objective. The teacher reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequencings.

#### **Development of the new lesson**

The development of a lesson that introduces a new concept will go through the following small steps: discovery activities/prediction, presentation of learners' findings, exploitation, synthesis/summary and exercises/application activities, explained below:

#### **Discovery activity/prediction**

##### **Step 1**

- The teacher discusses with students to take responsibility of their learning
- He/she distributes the task/activity, necessary resources and gives instructions related to the tasks (working in groups, pairs, or individual to instigate collaborative learning, to discover knowledge to be learned)

##### **Step 2**

- The teacher let the students work collaboratively on the task.
- During this period the teacher refrains to intervene directly in the working of activity or results/findings of the task
- He/she then monitors how the students are progressing towards the results, output, results, and expectations knowledge to be learned and boost those who are still behind (but without communicating to them the knowledge).

### **Presentation of learners' productions**

- In this period, the teacher invites representatives of groups to share their productions/findings.
- After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of the students' productions.
- Exploitation of learner's productions
- The teacher asks the students to evaluate the productions: which ones are correct, incomplete or false
- Then the teacher judges the logic of the students' products, corrects those, which are false, completes those, which are incomplete, and confirms those, which are correct.

### **Institutionalization (summary/conclusion/ and examples)**

- The teacher summarizes the learned knowledge and gives examples, which illustrate the learned content. Then links the activities to the learning objectives, and guide learners to make notes.

### **Exercises/Application activities**

- Exercises of applying processes and products/objects related to learned unit/sub-unit
- Exercises in real life contexts
- Teacher guides learners to make the connection of what they learnt to real life situations. At this level, the role of teacher is to monitor the fixation of process and product/object being learned.

## **3) Assessment**

In this step, the teacher asks some questions to assess achievement of instructional objective. During assessment activity, learners work individually on the task/activity.

The tutor avoids intervening directly. In fact, results from this assessment inform the teacher on next steps for the whole class and individuals. In some cases, the teacher can end with a homework assignment, or additional activities.



## 1.2.7. Template of a lesson plan in active learning approach

### LESSON PLAN

School Name: ..... Teacher's name: .....

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
	... / ... / 20.....	.....	.....	.....	... of ...	...	.....
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title							
Key Unit Competence							
Title of the lesson							
Instructional Objective							
Plan for this Class (location: in / outside)							
Learning Materials (for all learners)							
References							

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction ... min			
Development of the lesson ... min			
Conclusion ... min			
Teacher self-evaluation			

# UNIT 1

## COMPARISON OF THE GENOCIDES

### 1.1 Key unit competence

The student teacher should be able to compare different cases of genocides in the 20<sup>th</sup> century.

### 1.2. Prerequisite (knowledge, skills, attitude and values)

As prerequisites to facilitate the teaching and learning of this unit the following elements should have been learned before: The meaning of history and citizenship. They will also use knowledge learned in history primary schools.

### 1.3. Cross cutting issues to be addressed

#### Genocide studies

Learners will be enabled to have a deep understanding of the root causes of genocides, their effects, and how they will behave in order to avoid such forms of unhuman acts. Keeping in mind that they will do their best to fight against their repetition.

#### Peace and values education

Learners will be enabled to have a better awareness of the root causes of lack of peace and how they can avoid possible happenings of other forms of genocides, build more peaceful families and communities, societies and ultimately a more peaceful world. They will also have they will also positive values.

#### Inclusive education

Care will be given to all student teachers including special education needs cases. At this time, all learners should be given a quality and equitable education that meets their basic learning needs and understands the diversity of their backgrounds and abilities.

## Gender

With this cross-cutting issue, learners both girls and boys will be enabled to exploit their full potential and talents without any discrimination or prejudice.

### 1.4. Guidance on the introductory activity

At the beginning of this unit one, invites student teachers to do an introductory activity of the unit one found in student teacher's book. It will help student teachers 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 thought was not possible at the beginning. This will help them identify some issues and open them to what they didn't know and be inquisitive to compare different genocides that took place in the 20<sup>th</sup> century.

- Possible answers to the introductory activity (**a** and **b**) of Unit 1 are referred to in the meaning of the term of genocide and sub-heading 1.1 of unit 1. Then, through an outline map, the student teachers locate the different cases of genocide they know.

### 1.5. List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Definition of the concept of Genocide	The student -teachers should be able to define the concept of genocide and provide the stages of its occurrence	2
2	Different genocides that occurred in the 20 <sup>th</sup> Century	The student -teachers should be able to explain different genocides that happened in the 20 <sup>th</sup> century, where and when they occurred	3

3	Differences and similarities between the 1994 Genocide against the Tutsi and other genocides	The student-learners should be able to identify the similarities and the differences between the genocide against the Tutsi and other genocides	2
4	End unit assessment		1

## Lesson 1: Definition of the concept of Genocide

### a) Learning objectives

The student –teachers should be able to define the concept of genocide and provide the stages of its occurrence

### b) Prerequisites/revision/introduction

To start this lesson, the tutor has to use introduction by asking student teachers about the meaning of genocide.

### c) Teaching resources

The tutor has to use the internet, the student teacher’s textbook of History and other reference book related to history.

### d) Learning activities

Tutor arranges the learners into groups (3 up to 5 student teachers) and ask them to do the first activity in their textbook (see student book page ....). Student teachers present their work to the whole class and followed by the teacher’s harmonisation.

### e) Application activity

#### Suggested answers to learning activity 1.1

The term ‘genocide’ is made up of two different words. Those are the Greek word ‘Genos’ meaning origin or species, and Latin verb ‘*Caedere*’ meaning to kill. It was first used by Raphael Lemkin, a Polish born American lawyer who taught

law at the University of Yale in the 1940s. He used the term for the first time in his book, *Axis Rule in Europe*, published in 1944. Article II of the Convention on the Prevention and Punishment of the Crime of Genocide approved by General Assembly of the United Nations in resolution 260 A (III) of 9 December 1948, defines genocide as any of the following acts committed with intent to destroy, in whole or in part a national, ethnic or religious group, such as:

- 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.

A very genocide should comprise features such as:

- Involvement of the government that puts in place all necessary measures to destroy the targeted group;
- Intention of destroying or completely wiping out the targeted group;
- Selection of the group to kill therefore it differs from other mass crimes;
- Innocent people are killed because they belong to the targeted group;
- Cruel forms of killing are employed that involve torturing victims;
- Large-scale killing of the targeted group;
- Attacks and killings resulting from genocide are always intentional, not accidental.

Genocide happens in different stages. They include; classification, symbolisation, dehumanisation, organisation, polarisation, preparation, extermination and denial.

- *Classification.* Distinction between 'us' and 'them,' between members of our group and others (e.g in Rwanda- Hutu and Tutsi). Bipolar societies are most likely to have a genocide.
- *Symbolisation.* Use of symbols to name and signify classifications according to physical characteristics – skin colour or the shape of the nose.
- *Discrimination.* The dominant group uses all kinds of power to deny rights to the powerless groups. By this ideology it legitimises the victimisation of the weaker ones by attracting the support of the masses. In Germany, Jews were prohibited from securing employment

in government and universities by the Nuremberg law in 1935; their citizenship as Germans was also cancelled.

- *Dehumanisation.* Treating the discriminated group as lesser human beings. In incitements to genocide the targeted groups are called disgusting animal names. In Rwanda, the Tutsi were referred to as 'cockroaches'.
- *Organisation.* Planning and killing methods organised by leaders. Jews in Germany were fumigated using toxic gases.
- *Polarisation.* The systematic elimination of moderates who would slow the cycle. In Rwanda, moderates from the killing group who opposed the extremists were killed.
- *Preparation.* It includes identification. Lists of victims are drawn up. Houses are marked. Maps are made. Individuals are forced to carry identification cards identifying their ethnic or religious group. In Rwanda, identity cards showed each person's ethnicity- the Tutsi could easily be identified and killed. It also includes expropriation of the property of the victims and herding them in ghettos, stadiums or churches. Finally, transportation of the victims to the killing centres is then organised and bureaucratised.
- *Persecution.* The victims are taken to unsafe places such as concentration camps and deprived of water and food in order to weaken them. Thereafter, genocidal massacres begin.
- *Extermination.* Targeted members of a group are killed, often including children. Their bodies are mutilated and buried in mass graves or burnt.
- *Denial.* Every genocide goes simultaneously with denial. The mass graves are dug up and hidden. The historical records are burned or closed to historians.

Genocides have common characteristics. They are common in the sense that they occur during war-time. They break out as a result of internal divisions. They are organised and supervised by governments. They intend to destroy a targeted group wholly. They involve both leaders and common people to confuse justice. Their happening is often denied.

### **Suggested answers to application activity 1.1**

Confer to learner's book, section 1.1

## **Lesson 2: Different genocides that occurred in the 20th Century and their comparison**

### **a) Learning objective**

The student –teachers should be able to explain the different genocides that occurred in the 20th Century and their comparison

### **b) Teaching resources**

The tutor has to use the internet, the student teacher’s textbook of history and other reference book related to history.

### **c) Prerequisites/revision/introduction**

To start this lesson, the tutor has to use revision by asking student teachers questions about Definition of the concept of Genocide

### **d) Learning activities**

Tutor arranges the learners into groups (3 up to 5 student teachers) and asks them to debate about different genocides. Thereafter, Student teachers present their work to the whole class and followed by the teacher’s harmonization.

### **e) Application activities**

#### **Suggested answers to learning activity 1.2**

Confer to unit introductory activity

#### **Suggested answers to application activity 1.2**

- *The Srebrenica massacres.* It is known as the Srebrenica genocide and refers to the July 1995 killing, during the Bosnian War, of more than 8,000 Bosniaks (Bosnian Muslims), mainly men and boys, in and around the town of Srebrenica in Bosnia and Herzegovina, by units of the Army of Republika Srpska (VRS) under the command of General Ratko Mladić.
- *The 1994 Genocide against the Tutsi in Rwanda.* Using the death of President Juvenal Habyarimana in an airplane crash on April 6th, 1994 as a pretext, Hutu extremists executed their long-term plan of killing

the Tutsi in the 1994 Genocide at the end of which more than one million Tutsi were massacred.

- *The Holocaust.* This is a genocide that occurred in Germany and its occupied territories. It targeted Jews of whom approximately 6,000,000 were killed by Adolf Hitler and his Nazi regime. Apart from Jews, another approximately 5,000,000 non-Jews were killed. This has been one of the largest genocides in history. In this genocide, approximately 11,000,000 people were killed in total. About two-thirds of the 9,000,000 Jews who lived in Europe were killed in the Holocaust. Laws were passed in Germany that excluded Jews from the civil society, more specifically the Nuremberg Laws of 1935. Concentration camps were established where Jews were murdered in masses. Jews were collected from various parts of Germany and transported in cargo trains to the famous concentration or extermination camps. Most of them died along the way. Those who survived the journey by train were killed in gas chambers.

### **Lesson 3: Differences and similarities between the 1994 Genocide against the Tutsi and other cases of genocides**

#### **a) Learning objective**

The student-teacher should be able to identify the similarities and the differences between the genocide against the Tutsi and other genocides

#### **b) Teaching resources**

The tutor has to use the internet, the student teacher's textbook of history and other reference book related to history.

#### **c) Prerequisites/revision/introduction**

To start this lesson, the tutor has to use revision by asking student teachers questions about different genocides that took place in the 20th Century and their comparison.

#### **d) Learning activities**

Tutor arranges the learners into groups (3 up to 5 student teachers) and asks them to debate about different cases of genocides how these cases are different and their similarities. Thereafter, Student teachers present their work to the whole class and followed by the teacher's harmonization.



### Suggested answers to learning activity 1.3

The above genocides have the following as common features or similarities:

- Thorough preparation and execution by the Governments;
- Intention of destroying or completely wiping out the targeted group;
- Involvement of the government in coming up with the necessary measures to destroy the targeted group;
- Ruthless killing of the targeted group in masses;
- Innocent people belonging to the targeted group were killed. The survivors were amputated, mutilated and maimed;
- Cruel methods were used to torture victims before killing them. Some examples of torture methods that have been used are; burying them alive in mass graves, starving victims to death and fumigating them to death in gas chambers with poisonous gases.
- Trauma has been caused to the survivors of genocides as a result of loss of their loved ones, loss of property and displacement.
- Authorities in the involved countries have strongly denied genocide.

#### e) Application activities

### Suggested answers to application activity 1.3

- a) This assertion of Mahmoud Mamdani refers to the periods between 1990 and 1994 in Rwanda when where the displaced people from Northern Rwanda stationed at Nyacyonga due to the advance of RPF elements and refugees from the neighbouring Burundi camping in Rwanda refugee camps who used to advance that they were victims of war. These ones finally took the first step in killing Tutsi in the 1994 Genocide against Tutsi in Rwanda and moderate Hutu saying they were revenging what happened to them resulting from RPF attacks.
- b) After watching any documentary video on the Jewish Holocaust! It is true that the Jewish Holocaust became a particular case of genocide as it took away a great number of victims( 6,000,000 million of Jews), burning of the victims alive in crematory ovens, being carried out systematically by the Nazi members, having been organized by the government and having been the first mass killings to be echoed as the first genocide act recognized by the United Nations Organisations.

## 1.6 Skills lab

Use a combination of knowledge, skills, attitudes and values you have acquired about comparison of the genocides in the 20<sup>th</sup> Century debate their similarities and differences and present it in the plenary.

**Topic:** Comparison of the genocides

**Duration:** (...minutes

**Materials required:** Sample of microphones, megaphones, machets, and other materials used by genocide perpetrators) photos/video of militias, sample of genocidal leader speeches (Their photos), meetings preparing genocides... , (photo of planners, pastors or priests participating in disseminating hatred gospel, etc.

**Tutor preparation:** Ask some volunteers to practice the skit before class,, set chairs in circles for groups

**Learning objectives (s):** Student-teachers will be able to:

- Explain different genocides that occurred in the 20th century
- Debate their similarities and differences

**Instructional objective:** Through debate groups, student-teachers will be able to debate the differences and similarities perfectly.

**Activity 1: Build: (...minutes)**

- Before this lesson, the tutor asks questions about the occurrence of the genocides in the world in the 20<sup>th</sup> century.
- In class, the tutor presents an example of how genocides affected positively and negatively the people of where it took place.
- Tutor shares learning objectives

**Activity 2: Practice: (... minutes)**

- Tutor divide student teachers in 2 skills lab teams (proposers and opposers)
- Ask every group to find out arguments supporting their position (proposers =positive effects and opposers=negative effects)
- Ensures all student-teachers are involved
- Responds to questions if any
- Ensure that gender balance and inclusion is catered for.

**Activity 3: Present: (...minutes)**

- Two groups sit in two rows facing each other and debate
- Each group present its arguments to convince their opposers about the validity of their position - Tutor asks follow up / probing questions
- Give feedback to each group
- Supplement what has been debated and student teachers vote for the conclusion,

**Portfolio Assessment:**

Each student teacher writes an essay on comparison of genocides while focusing on the differences and similarities.

## 1.7. Summary of the unit

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

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

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

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

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

## 1.8 Additional Information for tutors

- **Measures that have been taken to reconstruct the Rwandan society after the 1994 genocide against the Tutsi**

The 1994 Genocide against Tutsi came to an end only after the Rwandan Patriotic Front (RPF) defeated the genocidal forces in July 1994. On July 17th , 1994 the RPF established a Broad Based Government of National Unity (BBGNU) which carried out a number of national reconciliation activities aimed at helping Rwandans to live together in harmony.

- The Rwandan Government guaranteed security to returning refugees and to all citizens. Security organs were supported in carrying out their activities.
- It abolished the use of ethnicity (Hutu, Tutsi and Twa) as political identities. The aim was to promote national unity by encouraging people and political groups to forget their past and live together in harmony.
- It reconstructed government institutions since they had collapsed during the first and second republics.
- It ensured justice to the victims of the 1994 Genocide against Tutsi. *Gacaca* Courts provided both justice and reconciliation.
- It established different commissions to promote national unity and reconciliation e.g the National Unity and Reconciliation Commission and the Human Rights Commission.
- It established the office of the ombudsman to receive complaints against injustices.
- It promoted activities of civil societies like non-governmental organizations (NGOs) to help in rebuilding the communities as well as the economy.
- The National Constitution was reviewed in 2003. It promotes human rights observance and gives the Judiciary independence i.e. the decisions made are respected.
- The teaching curricula were updated e.g. Curriculum for Political Education.

- The Government of Rwanda also promoted participative leadership at all levels through equity, meritocracy and accountability.
- It set up the National Commission for the Fight against Genocide to organise a permanent framework for the exchange of ideas on genocide, its consequences and strategies for its prevention and eradication.
- It put in place the policy of solidarity trainings camps in places such as Nkumba and Mutobo where Rwandans of different age groups had to shape their mindset through different physical and psychological teachings on Rwandan issues. Also, through the Girinka, Ubudehe, Umuganda and Kuremera programs, the Government of Rwanda revived the spirit of cohesion. Every Rwandan realised the necessity of living together and of patriotism to all Rwandans.

## 1.9 End unit assessment answers

- 1) Explain the meaning of the concept of genocide and its stages

The term 'genocide' is made up of two different words. Those are the Greek word 'Genos' meaning origin or species, and Latin verb 'Caedere' meaning to kill. It was first used by Raphael Lemkin, a Polish born American lawyer who taught law at the University of Yale in the 1940s. He used the term for the first time in his book, *Axis Rule in Europe*, published in 1944. Article II of the Convention on the Prevention and Punishment of the Crime of Genocide approved by General Assembly of the United Nations in resolution 260 A (III) of 9 December 1948, defines genocide as any of the following acts committed with intent to destroy, in whole or in part a national, ethnic or religious group, such as:

- 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.

Genocide happens in different stages. They include: classification, symbolisation, dehumanisation, organisation, polarisation, preparation, extermination and denial.

- 2) The genocides have the following as common features or similarities:
  - Thorough preparation and execution by the Governments;
  - Intention of destroying or completely wiping out the targeted group;

- Involvement of the government in coming up with the necessary measures to destroy the targeted group;
- Ruthless killing of the targeted group in masses;
- Innocent people belonging to the targeted group were killed. The survivors were amputated, mutilated and maimed;
- Cruel methods were used to torture victims before killing them. Some examples of torture methods that have been used are; burying them alive in mass graves, starving victims to death and fumigating them to death in gas chambers with poisonous gases.
- Trauma has been caused to the survivors of genocides as a result of loss of their loved ones, loss of property and displacement.
- Authorities in the involved countries have strongly denied genocide.

### 3) The uniqueness of the Genocide against the Tutsi:

- It was executed within a short period of time. Over than one million of Tutsi who lost their lives in a period of one hundred days.
- People killed their fellow citizens, their relatives and neighbours. People who shared common culture fought, injured and killed each other.
- The government agents, church members, security were all organs actively involved in the Genocide.
- The International Community did not intervene to stop Genocide in Rwanda. The Genocide was stopped by Rwandans themselves. It came to an end when the Rwandan Patriotic Front (RPF) defeated the genocidal forces in July 1994.
- Cruel methods were used in the 1994 Genocide against Tutsi. For example, torturing victims before killing them, people were buried alive in mass graves, women were raped before being killed, babies were crushed in mortars or being smashed on walls.
- The Security Council of the United Nations Organisation created the International Criminal Tribunal for Rwanda (ICTR) by the Resolution 955 of 8 November 1994, based in Arusha. The ICTR was established to deal with the prosecution of the people responsible for the 1994 Genocide.

## 1.10 Additional activities

### 1.10.1. Remedial activities

The following questions are suggested as remedial activities for slow learners.

#### Questions

- 1) Identify the genocides that occurred in the 20<sup>th</sup> Century
- 2) Provide the acts by which a genocide is approved as such by the United General Assembly in 1948.

#### Expected answers

- 1) The genocides that occurred in the 20th Century include: Genocide in Cambodia, The 1994 Genocide against Tutsi in Rwanda, The Holocaust (1939-1945), The Genocide of Herero was perpetrated in Namibia by the German colonialists (1907)
- 2) Article II of the Convention on the Prevention and Punishment of the Crime of Genocide approved by General Assembly of the United Nations in resolution 260 A (III) of 9 December 1948, defines genocide as any of the following acts committed with intent to destroy, in whole or in part a national, ethnic or religious group, such as:
  - 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.

### 1.10.2. Consolidation activities

The following questions are suggested for enhancing development of competences.

- 1) Can we claim that the genocide can take place without the go-ahead of the Government?

You can help learners to understand that the genocide to take place, the people do want it but because the central government encourages it and avails all of the means for its occurrence. However, certain conditions such as war can play

the ground for the occurrence of the acts similar to genocide, once one group of people constitute an obstacle to effective field military operations. In this case, we will talk about war crimes not genocide.

- 2) Analyse the circumstances in which the Nama Herero Genocide occurred.

The Nama Herero people violently resisted occupation of their land and establishment of the German rule because the Germans had taken their native land forcefully and planned to build a railway across their territory. In January 1904, the Herero attacked white-owned farms and murdered 123 German settlers and traders sparing only women, children and missionaries. Later, the commander of German Forces, General Lothar von Trotha organised his ground army and they surrounded the living areas and the livestock pastures of the Herero.

They only left a small opening through which the Herero could escape to the Omaheke desert.

The Germans attacked and killed 5,000 people and wounded 20,000 others. They captured water sources and forced the survivors to flee to the desert. They followed the survivors to the desert and massacred them. They also poisoned water sources in the desert.

On 2nd, October of the same year, General Trotha released an extermination order forcing the Herero people to leave the land. The Herero escaped to the desert where the Germans had already poisoned the water wells.

### ***1.10.3. Extended activities***

These are suggested questions for gifted and talented students.

- 1) Search on internet or other documents in the school library the causes, course and impact of the Holocaust and Cambodia genocides. Propose some measures to avoid the occurrence of such genocides.
- 2) Nazi members and soldiers actively participated in the genocide against Jews in East and Central Europe. Search on internet or other documents in the school library and justify the role of each of them.
- 3) Find some evidences related to the participation of Interahamwe in the killing of Tutsi in Rwanda during the genocide comment them.
- 4) After the genocide against the Tutsi, the Government of National Unity was set up. Assess its achievements from 1994 up today.



## Expected answers

- 1) You can help learners identify some websites or reports which can help them perform this activity. They can work in pairs to facilitate their search and discussion.
- 2) Nazi members and soldiers actively participated in the genocide against Jews in East and Central Europe as follows:

The primary responsibility for the Holocaust rests on Adolph Hitler and the Nazi Party leadership, but operations to persecute Jews and other nationals were also perpetrated by the *Schutzstaffel (SS)*, *ordinary German citizens as well as by* collaborationist members of various European governments, including their soldiers and civilians alike. A host of factors contributed to the environment under which atrocities were committed across the continent, ranging from general racism (including anti-Semitism), religious hatred, blind obedience, political opportunism, coercion, profiteering, and xenophobia.

During World War II, the German military helped fulfill Nazism's racial, political, and territorial ambitions. Long after the war, a myth persisted claiming the German military (or *Wehrmacht*) was not involved in the **Holocaust and other crimes associated with Nazi** genocidal policy. This belief is untrue. The German military participated in many aspects of the Holocaust: in supporting Hitler, in the use of forced labor, and in the mass murder of Jews and other groups targeted by the Nazis.

The military's complicity extended not only to the generals and upper leadership but also to the rank and file. In addition, the war and genocidal policy were inextricably linked. The German army (or *Heer*) was the most complicit as a result of being on the ground in Germany's eastern campaigns, but all branches participated.

- 3) You can help learners to understand the evidences related to the killing of the Tutsi. In this regard, they can look for some statistics or testimonies and comment them. These are for instance the number/testimonies of genocide perpetrators incriminated through which used methods are provided.

In addition, learners can identify punishments given to guilty ones so to prove justice to the genocide survivors.

- 4) You can help learners to identify not only the achievements of

the Government of National Unity in different domains such as decentralisation, economic growth, education, promotion of economic growth and development, education, promotion of gender equality, urban and rural settlement development) but also the challenges it faced. If learners identify other domains such as agriculture, transport and foreign relations, you should not ignore them.

# UNIT 2

## THE ACHIEVEMENTS AND CHALLENGES OF THE GOVERNMENT OF RWANDA AFTER THE GENOCIDE AGAINST THE TUTSI

### 2.1 Key unit competency

The student-teacher should be able to examine the achievements and the challenges of the Government of Rwanda after the genocide against the Tutsi

### 2.2 Prerequisite knowledge and skills

In order to study this unit, the learner should have knowledge, skills and competences on the following issues:

- The causes and consequences of 1959 crisis in Rwanda
- The genocide against the Tutsi
- The achievements and failures of the 1st and 2nd Republics in Rwanda
- The factors for the downfall of the two republics in Rwanda and their categorization.

In addition, the learner should have some understanding on the importance of good governance and respect of the citizens in order to develop the spirit of patriotism.

### 2.3. Cross-cutting issues to be addressed

#### a) Peace and values education

Applied to this unit one on *The achievements and challenges of the government of Rwanda after the genocide against the Tutsi*, learners will be enabled to have a better awareness of the root causes of conflicts, violence, and lack of peace and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also get positive values such as patriotism, solidarity and altruism. The previous values are indicated in the sections on “*The home-grown initiatives*” which show the solidarity among Rwandans which helped each other and assisted their colleagues in finding solutions to the daily faced problems.

In section 1, you can help learners to discover how initiatives like Imihigo (Performance contracts) can help to achieve sustainable development, justice, accountability and solidarity.

### **b) Inclusive education**

Through learning and teaching process of this unit, care will be given to all learners including SEN cases. At this time, all learners will be given a quality and equitable education that meets their basic learning needs and understands the diversity of their backgrounds and abilities.

### **c) Genocide Studies**

Dealing with unit on *the achievements and challenges of the government of Rwanda after the genocide against the Tutsi*, the cross-cutting issue on genocide education will be addressed. In this regard, you can help learners to understand that the lack of social justice in Rwanda under the First and Second Republics created a genocidal continuum.

In this unit, you can also help learners to find solutions of challenges caused by genocide or any other conflict. The section on *the achievements of the Government of National Unity (1994-2003)* is a good example. The reconstruction process is a way of building lasting peace.

### **d) Gender**

This cross-cutting is particularly addressed in Section 1 related to *the achievements of the Government of National Unity (1994-)*. You can help learners to understand how female were not integrated in decision making organs and their number was low in schools. Learners should avoid analysing traditional Rwanda in the lens of “contemporary” Rwanda. Help learners to understand that gender equity is a process to be achieved in different domains.

### **e) Environment and sustainability education**

Using unit one on *The achievements and challenges of the government of Rwanda after the genocide against the Tutsi* you can help learners to realise that environment had been destroyed and efforts to rehabilitate it have been done. You can help them discover their own solutions to this problem. However, the Section 1 in *The achievements of the Government of National Unity (1994-)* under *Urban and rural settlement development* the policy of Imidugudu can help learners to reflect on the problem and see which challenges and opportunities can be found in view of protecting our environment.

## 2.4 Guidance on the introductory activity

At the beginning of this unit two, the introductory activity (**Learner's book page 33**) motivates 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. This will help them identify some issues and open them to what they did not know and be inquisitive to know about the achievements of the government of Rwanda after the genocide against the Tutsi as well as the challenges of the Government of National Unity.

### Possible answer of the introductory activity

- a) The illustration and photo indicate that the chaos existed after the 1994 Genocide against the Tutsi while some solutions were being found such as repatriating Rwandan refugees.
- b) You can help learners to identify many other achievements by linking them with the prevailing situation and help learners to understand that in Rwanda after the genocide, there were many problems to which solutions had to be found. In addition, the decisions made to deal with those problems proved efficient as they shaped Rwandans living standards.
- c) You can build on this activity to remind learners the causes of the genocide and the living conditions of the Rwandans after the genocide by paying specifically attention to those of genocide survivors. Other aspects of the problem including the way the Government was facing many challenges in the aftermath of the genocide can also be analyzed using *Learner's book* (See The challenges faced by the Government of Rwanda since 1994).
- d) You can help learners understand that there are many achievements depending on the domain you like to explore. On the other hand, there are also challenges which hinder the process including financial means in Rwanda, the internal opposition against the imposition of what to do or using points from the Learners' book.

Note that in this introductory activity, 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 of lessons or during the lesson.

## 2.5. List of lessons

Number of lessons	Lesson title	Learning objectives	Number of periods
1	The achievements of the Government of Rwanda	The student- teachers should be able to identify the achievements of the Government of Rwanda	6
2	The challenges faced by the government of Rwanda after the Genocide against the Tutsi	The student- teachers should be able describe the challenges faced by the government of Rwanda after the Genocide against the Tutsi	5
3	Assessment	Sum up the whole unit	1

### **Lesson 1: Achievements of the Government of Rwanda after the genocide against the Tutsi**

#### **a) Learning objectives**

The student- teachers should be able to identify the achievements of the Government of Rwanda

#### **b) Prerequisites/Revision/Introduction**

To begin this lesson, teacher asks the student- teachers some questions related to the previous lesson about achievements of the government of Rwanda after the genocide against the Tutsi.

#### **c) Teaching resources**

Student-teacher's textbook, electronic sources, testimonies, newspapers extracts, tactile materials, documentary films on the post-genocide Rwanda (if possible) and braille materials in case of impaired learners.

#### **d) Learning activities**

Teacher asks learners to use individually their textbooks or internet (if it available); to discuss the achievements of the Government of National Unity.

Thereafter, teacher invites some learners to make presentation of their work to the whole class. You can help learners to ask questions and make comments.

After this activity, teacher guides learners to make synthesis of the lesson.

### **Answers to the learning activity**

The following are the achievements of the Government of Rwanda after the genocide against the Tutsi:

#### ***a) Safeguarding national security***

- Repatriation of refugees from DRC
- Military operations aiming at weakening militia Interahamwe and Ex-FAR forces.

#### ***b) Promotion of Unity and reconciliation***

- Promotion of good governance
- Fight and elimination of all constraints of National Unity such as ethnicity, regionalism, discrimination
- Giving an equal opportunity to national economic resources
- Introduction of several structures and programs that were meant to correct past errors that led to war and genocide.
- Organisation of solidarity camps known as Ingando

#### ***c) Justice***

- Thousands were arrested and sentenced.
- Others were released for lack of evidence or convicted and sentenced.
- Categorisation of genocide suspects according to the crimes
- Creation of *Gacaca* courts
- Provision of special training to magistrates and judges
- Renovation of courts around the country
- Creation of national police force charged with civil security matters and criminal investigations.

#### ***d) Democratisation***

- Organisation of free, transparent and peaceful elections at local levels
- Putting in place a constitution in 2003

### ***e) Establishing core Institutions***

- The office of the Ombudsman,
- Office of the Auditor General for State Finances,
- Rwanda Public Procurement Authority,
- Rwanda Revenue Authority, and Rwanda Governance Board.

### ***f) Decentralisation***

- Maintenance of administrative structures left behind by the deposed regime, i.e. central government, provinces (*prefectures*), districts (*communes*), sectors and cells.
- Development of Rwanda's decentralisation policy
- Implementation of the decentralisation policy into three phases

### ***g) Economic growth and development***

- Creation of fiscal stability and economic growth.
- Inflation was brought down from 64% in 1994 to under 5% from 1998-2000.
- The privatisation of government enterprises
- rebuilding, expanding and improving the infrastructure
- Promotion of health conditions in residential houses increased the availability of water and electricity.

### **e) Application activities 2.1**

#### **Answers to the application activities 2.1**

- 1) Two main achievements of the Government of National Unity are safeguarding national security and the promotion of unity and reconciliation among Rwandans. These two achievements are fundamental because after the Liberation War (1990-1994) and the genocide against the Tutsi, Rwanda faced a serious problem of insecurity which if it was not solved it would have compromised the existence itself of the country. Besides, because of genocide Rwandans had been divided and the reconstruction of the country necessitated first of all the rehabilitation of unity among the Rwandans and their reconciliation.
- 2) Different administrative reforms have been initiated through decentralisation by the Government of Rwanda after the 1994 genocide against the Tutsi: Rwanda's decentralisation policy was an important



innovation. Its objective was to empower and invite the population to participate actively in debates on issues that concerned it directly. It also aimed at encouraging the electorate in the countryside to provide information and explain issues in order to take decisions knowingly. The decentralisation of activities went hand in hand with the decentralisation of financial, material and human resources.

The first phase (2001-2005) aimed at establishing democratic and community development structures at the district level and was accompanied by a number of legal, institutional and policy reforms, as well as democratic elections for local leaders.

The second phase (2006-2010) was conceived after a territorial restructuring in 2005, which considerably reduced the number of administrative entities (from 11 to 4 provinces, 106 to 30 districts, 1545 to 416 sectors, and 9165 to 2148 cells), and aimed at consolidating progress on national priorities, such as Vision 2020, and reinforced the decentralisation process by enhancing effectiveness in service delivery to communities.

- 3) The education has been promoted by the Government of Rwanda after the 1994 Genocide against the Tutsi in the following way:
- The Government of National Unity immediately instituted meritocracy in education system and measures were put in place to address the country's manpower incapacity;
  - The increase in the number of higher learning institutions and that of university graduates;
  - The creation of new higher education institutions like Kigali Institute of Science and Technology (KIST) in 1997;
  - The increase in number of primary schools and that of qualified teachers rose;
  - More resources were made available to build new schools and to rehabilitate old ones;
  - Introduction of universal primary education;
  - Establishment of education support institutions such as the National Curriculum Development Centre, the General Inspectorate of Education and Examinations Council.

## **Lesson 2: The challenges faced by the Government of Rwanda after the genocide against the Tutsi**

### **a) Learning objectives**

The student- teachers should be able describe the challenges faced by the government of Rwanda after the Genocide against the Tutsi

### **b) Prerequisites/Revision/Introduction**

At the start you can ask learners questions related to the challenges faced by the Government of National Unity after the genocide against Tutsi. You can introduce the new lesson by means of an illustration depicting one of the failures of the Government of National Unity. You can ask learners to take two minutes to observe the illustration/picture and tell what it means to them. If they do not link it with the challenges of the Government of National Unity, you can do it in the development of the lesson.

### **c) Teaching resources**

These can include History student-teacher's textbook, internet, testimonies, newspaper, tactile materials such as pictures/illustrations, documentary films on the challenges of the Government of National Unity. Braille materials can be availed if there are impaired learners.

### **d) Learning activity**

Teacher invites the learners to use their textbooks to analyze challenges faced by the government of Rwanda after the Genocide against the Tutsi.

You can also look for extracts from newspapers/written documents to teach this lesson. In this regard, you can make four or five working stations. Learners can be divided into five groups and each group can spend roughly ten minutes on each station. The documents can therefore be based on the following:

- Problems of insecurity
- Unity and reconciliation
- Justice
- Assistance to Genocide survivors or other socially disadvantaged groups

Learners can respond to particular questions and move quickly to the next session. At the end the secretary of each group can present their report. Questions and comments can follow. Learners can do additional reading in

their textbook to understand some aspects not raised during the lesson.

After class presentation, teacher guides learners so that they come up with a summary of the lesson.

### e) Application activities

#### Answers to the learning activity 2.2

Learners will attempt to make their own comments orally or in written way.

**a) Picture:** More than 140, 000 genocide suspects had been arrested yet there was insufficient prison infrastructure to host them. Their detention became a huge challenge in terms of feeding, and provision of medical and other services

#### b) Suspicion and mistrust among the Rwandan population

This lack of trust between people posed a serious challenge to the functioning of institutions because the vision of the Government of National Unity was not shared by all stakeholders. Despite all this, the Government of National Unity believed that Rwanda was not dead but that it could be reborn and re-built.

To reach that goal, the Government of National Unity advocated strongly for unity and reconciliation despite the enormous challenges.

#### Answers to the application activity 2.2

a) The challenges faced by Rwandans after the Genocide against the Tutsi can be classified under different categories as social, political, economic and psychological as follows:

Social	Political	Economic	Psychological
Education, health, resettlement of refugees and genocide survivors	Broken justice, problems of insecurity Suspicion and mistrust among the Rwandan	Unstable macro-economic environment, inflation, low productivity in all sectors, low private investment	Suspicion and mistrust among the Rwandan population; traumatism, Stress, humanity, identity, no hope for the future

The challenges have been selected and ranged into different categories. The arrangement has been done after having well reflected on and chosen the category that can match better with the concerned challenge.

- b) Referring to the previous categorization done on question a., the quote falls exactly in category of psychological challenges because according to the words used in the quote it is mentioned that the character had started to lack the ability to sleep at night and he or she could only sleep for two hours at night. In addition, this went on for a year, and he or she developed a complex sickness. Even afterwards, his or her mental condition had taken on grave proportions so that he had started to visit doctors.

## 2.6 Skills lab

Use a combination of knowledge, skills, attitudes and values you have acquired about home grown solution and role play the contribution of Umuganda in the social-political and economic development of Rwanda. Present your role play in the plenary.

**Topic:** Contribution of the Rwandan citizens and non-citizens towards the national duties and obligations (Umuganda)

**Duration:** (...minutes

**Materials required:** hoes, masks, working clothes, spade, sacks, etc.

**Tutor preparation:** prepare a movie describing describing the contribution of Umuganda (the tutor can write and read aloud the story to the class) find out enough place for facilitating the movement of actors, etc.

**Learning objectives (s):** Student-teachers will be able to:

- Role play on contribution of the Rwandan citizens and non-citizens towards the national duties and obligations (Umuganda)
- Mention the contribution of the Rwandan citizens and non-citizens towards the national duties and obligations (Umuganda)

**Instructional objective:** Through role play, student-teachers will be able to mention the contribution of the Rwandan citizens and non-citizens towards the national duties and obligations (Umuganda) perfectly.

**Activity 1: Build:** (...minutes)

- Tutor starts by asking the student-teachers to talk about the importance of umuganda.
- Tutor present pictures, video or a story narrating the contributions of umuganda.
- Ask some questions about the story: e.g. What are the materials used in Umuganda, on which day umuganda is carried out? How Rwandans build their country through Umuganda? Summarize the importance of umuganda to social political and economic development of Rwanda.
- Demonstrate how umuganda is performed in your villages.

**Activity 2: Practice:** (... minutes)

- Tutor guides student-teachers to discuss and plan for the role play
- Divide class into 4 skills lab teams (this depends to the class size)
- Ensures all student-teachers are involved
- Responds to questions if any
- Ensure that gender balance and inclusion is catered for.
- Ask student-teachers to determine which actors they will need to put in the role play E.g. the leader of Village (umukuru w'umudugudu), youth, men, women, etc.
- Let each group share roles according to their talent but make sure that all participate.
- Student-teachers will wear the clothes related to the assigned role.

**Activity 3: Present:** (...minutes)

- Each group delivers their role play
- Tutor asks follow up / probing questions
- Give feedback to each group
- Encourage note taking
- Conclude, supplement what has been presented

**Portfolio Assessment:**

- Give an individual portfolio assignment. - Connect it to the Key unit competence; it should be a practical activity that will require a student-teacher to move out of class.

Visit the community around the college, your fellow student-teachers, or school community. Talk to them about umuganda and come up with the contributions of umuganda towards the social political economic development of Rwanda. Take note on the dialogue and submit to the tutor (the assessment should be given enough time for research i.e. at least the findings are submitted after four days).

**Expected Answers:**

- Reduction of poverty
- Environmental protection
- Unity among citizens
- Easy communication
- Participation of population in the development of their country
- Contribute in the budget of the country
- Etc.

**Evidences:**

- Moving out around of the college
- Names of people of visited people
- Telephone number of the people visited
- Name of Village visited
- Originality

**Knowledge, Skills, attitudes and values:**

Interview, problem solving, citizenship, networking, respect, etc

## 2.7 Summary of the unit

This unity covers the achievements and challenges faced by the government of Rwanda after the end of the 1990-1994 Liberation War and and the 1994 Genocide against the Tutsi.

After the genocide against the Tutsi, Rwanda faced many challenges. These include for instance problems of insecurity, resettlement of refugees and genocide survivors, economic challenges, many problems in sectors of health,

education and justice. Despite these problems, the government of national unity recorded many achievements like safeguard of national security, promotion of unity and reconciliation among the Rwandese, democratization, decentralization, economic growth and development. A big work was also done in education, promotion of Gender equality, urban and rural settlement development

## 2.8 Additional information for teachers

**PEACE AGREEMENT  
BETWEEN  
THE GOVERNMENT OF THE REPUBLIC OF RWANDA  
AND  
THE RWANDESE PATRIOTIC FRONT**

The Government of the Republic of Rwanda on the one hand, and the Rwandese Patriotic Front on the other;

Firmly resolved to find a political negotiated solution to the war situation confronting the Rwandese people since 1st October, 1990;

Considering and appreciating the efforts deployed by the countries of the Sub-region with a view to helping the Rwandese people to recover peace;

Referring to the numerous high-level meetings held respectively at Mwanza, United Republic of Tanzania, on 17th October, 1990, in Gbadolite, Republic of Zaire, on 26th October, 1990, in Goma, Republic of Zaire, on 20th November, 1990, in Zanzibar, United Republic of Tanzania, on 17th February, 1991, in Dar-es-Salaam, United Republic of Tanzania, on 19th February, 1991 and from 5th to 7th March, 1991;

Considering that all these meetings aimed first and foremost at establishing a ceasefire so as to enable the two parties to look for a solution to the war through direct negotiations;

Noting the N'SELE Ceasefire Agreement, of 29th March, 1991 as amended in GBADOLITE on 16th September, 1991 and at ARUSHA on 12th July, 1992;

Reaffirming their unwavering determination to respect principles underlying the Rule of Law which include democracy, national unity, pluralism, the respect of fundamental freedoms and rights of the individual;

Considering that these principles constitute the basis and consistency of a lasting peace awaited by the Rwandese people for the benefit of the present and future generations;

Noting the Protocol of Agreement on the Rule of Law signed at Arusha on 18th August, 1992;

Considering that the two parties accepted the principle of power-sharing within the framework of a Broad-Based Transitional Government;

Noting the Protocols of Agreement on Power-Sharing signed at ARUSHA respectively on 30th October, 1992, and on 9th January, 1993;

Considering that the conflictual situation between the two parties can only be brought to an end through the formation of one and single National Army and a new National Gendarmerie from forces of the two warring parties;

Noting of the Protocol of Agreement on the Integration of Armed Forces of both Parties, signed at Arusha on 3rd August, 1993;

Recognizing that the unity of the Rwandese people cannot be achieved until a definitive solution to the problem of Rwandese refugees is found and that the return of Rwandese refugees to their country is an inalienable right and constitutes a factor for peace and national unity and reconciliation;

Noting the Protocol of Agreement on the repatriation of Rwandese refugees and the Resettlement of Displaced Persons, signed at ARUSHA on 9th June, 1993;

Resolved to eradicate and put a definite end to all the root causes which gave rise to the war;

Have, at the conclusion of the Peace Talks held in Arusha, United Republic of Tanzania, between 10th July, 1992 and 24th June, 1993 as well as Kizhira, Republic of Rwanda from 19th to 25th July, 1993 under the aegis of the Facilitator, His Excellency Ali Hassan MWINYI, President of the United Republic of Tanzania, in the presence of the Representative of the Mediator, His Excellency, MOBUTU SESE SEKO, President of the Republic of Zaire as well as Representatives of the Current Chairmen of the OAU, His Excellency Abdou DIOUF, President of the Republic of Senegal, and Hosni MUBARAK, President of the Arab Republic of Egypt, the Secretary General of the OAU, Dr. Salim Ahmed SALIM, the Secretary General of the United Nations, Dr. Boutros Boutros GHALI and Observers representing the Federal Republic of Germany, Belgium, Burundi, the United States of America, France, Nigeria, Uganda and Zimbabwe;

Calling the International Community to witness;

Hereby agree on the following provisions.

**Article 1:** The war between the Government of the Republic of Rwanda and the Rwandese Patriotic Front is hereby brought to an end.

**Article 2:** The following documents are an integral part of the present Peace Agreement concluded between the Government of the Republic of Rwanda and the Rwandese Patriotic Front:

- I. The N'SELE Cessfire Agreement of 29th March, 1991 between the Government of the Republic of Rwanda and the Rwandese Patriotic Front, as amended in GADOLITE on 16th September, 1991 and at ARUSHA on 12th July, 1992;

1. The following articles of the Constitution shall be replaced by the provisions of the Peace Agreement relating to the same matters. The Articles in question are: 34, 35, 36, 38, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 54, 55, 56, 57, 58, 59, 60, 63, 65, 66, 67, 68, 70, 71, 73, 74, 75 paragraph 2, 77 paragraphs 3 and 4, 81, 82, 83, 84, 85, 86, 87, 88 paragraph 1, 90, 96, 99, 101.

2. In case of conflict between the other provisions of the Constitution and those of the Peace Agreement, the provisions of the Peace Agreement shall prevail.

3. The Constitutional Court shall verify the conformity of Laws and Orders in Council with the Fundamental Law thus defined. Pending the enactment of the law on the Supreme Court, the existing Constitutional Court shall remain composed of both the Court of Cassation and the State of Council. The Presiding Judge of the Constitutional Court shall assume the presidency.

**Article 4:** In case of conflict between the provisions of the Fundamental Law and those of other Laws and Regulations, the provisions of the Fundamental Law shall prevail.

**Article 5:** The Government of the Republic of Rwanda and the Rwandese Patriotic Front undertake to make every possible effort to ensure that the present Peace Agreement is respected and implemented.

They further undertake to spare no effort to promote National Unity and Reconciliation.

II. The Protocol of Agreement between the Government of the Republic of Rwanda and the Rwandese Patriotic Front on the Rule of Law, signed at ARUSHA on 18th September, 1992;

III. The Protocols of Agreement between the Government of the Republic of Rwanda and the Rwandese Patriotic Front on Power-Sharing within the Framework of a Broad-Based Transitional Government, signed at ARUSHA respectively on 30th October, 1992 and on 9th January, 1993;

IV. The Protocol of Agreement between the Government of the Republic of Rwanda and the Rwandese Patriotic Front on the Repatriation of Refugees and the Resettlement of Displaced Persons, signed at Arusha on 9th June, 1993;

V. The Protocol Agreement between the Government of the Republic of Rwanda and the Rwandese Patriotic Front on the Integration of Armed Forces of the two parties, signed at ARUSHA on, 3rd August 1993;

VI. The Protocol of Agreement between the Government of the Republic of Rwanda and the Rwandese Patriotic Front on Miscellaneous Issues and Final Provisions signed at Arusha on 3rd August, 1993.

These entire documents are attached as Annex.

**Article 3:** The two parties also agree that the Constitution of 10th June, 1991 and the Arusha Peace Agreement shall constitute indissolubly the Fundamental Law that shall govern the Country during the Transition period, taking into account the following provisions:

**Article 6:** The two parties agree on the appointment of Mr. TWAGIRAMUNGU Fustin as Prime Minister of the Broad-Based Transitional Government, in accordance with Articles 6 and 51 of the Protocol of Agreement between the Government of the Republic of Rwanda and the Rwandese Patriotic Front on Power-Sharing within the framework of a Broad-Based Transitional Government.

**Article 7:** The Transitional Institutions shall be set up within thirty seven (37) days following the signing of the Peace Agreement.

**Article 8:** The current Government shall remain in Office until the Broad-Based Transitional Government is established. The maintenance of the Government does not mean that it can encroach on the mandate of the Broad-Based Transitional Government being established.

The current Government shall, in no case, take decisions which may be detrimental to the implementation of the Broad-Based Transitional programme.

**Article 9:** The "Conseil National de Developpement" (CNDD) shall remain in Office until the Transitional National Assembly is established. However, as from the date of signing the Peace Agreement, it shall not enact laws.

**Article 10:** The present Peace Agreement is signed by the President of the Republic of Rwanda and the Chairman of the Rwandese Patriotic Front, in the presence of:

- The Facilitator, His Excellency, Ali Hassan MWINYI, President of the United Republic of Tanzania,
- His Excellency, Yoweri Kaguta MUSEVENI, President of the Republic of Uganda, Observer country;



- His Excellency Melchior NDADAYE, President of the Republic of Burundi, Observer country;
- The Representative of the Mediator, His Excellency Faustin BIRINDWA, Prime Minister of Zaïre;
- Dr. Salim Ahmed SALIM, Secretary General of the OAU;
- The Representative of the Secretary General of the United Nations;
- The Representative of the Current Chairman of the OAU;
- The Representatives of other Observer countries: Germany, Belgium, United States of America, France, Nigeria and Zimbabwe;
- The delegations of the two parties.

**Article 11:** The present Peace Agreement shall come into force upon its signing by the parties.

Done at Arusha, on the 4th day of the month of August, 1993 both in French and English languages, the original text being in French.



HABYARIMANA Juvénal  
Major General  
President of the Republic of Rwanda

KANYARUKWE Aimé  
Colonel  
Chairman of the Rwandese Patriotic Front

In the presence of the Facilitator  
Ali Hassan MWINYI  
President of the United Republic of Tanzania

In the presence of the Representative of the Secretary General of the United Nations  
Mr. Vladimir PETROVSKY  
Under-Secretary General  
Director General of the United Nations  
Office at Geneva

In the presence of the Secretary General of the OAU  
Dr. Salim Ahmed SALIM

## 2.9 End unit assessment answers

### Section A

After stopping genocide and defeating the interim government, the Government of National Unity has encountered challenges like:

- Problem of suspicion and mistrust due to atrocities expressed during the genocide against the Tutsi and self-culpability of those who has committed the crime of genocide;
- Problem of insecurity especially in the northern region caused by the attacks of ex-FAR and *Interahamwe* militias;
- Problem of resettling the refugees and genocide survivors;
- Problems of economic stagnation, unstable macroeconomic environment, low private investment and scarcity of skilled personnel;
- Problem in the health sector such as workers who were few and poorly trained; the number of the injured and patients which was very high; malnutrition levels which were very high; the prevalence of water-borne diseases and other conditions related to poor sanitation which was among the highest in Africa at that time; the high infection rate of transmittable diseases, especially HIV and AIDS; the high fertility rate, coupled with ignorance and malaria which was hyper endemic in some parts of the country;

- Problems in education sector where most educational infrastructure was destroyed; a good number of human capital was decimated or in exile; education policies had some weaknesses and discriminatory; education system did not respond to the socio-economic needs of the country; the few Rwandans that went to school could not translate their knowledge into productive activities and higher education was quantitatively low and was a privilege for some Rwandans.
- Problem of justice due to insufficient prison infrastructures to host more than 140, 000 genocide suspects that had been arrested yet; inadequate number of trained lawyers to handle the large number of perpetrators of genocide; some laws which were also outdated and inexistent for some cases such as genocide and the justice sector which witnessed unskilled personnel.

## Section B

For evaluating the Government of National Unity, you can help learners to identify the aims of the two phenomena. A special attention can be paid to what has been done in line with the aims and the challenges and how to overcome them.

The following are the achievements of the Government of Rwanda after from 1994 up today:

- Safeguarding national security by repatriation of refugees from DRC and military operations aiming at weakening militia *Interahamwe* and Ex-FAR forces.
- Promotion of unity and reconciliation by promoting good governance, fighting and eliminating all constraints of National Unity such as ethnicity, regionalism, discrimination, giving an equal opportunity to national economic resources introducing several structures and programs that were meant to correct past errors that led to war and genocide and organisation solidarity camps known as Ingando;
- Promotion of justice where thousands were arrested and tried; others were released for lack of evidence or convicted and sentenced; genocide suspects were categorized according to the crimes; *Gacaca* courts were created; special training to magistrates and judges were provided; courts around the country were renovated and national police force charged with civil security matters and criminal investigations was created.
- Promotion of democracy by organising free, transparent and peaceful elections at local levels and putting in place a constitution in 2003;

- Establishment core Institutions like, the office of the Ombudsman, office of the Auditor General for State Finances, Rwanda Public Procurement Authority, Rwanda Revenue Authority, and Rwanda Governance Board;
- Promotion of decentralization with maintenance of administrative structures left behind by the deposed regime, i.e. central government, provinces (prefectures), districts (communes), sectors and cells; development of Rwanda's decentralization policy and implementation of the decentralization policy into three phases
- Economic growth and development with creation of fiscal stability and economic growth; inflation which was brought down from 64% in 1994 to under 5% from 1998-2000, privatisation of government enterprises, rehabilitation, expansion and improvement of infrastructures and promotion of health conditions in residential houses which increased the availability of water and electricity.
- Promotion of education by institutionalizing meritocracy in education system, setting up of measures to address the country's manpower incapacity, increasing the number of institutions for higher learning, increasing the number of primary schools, increasing the number of qualified teachers, building new schools and rehabilitating old ones, introducing universal primary education and establishment of education support institutions (National Curriculum Development Centre, the General Inspectorate of Education and Examinations. Board "National Examination Council" was introduced ensure fairness, transparency and uniformity in standards).
- Promotion of Gender equality with inclusion of women in the process of Family land inheritance, empowerment and inclusion of women in all sectors of National life, increase of women representation in decision-making organs and promotion of girls' education
- Urban and rural settlement development with elaboration of the first national policy on settlements formulated in 1996, construction of grouped settlements known as *Imidugudu*, abolition of dispersed settlements in favour of group settlements optimization of land management rationalisation of land for accommodation, agriculture or other purposes, design of the plan for Kigali city and other towns, construction of new residential and commercial neighbourhoods in Kigali and Construction of middle-income houses in Kicukiro, Kibagabaga, Gisozi, Nyarutarama, Kimironko.

## 2.10 Additional activities

### 2.10.1. Remedial activities

The following questions are suggested as remedial activities for slow learners.

#### Questions

- 1) Describe the causes of the 1990–1994 Liberation War.
- 2) Explain briefly the course of the Liberation War (1990-1994) between the then Government of Rwanda and RPF *Inkotanyi*.
- 3) What were the pillars of the Arusha Peace Agreement? Explain four of them in two lines each. Why were they important for Rwanda?
- 4) Explain three effects of the Liberation War.
- 5) Discuss the challenges of the Rwandan Government after 1994 Genocide against the Tutsi.
- 6) Examine the achievements of the Rwandan Government after the Genocide against the Tutsi.

#### Expected answers

- 1) **Different causes justify the reasons for** the outbreak of the Liberation War (1990–1994) in Rwanda. Among them, the main are the following:
  - The long exile.
  - The refusal of return of Rwandan refugees.
  - Ethnic divisionism and regionalism.
  - Intimidation and killing of opposition politicians
  - Increasing of dictatorship in Rwanda.
- 2) **The liberation War that started on October 1, 1990** and ended on July 4, 1994 had been fought through the different stages. The main are the following:
  - The foundation of RANU in 1979 and birth of RPF Inkotanyi in 1987;
  - The adoption of military option by RPF Inkotanyi 1990's;
  - The beginning of the war on October 1st 1990;
  - The attack on Ruhengeri in January 1991;
  - The phase of guerrilla war, between 1991-1992;

- The peace process, between 1992 – 1993;
- The involvement of foreigner countries;
- The signing of the Arusha Peace Accord, on August 4th 1993;
- The end of the war and genocide on July 4th 1994.

Note that learners are not required to memorise the above dates. They should know that the above facts happened early 1990s. Rather it is important to understand changes and continuities and the motives behind them.

### **3) The pillars of Arusha Peace Agreement:**

- The establishment of the rule of law
- Power-sharing;
- Repatriation and resettlement of refugees and internally displaced people;
- The integration of armed forces;
- Other miscellaneous provisions

You can help learners to link the answer to the problems Rwanda was facing at that moment such as lack of democracy and discriminative policies; the lack of appropriate solution to refugees' problems which led to the use of force.

### **4) Some effects of the Liberation War in Rwanda**

- *Displacement and exile of many people*

More than one million of Rwandans fleeing the battle fields were displaced inside the country. These needed shelter, food and other basic materials to use in their daily life, without working, etc. At the end of the war, Government officials, soldiers and militia fled to within neighbouring countries with them millions of civilians. Thousands died of water-borne diseases.

- *Loss of lives and destruction of properties*

Many people were killed, and others were wounded including soldiers and civilians.

There was also the massacre of Abagogwe group (199-1993) by Habyarimana regime in retaliation for a RPA attack. The similar killings were done in Kibirira, Bugesera, Kibuye, Murambi and in Umutara.

By this war, some public infrastructures like offices, roads and bridges were destroyed. Besides, the private prosperities were also destroyed like houses, shops etc.

- ***Rwandans in exile and inside were excited***

For those in exile, they felt the time had come to return home and joined massively the RPF and the struggle as the war progressed.

A lot of money, medicine, food and clothes were mobilized on a continuous basis in support of the war.

Inside Rwanda, there were mixed reactions. Some people mainly sympathizers of the RPF, felt the time had come for their rescue and joined the struggle through different neighboring countries while others were worried about the reactions of the Habyarimana regime.

- 5) After the end of the Liberation War and of the Genocide against the Tutsi, a new government was set up. It is the government of national unity. This government faced the following challenges:
  - Suspicion and mistrust among the Rwandan population;
  - Problems of insecurity;
  - Resettlement of Refugees and genocide Survivors Economic challenges;
  - Health problems;
  - Challenges in education;
  - Challenges in Justice.
- 6) Although many problems encountered by the government of national unity just after stopping genocide, this government has registered many achievements in many fields such as:
  - Safeguarding the national security;
  - Promoting unity and reconciliation;
  - Ensuring the justice to all;
  - Promoting democratization process;
  - Establishing the core national institutions;
  - Implementing the decentralisation policy;
  - Stimulating the economic growth development;
  - Promoting education
  - Promoting the gender equality
  - Developing urban and rural settlement.

### ***2.10.2.Consolidation activities***

The following questions are suggested for enhancing development of competences.

- 1) Can we claim that long exile could lead to the Liberation War (1990-1994)?

You can help learners to understand that the Liberation War does not have one cause. However, the bad conditions of living such as lack of employment and good education in hosting countries and refusal to come back home by the First and Second Republics made them think of a solution to return home.

- 2) Analyse the outcomes of the Arusha Peace Agreement.

The Arusha Peace Agreement was preceded by the signing of the agreement on a new ceasefire, as well as parties agreeing on the following principles:

- That there was neither democracy nor the practice of the rule of law in Rwanda;
  - That a broad-based government of national unity, including parties of different political persuasions was necessary to oversee the transition to democracy;
  - That the Rwandan army was not national in character and that it was necessary to set up a truly national army from among members of the two existing armies;
  - The Rwandan refugees have a legitimate inalienable right to return home.
  - Help learners to find out what changed due to the Agreement and what remained unchanged.
- 3) Explain how the Liberation War worsened the situation of economy in Rwanda.

Because of the war and the pressure on Habyarimana regime Rwandan economy collapsed, the coffee which was the main resource of overseas currencies was not produced, thus the country witnessed a hard economic situation. Besides, foreign aid stopped, and the Rwandan franc lost its value. Main sectors of economic activities fell down. People became poor and discontented. In fact, because of the war, the North corridor was closed and this led to the stoppage of commercial exchange with Uganda. Besides, the war increased the military expenditure of the government of Rwanda and this make the country more and more impoverished.

- 4) What are the challenges encountered by the Government of National Unity created in 1994? What could you have proposed to sort out them?
- Problems of insecurity (Interahamwe militia, Zone Turquoise, had become a haven for genocide forces, infiltrators from refugee camps across the border continued to cross and destabilize the country supported by DRC.)
  - Resettlement of Refugees and genocide survivors (Millions of Rwandan refugees could return. Tens of thousands of internally displaced people, especially genocide survivors whose homes had been destroyed, were resettled and provided with basic housing facilities. About three million Rwandan Refugees who had been taken hostage by fleeing genocide forces in the DRC and some in Tanzania were brought back home by the Transitional Government.)
  - Economic challenges (The Rwandan economy and political situation before 1994 was marked by economic stagnation and high levels of poverty, no private sector, no skilled professionals had been particularly targeted)

Despite the challenges faced after the Liberation War, the government of unity has many achievements. In which domains or sectors?

- National security
- Unity and reconciliation
- Justice and democratization
- Decentralization
- Economic growth and development
- Education and promotion of gender equality

### ***2.10.3. Extended activities***

These are suggested questions for gifted and talented students.

- 1) Search on internet or other documents in the school library the aims, achievements and challenges of one of the following institutions created during the Government of National Unity: Office of the Ombudsman, Office of the Auditor General for State Finances, Rwanda Public Procurement Authority, Rwanda Revenue Authority and Rwanda Governance Board. Propose some solutions to sort out those challenges.
- 2) Soldiers from different countries participated in the Liberation War (1990-1994). Search on internet or other documents in the school library and justify the intervention of each of them.



- 3) Find some evidence related to the challenges of the Government of National Unity (gender, assistance to survivors, settlement in *imidugudu*, security) and comment them.
- 4) After the genocide against the Tutsi, the Government of National Unity was set up. Assess its achievements from 1994 up to 2003.

### Expected answers

- 1) You can help learners identify some websites or reports which can help them perform this activity. They can work in pairs to facilitate their search and discussion.
- 2) Soldiers from different countries participated in the 1990-1994 Liberation War. The countries that intervened are France, Zaïre, Belgium and Uganda. France helped the Habyarimana regime because Rwanda was at this time a French-speaking country that had been attacked by English-speaking rebellion supported by a foreign country. Other possible reasons can be found by learners (military agreement between the two countries).

Belgium sent to Rwanda a contingent with a mission of repatriating its citizens who wished to leave the country.

The Zairian contingent intervened in the war in order to help President Habyarimana who was a very important friend of President Mobutu. Learners can find other reasons such as the supporting a country member of the *Communauté Economique des Pays des Grands Lacs* (CEPGL).

Uganda helped RPF soldiers because most of them were members of its former army. But later on, Museveni declared that Uganda intervened on the side of RPF in order to stop the genocide.

- 3) You can help learners to understand the challenges faced by the Government of National Unity after the genocide against the Tutsi. In this regard, they can look for some statistics or testimonies and comment them. These are for instance the number/testimonies of genocide survivors assisted by the Government and the domain of intervention. In addition, learners can identify challenges which are related to the assistance of genocide survivors. Learners can also look for data related to girls in education or other activities (if possible, in historical perspective) to identify their number, options they follow in

schools/universities. You can also help learners to find more readings on problems of insecurity, economic challenges, justice, settlement in *imidugudu*, villages, etc.

- 4) You can help learners to identify not only the achievements of the Government of National Unity in different domains such as decentralisation, economic growth, education, promotion of economic growth and development, education, promotion of gender equality, urban and rural settlement development) but also the challenges it faced. If learners identify other domains such as agriculture, transport and foreign relations, you should not ignore them.

# UNIT 3

## GENOCIDE DENIAL AND IDEOLOGY IN RWANDA AND ABROAD

### 3.1 Key unit competence

The student teacher should be able to analyze different forms of genocide denial and ideology in Rwanda and abroad.

### 3.2 Prerequisites of this unit

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

- Causes of 1994 genocide against the Tutsi
- Planning and execution of the 1994 genocide the Tutsi
- Role played by RPF/RPA in stopping the genocide against the Tutsi

### 3.3 Cross-cutting issues to be addressed

- a) Peace and values education:** Learners will be enabled to have a better understanding of the root causes of conflicts, violence, and lack of peace and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also have positive values.
- b) Inclusive education:** Care will be given to all learners including those with special education needs. All learners should be given a quality and equitable education that meets their basic learning needs and takes into account the diversity of their backgrounds and abilities.
- c) Genocide studies:** Rwandan learners will be offered the opportunity to know about the genocide perpetrated against the Tutsi as well as other genocides, like the holocaust.
- d) Gender:** Both boys and girls will be enabled to exploit their full potential and talents without any discrimination or prejudice.
- e) Comprehensive Sexuality Education:** Learners will get conversant with different topics such as sexual and reproductive health, human growth and development, communication, relationships, gender, prevention of STIs, HIV and AIDS, unwanted pregnancies and gender

based violence among others. This will enable them to acquire the universal values such as respect, acceptance, tolerance, equality, empathy and reciprocity.

- f) Environment and sustainability:** Learners will acquire knowledge, skills, attitudes and values that aim to develop sustainable ways of living and the need to balance economic growth, the well-being of society and ecological systems.

### 3.4 Guidance on the introductory activity

At the beginning of this unit three, the introductory activity (**Learner's book page 51**) motivates 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. This will help them identify some issues and open them to what they did not know and be inquisitive to know about the persistence of genocide denial and genocide ideology after the genocide against the Tutsi as well as the channels through which genocide denial and genocide ideology are transferred.

#### Possible answer of the introductory activity

- a) Find and explore above document and discuss its genocide ideology context

The Ten Hutu Commandments according to Kangura newspaper indicate that the genocide ideology existed long before the 1994 Genocide against the Tutsi, that was institutionalised and taught in every category of population.

- b) "In the aftermath of Rwanda's genocide against the Tutsi in 1994, the perpetrators launched a campaign to create an alternative "truth". Already, perpetrators' intent was breathe-taking as it sounds - to persuade the international community that there had been no genocide and so no responsibility for about 1,000,000 deaths". Do you agree with this statement?

You can help learners to provide many arguments about the campaign for denying the occurrence of genocide by all involved people so as to avoid being incriminated of such a crime by linking them with the ongoing denial and ideology operations in Rwanda and abroad and help learners to understand that after the genocide, their perpetrators

who are not yet brought to courts continue inseminating the poisoning policies in Rwanda and the world over.

Note that in this introductory activity, 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 of lessons or during the lesson.

### 3.5 List of Lessons

Number of the lesson	Lesson title	Learning objectives	Number of periods
1	Definition of the concepts: ideology, genocide ideology and genocide denial	Student - teachers are able to identify and explain the meanings of ideology, genocide ideology and genocide denial.	3
2	Forms of genocide denial: literal, interpretative and implicative denial	<p>Student - teachers are able to describe literal, interpretative and implicative denial as a form of genocide denial.</p> <p>Student - teachers are able to examine interpretative denial as a form of genocide denial.</p> <p>Student - teachers are able to examine the manifestations of implicative denial as a form of genocide denial.</p>	3
3	Ways of fighting against forms and channels of genocide denial and ideology: African level national level	<p>Student - teachers are able to suggest ways of fighting against different forms and channels of genocide denial and ideology at the international level.</p> <p>Student - teachers are able to identify and explain the measures to adopt in order to fight against genocide denial in Rwanda</p>	3
4	Evaluation	Sum up the whole unit	1

## **Lesson 1: Definition of concepts: ideology, genocide ideology and genocide denial**

### **a) Learning objectives**

Student - teachers should be able to identify and explain the meanings of ideology, genocide ideology and genocide denial.

### **b) Prerequisites/ Revision/ Introduction**

To begin this lesson, the teacher asks the - Student teacher some Questions related to genocide.

### **c) Teaching aids**

Student teacher's books, documentary film on "Ndi Umunyarwanda" (if it is available), extracts of some of President Habyarimana's speeches about the issue of refugees and speech of Léon Mugesera at Kabaya.

### **d) Learning activities**

Teacher asks the Student - teachers to do activity 1 (**Learners' book page 52**) on the chalkboard. (At least, 10 learners write their definitions).

After this activity the teacher engages other Student - teachers to analyze the definitions given.

## **Assessment**

Questions and Suggested Answers to **Learning activity 3.1**

### **Question**

How did different scholars try to define the following concepts:

- Ideology
- Genocide ideology
- Genocide denial

### **Suggested Answers**

- Ideology: It is a set of beliefs, especially held by a particular group, that influences the way the people behave.
- Genocide ideology: It is an aggregate of thoughts characterised by conduct, speeches, documents and other acts aiming at exterminating or inciting

others to exterminate people basing on ethnic group, origin, nationality, region, colour, physical appearance, sex, language, religion or political opinion, committed in normal periods or during war.

- Genocide denial: It is an attempt to deny or minimize statements of the scale and severity of an incidence of genocide.

### **e) Application activities**

#### Questions and Suggested Answers to **Application activity 3.1**

##### **Question**

- 1) Describe the ways by which the crime of genocide ideology is committed
- 2) “The genocide ideology and denial are both punishable crimes”. Explain how they are punished by law under Rwanda jurisdictions.

##### **Answers**

- a) In article 3 of the law above, it is characterized in any behavior manifested by facts aimed at dehumanizing a person or a group of persons with the same characteristics like threatening, intimidating, degrading through defamatory speeches, documents or actions which aim at propounding wickedness or inciting hatred.

It can also be committed through:

- Marginalizing,
- Laughing at one’s misfortune,
- Defaming,
- Mocking,
- Boasting,
- Despising,
- Degrading creating confusion aiming at negating the genocide which occurred,
- Stirring up ill feelings,
- Taking revenge,
- Altering testimony or evidence for the genocide which occurred,
- Killing,
- Planning to kill or attempting to kill someone for purposes of furthering genocide ideology.

- b) The crime of genocide ideology is punishable by the law. Under article 135 of the penal code, “any person who commits the crime of

genocide ideology and other related offences shall be liable to a term of imprisonment of more than five to nine years and a fine of one hundred thousand (100,000) to one million (1,000, 000) Rwandan francs.

- c) The crime of genocide denial is punishable by the law. Under the Article 116 of the penal code “Any person who publicly shows, by his/her words, writings, images, or by any other means, that he/she negates the genocide against the Tutsi, rudely minimizes it or attempts to justify or approve its grounds, or any person who hides or destroys its evidence shall be liable to a term of imprisonment of more than five (5) years to nine (9) years.

If the crimes under Paragraph One of this Article are committed by an association or a political organization, its dissolution shall be pronounced.

## **Lesson 2: Forms of genocide denial in Rwandan society and abroad: Literal, interpretative and implicatory**

### **a) Learning objectives**

The student teacher should be able to analyze different forms of genocide denial and ideology in Rwanda and abroad.

### **b) Prerequisites/ Revision/ Introduction**

Teacher can ask some Questions about Literal, interpretative and implicatory denial of the genocide before starting this lesson.

### **c) Teaching aids**

Student teacher’s books

### **d) Learning activities**

In groups of five, learners do activity 3.2

Teacher invites one learner from each group to present their work to the class.

### **Questions and Suggested Answers to activity 3.2**

- 1) Explore above picture and discuss any form of genocide ideology in Rwanda that existed in Rwanda?
- 2) Using internet, textbooks in library or other documentation, explain how



family-based form of genocide ideology is developed

### **Answers**

- 1) The form of ideology shown basing on the picture is all about mentioning ethnic belonging of the bearer. This is coined as the official ideology as this way of mentioning the ethnic group one belongs to was institutionalized by the government of Rwanda to identify Rwandans and possible to make easier the genocide which was being silently prepared.
- 2) The ideology of the family consists of all those values and norms that instruct us on how 'ideal' family life should be lived. It provides a justification for the type of institution the family is seen to be in our culture. Most of the time this ideology is 'hidden' and it lies in our unconscious, but not often brought to consciousness and seriously questioned. The family-based form of genocide ideology, in the case of Rwanda, may refer to all values and norms instructed to children by their parents (Hutu) on how children have to live with their neighbours especially with those their parents qualify as "them" meaning those who are not of their clan or ethnic group (Tutsi) following the genocide-based indoctrination of the past history. In this sense, it affects most the society when comes the mourning times where this form of ideology is kept as status quo against hatred side (Tutsi) because the other side (Hutu) feels uncomfortable. So kept, it develops the ideals of genocide ideology and is liable to make family members (parents and children) maintain genocide denial thoughts and actions.

### **e) Application activity**

#### **Application activity 3.2.**

#### **Questions**

- a) Explain how the literal genocide denial is manifested in Rwanda and abroad
- b) Describe interpretative genocide denial and show how it is manifested in Rwanda and abroad.
- c) Describe implicatory genocide denial and its manifestation in Rwanda and abroad.

#### **Suggested Answer**

- a) Literal denial involves either the '... full intention to deceive' or forms of self-deception that result in disbelief, silence or claiming not to know.

Knowledge may be directly denied, sometimes even in the face of clear evidence to the contrary. Silence, indifference and treating evidence as if it does not merit serious consideration, are all strategies of literal genocide denial.

- b) Interpretative genocide denial involves recategorising evidence that is established, and goes beyond negating, ignoring or silencing talk of genocide. Interpretative genocide denial involves use of euphemisms, and the relativising of atrocities by one's own 'side' as an understandable response to the threat from the 'other side.'
- c) Implicatory denial consists of retaliatory counter-accusations, and explicit justification for one's position. Implicatory genocide denial tries to prove that if genocide was committed, it was not by those accused but by the 'other side' in a civil war. Implicatory denial has arisen mainly since 2003, and mainly through legal institutions in France and Spain, and on internet sites of the political opposition to the Rwanda Patriotic Front. In more details, each of these three basic forms of genocide denial can be presented.

### **Lesson 3: Channels of genocide ideology, denial and the ways of fighting against**

#### **a) Learning objectives**

Student - teachers should be able to suggest ways of fighting against different forms and channels of genocide denial and ideology at the international level.

denial and ideology in Rwanda and abroad.

#### **b) Prerequisites/ Revision/ Introduction**

Teacher introduces this lesson by asking the learners to summarize the different forms of genocide denial.

#### **c) Teaching aids**

Learner's book and internet if it is available.

#### **d) Learning activities**

Teacher asks the learners to join their groups and do activity 3.3. After, teacher asks them to make a class presentation, where each group presents its work.

## Assessment

### Questions and Suggested Answers to learning activity 3.3

#### Question

Apart from Dr Bizimana's warning on Media as channels of genocide ideology and denial, suggest and explain other different ways which can be used to fight against genocide denial at the international level.

#### Suggested Answer

- To identify mechanisms for acting on early warning signals to emerging discrimination and discriminatory practices of the State and its functionaries as well as the people themselves.
- Good governance demands that states have a 'Best Practice' standard operating procedure to which all member states of the --African Union must comply with the possibility of effective sanctions for noncompliance.
- Africans must also sit down and agree to stop killing one other.
- It is also important and necessary to domesticate decisions and judgments of the International Criminal Tribunal for Rwanda.

#### e) Application activity 3.3

#### Question

- a) Analyse how political, social and economic development movements were used by the former two Republics to propagate genocide ideology
- b) Identify and explain the measures to be adopted in order to fight against genocide denial in Rwanda.

#### Suggested Answers

- a) Political, Social and economic development movements. These are movements or actions regrouping a given number of individuals who commit to run determined activities for individual or common interest.

In politics, they are formed and organized by the government to implement formulated ideologies or policies. Their members are regularly trained to the cause and are requested to hold meetings periodically to evaluate their actions and debate on the tasks ahead. In Rwanda, such movements were formed and given extra-mission tasks of instilling genocide ideology throughout the country during the First and Second Republics. They include: Cooperatives, Militias, Youth Movements and state-organized community works of every Tuesday.

These were followed by singing songs (eg National Anthem) glorifying the achievements of the acting government and the win over Tutsi domination and gain of independence despite Tutsi indifference.

*Cooperatives during the 1st and 2nd Republics.* Officially known as the Government policy of bringing together efforts for sustainable development in different sectors of development, they were also channelling through which the genocide ideology had to be taught. This is because, in their meetings, not only development matters were concerned but also history of Rwanda was taught by the identifying Tutsi as enemies of the development regained grounds for debate.

Political party militias. These were paramilitary organizations of people formed and trained for the civil defence of the country especially by 1990. Groups like Interahamwe (MRND), Impuzamugambi (CDR), Inkuba (MDR), etc. were used to echo hatred, suspicion, division against Tutsi as the Liberation War was on the move. The teachings recalled so many times differences between Hutu and Tutsi, prejudices or other kinds of stereotypes of each group.

- b) The law related to the punishment of the crime of genocide ideology has to be applied not only to punish but also discourage all the persons in Rwanda found guilty of the crime of genocide ideology.
- c) Apart from punishing, a campaign of sensitisation has to be led to educate the Rwandans about the evils of genocide ideology and denial and the negative impact it has on the policy of unity and reconciliation which is the pillar of the development of the country.

Rwandan and foreign scholars also have to write to combat genocide ideology and denial spread in different media like books, internet, etc.

The decent conservation of existent genocide memorials of the genocide against the Tutsi and the construction of others will constitute a permanent evidence to challenge the revisionists of the genocide against Tutsi.

### 3.6 Skills Lab

Use a combination of knowledge, skills, attitudes and values you have acquired about genocide denial and ideology in Rwanda and abroad and present it in the plenary.

**Topic:** Genocide denial and ideology in Rwanda and abroad

**Duration:** (...minutes

**Materials required:** Sample of microphones, phones calls to Radio Stations, books, (and other materials used by genocide deniers and ideologists) photos/video of testimonies denying genocides, sample of genocidal leader speeches (Their photos), class curricula extracts where genocide ideology is developed..., (photo of scholars, authors or journalists in disseminating denial and ideology messages, etc.

**Tutor preparation:** Ask some volunteers to practice the skit before class,, set chairs in circles for groups

**Learning objectives (s):** Student-teachers will be able to:

- Identify different forms of ideology
- Describe how genocide has been denied in Rwanda and abroad
- Debate the different channels of genocide denial

**Instructional objective:** Through debate groups, student-teachers will be able to debate the different channels of genocide denial perfectly.

**Activity 1: Build: (...minutes)**

- Before this lesson, the tutor asks questions about the different forms of genocide denial and ideology.
- In class, the tutor presents an example of forms of genocide denial and ideology and how far they oversee other genocides in future.
- Tutor shares learning objectives

**Activity 2: Practice: (... minutes)**

- Tutor divide student teachers in 2 skills lab teams (proposers and opposers)
- Ask every group to find out arguments supporting their position (proposers=showing the way by which denial and ideology are disseminated and opposers=the explanation of their arguments as they are not doing so.
- Ensures all student-teachers are involved
- Responds to questions if any
- Ensure that gender balance and inclusion is catered for.

**Activity 3: Present: (...minutes)**

- Two groups sit in two rows facing each other and debate
- Each group present its arguments to convince their opposers about the validity of their position
- Tutor asks to follow up / probing questions
- Give feedback to each group
- Supplement what has been debated and student teachers vote for the conclusion,

**Portfolio Assessment:**

Each student teacher writes an essay on genocide denial and ideology while focusing on the forms and channels by which they reach the public.

### 3.7 Summary of the unit

From the points discussed by learners in their groups, class presentations, activities done in the classroom and at home, the teacher comes up with a synthesis of this unit.

Recognizing the massive killing of the Tutsi as genocide was not easy. Main perpetrators of the genocide planned beforehand how to deny it. Three forms of genocide denial were used in most cases such as literal genocide denial, interpretative genocide denial and implicatory genocide denial.

All of these forms of genocide denial were fought and the international community finally accepted that in Rwanda, a genocide had been committed against the Tutsi in 1994. However, even if in the 1994 genocide against the

Tutsi has been recognized as such, there are still many people who still deny it. Different ways of fighting genocide denial and ideology have been proposed at the African and national levels. These include the respect of the international conventions, adoption of the good governance and anti-corruption principles and establishment of related and the punishment of the crime of genocide ideology.

### **3.8 Additional information for teachers**

#### ***Why Rwanda needs the law repressing genocide denial and ideology***

In 2003, Rwanda enacted Law No 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 a subject of massive criticism by the western press and non-governmental organisations. 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 that this is a draconian law meant to suppress political dissent and freedom of speech. What is not often told, however, is that laws of similar nature have actually been in place in several European countries for decades!

Rwanda's law provides for the 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 minimised it or attempted to justify or approve its grounds".

The French freedom of the press Act of 1891 provides that, "Any one who denies the existence of one or more crimes against humanity as defined in article 6 of 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 organisation 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 the punishment in all European union states of anyone who, “publicly condoned, denied, or grossly trivialised 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 denies, 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”.

The 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 minimises, 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 outlaw’s holocaust denial and denial of other genocides.

Liechtenstein’s criminal code provides that, “Whoever publicly denies, coarsely trivialises, 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”.

In *Garaundy v. France*, the court ruled that, “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 on which the fight against racism and anti-Semitism is based and constitutes a serious threat to public order. Such acts are incompatible with democracy and human rights because they infringe on the rights of others”.

While certain forms of speech are restricted in those countries, the insinuation 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 demonising 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 morals”

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 organised the mass killing of Jews. The denial of Hitlers’ 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 circumstances 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 like 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?

### **3.9 End of unit assessment**

Answers to the end of unit assessment (**See Learner’s book page 65**)

- 1) Definition of the concept “genocide ideology”

Genocide ideology is an aggregate of thoughts characterised by conduct, speeches, documents and other acts aiming at exterminating or inciting others to exterminate people basing on ethnic group, origin, nationality, region, colour,

physical appearance, sex, language, religion or political opinion, committed in normal periods or during war.

### ***Definition of the term “genocide denial” in Rwanda***

Genocide denial is an attempt to deny or minimise statements of the scale and severity of an incidence of genocide; for instance, the 1994 genocide against the Tutsi denial and the holocaust denial.

Where there is near universal agreement that genocide occurred, genocide denial is usually considered as a form of illegitimate historical revisionism. However, in circumstances where the generally accepted facts do not clearly support the occurrence of genocide, the use of the term may be an *ad hominem* argument by those who argue that genocide occurred.

- 2) Different forms of genocide denial that have been manifested in Rwanda and outside the country.

Since 1994, genocide denial has taken three main forms: Literal genocide denial, interpretative and implicatory genocide denial. In the case of the 1994 genocide against the Tutsi, all these three forms of genocide denial are linked to one another.

Literal genocide denial involves negating the facts of genocide, silencing talk of genocidal plans and killings. Literal denial becomes harder to sustain once evidence emerges that genocide plans were made and executed right across Rwanda. Interpretative genocide denial reframes or re-labels the events of the genocide, viewing them as part and parcel of civil war, rather than genocide.

Implicatory genocide denial on the other involves explicit counter-accusations that genocide was planned by those previously viewed as saving the victims. The Rwandan Patriotic Front (RPF) government is thus accused of planning the genocide, not only in Rwanda but also in the eastern Congo, now Democratic Republic of Congo (DRC). A double genocide thesis is part of both the interpretative and implicatory forms of genocide denial. All the three forms of denial tend to reinforce two parallel and mutually incompatible accounts of the 1994 genocide against the Tutsi, of the past, and tend to further polarise political and public opinion, reinforcing divisions over the past, present and future direction of the country.

Banal denial minimises the significance of human suffering and constitutes collective denial and can even involve official denial by the state.

### 3) Strategies adopted by the government of Rwanda to fight genocide denial and ideology

#### *At national level*

The law related to the punishment of the crime of genocide ideology is applied not only to punish but also to discourage all people in Rwanda from committing this crime.

Apart from punishment, a sensitisation campaign is carried out to sensitise Rwandans about the evils of genocide ideology and denial and its negative impact on the policy of unity and reconciliation, as a pillar of development

Rwandan and foreign scholars are required to prepare written documents to combat the spread of genocide ideology and denial which appears in the media in different forms, e.g. books and internet.

The decent conservation of existing genocide memorials of the genocide against the Tutsi and the construction of others will constitute permanent evidence to challenge the revisionists of the genocide against the Tutsi.

### 4) The African community has done the following to prevent genocide denial and ideology from spreading.

The African Union (AU) recommends that the cases judged by the International Criminal Tribunal for Rwanda, be used as one of the tools for effectively fighting genocide ideology in the whole of Africa.

The African Union has also suggested that constitutions of African countries and their laws should establish adequate and self-managing monitoring and checking mechanisms that act as an early warning system to the rise of a genocidal ideology or any other tendency that can lead to crimes against humanity. Such a system, with the assistance and support of the African Union, should have its independent institutions through which citizens can intervene to raise the alarm against segregation and targeting of a section of the population as the 'other'.

The African judiciary should be equipped with additional powers to interpret and restrain actual or potential mischief brewing in the society. African states would benefit by creating propaganda mechanisms aimed at warning the people that state functionaries can also become monsters.

In addition, the African Union supports the creation of regional courts to try crimes against humanity, war crimes and crimes of genocide as it was done in the case of the former Chadian President Hissène Habré in Senegal.

## 3.10 Additional activities

### 3.10.1. Remedial activities

#### Questions

- Mention three forms of genocide denial
- Give one way of denying genocide
- Which forces stopped the 1994 genocide against the Tutsi?

#### Expected answers

- There are three forms of genocide denial: Literal denial, implecatory denial and interpretative denial.
- One way of denying the 1994 genocide against the Tutsi is using the following terms to designate it: double genocide or civil war.
- The 1994 genocide against the Tutsi was stopped by the forces of the Rwanda Patriotic

Front.

### 3.10.2. Consolidation activities

Suggestion of question and answer for deep development of competences.

Could the genocide ideology and denial be eradicated forever in Rwanda? Substantiate your answer.

#### Answers

You can help learners think about what different mechanisms could be applied:

- Unity oriented policies and practices;
- Truth-based reconciliatory processes to reconstruct the nation;
- Fight against injustice and equally treating all citizens;
- Eradicate ethnic based biases everywhere;
- Harsh punishing family-based ideology to parents teasing it among family members;

- Commitment of international community in pursuing the ones committing such a crime all over the world.

Let learners who had a different view air their ideas. They can show how the genocide ideology and denial are unavoidable. Help each category of learners to evaluate their position.

### ***3.10.3. Extended Activities***

#### **Questions**

- 1) Genocide ideology and denial were planned before and after the 1994 genocide against the Tutsi. Describe the evolution of this process.
- 2) Evaluate the strategies which the government of Rwanda has used to fight against genocide ideology and denial.

#### **Expected answers**

- 1) Genocide ideology and denial were planned before and after the 1994 genocide against the Tutsi in Rwanda as follows:

The history of genocide dates back to 1959. This is because the root cause of the 1994 Genocide against the Tutsi was a long process of violence, hatred, injustice and divisions under the 1st and 2nd Republics whose results were first marked by the 1959 massacres directed against the Tutsi. In 1973, other Tutsi massacres were organised by the government of the 1st Republic using the Rwandan students (of secondary schools and universities). These massacres targeted Tutsi intellectuals.

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

After 1994, they were a channel of different mechanisms that labored to deny its occurrence namely -Press (media) Authors and Researchers, -Manipulation of the number of victims (Minimization), Law Specialists (Lawyers), -International tribunals and courts, United Nations Organization reporting, Some French political figureheads, Faith-based organizations and affiliated charity organizations, -Genocidaires abroad and their friends holding genocide legacy, nuclear family, etc. (reference Learners' book unit 3.3)

- 2) Let learners have a different view on efficient and inefficient strategies applied to fight against genocide ideology and denial. They can show why the genocide ideology and denial persist despite efforts deployed until today (reference point 3.3).

# UNIT 4

## PREVENTION OF GENOCIDE

### 4.1. Key unit competence

The student-teachers should be able to explain the measures of preventing genocide from happening again in Rwanda and elsewhere.

### 4.2 Prerequisite knowledge and skills

In order to study this unit on *Genocide prevention* the learner should have knowledge, skills and competences on:

- Different genocides happened in the 20th century (e.g. the Holocaust, the genocide against the Tutsi)
- Similarities and differences between the genocide against the Tutsi and other genocides
- Forms of genocide denial and ideology
- Channels of genocide denial and ideology

The unit on *Genocide prevention* is linked to other subjects such as Religious Studies and Citizenship. Learners should understand that the respect of others' life is so important as taught in the mentioned subjects.

### 4.3 Cross-cutting issues to be addressed

#### 4.3.1 Peace and values education

Applied to this unit four on *Genocide prevention*, learners will be acquainted with measures of preventing genocide at primary, secondary and tertiary levels, challenges faced in the process of preventing genocide and solutions to the challenges faced in the process of preventing genocide. In so doing, learners will be enabled to be equipped with skills that will help them to build more peaceful families, communities, societies and ultimately a more peaceful world. They will also take this opportunity to develop positive values.

In this unit, you can help learners understand the importance of some values such as altruism.

A clear illustration is peace keepers' soldiers who risk their lives in conflict zone (See the section on the *Solutions to the challenges faced in prevention of genocide*). The same section helps to understand sense of responsibility to protect others. International responsibility to protect shows humanism. Learners should understand that mutual cooperation should not occur in normal circumstances but people should also help those in difficult conditions. The intervention of international community in conflict zone should also be understood as a sign of international solidarity/cooperation.

### **4.3.2 Genocide studies**

With unit four on *Genocide prevention*, peace and values education is linked with genocide studies. Genocide Studies as a cross-cutting issue will be addressed by offering learners the opportunity to know about measures of preventing genocide at primary, secondary and tertiary levels, challenges faced in the process of preventing genocide and solutions to the challenges faced in the process of preventing genocide. These measures in view of genocide prevention aim also at building lasting peace. The whole unit helps to deal with the above cross cutting issue on genocide education.

### **4.3.3. Gender**

The cross-cutting issue on gender does not clearly appear in this unit at hand. However, by using the section on *Factors that may lead to genocide*, you can help learners that the exclusion of male or female can be used by those planning genocides as one reason to engage a war. Thus, the role of social equality can be mentioned as a way of genocide prevention.

### **4.3.4. Environment and sustainability**

The cross-cutting issue on *Environment and sustainability* does not clearly appear in this unit at hand. Using unit four on *Genocide prevention*, environment and sustainability as cross-cutting issue can understand that genocide prevention can help to avoid wars which destroy the environment and slow down economic growth.

## **4.4 Guidance on the introductory activity**

Basing on learners' prerequisites on genocide and its consequences, this activity will create learners' awareness on prevention of genocide. The answer of this activity will provide a general overview of this unit.



Teacher will invite learners to carry out research using textbooks, media, internet, videos, etc. to collect information on genocide prevention. You can guide learners by indicating some key words for internet search. While delivering lessons on this unit, teacher will help learners to come up with the answer to this introductory activity.

### **Possible answer on the introductory activity**

-The prevention of genocide is possible if different factors (denial and impunity of genocide, extermination, massacre of targeted group, preparation, and propaganda for the elimination of targeted group, dehumanisation, discrimination and social categorization) which may lead to genocide are taken in consideration at the three levels namely primary, secondary and tertiary. These levels refer to the period before the beginning of conflict that may lead to genocide (primary level), during that conflict (secondary level), and after genocide (tertiary level).

The prevention is continuous and needs measures like prevention of armed conflicts, protection of civilians in armed conflict, end impunity through judicial action in national and international courts on international level; various regional mechanisms like Peace and Security Council of the African Union (PSC), the African Standby Force (ASF) and the African Peace and Security Architecture (APSA); and laws punishing the crime of genocide and the genocide ideology on national level etc.

## **4.5 List of lessons**

<b>Number of lessons</b>	<b>Lesson title</b>	<b>Learning objectives</b>	<b>Number of periods</b>
1	Concepts, factors and practices of genocide prevention	Define the concept of genocide prevention and analyse different factors and practices that may lead to Genocide	4
2	Measures of preventing genocide at primary, secondary and tertiary levels	Analyse different measures of preventing genocide	4

3	Challenges faced in prevention of genocide	Analyse the challenges encountered in the process of preventing	4
4	Solutions to the challenges faced in the process of preventing genocide	Suggest solutions to the challenges faced during the genocide prevention	3
5	Assessment	Sum up the whole unit	1

## **Lesson 1: Concepts, factors and practices of genocide prevention**

### **a) Learning objectives**

The student –teachers should be able to explain the concept of genocide prevention and analyse different factors and practices that may lead to Genocide genocide from happening again in Rwanda and elsewhere.

### **b) Prerequisites/Revision/Introduction**

To begin this lesson, teacher invites learners to define the concepts of genocide as a revision of the lesson on genocide taught in senior four.

**c) Teaching resources** *Learner's books and dictionary, textbooks, internet, testimonies, pictures, photos, press media, tactile materials, and braille materials.*

### **d) Learning activities**

Teacher asks learners to use internet, textbooks or dictionary so as to define the concept of prevention of genocide and to do an assessment on the actions of the UN in the prevention of genocide and other mass killings.

Thereafter, teacher asks learners to analyse different factors and to describe practices that may lead to Genocide.

After this activity, teacher guides learners in the presentation of the results of their findings to the whole class.

## e) Application activities

### Answers to the learning activities 4.1

- 1) Prevention is a continuous process that is aimed at avoiding the occurrence of something harmful by tackling the causes of the harm prior to it and at each phase of the process to its occurrence and after. Genocide Prevention is any action that works toward averting a future genocide. **(See Learner's Book Page 67)**
- 2) Measures that can be used to prevent genocide from taking place are the following:
  - The prevention at the primary level consists on creating an environment that reduces the risk of conflict escalation.
  - The secondary prevention takes place when genocide is already taking place. Here, the main measure to be taken is to end the genocide before it progresses further and takes more lives. This level of prevention may involve military intervention. In addition, the international community has the obligation to intervene once all signs are enough clear to prove that genocide is happening.
  - The prevention of genocide at the tertiary level focuses on preventing genocide in the future by re-building and restoring the community in order not only to repair the damage but also to avoid the reoccurrence of the harm.
  - Other measures of genocide prevention comprise the following:

Intervention of international community once all signs of escalation of genocide are present,

International community should help in rebuilding of society after genocide;

State must punish the persons who have committed the crime of genocide in order to provide justice to the genocide survivors;

Promoting unity and reconciliation in aftermath genocide;

Keeping alive memories of past acts of genocide for remembering and learning;

Educating people, especially youth, about culture of peace and humanism.

Note that learners can be innovative and find their own way of explaining their ideas or of proposing other solutions. Help them to air their views.

## Answers to the application activities 4.1

- 1) The Learner's book can help you to find the meaning of genocide and genocide prevention.
- 2) Three factors that may lead to genocide are:
  - *Differences in identity*: genocide is not possible where there is no difference among the population in a given state but this difference itself cannot cause genocide if not combined with other factors;
  - *Difficult life due to economic problems (poverty)*: Being poor itself does not make genocide possible. But it certainly creates a favorable environment to other associated problems that may add their contribution to the process to genocide.
  - *Deprivation or inequalities in the allocation of resources*: When this inequality is based on the differences in racial, ethnicity grounds, meaning, when some groups are given more privileges than others or when a group is totally excluded from accessing the resources, it may create tensions that may lead to other problems that may soon or later lead to genocide;
  - *Political problems*: in many cases the origin of the genocide is the political dominance of one group over other groups. The dominant group may intend to eliminate other groups in order to have the guarantee of continuation of dominance. In reaction, the underprivileged group may feel discriminated and plan to get to power by any means. In both cases, they tend to use a war which might be itself another factor leading to genocide;
  - *Armed conflicts*: the existence of armed actors has served as a motivation and excuse for human rights violations, including killings, arbitrary arrest and discrimination, committed against the civilian population that the armed actors claim to represent. Refugees from the persecuted side may also become warriors determined to overthrow the government in place in order to recover their rights (like having a home land); etc.
- 3) Two practices that may lead to genocide are:
  - *Deprivation or inequalities in the allocation of resources*: When this inequality is based on the differences in racial, ethnicity grounds, meaning, when some groups are given many more privileges than others or when a group is totally excluded from the access to the resources, it may create tensions that may lead to other problems that

may soon or late lead to genocide *Preparation*: this phase is when some possible acts susceptible of making genocide are performed. They include lists of victims, creation and training of militia, purchase and distribution of arms.

- *Denial of genocide and impunity of crimes*: During and after every genocide, the perpetrators would deny their crime. They would try to justify the killings, and try to blame the victims, claiming that victim's own behavior brought on the killing. In Rwanda killers alleged that Tutsi were helping rebels of RPF, and they used this to justify the mass killing of innocent people.

The denial of genocide is not only the destruction of the truth about genocide by negating or minimising it, it is also a potential cause of its repetition.

## **Lesson 2: Levels of intervention in the process of genocide prevention**

### **a) Learning objectives**

The student-teachers should be able to explain the measures of preventing genocide from happening again in Rwanda and elsewhere.

### **b) Prerequisites/Revision/Introduction**

To begin this lesson, teacher uses revision by asking learners some questions related to the previous lesson concerning the factors and practices leading to Genocide.

### **c) Teaching resources**

Learner's textbook, computer, internet, testimonies, photos, press media, tactile materials and braille materials.

### **d) Learning activities**

Learners use internet or read a range of materials including textbooks in order to analyse different measures of genocide prevention. Thereafter, they can write a short text commenting Gregory Stanton's statement on 'never again'. Another activity is to discuss the challenges encountered in prevention of genocide which can be done by means of small groups.

## e) Application activities

### Answers to the learning activities 4.2

Measures that can be used to prevent genocide from taking place are the following:

- The prevention at the primary level consists creating an environment that reduces the risk of escalation of the conflict.
- The secondary prevention takes place when genocide is already taking place. Here, the main measure to be taken is to end the genocide before it progresses further and taking more lives. This level of prevention may involve military intervention. In addition, the international community has the obligation to intervene once all signs are enough clear to prove that genocide is happening.
- The prevention of genocide at the tertiary level focuses on preventing genocide in the future by re-building and restoring the community in order not only to repair the damage but also to avoid the reoccurrence of the harm.
- Other measures of genocide prevention comprise the following:
- Intervention of international community once all signs of escalation of genocide are present,

International community should help in rebuilding of society after genocide;

State must punish the persons who have committed the crime of genocide in order to provide justice to the genocide survivors;

Promoting unity and reconciliation in aftermath genocide;

Keeping alive memories of past acts of genocide for remembering and learning;

Educating people, especially youth, about culture of peace and humanism.

### Answers to the application activities 4.2

- 1) The prevention at the primary level is undertaken by taking measures aiming at creating an environment that reduces the risk of escalation of the conflict. At this phase, the aim is to put in place measures that may pre-empt the start of the harm: measures that may avoid the occurrence of the harm by tackling its root causes will therefore include

the adoption of measures that not only prohibit the harm but also put in place mechanisms that ensure the prevention of that harm.

- 2) The secondary prevention takes place when genocide is already taking place. At this level, many “genocidal” actions are observable, such as: hatred, intolerance, racism, ethnic cleansing, torture, sexual violence, disappearances, dehumanizing public discourse, etc. Measures tailored to the situation may involve military intervention and prefer peaceful prevention.

### **Lesson 3: Challenges faced in prevention of genocide**

#### **a) Learning objectives**

The student –teachers should be able to analyse the challenges encountered in the process of preventing

genocide from happening again in Rwanda and elsewhere.

#### **b) Prerequisites/Revision/Introduction**

To begin this lesson, teacher starts by asking learners some questions about the measures of prevention of genocide.

#### **c) Teaching resources**

Learner’s books, textbooks, internet, testimonies, press media, tactile materials, and braille materials.

#### **d) Learning activities**

Teacher invites learners to carry out the research by using internet (If it available), textbooks and newspapers about the challenges faced in prevention of genocide.

Thereafter, teacher calls upon the learners to make presentation of the results of their research to the whole class.

#### **e) Application activities**

#### **Answers to the learning activity 4.3**

The challenges encountered in prevention of genocide are as follows:

- Lack of certainty about the factors which can lead to the genocide;

- Lack of enough and clear information about the planning and execution of genocide;
- Interest of some countries supporting the government that have committed crimes of genocide;
- Lack of institution which assesses the factors and phases of genocide in order to take and implement the preventive measures;
- Lack of international community immediate intervention to stop genocide.

### Answers to the application activity 4.3

The certainty from the existing factors and risks at early phases that they will amount to genocide may be difficult to get, given that the genocide is planned by the power in place. Even at advanced phases, the degree of certainty of occurrence may still not be there.

## Lesson 4: Solutions to the challenges faced in the process of preventing genocide

### a) Learning objectives

The student –teachers should be able to suggest solutions to the challenges faced during the genocide prevention

genocide from happening again in Rwanda and elsewhere.

### b) Prerequisites/Revision/Introduction

To begin this lesson, teacher uses the revision by asking the learners some questions related to the challenges faced in prevention of genocide. Thereafter you can ask learners to write down their own solutions and thereafter discuss them.

### c) Teaching resources

Learner’s books, dictionary, textbooks, internet, testimonies, press media, the Constitution of the Republic of Rwanda, tactile materials and Braille materials.

### d) Learning activity

Teacher invites the learners to use their textbooks, newspapers and internet (where is available) to make research on solutions that can be taken to overcome the challenges faced in prevention of genocide. They prepare a



written document to be used during their presentation (This activity can be done individually or in group).

Thereafter, teacher asks learners to present the results of their research to the whole class.

After class presentation, teacher guides learners so that they come up with a summary of lesson.

### **e) Application activities**

#### **Answers to the learning activity 4.4**

In order to overcome the different challenges faced in prevention of genocide, different solutions can be adopted such as:

- The provision of public information on the nature of genocide and creation of the political will to prevent and end it.
- The creation of an effective early-warning system to alert the world and especially the U.N. Security Council, North Atlantic Treaty Organisation (NATO) and other regional alliances to potential ethnic conflict and genocide.
- Take swift and decisive action, including military action.
- Effective arrest, trial, and punishment of those who commit genocide, including the early and effective functioning of the International Criminal Court.
- Provision of resources and logistical and communication capacities to effectively enforce the peace.
- Respect of the laws; and set up of special court to try those who have committed the crime of genocide;
- Provision of financial resources for maintaining the genocide memorials;
- In education, state should support the education of people for sustainable peace.

Note that learners are not requested to memorise these solutions. Help them to explain the identified ones. In case of an assessment, you can precise the number of solutions they can propose.

## Answers to the application activity:4.4

### *At international level:*

- The provision of public information on the nature of genocide and creation of the political will to prevent and end it.
- The creation of an effective early-warning system to alert the world and especially the U.N. Security Council, NATO and other regional alliances to potential ethnic conflict and genocide.
- Prevent armed conflict, which usually provides the context for genocide;
- Take swift and decisive action, including military action.
- Effective arrest, trial, and punishment of those who commit genocide, including the early and effective functioning of the International Criminal Court.

### *At regional level:*

- Respect of Protocol Relating to the Establishment of the Peace and Security Council of the African Union and other treaties;
- The Continental Early Warning System was set up in Africa;
- The early warning and preventive diplomacy;
- Provision intervention and humanitarian action;
- There is set up of Eastern Africa Standby Force;
- Provision of resources and logistical and communication capacities to effectively enforce the peace.

### *At national level:*

- Respect of the laws; and set up of special court to try those who have committed the crime of genocide;
- Provision of financial resources for maintaining the genocide memorials;
- In education, state should support the education of people for sustainable peace;

To include genocide studies in curriculum in order to be taught in schools.

Note that you can give clear instruction regarding the use of language in such activity.

## 4.6. Skills lab

Make a scenario where two groups of people are discussing about genocide prevention.

One group proposing the ways for and the other showing the challenges faced during this operation

**Topic:** Prevention of genocide

**Duration:** (...minutes)

**Materials required:** videos about genocide prevention, Written statement where are provided laws for genocide prevention and the implementation of measures against genocide, etc.

**Tutor preparation:** ask some volunteers to practice the skit before class, set chairs in circles for groups

**Learning objectives (s):** Student-teachers will be able to:

- Explain measures of preventing genocide from happening where it has not happened.
- Identify the challenges faced during the process of preventing genocide.

**Instructional objective:** Through role play, student-teachers will be able to express themselves perfectly.

**Activity 1: Build:** (...minutes)

- Before this lesson, the tutor prepares a simple skit to play with a few student teachers illustrating genocide prevention ( the way one can help people holding genocide ideologies to leave behind).
- In class, the tutor explains genocide prevention using a skit that S/he acts out with few student teachers
- Alternatively, the tutor shows selected scenes/speeches of activists against genocide. E.g. Reading to the class the Protocol Relating to the Establishment of the Peace and Security Council of the African Union and other treaties for only 10 minutes.
- After student teachers have listened, the tutor explains how the genocide can be prevented.

**Activity 2: Practice: (... minutes)**

- Tutor divide student teachers in 5 skills lab teams
- Ask every group to present articles from reading relating to genocide prevention.
- Groups deal with the reading of diverse books.
- Ensures all student-teachers are involved
- Responds to questions if any
- Ensure that gender balance and inclusion is catered for.

**Activity 3: Present: (...minutes)**

- Each group read the extract read from a given book in the class!
- Tutor asks to follow up / probing questions
- Give feedback to each group
- Student teachers vote for the best book passage about the genocide prevention. This group read their passage at the next college assembly.
- Conclude, supplement what has been presented

**Portfolio Assessment:**

Each student teacher writes an essay on genocide prevention while focusing on how measures were implemented at the international, regional and national levels.

## 4.7. Summary of the unit

The prevention of genocide is done by taking into consideration all the factors likely to lead to genocide at the three levels namely primary, secondary, and tertiary. These levels refer to the period before the beginning of conflict that may lead to genocide (primary level), during the conflict (secondary level), and during and after genocide (tertiary level).

The prevention is continuous and needs measures at every level because if it is done when the risk of occurrence of genocide is high, the risk of failure to avert its occurrence is also high.

However, genocide prevention meets many challenges, among them, certainty that the presence of factors at different phases may lead to genocide, and sovereignty of the state.

Despite these challenges, many solutions can be taken at different levels. On international level, solutions like prevention of armed conflicts, protection of

civilians in armed conflict, end impunity through judicial action in national and international courts have been adopted by the United Nations Organisation as measures of preventing the occurrence of genocide.

Likewise, at the regional level, initiatives have already been made like in Africa where various regional mechanisms have developed to prevent conflict likely to generate into genocide.

At national level, with a case of Rwanda, laws punishing the crime of genocide and the genocide ideology have been elaborated and constitution itself with fundamental principles aiming at combating divisions has been adopted in 2003 as amended in 2015.

#### **4.8. Additional Information for teachers**

Convention on the Prevention and Punishment of the Crime of Genocide

Approved and proposed for signature and ratification or accession by General Assembly resolution 260 A (III) of 9 December 1948

Entry into force: 12 January 1951, in accordance with article XIII

The Contracting Parties,

Having considered the declaration made by the General Assembly of the United Nations in its resolution 96 (I) dated 11 December 1946 that genocide is a crime under international law, contrary to the spirit and aims of the United Nations and condemned by the civilized world,

Recognizing that at all periods of history genocide has inflicted great losses on humanity,

Being convinced that, in order to liberate mankind from such an odious scourge, international co-operation is required,

Hereby agree as hereinafter provided:

Article I

The Contracting Parties confirm that genocide, whether committed in time of peace or in time of war, is a crime under international law which they undertake to prevent and to punish.

## Article II

In the present Convention, 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:

- a) Killing members of the group;
- b) Causing serious bodily or mental harm to members of the group;
- c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- d) Imposing measures intended to prevent births within the group;
- e) Forcibly transferring children of the group to another group.

## Article III

The following acts shall be punishable:

- a) Genocide;
- b) Conspiracy to commit genocide;
- c) Direct and public incitement to commit genocide;
- d) Attempt to commit genocide
- e) Complicity in genocide.

## Article IV

Persons committing genocide or any of the other acts enumerated in article III shall be punished, whether they are constitutionally responsible rulers, public officials or private individuals.

## Article V

The Contracting Parties undertake to enact, in accordance with their respective Constitutions, the necessary legislation to give effect to the provisions of the present Convention, and, in particular, to provide effective penalties for persons guilty of genocide or any of the other acts enumerated in article III.

## Article VI

Persons charged with genocide or any of the other acts enumerated in article III shall be tried by a competent tribunal of the State in the territory of which the act was committed, or by such international penal tribunal as may have jurisdiction with respect to those Contracting Parties which shall have accepted its jurisdiction.

## Article VII

Genocide and the other acts enumerated in article III shall not be considered as political crimes for the purpose of extradition.

The Contracting Parties pledge themselves in such cases to grant extradition in accordance with their laws and treaties in force.

## Article VIII

Any Contracting Party may call upon the competent organs of the United Nations to take such action under the Charter of the United Nations as they consider appropriate for the prevention and suppression of acts of genocide or any of the other acts enumerated in article III.

## Article IX

Disputes between the Contracting Parties relating to the interpretation, application or fulfillment of the present Convention, including those relating to the responsibility of a State for genocide or for any of the other acts enumerated in article III, shall be submitted to the International Court of Justice at the request of any of the parties to the dispute.

## Article X

The present Convention, of which the Chinese, English, French, Russian and Spanish texts are equally authentic, shall bear the date of 9 December 1948.

## Article XI

The present Convention shall be open until 31 December 1949 for signature on behalf of any Member of the United Nations and of any non-member State to which an invitation to sign has been addressed by the General Assembly.

The present Convention shall be ratified, and the instruments of ratification shall be deposited with the Secretary-General of the United Nations.

After 1 January 1950, the present Convention may be acceded to on behalf of any Member of the United Nations and of any non-member State which has received an invitation as aforesaid.

Instruments of accession shall be deposited with the Secretary-General of the United Nations.

## Article XII

Any Contracting Party may at any time, by notification addressed to the Secretary-General of the United Nations, extend the application of the present Convention to all or any of the territories for the conduct of whose foreign relations that Contracting Party is responsible.

## Article XIII

On the day when the first twenty instruments of ratification or accession have been deposited, the Secretary-General shall draw up a procès-verbal and transmit a copy thereof to each Member of the United Nations and to each of the non-member States contemplated in article XI.

The present Convention shall come into force on the ninetieth day following the date of deposit of the twentieth instrument of ratification or accession.

Any ratification or accession effected subsequent to the latter date shall become effective on the ninetieth day following the deposit of the instrument of ratification or accession.

## Article XIV

The present Convention shall remain in effect for a period of ten years as from the date of its coming into force.

It shall thereafter remain in force for successive periods of five years for such Contracting Parties as have not denounced it at least six months before the expiration of the current period.

Denunciation shall be affected by a written notification addressed to the Secretary-General of the United Nations.

## Article XV

If, as a result of denunciations, the number of Parties to the present Convention should become less than sixteen, the Convention shall cease to be in force as from the date on which the last of these denunciations shall become effective.

## Article XVI

A request for the revision of the present Convention may be made at any time by any Contracting Party by means of a notification in writing addressed to the Secretary-General.



The General Assembly shall decide upon the steps, if any, to be taken in respect of such request.

#### Article XVII

The Secretary-General of the United Nations shall notify all Members of the United Nations and the non-member States contemplated in article XI of the following:

- a) Signatures, ratifications and accessions received in accordance with article XI;
- b) Notifications received in accordance with article XII;
- c) The date upon which the present Convention comes into force in accordance with article XIII;
- d) Denunciations received in accordance with article XIV;
- e) The abrogation of the Convention in accordance with article XV;
- f) Notifications received in accordance with article XVI. Article XVIII

The original of the present Convention shall be deposited in the archives of the United Nations.

A certified copy of the Convention shall be transmitted to each Member of the United Nations and to each of the non-member States contemplated in article XI.

#### Article XIX

The present Convention shall be registered by the Secretary-General of the United Nations on the date of its coming into force.

### **4.9. End unit assessment answers**

- 1) For Ban Ki-Moon's statement guide learners by giving clear instructions of words to be used, language issue and being able to defend his or her argument.

Most of time, international community is well informed about the factors that can lead the genocide and what is happening in the genocide. However, due to the lack of political will guided by different interest, its intervention is limited and often delayed.

Illustrated case is the genocide against the Tutsi in Rwanda, where the United Nations Organization through his former Secretary General Ban

Ki-moon accepted this “inaction”; while it had all information and all resources to intervene at early time in order to stop it.

UN also has military troops who can intervene to counter the killers to kill more people. However, their intervention in Rwanda was delayed and they were operating under the limited mandate.

- 2) Three initiatives made by the Government of Rwanda to prevent the reoccurrence of genocide both on national and international levels are the following:
  - After the genocide against the Tutsi in 1994, the Government of Rwanda elaborated laws punishing the crime of genocide and the genocide ideology.
  - Keeping alive the memory of past acts of genocide like memorials of the genocide against the Tutsi in order to educate people for sustainable peace and prevention of genocide
  - Effective arrest, trial and punishment of those who have committed genocide. In so doing, the country of Rwanda had put in place Gacaca courts to try the people suspected of having committed genocide.
- 3) The lack of institution in charge of assessing the factors that can lead to genocide is a challenge to the prevention of genocide because no one could determine who takes which measures, when to take them and how and where to implement them. This delays the decision-making which leads to the failure of the prevention of genocide.
- 4) You can help learners to understand the importance of forgiveness and decision taking in genocide prevention

## **4.10. Additional activities**

### ***4.10.1. Remedial activities***

The following questions are suggested as remedial activities for slow learners.

- 1) When does the tertiary prevention take place? What is its focus?
- 2) What are the five measures that have been proposed by the UN Secretary-General Kofi Annan to prevent genocide?

Answers to remedial activities:

- 1) The tertiary prevention takes place during and after the genocide has ended. Its focus is on preventing genocide in the future, thus re-building and restoring the community.
- 2) Five measures proposed by programs the UN Secretary-General Kofi Annan to prevent genocide are:
  - Prevent armed conflict, which usually provides the context for genocide;
  - Protect civilians in armed conflict, including through UN peacekeepers;
  - End impunity through judicial action in national and international courts;
  - Gather military information and set up an early-warning system; and
  - Take swift and decisive action, including action.

#### ***4.10.2. Consolidation activities***

Suggestion of question and answer for deep development of competences.

*Could the genocide in Rwanda have been prevented? Substantiate your answer.*

**Answers:**

You can help learners think about what different actors could have done:

- Political leaders
- Media
- Public institutions
- Churches
- Civil society
- International community, etc.

Let learners who had a different view air their ideas. They can show how the genocide was unavoidable. Help each category of learners to evaluate their position.

#### ***4.10.3. Extended activities***

- 1) Imagine a genocide memorial you can create in your home community. Describe what you can put in the memorial and explain how it can help to prevent further genocide.
- 2) Search on internet challenges of peacekeeping missions.

- 3) Read the Convention on the Prevention and Punishment of the Crime of Genocide in its article 2. What do you think about the definition of genocide?
- 4) Show how the Convention the Prevention and Punishment of the Crime of Genocide require States to take measures for genocide prevention. Use direct quote from the Convention.

***Possible answers:***

- 1) You can ask learners to design their genocide memorials in groups. They can use testimonies, pictures, drawings or artefacts. Let them have their own creativity. After describing their genocide memorial, other learners can make comments on how to improve it, or can ask questions on how it can help to prevent genocide.
- 2) You can help them to identify specific readings to identify the challenges peacekeeping missions. After their presentation, you can ask them possible solutions to sort out the challenges.
- 3) You can help learners identify key words in the definition. Ask them to link it to the Rwandan case. Help them to understand that some groups are not included in the definition.

Ask them if the gap in the definition an opportunity of genocide occurrence cannot be.

- 4) Learners can read the Convention line by line and underline what they feel that it goes in line with the response. They can do it in pairs and the whole class can share at the end. For instance, article V and VII give clear example on prevention.

# UNIT 5

## RIGHTS, DUTIES AND OBLIGATIONS

### 5.1. Key unit competence

The student-teacher should be able to analyse how rights are balanced by obligations and duties and relate this to the situation in Rwanda

### 5.2 Prerequisite knowledge and skills

In order to study this unit on *Rights, duties and obligations* the learner should have knowledge, skills and competences on:

- Concepts of human rights;
- Citizen duties and responsibilities;
- Ways of preventing human rights violation
- Basic human rights with a special focus on gender equality and children's rights

The unit on *Rights, duties and obligations* is linked to other subjects such as human rights studies and Citizenship. Learners should understand that fulfilling his/her duties towards the state and respect of one's rights are very crucial as taught in the mentioned subjects.

### 5.3 Cross-cutting issues to be addressed

#### *5.3.1 Peace and values education*

Applied to this unit five on *Rights, duties and obligations*, learners will be acquainted with rights of human being, his/her duties and responsibilities towards his/her nation and likewise the nation's obligations towards her citizens. In so doing, learners will be enabled to be equipped with skills that will help them to build more peaceful families, communities, societies and ultimately a more peaceful world basing on the respect of one's rights and obligations. They will also take this opportunity to develop positive values.

In this unit, you can help learners understand the importance of fulfilling one's duties to her/his state, because it is the task that helps the government to achieve its development goals. A clear illustration is the line of the citizens in front of Rwanda Revenue Authority ready to the monthly taxes (See the illustration on introductory activity, unit 5). The same introductory activity helps to understand sense of responsibility to respect others as none is willing to advance the other for being served the first. Learners should understand that mutual respect should occur everywhere and every time so to build a peaceful nation. The obligation of the state to provide social services, infrastructure, and other needs for the public should also be understood as a sign of respect of every side's rights, duties and obligations to maintain cooperation between the State and its citizens.

### ***5.3.2 Genocide studies***

With unit five on *Rights, duties and obligations*, peace and values education is linked with genocide studies. Genocide Studies as a cross-cutting issue will be addressed by offering learners the opportunity to know about rights of each human being such as the right to life as none has right to deprive another one's own life, duties that a citizen has toward his/her nation and the same time knowing the obligation of the state that is to be fulfilled for his/her sake. The rights balanced by each one's obligations and duties fulfillment aim also at building lasting peace, conflict resolution and enhancing humans' mutual respect.

### ***5.3.3 Gender***

The cross-cutting issue on gender does not clearly appear in this unit at hand. However, by using the section on *Rights, duties and obligations*, you can help learners that the women and men are equal before the law and women's rights should be respected as well. Thus the role of social equality can be mentioned as a way of respecting rights of individuals.

### ***5.3.4. Environment and sustainability***

The cross-cutting issue on *Environment and sustainability* does not clearly appear in this unit at hand. Using unit five on *Rights, duties and obligations*, environment and sustainability as cross-cutting issue can understand that rights, duties and obligations can help to promote the behaviour that creates awareness for the environment and boost economic growth.

## 5.4 Guidance on the introductory activity

Basing on learners' prerequisites on Rights, duties and obligations, this activity will create learners' awareness on respecting their duties for instance on the must for paying taxes to the state. In the context of Rwanda, the answer of this activity will provide a general overview on how the respect of rights allows the balance between duties and obligations.

Teacher will invite learners to carry out research using textbooks, media, internet, videos, etc. to collect information on. You can guide learners by indicating some key words for internet search. While delivering lessons on this unit, teacher will help learners to come up with the answer to this introductory activity.

### Possible answer on the introductory activity

The balance of duties and obligations is possible if different factors such as establishment of security organs, Instituting, signing and adoption of different national and international human rights oriented institutions and their instruments, The government of Rwanda adopts and implements different policies, programs and projects aiming at meeting the citizens' needs, patrols (Amarondo), informing about security issues in collaboration with security forces which may avail the balance between duties of the citizen and the obligations of the state are taken in consideration. These factors refer to the period after 1994 and they are necessary to promote the state of law and sustainable development.

Balancing duties and obligations are of a continuous process and need everyone's rights to be respected and appropriate ways to implement them such as enhancing citizens' loyalty, sharpening of patriotism. Increase the pride to belong to a country that cares for its citizens, promotion of dignity and self-reliance to Rwandans and promotion of unity and reconciliation.

## 5.5 List of lessons

Number of lessons	Lesson title	Learning objectives	Number of periods
1	Concepts of rights, duties, obligations and duties of a citizen towards his/her nation and vice-versa	<ul style="list-style-type: none"><li>• Explain the concepts of rights, duties and obligations in the family, community and nation</li><li>• Identify the obligations of the state towards its population and vice-versa</li></ul>	1
2	How duties and obligations are balanced in Rwanda	Describe the balance between duties and obligations in the family, community and nation	1
3	Assessment	Sum up the whole unit	1

**Lesson 1:** Concepts of rights, duties, obligations and duties of a citizen towards his/her nation and vice-versa

### a) Learning objectives

The student teacher should be able to explain the concepts of rights, duties and obligations in the family, community and nation

### b) Prerequisites/Revision/Introduction

To begin this lesson, teacher invites learners to define the concepts of rights, duties and obligations as a revision of the lesson on human rights, citizen duties and responsibilities taught in year one.

### c) Teaching resources

Learner's books and dictionary, textbooks, internet, testimonies, pictures, photos, press media, tactile materials, and braille materials.

### d) Learning activities

Teacher asks learners to use internet, textbooks or dictionary so as to define the concept of rights, duties and obligations and to do an assessment on the 1948 United Nations Declaration of Human Rights. Thereafter, teacher asks



learners to analyze different ways through which duties and obligations are balanced in Rwanda.

After this activity, teacher guides learners in the presentation of the results of their findings to the whole class.

### **e) Application activity**

#### **Answers to the learning activities 5.1**

1) The term “rights” have different understandings and senses. In this context it refers to legal, social, or ethical principles of freedom or entitlement i.e rights are fundamental normative rules about what is allowed of people or owed to people according to some legal system, social convention, or ethical theory. Rights are of essential importance in such disciplines as law and ethics, especially theories of justice and deontology.

- A duty is a term that conveys a sense of moral commitment or obligation to someone or something. When someone recognizes a duty, that person theoretically commits himself to its fulfillment without considering his/her own self-interest. Its fulfillment generally involves some sacrifice of immediate self-interest. For instance, the services performed by a minister of a church, by a soldier or by any employee or servant are a kind of duties. Note that duty is not only about doing things right, it is about doing the right thing.
- An obligation is a course of action that someone is required to take, whether legal or moral (eg an obligation of keeping a promise or fulfilling a contract). The word “obligation” can also designate a written obligation, or such things as bank notes, coins, checks, bonds, stamps, or securities.

Student-learners should propose circumstances in which these rights, duties and obligations are applied and teacher welcome everyone’s answer and note down them for further information to make up teacher’s summary at the end of the unit.

2) Role of rights, duties and obligations in society and nation

They play the role of:

- Developing Individual’s personality. Rights, duties and obligations are

indispensable for the development of the personality of an individual as water, air, soil, sun are so for a plant.

- Providing the success of Democracy. Rights, duties and obligations enable citizens to take part in administration and this leads to the success of democracy.
- Availing Liberty and Equality. Enjoyment of rights, performance of duties and fulfilling of obligations by the individuals lead to liberty and equality.
- Promoting the welfare of the society and State. A society/state can get on the path of peace, progress and prosperity only when its citizens are vigilant about their rights, perform their duties and meet their obligations properly.
- Giving way to other people's rights. When the law, public order and collective well-being are respected;
- Providing ways of working and acting independently by meeting the set rules and regulations;
- Promotion of accountability and the respect of the human dignity.

Note that learners can be innovative and find their own way of explaining their ideas or of proposing other solutions. Help them to air their views.

### Answers to the application activities 5.1

- 1) The Learner's book can help you to find the meaning of right, duty and obligation
- 2) There are two major known types of duty: Civic duty and Filial duty:

**Civic duty** is referred to as something owed to one's country (patriotism), or to one's homeland or community. A civic duty could include:

- Obey the law;
- Pay tax;
- Provide for a common defence, should the need arise;
- Enroll to vote, and vote at all elections and referenda (unless there is a reasonable excuse such as a religious objection, being overseas or illness on polling day);
- Serve on a jury, if called upon;
- Going to the aid of victims of accidents and street-crime and testifying as a witness later in court;

- Reporting contagious illnesses or pestilence to public-health authorities;
- Volunteering for public services (e.g. life-saving drills);
- Donating blood.

**Filial duty** is defined as appropriate actions children would perform in relationship with, or feelings towards their parents (families).

A filial duty could include:

- Upholding the family's honor in the eyes of the community;
- Entering into arranged marriages that benefit the family's status;
- Caring for in poor conditions relatives;
- Being good as a son and obedient as a young man.

**Note:** a filial duty plays the role of mobilizing the loyalties, labour power, and other resources children in the ostensible interests of the household and, in some cases, those of the lineage clan as a whole.

### 3) Role of rights, duties and obligations in society and nation

They play the role of:

- Developing Individual's personality. Rights, duties and obligations are indispensable for the development of the personality of an individual as water, air, soil, sun are so for a plant.
- Providing the success of Democracy. Rights, duties and obligations enable citizens to take part in administration and this leads to the success of democracy.
- Availing Liberty and Equality. Enjoyment of rights, performance of duties and fulfilling of obligations by the individuals lead to liberty and equality.
- Promoting the welfare of the society and State. A society/state can get on the path of peace, progress and prosperity only when its citizens are vigilant about their rights, perform their duties and meet their obligations properly.
- Giving way to other people's rights. When the law, public order and collective well-being are respected;
- Providing ways of working and acting independently by meeting the set rules and regulations;
- Promotion of accountability and the respect of the human dignity.

In this answer, student-learners are helped to find their own concrete examples and the teacher notes everyone's examples so as to link them to the context of Rwanda and make a comment on them.

## **Lesson 2: How duties and obligations are balanced in Rwanda**

### **a) Learning objectives**

The student teacher should be able to describe the balance between duties and obligations in the family, community and nation

### **b) Prerequisites/Revision/Introduction**

To begin this lesson, teacher uses revision by asking learners some questions related to the previous lesson concerning the concepts of rights, duties, obligations and duties of a citizen towards his/her nation and vice-versa.

### **c) Teaching resources**

Learner's textbook, computer, internet, testimonies, photos, press media, tactile materials and braille materials.

### **d) Learning activities**

Learners use internet or read a range of materials including textbooks in order to analyze the ways by which rights have contributed to the balance between duties and obligations in Rwanda. Another activity is to create and play a sketch on gender roles in the family, community and nation which can be done by means of small groups.

### **e) Application activities**

#### **Answers to the learning activities 5.2**

A sketch is created and played on gender roles in the family, community and nation. Each group will choose the convenient topic with the help of the teacher. After a series of small questions is followed to get sure that the message transmitted was well understood.

## Answers to the application activities 5.2

- 1) Duties of a citizen towards his/her nation in reference to Rwanda
  - Participation in guarding their security through night patrols (Amarondo), informing about security issues in collaboration with security forces;
  - Obeying laws and regulations as provided in the constitution and other national and international enacted laws, conventions, charters, government institutions for the sake of human rights and reporting where they are violated;
  - Active participation of citizens in all policies, programs and projects aiming at developing their communities (Paying taxes, contributions to community-based health insurance-Mutelle de santé, Itorero, Community works, Ubudehe, Imihigo, sending children to school, etc.);
  - Participation in political activities (Forming and being members of chosen political parties, electing leaders and referenda, etc.)
- 2) As the supreme institution, the state owes to its citizen obligations such as:
  - Protecting its populations from genocide, war crimes, ethnic cleansing and crimes against humanity;
  - Providing equal access to public service in accordance with their competence and abilities and gender balance;
  - Maintaining relations conducive to safeguarding, promoting and reinforcing mutual respect, solidarity and tolerance among its citizens;
  - Protecting and defending the security of citizens inside and outside their motherland;
  - Respecting the Constitution, other laws and regulations of the country;
  - Protecting and preserving the environment;
  - Promoting the national culture;
  - Safeguarding and promoting positive values based on cultural traditions and practices;
  - Preserving the national cultural heritage;
  - Providing the socio-economic development facilities to its people;
  - Educating its people;
  - Promoting good relationship with other countries;

- Repressing the culture of impunity and promoting equality before law for all;
- Providing a legal right of self-defence of its citizens, etc.

Note that you can give clear instruction regarding the use of language in such activity.

## 5.6. Skills lab

Observe the following image and apply the activity that follow:



By using the knowledge, skills, attitude and values that you have about rights, duties and obligations imitate the following picture and collect stones and other materials that may serve for constructing a classroom for nine years basic education. Explain to the class how you proceeded to make a sample construction. Make follow up of it and show the production with others.

**Topic:** Rights, duties and obligations

**Duration:** 80 minutes

**Materials required:** bricks, hoes, cement, water, constructing materials, etc.

**Tutor preparation:** prepare a plan for a short field visit of the surrounding environment, collect sufficient materials for the activity, set up chairs in five circles for groups and one group goes for the task.

**Learning objectives (s):** Student-teachers will be able to:

- Identify the duties of the state towards his/her nation e.g here as citizens' participation in activities for their development
- Describe the balance between duties and obligations where the government avails the policies to be implemented by locals as their duties and the government as its obligations to plan for the citizens
- Build a sample room for primary school

**Instructional objective:** By using a hoe, cement, water, bricks and other construction materials, student-teachers will be able to construct the sample of school room for primary school perfectly.

**Activity 1: Build: (...minutes)**

- Tutor starts by asking the student-teachers to point out what they know about fulfilling one's duties as a citizen to the government.
- Student-teachers list them down and then the tutor introduces the objectives of the lesson.

- Show different materials and ask student-teachers to identify the steps of constructing a school room as one citizens' duties;
- Demonstrate how school room is made and explain what to look out for when serving the nations in such a manner.

**Activity 2: Practice: (... minutes)**

- Divide class into 5 skills lab teams (*this depends to the class size*)
- Ensures all student-teachers are involved
- Responds to questions if any
- Ensure that gender balance and inclusion is catered for.
- Ask student-teachers to determine when necessary and better time to fulfill ones obligations.
- Each group should then make a sample school of twelve years.
- Student-teacher will get their simple school built after class.

**Activity 3: Present: (... minutes)**

- Groups will explain to the whole class how they came up with their construction.
- Groups should also explain why they chose to construct such a school sample.
- Reflect on how many schools student-teachers could build in their student-teachers' environment clubs when teaching students how to serve the nation and vice versa
- Tutor asks to follow up / probing questions
- Give feedback to each group
- Encourage note taking
- Conclude, supplement what has been presented

### **Portfolio Assessment:**

Each student teacher writes an essay on rights, duties and obligations (paying taxes, participating in civil activities in Rwanda) while focusing on the contribution of each one in social political and economic development of Rwanda.

## **5.7. Summary of the unit**

The rights, duties and obligations in the Rwandan context include submission to the constitutional order, taking part in the national defence, caring for children and family members, being responsible, payment of taxes, engaging in community service, obeying laws and participation in national elections, etc. Being part of family, community and nation building is one noble responsibility of all citizens in Rwanda. Understanding gender roles is important in defending rights, duties and obligations of citizens.

## **5.8 Additional Information for teachers**

### **“Umuganda as a citizen’s duty to his nation in the context of Rwanda”**

#### **The rationale of Umuganda**

Modern day Umuganda can be described as community work. On the last Saturday of each month, communities come together to do a variety of public works. This often includes infrastructure development and environmental protection. Rwandans between 18 and 65 years of age are obliged to participate in Umuganda. Expatriates living in Rwanda are encouraged to take part. Today close to 80 per cent of Rwandans take part in monthly community work.

As part of Vision 2020 development programme, the government implemented Umuganda a community service policy. It was designed to help supplement the national budget in construction and the repair of basic infrastructure. The work done is organized by community members and is done voluntarily and without pay. The projects completed through Umuganda include, the construction of schools, feeder roads, road repair, terracing, reforestation, home construction for vulnerable people, erosion control, and water canals.

- **The goals of Umuganda**
- Supplement national resources by doing specific activities;
- Instill a culture of collective effort in the population;



- Resolve problems faced by the population using locally available resources;
- Restore the dignity of manual labor.

Planning for Umuganda is done in council meetings at the cell level. It is the responsibility of local leaders as well as national leaders to mobilise the population to participate in Umuganda. Community members meet and agree on the date (usually a weekend) and the activity. Participation in Umuganda is compulsory for all able-bodied citizens.

This policy is expected to lead to a more cohesive society as all the members come together to complete a project that benefits the community. The word Umuganda can be translated as 'coming together for common purpose to achieve an outcome'. In traditional Rwandan culture, members of the community would call upon their family, friends and neighbors to help them complete a difficult task.

### **Achievements**

Successful projects include the building of schools, medical centers and hydro-electric plants as well as rehabilitating wetlands and creating highly productive agricultural plots. The value of Umuganda to the country's development since 2007 has been estimated at more than US \$60 million.

Professionals in the public and private sectors also contribute to umuganda. They include engineers, medics, IT specialists, and statisticians, among others.

The military personnel also participate in social activities like the building of schools and hospitals. This inspires the population to be very active as well.

Umuganda value has increased from Rwf12 billion in 2012 to Rwf17 billion in 2015 and Rwf19 billion in 2016. With the increase in monetary activities, Umuganda has seen Rwandans build over 400 offices of micro finance institutions commonly known as Umurenge Sacco, and 11,000 classrooms for the country's 'twelve year basic education' which has increased school enrolment to over 95 per cent of children in Primary Schools.

## **5.9. End unit assessment answers**

- 1) As the supreme institution, the state owes to its citizen obligations such as:
  - Protecting its populations from genocide, war crimes, ethnic cleansing and crimes against humanity;

- Providing equal access to public service in accordance with their competence and abilities and gender balance;
  - Maintaining relations conducive to safeguarding, promoting and reinforcing mutual respect, solidarity and tolerance among its citizens;
  - Protecting and defending the security of citizens inside and outside their motherland;
  - Respecting the Constitution, other laws and regulations of the country;
  - Protecting and preserving the environment;
  - Promoting the national culture;
  - Safeguarding and promoting positive values based on cultural traditions and practices;
  - Preserving the national cultural heritage;
  - Providing the socio-economic development facilities to its people;
  - Educating its people;
  - Promoting good relationship with other countries;
  - Repressing the culture of impunity and promoting equality before law for all;
  - Providing a legal right of self-defence of its citizens, etc.
- 2) As a member/ part of a particular Nation each citizen is supposed to fulfill certain obligations/duties/responsibilities such as:
- Respect for national symbols;
  - Respect for national values;
  - Respect for public property;
  - Prompt payment of taxes;
  - Promotion of peace, national unity and reconciliation;
  - Defence of territorial integrity;
  - Proof fellow-citizens and their property;
  - Contribution to national development;
  - Supporting good morals in the family and the society;
  - Participation in the creation of a conducive environment within the family and the society.
- 3) Citizens are bound to fulfill their respective duties according to the law(constitution of Rwanda,2015) while the State also has to do the same when fulfilling her obligations towards her citizens. By this way, the rights of everyone (side) are respected therefore their duties and

obligations are likewise balanced. More clarifications on the answers are referred to in learners' book, Section 5.2 for further understanding.

## 5.10 Additional activities

### 5.10.1 Remedial activities

The following questions are suggested as remedial activities for slow learners.

- 1) Explain the following:
  - a) Rights of citizens
  - b) Duties of the citizens
- 2) Which ones are rights:
  - a) Vote in all elections
  - b) Join political party
  - c) Pay all taxes you owe
  - d) Perform the community service
- 3) Differentiate social obligations from political obligations

Answers to remedial activities:

- 1)
  - a) Rights of the citizens refer to legal, social, or ethical principles of freedom or entitlement i.e rights are fundamental normative rules about what is allowed of people or owed to people according to some legal system, social convention, or ethical theory.
  - b) Duties of the citizens refer to moral commitment or obligation to someone or something in this case is towards the State. When someone recognizes a duty, that person theoretically commits himself to its fulfillment without considering his/her own self-interest. Its fulfillment generally involves some sacrifice of immediate self-interest. For instance, the services performed by a minister of a church, by a soldier or by any employee or servant are a kind of duties. Note that duty is not only about doing things right, it is about doing the right thing.
- 2) Rights are: a) Vote in all elections; b) Join a political party. The remaining c) and d) are duties of a citizen towards her/his nation.
- 3) Differences: **Social obligations**: Also known as "social responsibilities",

these ethical frameworks which suggest that an entity, be it an organization or individual, has a duty to act for the benefit of society at large.

**Political obligations:** These moral duties a citizen's (or member's) owes to obey the law.

These obligations above are generally known as *Legal obligations* (intend to make citizens obey the laws enacted by the civil authority), which can incur a penalty for non-fulfillment, although certain people are obliged to carry out certain actions for other reasons as well, whether as a tradition or for social reasons.

### **5.10.2. Consolidation activities**

Suggestion of question and answer for deep development of competences.

*What should be the reaction of the State towards the citizens having failed to fulfill their duties? Substantiate your answer.*

#### **Answers:**

You can help learners think about what procedures are likely to be followed to bring the citizens to reason:

- Requesting the citizens to provide explanations in two ways (orally or in writing);
- Once she/he fails, the summon is applied;
- Once this measure is not respected, issue of the warranty to bring by force is allowed;
- The guiltiness of the citizen is of a criminal case once the disobedience is punishable by law
- Serving the punishment provided.

Let learners who had a different view air their ideas. They can show how citizens can be approached so as to bring to the fulfillment of their duties effectively. Help each category of learners to evaluate their position.

### **5.10.3. Extended activities**

- 1) Imagine a situation where the State fails to fulfill its obligations to the citizens.
- 2) Describe what you can do and explain how this can help you to claim your rights.

- 3) Read the Constitution of Rwanda on articles related to its title 2 and provide the rights that you are supposed to claim at your age.

***Possible answers:***

- 1) You can ask learners to design their own situational examples in groups. They can use testimonies, pictures or drawings. Let them have their own creativity. After describing their cases, other learners can make comments on how to improve them or can ask questions on how it can help to claim their rights.
- 2) Learners can read the Constitution of Rwanda, 2015 line by line and underline what they feel that it goes in line with the response. They can do it in pairs and the whole class can share at the end. For instance, article 28 gives clear example on rights to the child protection by her/his family.

# UNIT 6

## DIGNITY AND SELF-RELIANCE

### 6.1 Key unit competence

The student-teacher should be able to critique how home-grown solutions contribute to self-reliance (*Girinka, Ubudehe, akarima k'igikoni, Kuremera, Umuganda, Agaciro, Imihigo, Itorero, and community policing*)

### 6.2. Prerequisite knowledge and skills

In order to study this unit, the learner should have knowledge, skills and competences on the following issues:

- The role of democracy, unity and reconciliation in the transformation of the Rwandan society.
- National service.
- The achievements of the Government of Rwanda after the Genocide against the Tutsi.

In addition, the learner should have some understanding on the importance of good governance and respect of the citizens in order to develop the spirit of patriotism.

### 6.3 Cross-cutting issues to be addressed

#### 6.3.1 Peace and values education

Applied to this unit six on *dignity and self-reliance*, learners will be enabled to have a better awareness of home-grown solutions and their contribution towards good governance, self-reliance and dignity in national building. They will also get positive values such as patriotism, solidarity, selflessness, humility like the one propounded by *Intore*. The previous values are indicated in the sections on *Concepts of home-grown solutions and self-reliance* which show the values required for *Intore* and solidarity, justice and social cohesion related to *Ubudehe, umuganda, ingando, gacaca* and *Abunzi*.

The section on *the contribution of home-grown solution to good governance, dignity and self-reliance* also shows how *Ingando, Itorero, Gacaca, Abunzi* strived to establish peace after the Genocide against the Tutsi. Help learners to reflect on this aspect of peace to make it one of their value.

### **6.3.2 Inclusive education**

Through learning and teaching process of this unit, care will be given to all learners including SEN cases. At this time, all learners will be given a quality and equitable education that meets their basic learning needs and understands the diversity of their backgrounds and abilities.

### **6.3.3. Genocide Studies**

Dealing with unit on *dignity and self-reliance*, the cross-cutting issue on genocide education will be addressed. In this regard, you can help learners to understand that the lack of social freedom, dignity and good governance in Rwanda led to Genocide against the Tutsi. The section on *Ingando, Itorero and Gacaca* shows how Rwandans have been affected by genocide and efforts done by the Government of Rwanda to overcome Genocide challenges and to prevent further tragedy.

### **6.3.4 Gender**

This cross-cutting issue is particularly addressed in Section related to *concepts of home-grown solutions* where the participation of men and women in all home-grown initiatives was raised. You can help learners to understand how the Government of Rwanda made efforts to increase the number of females in all institutions of decision making. Help learners to understand that gender equity is a process to be achieved in different domains.

### **6.3.5 Environment and sustainability**

Using unit six on *dignity and self-reliance* you can help learners to realise that environment had been taken as core components in all social and developmental programmes of the Government of Rwanda. You can help them discover the contribution of *urugerero, ingando, umuganda, Girinka, ubudehe* to the protection and the sustainability of environment.

### **6.3.6 Financial Education**

Through this unit you can help learners understand how self-reliance can help the country save some money through home grown solutions.

## 6.4. Guidance on the introductory activity

At the beginning of this *Unit 6*, the introductory activity (**Learner's book page 101**) motivates learners 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. This will help them identify some issues and open them to what they did not know and be inquisitive to know about how, in the context of the post Genocide Rwanda, home grown policies have generated numerous success stories in strengthening the delivery of the Economic Development and Poverty Reduction Strategy (EDPRS). As the home-grown solutions are a direct response to economic and social challenges, they directly contribute to the fast-growth of the economy thereby making the difference in gradually uplifting citizens' wellbeing.

### Possible answer of the introductory activity

Learners will be asked to search, using internet, textbooks, media, stories, documentary videos, songs etc, how people in traditional Rwanda were handling problems related to justice, education, food security, medicine, security, shelter... using methods like ingando, gacaca, itorero, traditional medicine, ubudehe, umuganda, then after learners will try to identify which among those methods can be applied to present situation to enhance social and economic development.

To conclude, the teacher will help learners to understand that the social impact of each home-grown initiative is measured in terms of the access to health and education services, shelter, food, social cohesion, participation in decision making and governance. The assessment on economic impact investigates income generation and consumption pattern, improvement in the households' and community livelihoods in terms of energy consumption, household belongings, etc. as well as impact on poverty reduction.



## 6.5. List of lessons

Number of subheading	Subheading title	Learning objectives	Number of periods/16
1	Concepts of home-grown solutions and self-reliance	Explain the concepts of home-grown solutions and self-reliance and their contribution to national building	5
2	Contribution of home-grown solutions towards good governance, self-reliance and dignity	Analyze the contribution of home-grown solutions towards good governance, self-reliance and dignity in Rwanda	5
3	Challenges encountered during the implementation of home-grown solutions	Examine challenges encountered during the implementation of home-grown solutions	5
	Assessment	Sum up the whole unit	1

### Lesson 1: Concepts of home-grown solutions and self-reliance

#### a) Learning objectives

Explain the concepts of home-grown solutions and self-reliance and their contribution to national building

#### b) Prerequisites/Revision/Introduction

To begin this lesson, teacher can use revision by asking the learners some questions related to the role of democracy, unity and reconciliation and national service in the transformation of the Rwandan society. In addition, learners should have some knowledge on the achievements of the Government of Rwanda after the genocide against Tutsi seen in the unit one.

### **c) Teaching resources**

Learner's textbooks, computer, internet, testimonies, reports, press media, tactile materials, documentary films on *itorero, ingando, umuganda (Ndi Umunyarwanda)*, extracts of some Rwandan leaders, President, Ministers 'speeches about governmental programs, policies and achievements. Braille materials can be availed if there are impaired learners.

### **d) Learning activities**

In the case of the film start first by a pre-screening before you go to class. Identify the main sequences of the film you want to use because you may not use the whole film. Prepare instructions to learners. For instance, tell them that the film will take ten minutes and they must listen and watch carefully. After this, they are going to respond to your questions. You can give questions in advance or at the end. In your instructions this should be clear. Do not forget to ask learners to link the film with other sources they know and to identify the differences or similarities. In addition to this, they should explain why those differences in order to enhance their critical thinking skills. In this regard, you can help learners to identify the authors and to ask themselves why they produced such documents and the reasons behind their production.

In the case of written documents (internet, newspapers), do not use inflammatory sources. For the internet, you can provide key words to facilitate the learner's search. After finding the document, learners can be asked to underline words they think are important to them and explain why. They can share their views in pairs or groups. After, the whole class can share their responses.

Learners can also identify two common texts and written/oral testimonies. After reading/listening them, they can identify similarities and differences and explain why as earlier explained.

The teaching of this lesson can be done by means of learner's textbook to explain the concepts of home-grown solutions: (*Girinka, Ubudehe, akarima k'igikoni, Kuremera, Umuganda, Agaciro, Imihigo, Itorero, and community policing*)

After this activity, teacher invites learners to present their work to the whole class.

You can also select two learners who can read or write their ten lines text on the Home-Grown Initiative (HGI). You can build your lesson from their texts by asking other learners to add additional information. One group can ask questions to other which can respond and you can give additional information.

Note that learners can have different views. At the start, give them clear instructions on how to behave when their colleagues are responding. For instance, tell them that they have to listen to their colleagues and respond when they are given time to talk. They should not use defamatory language or criticize the person instead of criticizing his or her ideas.

Teacher guides the learners to make synthesis of the lesson through the question and answer method.

### Answers to the learning activities 6.1

- 1) As part of efforts to reconstruct Rwanda and nurture a shared national identity, the Government of Rwanda drew on aspects of Rwandan culture and traditional practices to enrich and adapt its development programs to the country's needs and context. The result is a set of Governance and Home Grown Initiatives (GHI) - culturally owned practices translated into sustainable development programs.

Home Grown Initiatives (HGIs) are Rwanda's 'trade mark' solutions built on the Rwandan history and culture. These policies are a direct response to economic and social challenges and contribute to fulfill the developmental vision of Rwanda. The most extensive and transformative HGIs include *Girinka, Ubudehe, akarima k'igikoni, Kuremera, Umuganda, Agaciro, Imihigo, Itorero, and community policing*.

- 2) Learners will be asked to form groups and basing on their knowledge of Umuganda, its impact and governmental vision, they will comment on the statement of President Paul Kagame and then they will present their assertion to the class.

Form groups of five learners and tell them to discuss about civic education and link it to the context of Rwanda

### e) Application activity

### Answers to the application activity 6.1

- 1) Learners will be asked to search on internet and in textbooks and media and they will attempt to define in their own words what they understand by *umuganda, imihigo* and *ubudehe*.

- 2) Learners will search in textbooks and on internet how and why *Umuganda* was done in traditional Rwanda and how and why it is done today and then they will highlight similarities and differences between them.
- 3) After the 1994 Genocide against Tutsi, Rwandan economic structure was devastated none was hoping that the country would be rebuilt and continues its development process. After this period, Rwandan government has adopted several programs and policies to boost Rwandan economy and to promote the general welfare of the population. Rwandan development was thought to be given some targets by pursuing a given vision; vision 2020 where Rwandan government has set some goals to be achieved during this period. To achieve these goals some formulated policies are cultural based such as *girinka munyarwanda* (one cow per family), *umuganda* (community services), *Gacaca* (traditional courts) and others. These cultural based policies can facilitate the implementation process because the sensitization process among local population is very easy and they have impacted the Rwandan economy by helping in saving some amount of money which has been used elsewhere.
- 4) Learners will search on internet, in books or in media other home grown initiatives out of the ones mentioned in section 10.1 in the learners' book. After that they will try to explain their concepts. Examples of some HGIs are *Agaciro*, *Community policing*, *Abajyanama b'ubuzima*, *ababyaza*, *Irondo...*
- 5) *Agaciro* Development Fund is the Rwanda's sovereign wealth fund that was initiated by Rwandans on 15-16 December 2011 at the 9th *Umushyikirano* (National Dialogue Council) chaired by His Excellency the President of the Republic of Rwanda Paul Kagame. The Fund was then launched officially by President Kagame on 23 August 2012. The name "*Agaciro*" conveys the idea of "Dignity" which was embraced as Rwanda's key moral value in its journey towards sustainable socio-economic development. The Fund was set up to; build up public savings to achieve self-reliance, maintain stability in times of shocks to the national economy and accelerate Rwanda's socio-economic development goals. The Fund is unique of its kind as it was created basing on voluntary contributions from Rwandans at home and abroad as well as friends of Rwanda while other sovereign wealth funds around the world have traditionally relied on budget surpluses, oil and mineral revenues for their constant growth.

## **Lesson 2: Contribution of home-grown solutions towards good governance, self-reliance and dignity**

### **a) Learning objectives**

Analyze the contribution of home-grown solutions towards good governance, self-reliance and dignity in Rwanda

### **b) Prerequisites/Revision/Introduction**

To begin this lesson, teacher uses revision by asking learners some questions related to the previous lesson concerning the concepts of home-grown solutions. You can introduce the new lesson by asking learners to take four minutes to share in pairs what they read in books and report on *Girinka, Ubudehe, akarima k'igikoni, Kuremera, Umuganda, Agaciro, Imihigo, Itorero, and community policing*. Thereafter, two learners can volunteer to share their knowledge with the whole class. You can also ask learners to draw something representing for them the HGI. One can maybe draw many people together and he/she can explain that it means people in Itorero. Another can draw soldiers and explain that they are students in *ingando*, for instance, applying volunteerism. This is indicative learners have their own imagination.

### **c) Teaching resources**

Learner's textbooks, internet, testimonies, reports, press media, tactile materials, documentary films on *itorero, ingando, umuganda, Ndi Umunyarwanda*, extracts of some Rwandan leaders, President, Ministers' speeches about governmental programs, policies and achievements. Braille materials can be availed if there are impaired learners.

### **d) Learning activities**

You can build your lesson on learners' summary on the concepts of home-grown solutions: *Girinka, Ubudehe, akarima k'igikoni, Kuremera, Umuganda, Agaciro, Imihigo, Itorero, and community policing*. (See prerequisite of the current lesson).

Learners can use internet or read a range of materials including textbooks and reports. They can also watch a documentary film on *Ndi umunyarwanda* in order to describe the contribution of home-grown solutions to national building.

After this activity, teacher invites the learners to make presentation of their work to the whole class. The advices given in the previous lesson on the concepts of home-grown solutions are also relevant and helpful for this lesson. You can choose any strategy.

By the end of this lesson, teacher guides the learners to summarize the lesson taught. To do so, teacher asks the main achievements of *Girinka, Ubudehe, akarima k'igikoni, Kuremera, Umuganda, Agaciro, Imihigo, Itorero, and community policing.*

### Answers to the learning activity

Learners will be asked to comment the proverb “*akimuhana kaza imvura ihise*” [in English: help from neighbours never comes in the rain it comes after] in the way of that you should not rely on foreign aid or external solutions every time to your problems instead you should try handle them yourself first and look for external helps after.

The proverb “*akimuhana kaza imvura ihise*” [in English: help from neighbours never comes in the rain it comes after] can be applied to the concepts of home grown solutions adopted by the Government of Rwanda as it preferred to rebuild Rwandan social and economic structures which were devastated by the Genocide and to reactivate the process of development using its own innovations called Home grown initiatives.

### e) Application activity

#### Answers to the application activity 6.2

- 1) Learners will be asked to check on internet, in textbooks or in Governmental and NGOs’ reports the achievements of *Abunzi* courts. After that they give their appreciations or their points of view on the achievements of *Abunzi*.
- 2) Learners will be asked to assess the contribution of home grown solutions using the following indicators:
  - The social impact of each HGI is measured in terms of the access to health and education services, shelter, food, social cohesion, participation in decision making and governance.
  - The assessment on economic impact investigated income generation and consumption pattern, improvement in the

households' and community livelihoods in terms of energy consumption, household belongings, etc. as well as impact on poverty reduction.

- 3) HGSs serve as a forum in which community members discuss the problems they face and propose possible solutions. It is a tool for the national unity and reconciliation and a channel that all public policies pass through to be disseminated, communicated and explained to the population. HGIs enhance also social cohesion among people.

HGIs trigger neighbourhood socialisation and are one route for the communication of public policies and community mobilisation. HGIs contribute to social protection and economic development through the construction of community infrastructure and shelter for the needy. The theme of “peace building” is basically concerned with maintaining local security, on top of conflict resolutions, and unity and reconciliation.

- 4) Achievements of the population through *Umuganda* are numerous and include the construction of houses for vulnerable people, support to the implementation of water supply projects, construction of new classrooms for 9 YBE and latter 12 YBE, health centres, Public offices, sectors, cells and *Umurenge* SACCO offices, road maintenance, tree planting, radical terracing and other soil erosion control infrastructures, etc.

*Umuganda* serves also as a forum in which community members discuss the problems they face and propose possible solutions. It is a tool for the national unity and reconciliation and a channel that all public policies pass through to be disseminated, communicated and explained to the population. *Umuganda* enhances also social cohesion among people. It was established that *Umuganda* triggers neighbourhood socialisation and is one route for the communication of public policies and community mobilisation. It contributes to social protection and economic development through the construction of community infrastructure and shelter for the needy.

### **Lesson 3: Challenges encountered during the implementation of home grown solutions**

#### **a) Learning objectives**

Examine challenges encountered during the implementation of home-grown solutions

## **b) Prerequisites/Revision/Introduction**

To begin this lesson, teacher can start by asking learners some questions about the contribution of home-grown solutions to good governance, dignity and self-reliance. You can also bring some pictures of people in activities of *Abunzi, gacaca, girinka, itorero ingando, imihigo, ubudehe, umuganda and umwiherero*, and ask learners to observe them and link them with achievements of home-grown initiatives.

## **c) Teaching resources**

Learner's textbooks, computer, internet, testimonies, reports, press media, tactile materials, documentary films on *itorero, ingando, umuganda (Ndi Umunyarwanda)*, extracts of some Rwandan leaders, President, Ministers' speeches about governmental programs, policies and achievements. Braille materials can be availed if there are impaired learners.

## **d) Learning activity 6.3**

As learners were asked to carry out the research by using internet (If it is available), textbooks and newspapers about the Challenges encountered during the implementation of home grown solutions, you can ask learners to form groups. Be innovative in the creation of groups so that learners do not keep using same groups. Give them fifteen minutes to put their ideas together. Thereafter, one group will present challenges of one home-grown initiative. Other groups can ask two questions or make comments and then move to the next groups.

After class presentation, teacher can use the question and answer method to guide the learner in making a summary of the lesson. You can also be innovative and find another strategy.



## e) Application activity

### Answers to activity 6.3

Learners will be asked to highlight challenges encountered in Girinka program and comment them basing on experiences from their community, from media, reports and after their will propose possible solutions to those challenges. The following items may help to develop challenges:

- the limited access to veterinary services and drugs;
- having a proper cowshed;
- cow feeding;
- access to water for the cows;
- limited knowledge in livestock management;
- Low milk prices.
- distribution of cows has not been transparent

### Answers to the application activity 6.3

- 1) Challenges that were faced by *Gacaca* in its implementation are:
  - Persistence of genocide ideology;
  - Killing and intimidation of survivors of genocide, witnesses and *Inyangamugayo* judges;
  - Destruction or damaging of equipment used in data collection (filing cabinets, books, forms...);
  - *Inyangamugayo* judges accused of participation in crimes of genocide
  - Refusal to testify;
  - People moving to Provinces where they were unknown;
  - Refugees who fled *Gacaca* Courts;
  - Partial confession of crimes causing re-categorization or maximum penalties;
  - Serious trauma cases
- 2) Learners will be asked to search on internet, in governmental and NGOs' reports, in media or to use their observations and after they will give their comments on challenges met by *Abunzi*. The following are some examples of challenges from media and NGOs:

- ***Practical and logistical challenges and their consequences:*** The mediation committees do not always work in the best of conditions: basic materials are not always available and meeting rooms unsuitable or non-existent, often leading to the hearings being held in the cell or sector office or in the executive secretary's office.

Hearings may also regularly be held outdoors. Lack of resources may also lengthen or delay the conflict resolution procedure, for example in the case of a hearing being postponed because the room is not available. Inadequate access to laws, legal documentation and textbooks on mediation leads to a low level of expertise in mediation techniques and poorly reasoned decisions.

Lastly, it becomes more difficult, notably for the Ministry of Justice, to monitor the work of the mediation committees when their registers are not properly kept. But one of the most negative repercussions is the following: a lack of resources may sometimes lead mediation committees to request a (financial) contribution for handling the case.

- ***Mediator absenteeism:*** The voluntary nature of their duties means that time must be taken off work, depriving a proportionally large number of mediators of a source of income. Hence, it is not surprising that some mediators are absent from committee hearings. Apart from the voluntary nature of the work, a number of other factors contribute to absenteeism: the term of office is long (five years); mediators are not always elected willingly; health insurance payments may be delayed and an Umwunzi with more than five dependents will not have all.
- ***The low level of qualifications of committee members:*** The initial qualifications of Abunzi, and their access to harmonized and sufficiently substantial trainings, remain a major challenge.
- The supervision, coaching and monitoring of Abunzi committees, provided by MAJ, should be supported with additional resources: the high number of Abunzi committees is a major challenge for the MAJ who are expected to cover large areas with limited human and logistical resources;
- The link between Abunzi committees and primary courts, and in particular the coaching of committees by judges, could be strengthened: it would not only support the supervision conducted by the MAJ, but also restore the natural link between the judiciary and the Abunzi committees, that are the first level of formal justice in Rwanda;

- The independence of the committees from administrative and political authorities should be ensured, particularly through continuous clarification of the respective roles and mandates of local actors;
  - The execution of the solutions agreed by the litigants, or of the decisions taken by the committees, should be subject to special monitoring and allocated specific resources since they represent the best chance for a durable resolution to conflicts handled by the Abunzi;
  - There is the question of the multiplicity of dispute resolution mechanisms that exist at the local level, and their relationship with the Abunzi. These various arrangements can effectively contribute to the settlement of disputes between citizens. However, they should not be considered as preliminary steps to take or conditional to accessing the Abunzi by litigants.
- 3) Key challenges in *Imihigo* planning and implementation could be:
- **Budget versus needs:** There is a clear discrepancy between allocated budget and the magnitude of citizen needs at the local administrative level. The most pressing needs used to be infrastructure development (water, electricity, and feeder roads), access to vocational training (TVET), and access to employment, especially for the youth.
  - **Competing Agendas:** this concerns the existence of competing agendas between central and local government. Urgent assignments from line ministries and other central government agencies interfere with local planning. Despite efforts for joint planning meetings between the central and local levels, unplanned for requests emerging from channels outside of joint planning often come from the central government consume local resources (finances and time) particularly when the demands are not accompanied with implementing funds. In some instances, money to implement an inserted item will be promised but the promise is not delivered when it comes to the implementation phase or local authorities are told to insert items and are then told to expect the resources to come from private sources.
  - **Low Ownership of Imihigo;** Ideally, district *Imihigo* should be informed by the needs of citizens at the local level while being aligned to national development priorities that themselves stem from those needs. However, *Imihigo* ownership is relatively low among the intended beneficiaries. In some respects, there is a “dependency syndrome” where citizens would rather depend on government to provide them with free or subsidised goods. In some instances, citizens will compete for lower categories of *Ubudehe* in order to become eligible for free healthcare and ision Umurenge Programme(VUP).

- **Understaffing and Low Capacity:** Understaffing and capacity gaps at the local government level are widely documented. Lack of staff, insufficient financial means, lack of data base to facilitate planning, monitoring, and evaluation and heavy workload constitute the pressings factors influencing service delivery in local government. On one hand, district staff is overloaded to the extent that they may not have the requisite time to implement *Imihigo* targets. On the other hand, as evidenced by the above studies, local government staff are not skilled enough in Monitoring and Evaluation (M&E), a key element if the *Imihigo* are to achieve optimum impact.
- **Ranking Driven Planning:** A closer analysis of *Imihigo* documents as well as extensive interactions with concerned officials suggests that some district authorities are largely interested in scores. This significantly impacts the design of *Imihigo* by including soft targets that should be routine activities. In this spirit, a one-time activity such as purchasing a television set for a cell office, trainings and seminars, as well as beatifying public spaces ought to be considered routine activities rather than items to be placed in *Imihigo*.

One potential consequence from this situation is diverting the spirit of *Imihigo* from being a tool for socioeconomic transformation to a mere competition between various entities. Crucially, citizens would likely withhold support, and to assume ownership, for *Imihigo* if they fail to see how they are contributing to changing their lives.

## 6.6 Skills lab

Use a combination of knowledge, skills, attitudes and values you have acquired about Abunzi and role play the contribution of it in the conflict solving. Present your role play in the plenary.

**Topic:** Dignity and self-reliance

**Duration:** (...minutes)

**Materials required:** Working clothes, scarf, papers and legal documents.

**Tutor preparation:** prepare a role play describing the contribution of umuganda (the tutor can write and read aloud the story to the class) find out enough place for facilitating the movement of actors, etc.

**Learning objectives (s):** Student-teachers will be able to:

- Identify the contribution of the home-grown solutions towards a good governance, self-reliance and dignity
- Identify the challenges encountered during the implementation of the home-grown solutions

**Instructional objective:** Through role play, student-teachers will be able to mention the contribution of the Rwandan citizens and non-citizens towards the national duties and obligations () perfectly.

**Activity 1: Build: (...minutes)**

- Tutor starts by asking the student-teachers to talk about the importance of umuganda.
- Tutor present pictures, video or a story narrating the contributions of umuganda.
- Ask some questions about the story: e.g. What are the materials used in Umuganda, on which day umuganda is carried out? How Rwandans build their country through Umuganda? Summarize the importance of umuganda to social political and economic development of Rwanda.
- Demonstrate how umuganda is performed in your villages.

**Activity 2: Practice: (... minutes)**

- Tutor guides student-teachers to discuss and plan for the role play
  - Divide class into 4 skills lab teams (*this depends to the class size*)
  - Ensures all student-teachers are involved
  - Responds to questions if any
  - Ensure that gender balance and inclusion is catered for.
  - Ask student-teachers to determine which actors they will need to put in the role play E.g. the leader of Village (umukuru w'umudugudu), youth, men, women, etc.
- 
- Let each group share roles according to their talent but make sure that all participate.
  - Student-teachers will wear the clothes related to the assigned role.

**Activity 3: Present: (...minutes)**

- Each group delivers their role play
- Tutor asks to follow up / probing questions
- Give feedback to each group
- Encourage note taking
- Conclude, supplement what has been presented

**Portfolio Assessment:**

- Give an individual portfolio assignment.
- Connect it to the Key unit competence; it should be a practical activity that will require a student-teacher to move out of class.

Visit the community around the college, your fellow student-teachers, or school community. Talk to them about umuganda and come up with the contributions of umuganda towards the social political economic development of Rwanda. Take note on the dialogue and submit to the tutor (the assessment should be given enough time for research i.e. at least the findings are submitted after four days).

**Knowledge, Skills, attitudes and values:**

Interview, problem solving, citizenship, networking, respect, etc

## 6.7. Summary of the unit

This unity covers Home grown solutions toward dignity and self-reliance. Home Grown Initiatives (HGIs) are Rwanda's brain child solutions to economic and social development. They are practices developed by the Rwandan citizens based on local opportunities, cultural values and history to fast track their development. Being locally-created, HGIs are appropriate to the local development context and have been the bedrock to the Rwandan development successes for the last decade.

Home-grown solutions are development/governance innovations that provide unconventional responses to societal challenges. They are based on:

- National heritage
- Historical consciousness
- Strive for self-reliance

Home Grown initiatives include *Umuganda* (community work), *Gacaca* (truth and reconciliation traditional courts), *Abunzi* (mediators), *Imihigo* (performance

contracts), *Ubudehe* (community-based and participatory effort towards problem solving), *Itorero* and *Ingando* (solidarity camps), *Umushyikirano* (national dialogue), *Umwiherero* (National Leadership Retreat) and *Girinka* (One cow per Family program). They are all rooted in the Rwandan culture and history and therefore easy to understand by the communities.

After the 1994 genocide against Tutsi, Rwandan economic structure was devastated none was hoping that the country should be rebuilt and continues its development process. After this period, Rwandan government has adopted several programs and policies to boost Rwandan economy and to promote the general welfare of the population.

HGIs had a significant impact on recipient households and the community. In terms of social impact, Home Grown Initiatives have contributed to beneficiary households through the increased access to health and education services, shelter, improved nutrition, social cohesion and sustained participation in decision making at community level.

During their implementation, home-grown solutions encountered challenges which hindered their achievements. Some challenges have been solved and for other recommendations have been provided in order to achieve them.

## 6.8. Additional Information

<i>Themes or topics so far discussed for every years' National Dialogue Council (NDC)</i>		
NDC	Date	Themes or Topics discussed
1 <sup>st</sup> NDC	28, Jun. 2003	<ul style="list-style-type: none"> <li>✓ The role of local government in development;</li> <li>✓ The status of unity and reconciliation in the context of a multiparty political system;</li> <li>✓ The role of leadership in facilitating democratic elections;</li> <li>✓ Rwanda's vision for sustainable development.</li> </ul>
2 <sup>nd</sup> NDC	21-22, Dec. 2004	<ul style="list-style-type: none"> <li>✓ Good governance and how leaders across government could more effectively instill a culture of accountability and performance;</li> <li>✓ Genocide ideology prevention.</li> </ul>
3 <sup>rd</sup> NDC	13-14, Dec. 2005	<ul style="list-style-type: none"> <li>✓ Promoting knowledge based decision making using clear social and economic indicators;</li> <li>✓ Strengthening government reforms;</li> <li>✓ Fast tracking the processing of Genocide cases using Gacaca courts;</li> <li>✓ Finding effective ways to support the country's most vulnerable people</li> <li>✓ Good governance as an effective tool for sustainable development;</li> <li>✓ Improving awareness of government programs to accelerate development.</li> </ul>

7 <sup>th</sup> NDC	10-11, Dec. 2009	✓ "Let us do more valuable and sustainable work"
8 <sup>th</sup> NDC	20-21, Dec. 2010	✓ "Our responsibility is delivering quality service"
9 <sup>th</sup> NDC	15-16, Dec. 2011	✓ "Strive for our dignity, together we pitch for rapid development"
10 <sup>th</sup> NDC	13-14, Dec. 2012	✓ "Agaciro (dignity): Aiming for self reliance".
11 <sup>th</sup> NDC	6-7, Dec 2013	✓ "The Rwandan Spirit: Foundation for Sustainable Development"
12 <sup>th</sup> NDC	18-19, Dec. 2014	✓ "Common Vision, New Momentum"
13 <sup>th</sup> NDC	21-22, Dec. 2015	✓ "Rwandans'choices: Foundation of National Development and Dignity"
14 <sup>th</sup> NDC	15-16, Dec. 2016	✓ "Shaping together the Rwanda we want"



4 <sup>th</sup> NDC	18-19, Dec. 2006	<ul style="list-style-type: none"> <li>✓ The role of the leaders' accountability in regards to the Gacaca process;</li> <li>✓ Assessing the country's progress in the area of unity and reconciliation and identifying the major challenges;</li> <li>✓ Reviewing districts' <i>Imihigo</i> (performance contracts) for 2006 and signing contracts for 2007;</li> <li>✓ The implementation of Vision 2020 – especially relating to high population growth and resulting environmental pressures.</li> </ul>
5 <sup>th</sup> NDC	27-28, Dec. 2007	<ul style="list-style-type: none"> <li>✓ "Enhance the national economy even further, as a springboard to address other problems facing the country"</li> </ul>
6 <sup>th</sup> NDC	18-19, Dec. 2008	<ul style="list-style-type: none"> <li>✓ Good governance and economic development. Resolutions were made and led to:</li> <li>✓ National Consultative Council to fight corruption,</li> <li>✓ Promotion of a culture of saving and debt reduction, which led to the creation of Savings and Credit Cooperatives (SACCOs) in all 416 sectors across the country with 675,772 members being registered in total,</li> <li>✓ Awareness raising campaigns to fight Genocide ideology and build a common understanding of family planning, grouped settlements, land consolidation and fighting soil erosion.</li> </ul>

Source: NURC, UNITY AND RECONCILIATIONPROCESS IN RWANDA, December 2016,

## 6.9. End unit assessment answers

- 1) Learners will be asked to highlight the achievements of *Umuganda* using indicators like schools and health centers construction, road construction and maintenance, constructions of houses for vulnerable people, planting trees...then they will be asked to differentiate social achievements and economic ones. Learners will also highlight challenges they observe in *umuganda* like poor planning, absenteeism, low ownership by local people, lack of follow up of some activities done,...thereafter learners will try to formulate tentative solutions and recommendations.
- 2) Learners will be asked to highlight the achievements of *Umwihereho*. After that they will choose ones that are related to economic development and others that are related to good governance. They will also be asked to highlight what they think could be challenges of *Umwihereho* and to propose solutions and recommendations to such challenges.
- 3) Learners will be asked to search on internet and in textbooks and dictionary the concept of dignity and self- reliance, then they will try to link the concepts of *ubudehe*, dignity and self-reliance in the way that *ubudehe* is a Rwandan initiative to solve problems of poverty and to promote development using your own planning and your own

implementation without to rely to others from outside to do it for you.

- 4) Learners will be asked to analyze and give their own comments on what they think *Girinka* has done to reduce poverty. Some ideas may guide them like:
  - Income generation from milk, skins and meat;
  - Food security and reduction of malnutrition cases because of availability of meat and milk;
  - Increase of agricultural production because of manure;
  - Increase of money because of the increase of cows...
- 5) Learners will identify the achievements of Abunzi in the social sector like conflicts resolution, repentance, social cohesion, family reconciliation... then they will try to explain how those achievements contributed to unit and reconciliation.

## 6.10. Additional activities

### 6.10.1. Remedial activities

The following questions are suggested as remedial activities for slow learners.

#### Questions

- 1) Explain why Gacaca is a Rwandan home grown solution.
- 2) Describe *itorero* in traditional Rwanda and explain which problems pushed the Government of Rwanda to adopt it in contemporary context.
- 3) Explain pillars of *Imihigo*.

### 6.10.2. Expected answers

- 1) Home Grown Initiatives are Rwanda's 'trade mark' solutions built on the Rwandan history and culture. These policies are a direct response to economic and social challenges and contribute to fulfill the developmental vision of Rwanda. Gacaca court is a Rwandan cultural based policy such as it is a properly Rwandan initiative in sector of justice. Gacaca courts, have contributed a lot in helping to get some socio-economic solutions that were not possible to get otherwise. The financial resources used in Gacaca courts are far from what should be used if genocide cases were tried in classical courts; taking experience of United nations court of Arusha (Tanzania). The genocide cases were time and resource saving

and resources saved could be used in other development projects that can help the country to reduce poverty.

2) Traditional *Itorero* was a cultural school where Rwandans would learn language, patriotism, social relations, sports, dancing, songs and defence. This system was created so that young people could grow with an understanding of their culture. Participants were encouraged to discuss and explore Rwandan cultural values. *Itorero* trainers planned daily activities according to different priorities and every newcomer in *Itorero* had to undergo initiation, known in Kinyarwanda as *gukuramo ubunyamusozi*. The common belief was that *intore* were different from the rest of the community, especially in matters of expression and behaviour because they were expected to be experts in social relations, quick thinkers and knowledgeable. As a nation, the Government of Rwanda was looking to the population especially the youth to move the country forward and provide a solid base for future development. As a result of the distortions observed after genocide against Tutsi, Rwandans especially the youth face the following challenges:

- Low levels of social cohesion/engagement;
- Lack of values that help to promote positive attributes of our culture and that help people especially the youth to grow up as responsible and productive citizens;
- Low levels of patriotism;
- Low levels of awareness on unity and reconciliation;
- High levels of both unemployment and underemployment;
- Need for increased skills development across the board;
- Overall low levels of education;
- High risk of contracting HIV/AIDS & STDS;
- Overpopulation – Rwanda has a high birth rate and is already densely populated;
- Low levels of entrepreneurship and high level of dependency;

3) Using internet and textbooks learners will explain briefly the three pillars of *Imihigo* which are:

- Governance and Justice;
- Social development;
- Economic development

### 6.10.3. Consolidation activities

The following questions are suggested for enhancing development of competences

#### Questions

- 1) *“After 1994, the Government of Rwanda put set up targets to promote social cohesion among Rwandans with the aim of re-building a Rwandan society based on positive values of our culture, patriotism, truth, tolerance, respect, mutual support and democratic governance”.* Analyse with examples how extent the Government of Rwanda has achieved targets.
- 2) Explain what you think could be challenges for Rwandans to promote their dignity and self-reliance
- 3) *The implementation of home-grown solutions on local level implicates the participation of partners or stakeholders in what is called “The Joint Action Development Forum” (JADF).* Discuss the mechanisms of JADF.

#### Expected answers

- 1) Learners will be asked to discuss how the culture of volunteerism has been re-introduced and re-enforced in the Rwandan society in different sectors. Groups such as mediators; Gacaca courts judges, community health workers, national youth council members, national women council members and local government council members etc need special recognition for their contribution to the rebuilding of Rwanda. These are groups of people who have served the nation voluntarily in different capacities. Learners will be also asked to highlight challenges met while achieving targets and solutions adopted.
- 2) Basing on concepts of dignity and self-reliance, learners will be asked to explain the factors that undermine the promotion of dignity and self-reliance. The following points may help learners as key factors:
  - Poverty;
  - Lack of patriotism;
  - Dependence;
  - Governance (lack of good governance)
  - Corruption;
  - Poor education...

- 3) The Ministerial Instructions No. 04/07 of 15/07/2007 defined JADF as follows “The Joint Action Development Forum (JADF) is a multi-stakeholder platform that was put in place to facilitate and promote full participation of citizens in the decentralized and participatory governance and improve service provision processes with representatives from the public sector, private sector and civil society”.

JADF members come from distinctly different backgrounds (local government, civil society organizations, private sector, other local development partners), together they form JADF as a non-hierarchical discussion platform in which every member has equal role to play: representing their constituency, provide open, complete and transparent information about their development activities and results, discuss progress made in the District towards sustainable and inclusive local development, to learn and eventually improve. Thus, JADF meetings are a key platform facilitating the implementation of effective decentralization by providing a forum for service provision and development planning accountability.

The Rwanda Governance Board (RGB) is the institution in charge of coordination of JADF activities through stakeholders’ consultative Fora at national and provincial levels and follows up JADF operations in Districts through the National JADF Coordination Secretariat which is under the Department of Service Delivery, Good Governance and JADF.

The National JADF Coordination Secretariat has the following responsibilities:

- To ensure that JADF Action plans in Districts are harmonized with JADF national strategic plan;
- To collect and analyze reports submitted to RGB by Districts JADF
- To prepare the JADF Stakeholder Consultative Meeting at National level;
- To prepare National JADF Steering Committee meetings;
- To monitor the functioning of JADF Secretariat at District levels;
- To prepare and to present the annual report on the progress of JADF strengthening program;
- To assist individuals or institution requesting for information on the organization of JADF or seek advice on its functioning and Districts applying for technical or financial support for JADF.

## Extended activities

These are suggested questions for gifted and talented students.

### Questions

- 1) Explain reasons that pushed the Rwandans to refer to traditional ways of solving problems and to adopt them in order to solve present problems.
- 2) Discuss this assertion: *“The adoption of alternative dispute resolution mechanisms in Rwanda emerged from the recognition of a growing crisis in a judiciary where it had become almost impossible to resolve disputes efficiently and in a cost-effective manner. The Government of Rwanda concluded that modern judicial mechanisms of dispute resolution were failing to deliver and so the decision was taken to examine traditional mediation and conciliation approaches as alternatives.”*
- 3) Analyse the issues of gender in traditional *ubudehe* and in contemporary *ubudehe*.

### Expected answers

- 1) Pre-colonial African societies relied on mutual aid, kinship and community support to meet human needs. Traditional cultural beliefs and practices encouraged collective responsibility, solidarity and reciprocity. They have roots in social development approaches, which are mainly concerned with harmonising economic and social policies and programmes. They are culturally appropriate and context specific programs that promote people-centred development, human capabilities, social capital, participation and active citizenship, and civic engagement in achieving human development. Today, Rwanda’s socio-political history and geographical setting necessitates a socio-economic and value system that guarantee the existence of the nation by its own people. Rwanda aims to ensure human security, which goes beyond military considerations and includes all aspects of the community life i.e. economic, social, political and environmental security. In addition to developing the nation socially and economically, Rwanda also looks back to its pre-colonial roots to reiterate cultural values and norms and to protect itself against genocide ideology.
- 2) Learners will be asked to search on internet, in textbooks, reports and media and analyze the judiciary crisis in Rwanda after genocide against Tutsi and how it was impossible to resolve judiciary problems using

modern manner without to look to other alternative solutions like *Gacaca* and *Abunzi*. The following items may help learners as key factors while they will be searching for information:

- A big number of people to be judged;
- Judges have been killed in Genocide others were accused of committing genocide and others went in exile;
- Time could not allow conflicts being solved effectively;
- Modern judiciary mechanisms could be very expensive to the governments and to the both parties in disputes;
- Distance could discourage participation of different people involved in disputes;
- Information and truth could not be easily obtained.

Learners will be asked to identify and analyze the role of men and women in traditional *Ubudehe* then in contemporary *ubudehe* make comments

# UNIT 7

## ORIGIN, RISE AND DECLINE OF WEST AFRICAN EMPIRES

### 7.1. Key Unit competence

The student- teacher should be able to describe the origin, rise and the decline of the West African empires.

### 7.2. Prerequisite (knowledge, skills, attitudes and values)

In order to study this unit, the student teachers should have knowledge, skills and competences on the following issues:

- Meaning of Kingdom Empire
- Kingdom of Rwanda
- Kingdoms of the interlucrine region namely Buganda, Bunyoro, Karagwe, Bushi and Burundi

### 7.3. Cross-cutting issues to be addressed

- **Peace and values education**

In this unit on ancient empires in West Africa, the student teachers will learn how peace in West Africa has been destroyed by external invaders through different methods of conquest. Different periods of war and peace interchanged. However, it was necessary for the West African people to forge their kingdoms and empires to establish firm and strong administration during that very emerging periods.

- **Inclusive education**

Through learning and teaching process of this unit, care will be given to all learners including SEN cases. At this time, all learners will be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities

- **Gender**

This cross-cutting issue is particularly discussed in Section related to *Origin, rise and decline of West African Empires*. You can help learners to understand how women were not equal to men in decision making either at home or in



politics in above empires essentially in Muslim-led regions. Help learners to understand that gender equity is a process to be achieved in different domains.

- **Genocide Studies**

Dealing with unit on *Origin, rise and decline of West African Empires*, the cross-cutting issue on genocide education will be discussed about. In this regard, you can help learners to understand that constructing empire sometimes was a very hard task that involved the use of force whereby soldiers and normal people alike were killed. The student teachers will show the role of wars for kingdom expansion in West Africa. These ones have no relationship with the killing of innocent people basing on the nature of the shape of their body or the so-called ethnic belongings like those ones having taken place during the genocide against the Tutsi in Rwanda in 1994. Student-teachers should make a clear difference between expansion wars only targeting this aim and genocide aiming at wiping out the members of a group of individuals basing on unreasoned purpose.

- **Environment and sustainability**

Using unit seven on you can help learners to realise that environment had been taken as one of the components in all social and developmental programmes of the West African empires. Though at their time, the environment was not seriously degraded, the periods of droughts used to cause total destruction of vegetation that called in its reforestation of the area by the population of respective empires. You can help them discover the role of some monarchs in encouraging their subjects to the protection and the sustainability of environment.

- **Financial Education**

Through this unit you can help learners understand how the factors like trading activities as economic components helped much in the growth and expansion of west African empires. Because, those activities generated incomes which were used in supplying arms and feeding the standing army for their security protection.

## **7.4. Guidance on introductory activity**

At the beginning of this *Unit 7*, the introductory activity motivates student teachers 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. This will help them identify some issues and open them to what they did not know and be inquisitive to

know what happened during the formation, growth and decline of West African empires.

### 7.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Origin, the rise and decline of Ghana empire	Describe the origin and the rise of the West African empires (Ghana)  Identify the factors for the decline of the West African empires (Ghana)	6
2	Origin, the rise and decline of Mali Empire	Describe the origin and the rise of the West African empires (Mali)  Identify the factors for the decline of the West African empires (Mali)	6
3	Origin, the rise and decline of Songhai Empire	Describe the origin and the rise of the West African empires (Songhai)  Identify the factors for the decline of the West African empires (Songhai)	5
4	Origin, the rise and decline of Kanem-Bornu Empire	Describe the origin and the rise of the West African empires (Kanem Bornu)  Identify the factors for the decline of the West African empires (Kanem-Bornu)	5
End unit Assessment			2

## **Lesson1. Origin, the rise and decline of Ghana Empire**

### **a) Learning objectives**

Describe the origin and the rise of the West African empires (Ghana).

### **b) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the student teachers some questions related to the origin and the rise West African Empires.

### **c) Teaching resources**

The following materials will help you during the delivery of this sub-topic: Year 2 social studies student teacher's Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

### **d) Learning activities**

Group learners into pairs and let them to Activity 7.1. Student teachers to present their ideas from the discussions to the rest of the class while they take notes. You can invite a resource person to sing, recite poems, tell relevant stories or shed more light on the sub-topic. Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

### **e) Application activity**

#### **Answers to learning activity 7.1**

- 1) With the help of the teacher, student-learners will have to draw the sketch map of the Western Sudan and point out the position of Ghana and its expansion.

#### **2) Origin and expansion of Ghana Empire**

The earliest known Negro Empire of Western Sudan recorded in history is Ghana Empire. The Kingdom was founded by the Soninke who were a branch of

the Mande speaking people in about 300 AD. It started as the small independent kingdom of Wagadu, which later came to be named Ghana with its capital at Kumbi-Saleh. The first King was named Kaya Magha Cisse. By the 10<sup>th</sup> and 11<sup>th</sup> centuries, the Empire of Ghana had reached its highest peak of glory and power. By this period, it stretched from Timbuktu on the Niger to central Senegal then to the north into Sahara and to the south up to Balile River.

These were the reasons for the rise of Old Ghana:

- **Control of trade routes.** The empire occupied the savannah land between the rich gold-fields of Wangara and the most important of the trans-Saharan trade routes. In this middle-man position, the ruler of Ghana could control and tax both the trading goods taken from North Africa to the Western Sudan (e.g. salt and horses) and those taken from the Western Sudan to North Africa (e.g. gold, ivory, kola). From this trade came wealth and with this wealth the rulers of Ghana were able to establish and maintain a reasonably efficient administration and army.
- **The use of iron.** The Soninke were apparently the first group of people in that part of the Western Sudan to discover the use of iron. The ability to make weapons of iron was important and assisted in Ghana's military strength and growth.
- **Use of horses.** Soninke are considered the first people to secure a sufficiently large number of horses from North Africa to build up a powerful cavalry.
- **Effective administration.** The Soninke built up an effective large-scale government, which enabled them to rule a large area and to maintain law and order. *Unity in the empire.* The fact that the rulers of Ghana were considered semi divine must also have helped the rise of the empire by maintaining unity and limiting the incidence of rebellion.

### 3) Analysis of the politico-economic and social organization of Ghana Empire

- **Political organization**

At the head of the empire was the king, operating from the headquarters at Kumbi Saleh. The king was assisted by able administrators. These men served also as secretaries. In the capital city, there was a governor, besides the emperor. He was in charge of the civic administration of metropolitan Ghana. In the conquered or vassal states two types of provincial government seem to have operated: In some provinces the administration was entrusted to governors appointed directly by the emperor. These were places where either hostile

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

Vassal kings sent up their sons to the emperor's palace. This practice was maintained for two reasons:

Firstly, if the sons of the vassal kings were at the emperor's palace or court, it was not wise for their fathers to rebel against the imperial authority.

Secondly, these pages learnt a great deal of the arts of government from the imperial court. The experience thus gained stood them in good stead when later they returned home to assume the reins of government in their own land, in succession to their fathers.

The supreme judicial power in the empire was vested in the emperor, assisted by a hierarchy of subordinate officials. The king did not maintain a standing army. Men were recruited or called up when the king needed them for a campaign or to defend the empire from external attack.

- **Economic Organization**

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

- **Social Organisation**

The king of Ghana made use of Muslims in his government, but his people still followed the traditional religion. The king of Old Ghana was regarded as semi-divine. As the chief priest, the king conducted special ceremonies and rituals, and was the link between the living and gods. The people believed in life after death.

This was seen in the burial rites that were performed when the king died. After his death, the king's body was placed in a special building on a bed decorated with fine cloths. His clothes, weapons and other personal belongings were placed near him. When all this had been done, some of the closest servants

entered the tomb, which was then sealed. The people threw earth over the tomb until a small burial mound had been created.

The people of Old Ghana lived in thatched houses that were built of wood. The king wore special robes and ornaments during official ceremonies. People approached the king on their knees as a sign of respect.

#### 4) Factors which led to the downfall of the ancient empire of Ghana by 13<sup>th</sup> century

By the end of the 11 century, Old Ghana had begun to decline. Several reasons caused this decline:

- ***The inherent structural weaknesses common to most Sudanese states caused the decline.*** In this case it was particularly due to the disruptive activities of the Almoravids, who, either because of a genuine desire to purify and spread Islam, or because of the prospects of booty, descended on and sacked Ghana in AD 1076.
- ***The Almoravid attacks.*** They had opened the way for internal revolts and incursions from hostile neighbours which Ghana could not control.
- ***Ghana's great wealth.*** This had been an asset in its heydays and was now a disadvantage as its envious neighbours began to make increasingly menacing attempts to seize it.
- ***The rise to power of Sumanguru Kante.*** Towards the end of the 12th century, the Soninke dynasty, established by Kaya Magan about 770 AD, was overthrown by a soldier called Diara Kante who was succeeded in turn by Sumanguru Kante (1200-35). From the small vassal state of Kaniaga, Sumanguru Kante took advantage of his suzerain's weakness and conquered Ghana in 1203. The resultant confusion and insecurity caused the merchants and scholars in the capital of Old Ghana to move out and settle in Walata. Sundiata, the only surviving son of the ruler of the state of Kangaba which was sacked by Sumanguru in 1224, captured and killed Sumanguru at the Battle of Kirina in AD 1235.

#### Answers to application activities 7.1

- 1) See the content in **learner's book page 162**
- 2) See the content in **learner's book page 162**

## **Lesson 2: Origin, the rise and decline of Mali Empire**

### **a) Learning objectives**

Describe the origin and the rise of the West African empires (Mali).

### **b) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the student teachers some questions related to process through which Ghana became empire and the causes of rise of Ghana Empire neighboring territories.

### **c) Teaching resources**

The following materials will help you during the delivery of this sub-topic: Year 2 Social Studies student teacher's Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

### **d) Learning activities**

Group learners into pairs and let them to Activity 7.2 and invite them to present their ideas from the discussions to the rest of the class while they take notes. You can invite a resource person to sing, recite poems, tell relevant stories or shed more light on the sub-topic. Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

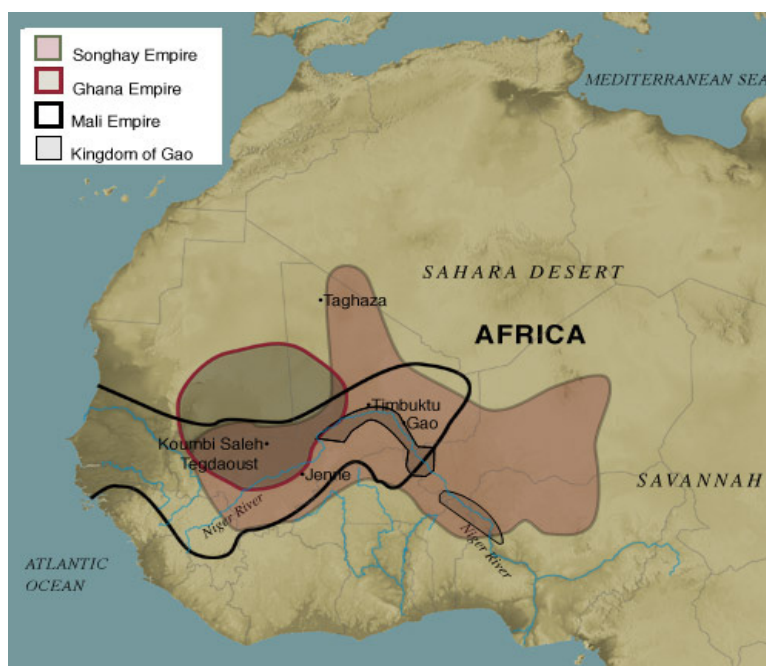
### **e) Application activity**

#### **Suggested answers to learning activity 7.2**

- 1) The greatest of Mali's emperors was Mansa Musa, who reigned from 1312 to 1332. Mansa means "emperor." Mansa Musa was a nephew of Sundiata and a devout Muslim convert. In addition to controlling gold mines, Mansa Musa expanded the empire to control the salt mines in the desert to the north. He established an efficient system of government for his huge empire. In 1324, Mansa Musa undertook a 4,800-mile (7,725 km) pilgrimage to Mecca.

As students should know from the section on Islam, one of the Five Pillars of Islam is to make a pilgrimage to the holy city of Mecca at least once in one's life. Mansa Musa's pilgrimage was noteworthy for the wealth that he displayed on his journey. His party is said to have included 60,000 people. Of these, 12,000 were his personal slaves. Five hundred of them carried gold staffs weighing six pounds each. Eighty of the hundreds of camels carried 300 pounds (136 kg) of gold dust each. Mansa Musa was so generous in giving away his gold that he caused a devaluation of gold in Egypt, where he stopped on his way to Mecca. In addition to fulfilling his religious duty, Mansa Musa used the pilgrimage for diplomatic and economic purposes. He created bonds with other Muslim rulers and publicized the riches and splendor of Mali. Word of Mansa Musa's trip even reached across the Mediterranean. A map of Africa drawn in Spain in 1375, long after Mansa Musa's death, for the first time showed Mali—represented by an emperor on a throne with a golden scepter.

- 2) A sketch map of the Western Sudan indicating the position of Mali and its expansion



<https://geography.name/sudanic-empires-of-western-africa/>

- 3) With the help of teacher, student-teachers are given time and guidance to write an essay on the origin of Mali after debating!



## Answers to Application activities 7.2

- 1) See the content on **page 169 of the learner's book**
- 2) See the content on **page 169 of the learner's book**
- 3) Look for the arguments in books on empires in your library or other documents available
- 4) See the content

### **Lesson 3: Origin, the rise and decline of Songhai Empire**

#### **a) Learning objectives**

Describe the origin and the rise of the West African empires (Songhai)

#### **b) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use introduction by asking the student teachers some questions related to the origin, rise and downfall of the Mali Empire.

#### **c) Teaching resources**

The following materials will help you during the delivery of this sub-topic: Year 2 social studies student teacher's Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

#### **d) Learning activities**

Group learners into pairs and let them to Activity 7.3 and present their ideas from the discussions to the rest of the class while they take notes. You can invite a resource person to sing, recite poems, tell relevant stories or shed more light on the sub-topic. Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

## e) Application activity

### Suggested answer to learning activities 7.3

- 1) A sketch map individually drawn by student-teachers on which it is indicated Songhai Empire in West Africa

## The Empire of Songhai



<https://www.slideserve.com/redford/the-empire-of-songhai>

- 2) Description of the factors that led to the growth of Songhai Empire

A number of factors led to the growth of Songhai:

- **Trade:** Songhai's rich and fertile land and other resources attracted traders. Three principal trade routes converged at the capital, Gao.
- **Influences of Islam:** Trans-Saharan trade brought into the kingdom Muslim influences which helped the development of the kingdom. These influences became more pronounced from the beginning of the 11th century, following the conversion of the king, Za Kossoi, to Islam. Furthermore, as happened elsewhere, the Muslims became advisers in the royal court, and influenced not only the administration, but also the social, economic, and political life of the kingdom.

- ***Gao's resistance to Mali domination:*** In the 14th century, the kingdom of Gao came under the control of Mali in the reign of Mansa Musa. In due course, Gao threw off Mali's domination, in a rebellion initiated by the two Gaoan princes, Ali Kolen and Sulayman Nar whom Mansa Musa had taken away to Mali as hostages. These princes escaped and Sulayman Nar drove out the army of Mali stationed at Gao. However, some time elapsed before Gao, now developing into an empire, was able to gain its independence of Mali completely.
- ***The work of Sunni Ali (1464-92):*** Just as Sundiata was the founder of the Mali Empire, so was Sunni Ali's role in the history of the Songhai empire.
- ***The work of Askia Muhammad (1493-152):*** When Sunni Ali died in 1492, he was succeeded by his son, Abu Bakr (also known as Sunni Baru). He reigned for only a little over a year. After a long a period of succession disputes Askia Muhammad took over. Askia Muhammad took measures to improve the social and economic life of the empire.

### Application activities

#### Answers to activity 7.3

- 1) See the content of the answer of learning activity 7.3
- 2) See the content in **learner's book page 178**
- 3) See the content in **learner's book page 178**
- 4) In 1590 the great Empire of Songhai built by Sunni Ali and strengthened by Askia Muhammad collapsed due to the following reasons:
  - ***Internal conflicts.*** The Empire had been characterized by internal disorders created by succession disputes. After the death of Askia Muhammad, struggle for power between his sons Askia Muhammad Bani and Sadiq with official weakened Songhai Empire.
  - ***Weak leaders.*** The cruelty of Askia Musa and Askia Bankouri who oppressed the subjects discredited the rule of Askia dynasty among their subjects and the foreigners. They became too weak to maintain the defense of the large empire and the captured States took advantage of such weak leadership to break away.
  - ***Weakness of the army.*** This was mainly a result of numerous civil wars that took place after the reign of Askia Muhammad the great and probably the political incompetence of the new leaders. So, the army was so weak so that they could no longer defend and protect the Empire.

- ***Decline of T.S.T.*** due to political instabilities in Songhai and insecurity in desert, the T.S.T declined which means that guns, gifts and revenue were no longer got and the army that was used to defend the Empire became weak.
- ***Disunity in Songhai.*** The Songhai Empire declined probably because of disunity among the people e.g. non-Moslems and Moslems, the Sunni dynasty and Askia dynasty; that paved way for the weakness and fall of Songhai.
- ***Neglect of agriculture.*** By political instabilities, agriculture was neglected which led to famine, the army and population were not supplied with food and the army was incapable defending Empire.
- ***Rise of nationalism among captured States.*** Many people in the captured States wished to regain their independence which they had lost. They rose and revolted demanding for self-rule and they took advantage of Songhai being ruled by weak leaders.
- ***Expensive nature of Songhai.*** At the greatest peak of power, Songhai had widely expanded and it became difficult to control and to administrate it effectively especially after the death of able and strong leaders.
- ***Attacks of the Fulani and Tuaregs.*** These were constant attacks from the war-like people who eventually attacked Songhai, taking away the salt mine of Taghaza which weakened the economy of Songhai.
- ***Moroccan invasion of 1590.*** This was the last blow to the life of Songhai. The Moroccan invaders wanted to control trade and Songhai resources. Morocco had a stronger army with superior weapons while the Songhai army was weak.

In 1590, Ali Musa, the Sultan of Morocco sent his force, the Moors, who were 4 000, but only 1 500 were Moroccans the rest were mercenaries from Spain and Portugal. They attacked and defeated the soldiers of Songhai at the battle of Tondibi, (nearest of Gao). This led to the final of Songhai and it became a part of Moroccan Empire.

#### **Lesson 4: Origin, the rise and decline of Kanem-Bornu Empire**

##### **a) Learning objectives**

Describe the origin and the rise of the West African empires (Kanem Bornu)

## b) Prerequisites/Revision/Introduction

To begin this lesson, tutor can use introduction by asking the student teachers some questions related to the origin, rise and the decline of Kanem-Bornu Empire.

## c) Teaching resources

The following materials will help you during the delivery of this sub-topic: Year 2 social studies student teacher's Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

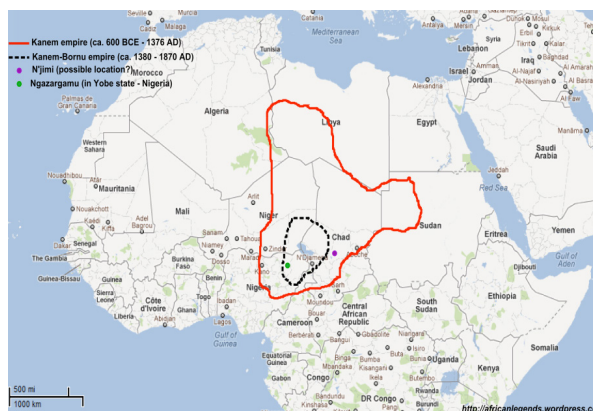
## d) Learning activities

Group learners into pairs and let them to Activity 7.4. Student teachers present their ideas from the discussions to the rest of the class while they take notes. You can invite a resource person to sing, recite poems, tell relevant stories or shed more light on the sub-topic. Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

## e) Application activity

### Suggested answers to learning activity 7.4

#### 1) Location of the Kanem-Bornu Empire



Early African Empires: <https://www.thinglink.com/scene>

The origins of the Kanuri Empire are very unclear. Much of what we know about it is purely legendary. According to the so-called Kisra legend, Kanem was founded by a prince called Kisra and his followers who migrated to the east of Lake Chad from eastern Africa. It is believed that the westward movement of Kisra and his people took place because of the destruction of the city of Meroe (in the present-day republic of the Sudan) by the people of Axum (in Ethiopia) in about AD 350. Archaeologists have unearthed several historical remains in Kanem, which seem to point to the influence of Meroe. Some of the early peoples of the Kanem area were the So, who were the original inhabitants of the area; the Zaghawa – a nomadic people who were believed to have immigrated from eastern Africa in early times, and to have settled to the east of the lake in about eighth century AD; the Kanuri or Kanembi; and the Bulala. The major factor that influenced the later history of the state of Kanem was the early penetration of Islam. North African traders, Berbers and Arabs, brought the new religion. Towards 1068, Hummay, a member of the Sefawa establishment, who was already a Muslim, discarded the last Duguwa King Selma from power and thus established the new dynasty of the Sefawa. Islam offered the Sefawa rulers the advantage of new ideas from Arabia and the Mediterranean world, as well as literacy in administration. But many people resisted the new religion favouring traditional beliefs and practices. When Hummay had assumed power based on his strong Islamic following, for example, it is believed that the Kanembu began internal opposition. When the ruling dynasty changed, the royal establishment abandoned its capital of Manan and settled in the new capital Njimi further south of Kanem. By the 13<sup>th</sup> century, Kanem's rule expanded. At the same time, the Kanembu people drew closer to the new rulers and increased the growing population in the new capital of Njimi.

Even though the Kanembu became the main power-base of the Sefawa, Kanem's rulers continued to travel frequently throughout the kingdom and especially towards Bornu, west of Lake Chad. Herders and farmers alike recognized the government's power and acknowledged their allegiance by paying tribute.

- 3) This empire was first established in the north east of Lake Chad among the Kanuri nomads with their Njimi in Kanem. It established itself and grew strong up to about 1390s when it declined.

However, due to many unbearable attacks from the So and the Bulala, succession disputes etc. in Kanem, Mai Umar B. Idris evacuated Kanem and moved southwards with his people to Bornu by 1390s.

In 1472 Mai Ali Gajji came to power and re-established the state south west of Lake Chad and built its new capital on the south bank of river

Komadugu Yobe. He called it Birni Ngazargamu hence “Kanem-Bornu” empire because it transferred from a troubled area of Kanem to a safer area of Bornu.

#### Answers to application activities 7.4.

### 1) The factors which encouraged the rise and growth of Kanem Bornu Empire

The power and growth of Kanem-Bornu, unlike that of most other Sudanese states, fluctuated over the years, but the state never completely broke down. One reason for this was the remarkable longevity of the Sefawa dynasty whose rulers were able to sustain the state through crises of disintegration. Kanem-Bornu peaked during the reign of the outstanding statesman Mai Idris Aluma (1571-1603) and the factors include:

- **Military innovations.** His innovations included the employment of fixed military camps (with walls); permanent sieges and ‘scorched earth’ tactics, where soldiers burned everything in their path; armoured horses and riders; and the use of Berber camelry, Kotoko boatmen, and iron-helmeted musketeers trained by Turkish military advisers.
- **Good diplomatic relations.** His active diplomacy featured relations with Tripoli, Egypt, and the Ottoman Empire, which sent a 200-member ambassadorial party across the desert to Aluma’s court at Ngazargamu. Aluma also signed what was probably the first written treaty or cease-fire in Chadian history.
- **Legal and administrative reforms.** Aluma introduced a number of legal and administrative reforms based on his religious beliefs and Islamic law (*sharia*).
- **Islamisation.** Idris Aluma was a great patron of Islam and used his great power to boost the process of Islamisation within his sphere of influence. Previously only the clerical families and the ruling class had adopted Islam; but in Idris Aluma’s time all the notables, and a good many others, according to Ibn Fartua, became Muslims. He began the process of substituting the *Sharia* for customary law in certain spheres. He sponsored the construction of numerous mosques and made a pilgrimage to Mecca, where he arranged for the establishment of a hostel to be used by pilgrims from his empire.
- **Political alliances.** As with other dynamic politicians, Aluma’s reformist goals led him to seek loyal and competent advisers and allies.

He frequently relied on slaves who had been educated in noble homes. Aluma regularly sought advice from a council composed of heads of the most important clans. He commanded the loyalty and support of the Kanuri who came to identify themselves with the Bornu empire, and he went a long way towards the political unification of the various groups within it. He used a combination of Islam, dynastic marriages and a careful definition of Bornu's sphere of influence, to achieve this. He required major political figures to live at the court. He reinforced political alliances through marriages.

- **Economic organisation.** Kanem-Bornu under Aluma was strong and wealthy. Government revenue came from tributes, sales of slaves, and duties on participation in trans-Saharan trade. The Chadian region did not have gold. Still, it was central to one of the most convenient trans-Saharan routes. Between Lake Chad and Fezzan lay a sequence of well-spaced wells and oases. From Fezzan there were easy connections to North Africa and the Mediterranean Sea. Many products were sent north, including natron (sodium carbonate), cotton, kola nuts, ivory, ostrich feathers, perfume, wax, and hides. But the most important of all were slaves. Imports included salt, horses, silks, glass, muskets, and copper.

## 2) Discuss the career of Mai Dunama II Dalabani in the foundation and expansion of the first Kanem Bornu Empire.

### Mai Dunama II Dalabani

He continued the policy of territorial expansion began by his father. With a cavalry of 30 000 men he extended the empire to Fezzan in the north, to Adamawa in the south and in the west to Bornu and Kano and the east to Wadai.

During his reign Kanem – Bornu attained great heights of power and influence in the south and North Africa. He maintained an embassy in Tunis thus establishing diplomatic relations. He also bought a hostel in Cairo for the pilgrims and resident students from Kanem – Bornu.

He established a state Council of 12 advisors. They exercised considerable control and management over the State policy.

He divided the empire into 4 provinces each under a provincial governor. The most important of these governors was known as Yerima who was in control of the Yeri province in the North. Others were Mastrema at the east and Galadima at the west.



He established a strong army under a commander in chief of general known as Kaigama who was also the governor in the south.

He had also established a judicial system and there was the High Court controlled by the Chief of justice called Kanendi Molnin.

3. Make a debate on the contributions of Idriss Alooma in the foundation and consolidation of the second Kanem Bornu

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- **Military innovations.** His innovations included the employment of fixed military camps (with walls); permanent sieges and 'scorched earth' tactics, where soldiers burned everything in their path; armoured horses and riders; and the use of Berber camelry, Kotoko boatmen, and iron-helmeted musketeers trained by Turkish military advisers.
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## 7.6 . Skills lab

Use the slogan of African ancient kings "*The nation rises by the force of her militar force not the words of mouth*" to compose a song for warriors.

**Topic:** Origin, rise and decline of West African Empires

**Duration:** (...minutes

**Materials required:** piano, drum, flute, guitar, nationalist flag, guns (made of wood) sticks, etc.

**Tutor preparation:** ask some volunteers to practice the skit before class, set chairs in circles for groups

**Learning objectives (s):** Student-teachers will be able to:

- Describe the origin, rise, growth and decline of West African Empires
- Compose songs for warriors going for battles for the territorial conquests

**Instructional objective:** Through role play, student-teachers will be able to sing a song "For Victory always' perfectly.

**Activity 1: Build: (...minutes)**

- Before this lesson, the tutor prepares a simple skit to play with a few student teachers illustrating conquest battle.
- In class, the tutor explains origin, rise and expansion war using a skit that S/he acts out with few student teachers
- Alternatively, the tutor shows selected posters of African ancient kings. E.g. Shaka Zulu for only 10 minutes.
- After student teachers have watched the posters, the tutor explains how expansion wars were conducted in Africa

**Activity 2: Practice: (... minutes)**

- Tutor divide student teachers in 5 skills lab teams
- Ask every group to compose a song for expansion war 'For victory always'
- Groups think creatively to compose this song
- Ensures all student-teachers are involved
- Responds to questions if any
- Ensure that gender balance and inclusion is catered for.

**Activity 3: Present: (...minutes)**

- Each group sing their song 'For victory always' in the class
- Tutor asks to follow up / probing questions
- Give feedback to each group
- Student teachers vote for the best song. This groups sing their song at the next college assembly.
- Conclude, supplement what has been presented

**Portfolio Assessment:**

Each student teacher writes an essay on expansion wars in Africa while focusing on how territories were acquired, factors for the rise of the strong empires of the West.

## 7.7. Summary of the Unit

This unit deals with the origin, organization and decline of the empires in West.

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

who wanted to take over the gold mines.

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

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

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

## **7.8. Additional Information for the teachers**

Not only the West Africa was known to be the cradle for African first formed kingdoms and empires, but also other parts of Africa knew such a growth of the same trend. For instance, the kingdom of Mwenemutapa rose and grew stronger in the southern Africa as follows.

The Mwenemutapa Kingdom, also spelled Monomotapa, was a Shona-speaking kingdom of the Karanga people (1450-1629). The kingdom stretched between the Zambezi and Limpopo rivers of Southern Africa in the modern states of Zimbabwe and Mozambique. The name Mutapa means ‘the conquered lands. The mwene (Bantu term for “lord,” specifically a conquering king) was the title giving rise to the state being referred to as Mwene mutapa. This phrase

has been preserved in documents as *Munhu mu tapa*, *Manhumutapa*, and the Portuguese, *Monomotapa*.

### **Origin**

The Karanga are a subgroup of the Shona. The other subgroups include the Rozwi, Zezuru, Korekore and Manyika. They migrated in AD 1000 and settled in an area north of River Limpopo and south of the Zambezi River. They founded the Great Zimbabwe.

Chief Chuka was the founding ruler of the Great Zimbabwe Kingdom. Between 1420 and 1450, it was by Nyatsimba Mutota who expanded the chiefdom. He expanded it to the north to control the long-distance trade. The kingdom was later abandoned in 1450 because it had exhausted its salt and trade.

The Mutapa state is often linked to the impressive stone ruins that dot Zimbabwe. Two ruins are situated at the centre of the present-day Zimbabwe. One group crowns a rocky outcrop and could be referred to as a hill-fort. The other, in the valley beneath, consists of a vast elliptical enclosure, massively walled in stone, with other stone walls inside and in particular a solid conical tower. The time of building is uncertain; it was probably as early as the 11th Century or as late as the 14<sup>th</sup> Century.

After abandoning the original kingdom, the Shona then established Mwenemutapa Kingdom, as Mutota conquered other lands in the north. The Mwenemutapa Kingdom got its name from the Barwe and Manyika communities who were describing the king's action of extreme force to expand his territory. It was located in Mazoe valley. Mwenemutapa became the royal title and eventually the name of the kingdom which was ruled by Mutapa. It was known for its gold. Mwenemutapa kingdom later collapsed in 1480. The Shona then established yet another kingdom called Rozwi in the 18th Century. It was established on the Zambezi plateau. It was established by Dombo and it was also known for its gold. The ruins of Great Zimbabwe, near Masvingo in modern Zimbabwe, were built by Shona-speaking people between the 11<sup>th</sup> and 14<sup>th</sup> centuries.

## **7.9. End unit assessment (answers)**

### **Suggested answers to end unit assessment**

- 1) The main factors in the rise of the Ghana Empire were probably a severe drought, gold fields, salt, and Trans-Saharan trade. Gold and trade stability

were the main factors. The Koya or king controlled the Sahara trade routes and taxes were collected by the king treasury officials from Arabs traders and many Arabs were employed as clown in the royal palaces. With a strong army this empire-controlled part of Mauritania and some part of Mali and Senegal and all tribes were united in one nation. Gold plenty of gold and the Arabs travelers like Ibn Batouta visited ancient Ghana and he said that the king horse saddle was in gold and all his dogs had a neckless gold chain. His sword was in gold and his daughter had silver cutlery and golden spoons and the stairs to her bed were in silver. The city of Ouaga was a big centre of trade and Koumbi Sale the capital a prosperous city in Upper Senegal River. Mali conquers the Ghana Empire in early 800 and Soundjata Keita became the new emperor.

- 2) There are some of the internal and external causes that led to the fall of the great Ghana Empire:
  - Arab & Berber Aggression: Continuous raids by Semitic nomads of the desert, mostly Berbers and Arabs. These generally included Black Africans, Afro-Berbers and Afro-Arabs who had converted to Islam.
  - Dissatisfaction with the Government: Dissatisfaction with the central government that tended progressively to undermine the traditional constitutions of both the parent-nuclear state and the formerly independent states which now made up the empire.
  - Disunity: The desire for independence on the part of member states, or more security in an alliance with some other seemingly rising power, such as Mali.
  - Hard Times: Drought leading to famine was becoming more frequent, almost permanent condition. Farming, the occupation of the masses, was becoming too difficult to support life.
  - Decline of Trade: Stepped-up Arab-Berber raids on caravan trails, the life-line of the empire, lead to a decline in trade.
- 3) One of the most famous rulers of that period was Mansa Musa. He was one of the first truly devout Muslim on throne of Mali. In year 1324 he peacefully annexed city of Timbuktu, known for its scholarship. It soon became important religious, cultural, and commercial centre of West Africa. But one of the most impressive feats of Musa was his pilgrimage to Mecca, due to which Mali became widely known outside Africa. Travelling with huge, and extravagant procession, as well as enormous load of gold, he didn't hesitate to give it to every encountered ruler or city. Due to sudden influx of large amount of gold, value of that metal decreased throughout whole Middle East for several years.

- 4) During reigns of his successors, golden age of Mali was about to end. Because of bad economical decision, several rebellions and palace coups, power and authority of each successive Mansa was diminishing, and that of regional oligarchs increased. In year 1375 rulers of Songhai rebelled successfully, becoming increasingly bigger threat for Mali in following years.
  - a) Askia Mohammed expanded its territory, improved its government by setting up a bureaucracy and built stronger ties with the Muslim world, and built mosques and schools.
  - b) Songhai became bigger than Ghana and Mali combined. Sunni Ali made Songhai the dominant empire in West Africa, but it was always filled with violence. ... As a result, peace turned into violence, distress and poverty, and West Africa 's most powerful empire was crushed.

## 7.10. Additional activities

Watching documentary video on West African Empires or early ancient African Empires

### 7.10.1. Remedial activities

#### Questions

- 1) Name five powerful rulers whose leadership is still remembered as exemplary ancient West African Empires?
- 2) Give three names of the West African Empires that you remember well.

#### Answers

- 1) Names of rulers:
  - Kaya Magha Cisse
  - Sundiata Keita
  - Mansa Kankan Musa
  - Idriss Aloomo
  - Askia Muhammad
- 2) Empires in West Africa:
  - Ghana Empire
  - Mali Empire
  - Songhai Empire

## 7.10.2. Consolidation activities

### Questions

- 1) Describe the political, social and economic organization of Kanem-Bornu Empire
- 2) Apart from the empires in West Africa making our case-study, can you tell something in terms of their rise and growth about any other empire or Kingdom of your choice that existed at the same time as the ones you have learnt about.

### Answers

- 1) Kanem-Bornu organisation

- **Political organization**

Politically, the empire was headed by a king with the title of Mai. He was assisted by a Council of 12 advisors and other officials but all of Moslem origin. These councilors were chosen from members of the royal family and also among the great nobles. Each Councilor was appointed for life and they were responsible for maintaining law and order; and they also collected taxes.

The empire was divided into provinces that were administered by provincial governors who were appointed by the Mai and were loyal to him. The governors also served as divisional army commanders. The army of Kanem was well equipped with guns and muskets. It had horses and camels.

Another office of influence was that of the Queen mother called Magira together with the Gumisu or senior wife of the king and king's elder sister. In most cases, decisions were made with their consent.

The Empire of Kanem – Bornu established a proper judicial system based on Sharia law headed by the Kadis or Moslem judges. The chief judge and the other 12 judges constituted the High Court with its headquarters at the capital.

- **Economic organization**

Kanem-Bornu got its revenue from poll tax (*binemram*) which was levied through each fief-holder and the *sadaa*, a special harvest tithe. The proceeds went direct to the royal coffers. Tribute was collected from vassal states, and officials of royal origin were generally entrusted with this.

Trade was the greatest source of income, despite the absence of large and important commercial centres as in the Western Sudan. Grain from the empire



was exchanged for salt at Bilma, and natron or potash from the Lake Chad region was sent to Kano from where it was distributed over wide areas of the Sudan. Kanuri middlemen handled the copper trade between Darfur and Nupe. Kola from the forest belt came through Kano and was exported, along with slaves from the southern part of the empire, to Tunis, Tripoli and Cairo. Cowries and rolls of cloth were the standard currency.

- **Social and political organization**

At the head of the central government was the king (*Mai*). He was regarded as sacred and was worshipped. For this reason, he did not show himself in public, except on two annual festivals. Otherwise he remained always hidden behind a curtain, even when receiving guests. Next in importance was the queen mother *Magira*. Some of these *Magira* became so powerful that they had great influence over and sometimes vetoed the decisions of the *Mai*. Another influential person was the first or 'eldest' wife of the king *Gumsu*.

The *Mai* in effect ruled indirectly through a hierarchy of officials, including the Supreme Council of State. Each of the twelve councilors exercised authority over a feudal like territory, sometimes in addition to other administrative assignments in the capital. The most important Councillors were the *Yerima* First War Lord and Warden of the South, the Warden of the North, the Warden of the East and keeper of the *Mai's* household and the (*Galadima*) Warden of the West. In time these titles became honorific, as circumstances changed and their holders settled down to a life of cultured leisure in the capital. They appointed officers called *Chimagana* to administer their fiefs.

The change of dynasty, from Seifawa to Shehu, in the 19<sup>th</sup> century also saw the shifting of effective political power from these old dignitaries to a new class of administrators called '*Kokenawa*'.

Other important officials of Kanem-Bornu included the *Mainin Kanendi* (Chie Judge), who was the second most important citizen after the *Mai*. He and twelve other judges formed the High Court which dispensed justice; a Registrar (Talba) kept records of its proceedings. There were also courts in the main towns from which appeals could be put before the High Court. Eventually, as Islamic practices took root in Kanem-Bornu, Muslim Qadis and local judges (*Malamai*) joined the judiciary. Royal personages like the Queen Mother the *Mai's* official elder sister (*Magara*), and his consort or official wife (*Gumsu*), enjoyed certain privileges and took part in the administration. In particular, the Queen Mother wielded considerable political influence, if not direct power. For instance, one *Mai*, Biri Ibn Dunama (1151-74), was said to have been imprisoned by the *Magira* of his time. Another Queen Mother, Aicha, successfully fought and won

the throne for her son, Idris Aluma, who was to become the greatest *Mai* of Kanem-Bornu.

- 2) There are many other empires or kingdoms that existed at the same as the West African empires. Those kingdoms were found for instance in Southern, eastern, northern and central African regions. Our choice takes as example the Kingdom of Mwenemutapa in Southern Africa.

Mutota's successor, Mwenemutapa Matope, extended this new kingdom into an empire encompassing most of the lands between Tavara and the Indian Ocean. The Mwenemutapa became very wealthy by exploiting copper from Chidzurgwe and ivory from the middle Zambezi. This expansion weakened the Torwa kingdom, the southern Shona state from which Mutota and his dynasty originated. Matope's armies overran the kingdom of the Manyika as well as the coastal kingdoms of Kiteve and Madanda. By the time the Portuguese arrived on the coast of Mozambique, the Mutapa Kingdom was the premier Shona state in the region. He raised a strong army which conquered the Dande area that included Tonga and Tavara. A number of factors led to the expansion of the Mwenemutapa Kingdom:

- i) *Able rulers* – The rulers of the kingdom had good leadership skills and were held in great awe by their subjects. They enjoyed immense powers and prestige in the kingdom. They also exerted firm control over the commercial activities of the kingdom.
- ii) *Strategic position for commercial activities* – The kingdom had a rich hinterland for resources which were in great demand at the East African Coast. It attracted large numbers of Swahili and Arab traders and was thus a key player in the long-distance trade.
- iii) *Strong economic base* – The kingdom had rich cultivable land, grazing areas and large timber resources. Besides, it had huge deposits of gold, iron ore and copper.
- iv) *A vibrant craft industry* – A good craft industry was developed, which specialized in making items from gold, copper, iron ore, weaving of cloth from local cotton and pottery. Thus it was possible to trade with the kingdom's neighbours.
- v) *A common religion* – The Shona people were bound by a common religion called the *Mwari cult* or *Mlimo*. The religion involved ritual consultation of spirits of royal ancestors. Shrines were maintained within the capital by spirit mediums. The spirits also served as oral historians recording the names and deeds of past kings. The ancestral spirits relayed the people's requests to God. The Shona religion was a major unifying factor for the society.

vi) Rise in population – The rise in population and the ever-increasing demands of the people, led to the expansion of the kingdom. The rulers decided that a military conquest to create room for expansion was the solution.

### 7.10.3. Extended activities

#### Questions

- 1) Discuss the religious and educational developments of Songhai Empire under the leadership of Askia the Great.
- 2) Debate about the lessons Rwandan leaders can learn from Askia Muhammad 's leadership in Songhai. Thereafter note down the key points.

#### Answers

- 1) **Religion.** Like Mansa Musa, Askia Muhammad was a devout Muslim. He used Islam as a unifying force and adopted Islamic principles as guidelines for the conduct of his people. Askia appointed judges in each important town of the empire. These judges followed the Koranic law and the *Sharia*. As a devout Muslim, Askia Muhammad made a pilgrimage to Mecca in 1497.

Though not as fabulous as Mansa Musa's, Askia's pilgrimage had important effects on the development of his empire.

**Education.** Askia Muhammad encouraged the spread of education. It was recorded, for example, that during Askia's reign, there were as many as 150 Koranic schools in Timbuktu alone. The standard of learning at centres like the Sankore Mosque in Timbuktu, in Jenne and in Gao reached a very advanced level. Scholars from all over the Islamic world came to these centres for further studies.

- 2) Teacher invites student-learners to take part in the debate by analyse the leadership of Askia Muhammad by stressing the positive elements and underlining the negative ones so that they can provide which of them may be good examples to Rwanda leaders to imitate. Every point given about the issue is noted down and every student-learner is given the opportunity to express him/her ideas.

# UNIT 8

## ORIGIN OF ISLAM AND ITS IMPACT IN WEST AFRICA

### 8.1 Key Unit Competence

The student-teacher should be able to explain the origin of Islam, its impact; and causes and consequences of the Jihad movements.

### 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:

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

### 8.3 Cross-cutting issues to be addressed

#### *8.3.1 Peace and values education*

Learners will be enabled to have a better awareness of the root causes of conflicts, violence, and lack of peace and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also have they will also positive values.

#### *8.3.2 Inclusive education*

Care will be given to all learners including SEN cases. All learners should be given a quality and equitable education that meets their basic learning needs and understands the diversity of their backgrounds and abilities.

#### *8.3.3 Gender*

Both boys and girls will be enabled to exploit their full potential and talents without any discrimination or prejudice.

### 8.3.4 Environment and sustainability

This cross-cutting issue will help learners to acquire knowledge, skills, attitudes and values aiming at developing sustainable ways of living and the need to balance economic growth, the well-being of society and ecological systems.

## 8.4 Guidance on the introductory activity

Give an activity that draws learners' interest to what happens or will happen in this unit. As they engage in the lesson, they should discover answers to the Questions they were asking at the beginning. This will help them identify some issues and be inquisitive about the origin of Islam and its impact in West Africa.

### *Possible answers:*

To answer to the suggested introductory activity, student-teachers can be given as homework or in class discussion. And the teacher will let them provide all necessary information about the activity.

## 8.5 List of Lessons

Number of the lesson	Lesson title	Learning objectives	Number of periods
1	Origin of Islam	Explain the origin of Islam	2
2	Islamic doctrine (Koran and pillars of Islam)	Explain the pillars of Islam	2
3	Spread of Islam	Provide the process by which Islam spread throughout the world	2
4	Means used in the spread of Islam in west Africa	Describe how Islamic civilization spread in Africa	2
5	Effects of the spread of Islam in West Africa	Assess the effects the spread of Islam in West Africa	3

6	Causes of Jihads in West Africa	Identify the causes and the consequences of Jihads movements in Western Sudan	2
7	Example of a jihad leader: Uthman Dan Fodio	Examine the role of Uthman Dan Fodio in spread Islamic civilization in his Kingdom	2
8	Example of a jihad leader: All Hadj Umar	Examine the role of in All Hadj Umar spread Islamic civilization in his Kingdom	2
9	Consequences of Jihads in West Africa	Identify the consequences of Jihads movements in Western Sudan	2
10	Evaluation		1

## **Lesson 1: Origin of Islam**

### **a) Learning objective**

The student-teacher should be able to explain the origin of Islam

### **b) Prerequisites/ Revision/ Introduction**

Teacher starts this lesson by asking the learners about different religious beliefs.

### **c) Teaching aids**

Learner's books

Learning activities

Teacher arranges the learners into groups and guides them to do the activity  
1. See **Learner's book page 187**

After the teacher invites them to make a class presentation.

## Assessment

### Questions and Suggested Answers

#### d) Learning activity

#### Questions

- 1) Locate on a map the two main cities of Mecca and Medina
- 2) Write an essay about the origin of Islam

#### Answers:

- 1) Student-learners will be invited to locate the two main cities of Mecca and Medina on a wall map.
- 2) Student-learners are also encouraged to write something about the origin of course basing on the documents read.

#### e) Application activity 8.1

#### Question

Describe the origin of Islam as a religion

#### Answer

The religion of Islam arose in Middle East (Saudi Arabia in Asia Minor) about 622 AD. The word "Islam" means "the act of submitting, or giving oneself over, to God Allah". The followers of Islam are called Muslims, which means "believers". This religion was founded by an Arabic merchant named Muhammad Ibn Abdullah. He came to be known as the prophet of Allah or God.

### Lesson 2: Islamic doctrine

#### a) Learning objective

The student-teacher should be able to explain the pillars of Islam

#### b) Prerequisites/ Revision/ Introduction

Teacher starts the lesson by asking the learners describe the faith of their own religion.

### **c) Teaching aids**

Learner's books

Learning activities

Teacher asks the learners to form groups and to do activity 3. **(See Learner's book page 194).**

### **Assessment**

### **Questions and Suggested Answers**

#### **d) Learning activity**

### **Questions**

- 1) Carefully explore the above image and propose a title
- 2) Identify the Islamic events it refers to:

### **Answers**

- 1) The title may differ from each student-teacher's view. So, a great number of titles will be proposed. The teacher will help them to find the convenient title.
- 2) a) This is a compass for Muslims which every Muslim refers to for the direction of Mecca once he/she is about to pray. Remember that during their prayer, Muslims face the direction of Mecca wherever they are found themselves.  
b) The area on the photo shows the Holy place for Muslims at Mecca with a population in size having attended their yearly pilgrimage at the place (reference to five pillars of Islam).

#### **e) Application activity**

### **Question**

Identify and explain the pillars of Islam.

### **Answer**

The confession of faith (shahada): "There is no god but God, Muhammad is the messenger of God, Allah"

To pray five times a day—at dawn, noon, later afternoon, sunset and evening.



Muslims pray facing Mecca (salat).

To give charity to the poor (zakat).

To fast from sunrise to sunset during the holy month of Ramadhan (sawm).

To make 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.

### **Lesson 3: Spread of Islam**

#### **a) Learning objective**

The student-teacher should be able to describe the factors for the spread of Islamic civilization in the world.

#### **b) Prerequisites/ Revision/ Introduction**

Teacher begins this lesson by asking the learners to recall the pillars of Islam.

#### **c) Teaching aids**

Learner's books and world map

#### **d) Learning activities**

In groups, teacher guides the learners to do the activity 8.3 **(See Learner's book page 194)**.

After, he / she invite them to make class presentations.

### **Assessment**

#### **Questions and Suggested Answers**

##### **Question**

Account for the Islamic civilization and its impact. Thereafter, make presentations!

##### **Answer**

The teacher will help the student-teacher to point out relevant elements on Islamic civilization as provided in section 8.3

### **e) Application activity**

- Explain the factors which made the Arabs successful in spreading their religion in some parts of Europe.

### **Suggested Answers**

- Islam, as their religion, united them;
- They believed those who died fighting infidels went to paradise, which encouraged them to fight so hard;
- The Arabs were fearless fighters and were led by strong leaders;
- Their leaders planned and carried out attacks on the enemies completely by surprise;
- They were skilled in fighting using camels and horses;
- They ensured protection to the people who gave in without a fight and allowed them to keep their land.

## **Lesson 4: Means used in the spread of Islam in West Africa**

### **a) Learning objective**

The student-teacher should be able to examine the means applied in order to facilitate the spread of Islam in West Africa.

### **b) Prerequisites/ Revision/ Introduction**

Teacher starts this lesson by asking learners to state the factors for the spread of Islam in Europe

### **c) Teaching aids**

Learner's books and world map.

Learning activities

Teacher guides the learners to do activity 10 . He / she invites them to make presentations after discussing in their groups.

### **Assessment**

Questions and Suggested Answers:

### **d) Learning activity**

Apart from the Jihads (Holy wars) used in the spread of Islam, others means

were used to serve the same issue. Discuss

**Answers:**

- The commercial activities
- Migration
- Moslem missionaries
- Education
- Conversion of the West African leaders
- Jihads
- Prestige
- Moslem solidarity
- Similarity with African culture
- Oppression from African leaders

**e) Application activity**

**Question**

- 1) Analyze the means used by Muslims to spread their religion in West Africa
- 2) Describe the effects of the spread of Islamic civilization in the world

**Suggested Answers**

- 1) They include:

Commercial activities

Migration

Muslim missionaries

Education

Conversion of the West African leaders

Jihads

Prestige

Muslim solidarity

Similarity with African culture

Oppression from African leaders

2) Effects of the spread of Islam:

- *Liberation of women:* In Arabia women had rights not enjoyed in all the other lands. They could legally inherit property, divorce husbands, and engage in business ventures.
- *Division of Muslims:* At first Islam had uniform adherents. But due to interpretation of the faith vis-à-vis leadership, divisions occurred. This led to the emergence of the Sunni and Shi'a. Each has interpreted the teachings of the prophet differently.
- *Formation of dynastic rule:* Islam was responsible for the emergence of various dynasties in areas controlled by the religion. Both the Umayyad and Abbasid dynasties came and emerged as strong dynasties after the death of Prophet Muhammad. The two dynasties brought centralization of authority in areas where they exercised control.
- *Urbanisation:* Muslims equally contributed to emergence of urban centres in areas under their control. Populations increased at the same time with business opportunities. This directly led to emergence of urban centres. Old centres were also expanded e.g. Bagdad during the Abbasid dynasty was a symbol of authority, wealth and power. The Abbasid rulers in the city, adopted traditional, ancient style of Persian court with a high degree of luxury.
- *Belief in monotheism:* Muslims believed in only one God – Allah and his prophet was (is) Muhammad. People reached Allah through prayers. Islam also brought to an end paganism in areas it controlled.
- *Loss of life and destruction of property:* This issued from the Jihads. It involved waging a physical struggle against non-believers who threatened Islam. The wars led to massive loss of lives and destruction of property.
- *Change in dietary habit:* Islam brought some dietary regulations on its adherents. Acceptable foods were (and are) called 'Halal' while forbidden ones are called "Haraam". Muslims have since stuck to these dietary regulations.

## **Lesson 5: Effects of the spread of Islam in West Africa**

### **a) Learning objective**

The student-teacher should be able to examine the effects brought by the spread of Islam in West Africa

### **b) Prerequisites/ Revision / Introduction**

Teacher asks learners to recall the main factors which contributed to the spread of Islam in West Africa.

### **c) Teaching aids**

Learner's books and map of Africa.

Learning activities

Teacher arranges learners into different groups of 3 to 6 learners and invites them to do activity 11.

The group representatives present their work to the class.

### **Assessment**

Questions and Suggested Answers:

### **d) Learning activity**

The West Africa used to be influenced by Islam in such a manner that many people of this part of the world behave like Muslims. Argue this statement by showing how far Islamic civilization affected them!

### **Answer:**

To answer this question, the teacher will allow the student-teachers to air their views and provide more additional on the West African behaviors and practices that are similar to those of Muslims. They may be common to all West Africans being Christians, pagans or many other types of believers of other religions than Islam. For one will find there the practice of circumcision, wearing boubous, marrying many wives, etc.

### **e) Application Activity**

#### **Question**

- 1) Evaluate the effects brought by the spread of Islam in West Africa.
- 2) Explain the role played by the trade in the process of Islamisation of the Western Africa

## Suggested Answers

- 1) The spread of Islam in West Africa had brought the following effects:

The rulers who undertook pilgrimages to Mecca brought back with them technology and scholars from the Muslims world. These influenced and changed the political, economic and social situations in West Africa.

Islam was a new religion; many people were thus diverted from their traditional practices and adopted those of Islam such as attending Juma prayers, fasting and pilgrimages to Mecca.

Islam introduced literacy as well as Muslim education. For example, Arabic language and writing was taught. This made the cities of Niger to become great centres of learning such as Timbuktu University.

Islam helped to unite empires that were made up of people with different tribes, culture, language and customs. In other words, Islam brought about different ethnic groups to be one in religion.

The leaders employed educated Muslims as secretaries, administrators and judges. These were conversant with Arabic writing and reading.

The coming of Islam increased and strengthened trading links between West and North Africa to the Arab world and Europe.

Islam gave rise to the growth of small states into large empires which used the Muslim system of government and laws.

The Sharia law was introduced in governments of some West African states as the constitution of Muslim states.

It discouraged slave trade among Muslims in West African states although in western Sudan it actually encouraged slavery.

- 2) The trading activities between the States of North Africa and West Africa increased the spread of Islamic civilization because the trade involved the Berbers who were Moslems and converted the West Africans to Islam. This Trade is the Trans Saharan Trade. Even, the name of Sahara has been given referring to as the Dar-Al- Islam meaning the country of Islam.

## **Lesson 6: Causes of jihads in West Africa**

### **a) Learning objective**

The student-teacher should be able to describe the causes of jihads in West Africa

### **b) Prerequisites/ Revision / Introduction**

To begin this lesson, a teacher asks the learners the main means used to spread Islam in West Africa.

### **c) Teaching aids**

Learner's books

Learning activities

In their respective groups, learners guided by the teacher do activity 12 and 13. Then, they present those answers to the class.

### **Assessment**

Questions and Suggested Answers:

#### **d) Learning activity**

Carry out research on how Purification of Islam, Tribal sentiments, Widespread belief of the Mahdi and overthrow of pagan governments constituted the causes of the jihad movements in West Africa. Present the results of your research to the class.

#### **Answers:**

- *Purification of Islam.* It argued that after the decline of Mali and Songhai, there was a decline in Islamic faith in Western Sudan. Islam was mixed with paganism for example. Therefore, there was a need for retrieving Islam. To stop unfair judgments in courts of law: These courts were infected with rampant corruption and bribery which were against the teaching of Islam.
- *Tribal sentiments:* The Fulani who were leaders of the Jihads aimed at overthrowing the government of the Hausa people and to establish a government that was favourable to their people. This act was so because the Fulani were discriminated.
- *Wide spread belief of the Mahdi (Savior).* According to the Moslems, he was supposed to come during the 13<sup>th</sup> century of the Islamic calendar. This started from 1785 to 1882.

- *Overthrow of pagan governments.* The Jihadists wanted to establish governments on Islamic rule, strict Muslims in West Africa could not tolerate being ruled by pagans. To make matters worse, Moslems were forced to go to war against fellow Moslems contrary to Islamic practice.

### **e) Application activity**

#### Question

Examine the causes of the jihad movements in West Africa.

#### Suggested Answers

Learners can explain the following elements:

To purify Islam.

To stop unfair judgments in courts of law.

Tribal sentiments.

Wide spread belief of the Mahdi (Savior).

To overthrow pagan governments.

Desire to spread Islamic education.

Over taxation.

Methods used to collect taxes were harsh.

Defense of African independence.

## **Lesson 7: Example of a jihad leader Uthman Dan Fodio**

### **a) Learning objective**

The student-teacher should be able to describe the role of Uthman Dan Fodio as a jihad leader in West Africa.

### **b) Prerequisites/ Revision/ Introduction**

Teacher starts this lesson by asking learners about jihads.



### **c) Teaching aids**

Learner's books.

Learning activities

In their groups, learners under the guidance of teacher, do the activity 14.

After, teacher invites the learners to make presentations to the class.

### **Assessment**

#### **d) Questions and Suggested Answers:**

#### **Learning activity 8.7**

Using the wall map of Africa, the teacher helps the student-teachers to locate the place where the Hausaland may be located. Eventually, this area is found in the northern part of current Nigeria.

#### **e) Application activity**

#### **Question**

Describe the role of Uthman Dan Fodio as a jihad leader in West Africa.

#### **Suggested Answer**

The first jihad in western Sudan took place in Hausaland in the 19th century precisely in 1804. This jihad was led by Uthman Dan Fodio. He was a Fulani and a scholar. He was born in 1754 at Martha in Gobir.

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

He built up a large number of followers most of who 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 the Sultani's son. which increased his influence.

He successfully negotiated with Sultan Bawa of Gobir the release of all Muslims prisoners. He requested that the king grant the freedom of worship and the exemption of Muslims from un-Islamic taxes.

Fodio appointed Mohammed Bello his son and Abdullah, his brother as his next in command. Once the conquest period was over, Fodio returned to his work of writing books since he was basically an Islamic scholar and he was also growing old.

He divided the empire between his son and his brother. Mohammed Bello was in charge of the eastern region and Abdullah the western region.

## **Lesson 8: Example of jihad leader: Al Hadj Umar**

### **a) Learning objective**

The student-teacher should be able to explain the role of Al Hadj Umar as a jihad leader.

### **b) Prerequisites/ Revision/ Introduction**

Teacher starts this lesson by asking learners about the role played by Uthman Dan Fodio.

### **c) Teaching aids**

Learner's books.

### **d) Learning activities**

Teacher invites the learners to do activity 15 and 16 in their groups.

Teacher asks one learner from each group to present their work to the class. This is followed by class discussions.

## **Assessment**

Questions and Suggested Answers to assess:

### **Learning activity 8.8**

Using the wall map of Africa, the teacher helps the student-teachers to locate the place where the Tukolor people may be found of Africa. Eventually, this area is found in the northern part of current Senegal, Mauritania and Mali.

## e) Application activity

### Question

Discuss the role of Al Hadj Umar in the jihad carried out in West Africa.

### Suggested Answer

Al Hajj Umar was born in 1794 in Futa Toro. Umar was a former disciple of Uthman Dan Fodio.

In 1825, he made a pilgrimage to Mecca. The Tijani authorities were so impressed with the works of Umar that he was appointed the Khalifa or religious leader of the Tijaniyya in western Sudan in 1831. He was charged with the duty of reviving and spreading Islam in the region.

While away, he was impressed by the reformist ideas of the day. He witnessed the Mohammed Ali revolution in Egypt. He also spent some time in Bornu, Sokoto.

He witnessed the expansion and spread of Islam through jihad. He was convinced that the revival and purification and spread of Islam would be possible through embracing Tijaniyya ideas.

In 1838, he returned home with even greater inspiration and determination to purify and spread Islam. He settled at a place called Fouta Djallon. From here he made extensive tours, teaching, preaching and converting.

In his book *Rinah*, he attacked evil and illegal tendencies. He condemned mixed Islam. He appealed to the masses assuring them of favoured treatment on the day of judgement as members of the Tijaniyya. His teachings were well received by the ordinary persons. These had been alienated by the elitism of Quadiriyya. His fame as a scholar and teacher attracted him a large following. He was regarded as the Mujaddid (soldiers fighting in support of their strong Muslim beliefs).

His growing fame and influence alarmed the Quadiriyya scholars and Fouta Djallon political authorities. In 1851, he fled to Dinguiray. Here, he established an armed camp of his faithful disciples as well as learners attracted from West Africa. These were mainly from the lower classes.

He equipped the army with European weapons bought from the coastal towns of West Africa. He even established a workshop of gun smiths who served and repaired guns. At a later stage, All Hajj Umar was able to manufacture some of

these arms and supply his army.

In 1852, Umar declared a holy war on all infidels in the Sudan. In 1854, he conquered the Wangara states. By 1857, he was ready to attack the Bambara of Segou state. This brought him into conflict with the Muslim state of Massina.

Umar diverted his attention against French imperialists. This was a mistake that he would regret later. By 1863, the Tukolar Empire extended from Futa Djalou to Timbuktu.

Lastly, he made the Tijaniyya sect gain power over the Quadiriyya. Today, the Tijaniyya is the more dominant in West Africa.

## **Lesson 9: Consequences of Jihads in West Africa**

### **a) Learning objective**

The student-teacher should be able to evaluate the consequences of jihads in West Africa.

### **b) Prerequisites/ Revision / Introduction**

To start this lesson, teacher can ask the learners to recall the reasons for the use of jihads in West Africa.

### **c) Teaching aids**

Learner's books.

### **d) Learning activities**

Teacher invites the learners to join their groups and do activity 18. (

After, teacher invites one learner from each group to present their work to the class. This activity is followed by a class discussion.

## **Assessment**

Questions and Suggested Answers:

### **Learning activity 8.9**

On this question, it is up to the teacher to avail enough time to student-learners to express all their views about the statement and write down their findings for the presentation in class.

### **e) Application activity**

#### **Question**

Discuss the consequences of the jihad's movements in West Africa.

#### **Suggested Answer:**

The jihads led to closer contacts with the outside world.

They led to the spread and revival of Islam culture.

They led to the employment of literate Muslim officials by kings and emperors.

Large and powerful political states were founded as Islamic states under Muslim rulers.

They created clashes and conflicts between the traditional pagans and the Muslims. The formation of states strong enough to resist European aggression.

The creation of a new order of administration known as a centralised system of administration and the rule in accordance to the requirement of the Koran.

The stabilization and efficient management of the economy in the Islamic states.

They led to the decline of the African traditional religions.

The spread of Christianity in West Africa was checked.

### **8.6. Skills lab**

Use a sketch where one of the students is having revelations from God as being given the mission of preaching to infidels to Islam in Rwanda. Principally the choice would be a Muslim student of your class, then another group of opposers being the traditionalists to the religion refuting the new introduced religion. Out of the sketch, students will realize how Islam was introduced in Rwanda and elsewhere like West Africa.

**Topic: Origin of Islam and its impact in West Africa**

**Duration:** (...minutes)

**Materials required:** Sample of microphones, Koran, mats and other materials used by Muslim preachers) photos/video of traditionalists, sample of traditionalist leader speeches (Their photos), Muslim preachers opposing traditionalists..., (photos of believers of both sides, or participating in disseminating the speeches against the new religion, etc.

**Tutor preparation:** Ask some volunteers to practice the skit before class,, set chairs in circles for groups and eventually mats for muslims and uniforms.

**Learning objectives (s):** Student-teachers will be able to:

- Explain different stages by which Islam was introduced in Africa especially West Africa and Rwanda
- Debate the differences between traditional and Islam religions

**Instructional objective:** Through debate groups, student-teachers will be able to debate the differences perfectly.

**Activity 1: Build:** (...minutes)

- Before this lesson, the tutor asks questions about Islam in the world and in West Africa.
- In class, the tutor presents an example of how Islam influenced positively and negatively the people of West Africa.
- Tutor shares learning objectives

**Activity 2: Practice:** (... minutes)

- Tutor divide student teachers in 2 skills lab teams (proposers and opposers)
- Ask every group to find out arguments supporting their position (proposers =positive impact and opposers=negative impact
- Ensures all student-teachers are involved
- Responds to questions if any
- Ensure that gender balance and inclusion is catered for.

**Activity 3: Present:** (...minutes)

- Two groups sit in two rows facing each other and debate
- Each group present its arguments to convince their opposers about the validity of their position - Tutor asks follow up / probing questions
- Give feedback to each group
- Supplement what has been debated and student teachers vote for the conclusion,

**Portfolio Assessment:**

Each student teacher writes an essay on the ways by which Islam was introduced, the impact of its civilisation and causes of jihad movements in West Africa.

## 8.7. Summary of the unit

Islam is a monotheist religion that was founded by Mohammed in Saudi Arabia in 622 AD. After his return to Mecca from Medina, Mohammed was occupied with the spread of Islam within the neighboring countries. After his death, his successors called caliphs continued to expand Islam and conquered almost the whole part of the Middle East.

With the occupation and conversion of the Ottomans or Turks, Islam had found the dynamic people who contributed later to its expansion to North Africa and Europe.

Once Islam was adopted by North Africans namely the Berbers, it then spread to West Africa through firstly, the Trans Saharan Trade and secondly, the jihad movements. The jihads aimed at purifying Islam, stopping unfair judgments in courts of law, spreading Islamic education, overthrowing pagan governments. The main jihad leaders were Uthman Dan Fadio in the Hausa States, Seku Ahmadu of Macina, Al Hajj Umar of Tukulor and Ahmed Bello.

The spread of Islam to West Africa led to the spread and revival of Islamic culture. Other effects include, the decline of African traditional religions, the creation of a new order of administration known as a centralised system of administration and administration in accordance to the requirement of Koran, large and powerful political states were formed as Islamic were.

## 8.8. Additional information

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, Awdaghast— 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 1042BCE, 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 presentday 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 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 the real architect of the Mali Empire. By the time Sundiata died in 1255, many 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 many 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 traveller 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 many 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 13<sup>th</sup> 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 13<sup>th</sup> century, Kanem became a centre of Islamic knowledge and famous teachers came from Mali to teach in Kanem.

By the middle of the 13<sup>th</sup> 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 14<sup>th</sup> 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 many 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.

## 8.9. End of unit assessment

### 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.

Overtaxation.

Harsh or unfair methods used in the collection of taxes.

Defence of African independence.

### **5) a) 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 many 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.



## **b) Achievements of the Jihad leader of All Hajj Umar**

He revived and spread Islam in his region.

He settled at a place called Fouta Djalon. 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.

The jihads checked the spread of Christianity in West Africa because the European Christian missionaries were not allowed to enter Muslim lands.

## **8. 10. Additional activities**

### ***8.10.1. Remedial activities***

#### **Questions**

Who is the founder of Islam?

Explain the following terms: jihad and caliph.

When did Muslims conquer Africa?

#### **Answers**

The founder of Islam is Muhammad Ibn Abdullah.

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.

## 8.10.2. Extended Activities

### Questions

Explain the causes and consequences of jihad movements.

Examine the means used in the spread of Islamic civilisation and its effects.

### 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.

Overtaxation.

### ***8.10.3. 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).

2) Methods used to spread Islamic civilization: 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.

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

# UNIT 9

## ROLE OF COLONIAL AGENTS IN THE CONQUEST OF AFRICA

### 9.1. Key unit competence

The student student-teacher should be able to discuss the role of colonial agents in the conquest of Africa

### 9.2. Prerequisite (knowledge, skills, attitudes and values)

In order to study this unit, the student teachers should have knowledge, skills and competences on the following issues:

- The Early explorations of Africa (15<sup>th</sup> and 16<sup>th</sup> Centuries);
- The Berlin Conference 1884-1885;
- Meaning of agents;
- Types of colonial agents;
- The meaning of colonization,

In addition, the student teachers should have some understanding on examples on names of distinctive explorers and missionaries in Africa.

### 9.3 Cross-cutting issues to be addressed

#### Peace and values education

In this unit of the role of colonial agents in the conquest of Africa, the student teachers will learn how peace in Africa has been destroyed by colonizers through different administrative policies. Different bad values have been installed in by colonialists and Africans have struggled to find peace through gaining independence.

#### Inclusive education

Through learning and teaching process of this unit, care will be given to all learners including Special Education Needs cases. At this time, all student teachers will be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities

## Gender

This cross-cutting issue is particularly addressed in Section related to the *role of colonial agents in the conquest of Africa*. You can help learners to understand how female were not equal to male in decision making either at home or in politics in Africa. Help learners to understand that gender equity is a process to be achieved in different domains.

## Genocide Studies

Dealing with unit on the *role of colonial agents in the conquest of Africa*, the cross-cutting issue on genocide education will be addressed. In this regard, you can help learners to understand that the lack of social freedom, liberty and self-governance under colonial rule pushed Africans to react violently against colonial masters. The student teachers will know the role of colonization as ground roots for the genocide against the Tutsi in Rwanda.

### 9.4. Guidance on introductory activity

At the beginning of this *Unit 9*, the introductory activity motivates student teachers 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. This will help them identify some issues and open them to what they did not know and be inquisitive to know what happens in pre- colonial Africa.

### 9.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Colonial agents in Africa	The student teachers should be able identify and classify different agents who took place in the colonization process (missionaries, chartered companies, explorers)	3

2	Roles played by colonial agents in the process of colonization of Africa	The student teachers should be able to discuss the roles played by missionaries, chartered companies and explorers during the process of colonization of Africa.	5
3	Problems faced by colonial agents in Africa	The student teachers should be able to find out the specific problems that were encountered by colonial agents in Africa.	3
4	Consequences of colonial agents in Africa	The student teachers should be able to analyze the consequences of colonial agents in Africa	2
End unit Assessment			1

### Introductory activity

#### Suggested answers to introductory activity

Colonialism is the policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically.  
Example: “the state apparatus that was dominant under colonialism”

Countries involved in the colonization of Africa: England, France, Portugal, Germany, Spain, Italy, Belgium. (to be located on the map). Then defining:

### Lesson 1: Colonial agents in Africa

#### a) Learning objective

The student teachers should be able identify and classify different agents who took place in the colonization process (missionaries, chartered companies, explorers)

## **b) Teaching resources**

There are many resources that can be used in teaching this lesson such as:

Textbooks: student teachers' social studies book and its teacher's guide and history student book for S2, History for Rwanda secondary school's learner's book 4

Teaching materials: world map, African map, internet, testimonies, press media, tactile materials, Braille materials can be availed if there are impaired learners.

## **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the learners some questions related to the introduction of colonialism, that is, its meaning, components, origin and factors for the African colonization process. In addition, student teachers should have some knowledge on the general information about history with emphasis on colonization in/of Africa.

## **d) Learning activities**

Let student teachers do activity 9.1 p. learner's book in small groups followed by a plenary discussion. If there is a resource person, he/she can be invited and put on his/her input. Remember to let the student teachers write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

## **e) Application activity**

### **Answers to activity 9.1**

Europeans who acted as agents to their respective governments in the second half of the 19<sup>th</sup> Century and early part of the 20<sup>th</sup>: traders, hunters, explorers and missionaries among others.

### **Application activities 9.1**

#### **Suggested answers to application activity**

- Missionaries came to Africa on a mission of spreading Christianity because the people of Africa were thought they did not have a rightful religion or none.

- Missionaries came under the guise of cultural civilization because they regarded African cultures and customs as barbaric and archaic. Therefore, they felt that, as “men of God”, it was their duty to spread their civilization in Africa.
- Missionaries came to Africa as philanthropists in order to stop slave trade that was rampant in Africa. It also said that they wanted to end human suffering that prevailed in Africa.
- Missionaries wanted to counteract the spread of Islam as a rival religion because Islam in North and West Africa was being spread under Jihads while in East Africa was being spread by Arab traders.
- Missionaries came to Africa because they wanted to promote legitimate trade since they were coming from industrialized countries; they had an ambition of creating market for their manufactured goods.
- Missionaries also came to exploit the health of Africa as they tried to get raw materials for their home industries. When they came, they started plantation agriculture growing cash crops and exploited minerals.
- Missionaries also came because of love for adventure or other similar reasons like fame, fortune and some on academic research. Some of these came with an interest of seeing the blacks of African continent, the physical features and its climate.
- Missionaries came to Africa not only to preach the “Word of God” but in some case to preach the gospel of French revolution ideas such as freedom, equality and fraternity of men to Africans, especially to the leaders.
- Missionaries were inspired and got “visions and calls” from God requesting them to spread the “Good News” throughout the world including Africa which was, according to them, still regarded as a dark continent that needed the light.
- Missionaries came to Africa to prepare for the coming of the colonialists because most of them were colonial agents, e.g. Rev. R.S Moffat of the British South Africa Company, Dr. Livingstone. Reason why a historian called Roland Oliva said: “*The flag followed the cross*”.

## **Lesson 2: Roles played by colonial agents in the process of colonization of Africa**

### **a) Learning objective**

The student teachers should be able to discuss the roles played by missionaries, chartered companies and explorers during the process of colonization of Africa.



## **b) Teaching resources**

There are many resources that can be used in teaching this lesson such as:

Textbooks: student teachers' social studies book and its teacher's guide and history student book for S2, History for Rwanda secondary school's learner's book 4.

Teaching materials: world map, African map, internet, testimonies, press media, tactile materials, Braille materials can be availed if there are impaired learners.

## **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the learners some questions related to colonial agent in Africa.

## **d) Learning activities**

Let student teachers do activity 9.2 in small groups followed by a plenary discussion. If there is a resource person, he/she can be invited and put on his/her input. Remember to let the student teachers write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

## **Answers to activity 9.2**

### **• Explorers**

They mapped the economic potentials of Africa so that the future colonialists would know where they could establish their colonies.

They discovered and drew the maps indicating the location of the strong and hostile African tribes.

They show on maps where located the weak African kingdoms and befriended some Africans and their chiefs.

They indicated the location of African geographical features like navigable lakes and rivers.

They called upon their home government to come and to exploit and dominate Africa, leading to the African colonization by European.

They revealed to colonialists the ways of life of African people i.e. language, culture and all kind of organizations.

They took to Europe African soils sample which enabled the colonialists to identify and occupy fertile part of Africa.

They encouraged the treaty signing with some African leaders, consequently facilitated and accelerated the colonization process.

They established the contacts and relationships between Africans chiefs and European colonialists. For instance, we can mention the visit of Stanley to Kabaka in Buganda and Von Goetzen to Kigeli IV Rwabugili in Rwanda.

- **Missionaries**

Missionaries exaggerated the wealth of Africa. For instance, Livingstone and Rev. Moffat said that the minerals of South Africa were found in all areas from South Africa to Cairo. This attracted the Europeans to come and control these areas in order to exploit Africa's wealth.

Missionaries gave alarming reports about slave trade and human sacrifice which raised deep humanitarian fillings. According to them those could end if the African chiefs are overthrown and replaced by whites in colonial environment.

Missionaries financed bankrupt – chartered companies as a means of enabling them to finish the assigned duties and completed the preliminary work of colonization.

Missionaries played key roles in the signing treaties if they were working in fraternity with chartered companies and other colonial agents in luring Africans to sign treaties.

Missionaries agitated for the coming of many white settlers to come and occupy Africa. According to their plan, the white settlers would in turn seek for protection from their metropolitan countries.

Missionaries with collaboration of chartered companies trained Africans who became army men and later used by the colonialists.

Missionaries condemned African cultures and customs as backward primitive and barbaric. This weakened the African spirit of resistance and made it easy for Europeans to take over.

Missionaries built schools where they trained Africans that were to receive and work for colonialists. In such schools, missionaries trained Clerks administrators, interpreters and the masses taught the new language that imperialists would when they joined them.

Missionaries established communication facilities which were seen by European powers as favoring factors for their take over. Since they were assured of easy movements into most parts of Africa especially the interior, they did not hesitate to come to Africa to colonize it.

Missionaries did the work of softening the minds and hearts of the Africans. In their constant preaching, they emphasized on "*Love one another as you love yourself*". This meant that the European strangers should not be killed but loved; which neutralized African resistance but Africans might receive European colonialists in a hospitable behavior.

- **Traders (Chartered Companies)**

Traders ended up being regrouped in Chartered companies. These ones paved way for European colonization by signing treaties with African leaders. To Europeans these treaties meant surrender of the Africans thus such areas for their home government.

They exaggerated the mineral wealth of Africa, which created more appetite to colonize Africa. The British South African Company (BSACo) exaggerated the mineral wealth of South Africa; Leopold's company said that the Diamonds and copper in Congo extend up to the coast of East Africa.

Troubles of slave trade were exaggerated which forced some countries to come on a ticket of humanitarianism. These companies argued that slave trade could only be controlled if the social, economic and political lives of the Africans were firmly governed by Europeans hence leading to colonial conquests.

The Chartered companies created peace, established law and order and courts to promote justice in Africa. When all these were done, their metropolitan countries saw the situation ready for take over from the Chartered companies.

Chartered companies built social facilities like hospitals and schools that helped the colonialists to come to do their work. The fear of diseases was reduced which encouraged the imperialists to come to Africa.

Chartered companies, in collaboration with missionaries, created manpower that was to help the imperialists in colonial administration as they financed some schools that trained clerks, interpreters and administrators as colonial auxiliaries.

Chartered companies trained and equipped African Loyal Army which was used in suppressing African resistance and rebellion. It was used also in the annexation of more land for the Europeans.

Chartered companies drew the maps and boundaries of the areas under their control and their establishment meant that the partition of Africa began when the companies were still operating.

Chartered companies supported religious, internal and external wars in Africa. This was meant to weaken African military, make them become enemies to each other and force one of these seek for European protection.

Chartered companies exploited the interior of Africa, opening it to the colonialists and they drew the map of African interior locating the fishing grounds, fertile soils, forests, mineral locations, mountains and other African economic potentials. All these had to attract the colonial powers to take over Africa.

### **e) Application activities**

#### **Suggested answers to application activity 9.2.**

There are three main reasons for European Exploration. The sake of their economy, religion and glory. They wanted to improve their economy for instance by acquiring more spices, gold, and better and faster trading routes. Also, they really believed in the need to spread their religion, Christianity.

### **Lesson 3: Problems faced by colonial agents in Africa**

#### **a) Learning objective**

The student teachers should be able to find out the specific problems that were encountered by colonial agents in Africa.

#### **b) Teaching resources**

There are many resources that can be used in teaching this lesson such as:

Textbooks: student teachers' social studies book and its teacher's guide and history student book for S2, History for Rwanda secondary school's learner's book 4

Teaching materials: world map, African map, internet, testimonies, press media,

tactile materials, Braille materials can be availed if there are impaired learners.

### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the learners some questions related to the role of colonial agent in Africa.

### **d) Learning activities**

Let student teachers do activity 9.3 in small groups followed by a plenary discussion. If there is a resource person, he/she can be invited and put on his/her input. Remember to let the student teachers write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

### **e) Application activity**

#### **Suggested answer to activity 9.3**

Like explorers, missionaries had a few knowledges about Africa. So, they had to face problems on their ways such as:

- *Transport means.* This was because in Africa there were no roads, railways and water bodies like rivers and lakes were not yet open for navigation.
- *The small number of their own while their proscribed areas of operation were so wide and with a large population.* So, their influence got limited to a few communities.
- *Poor communication facilities.* The Missionaries went into little-known areas with poor communication facilities, and for months, or even years at a time, they had to depend on the haphazard trips of traders and hunters for supplies and letters.
- *Insecurity.* They were faced with constant insecurity, for missions depended on the goodwill of some powerful chief, and at any time succession quarrels, tribal wars or raids could endanger their lives or force them to leave the district.
- *Hostility of people.* Frequently, missionary teachings provoked trouble, for they attacked many existing customs which appeared to them to conflict with the teaching of Christianity.
- *Slave trade.* Missionaries were often sickened by the heartlessness and cruelty they encountered, which included the agonies of victims of

- slave raids, speared to death if any rescue was attempted.
- *Medium of communication.* Mission work in scattered populations, speaking a variety of languages increased the difficulty of putting new ideas across to the people. To secure understanding and acceptance of the Christian message was a long and arduous task.
  - *Unfavourable climate and disease.* Most dangerous of all was the tropical climate, and the fevers that followed. Although quinine was known, the causes of malaria, blackwater fever, and many other diseases had not been discovered. Few of the missionaries were given any training in the use of such medicines as were available, and poor communications often caused a shortage of medical supplies. All suffered continually of illness and there were frequent deaths.
  - *Lack of central government.* Lack of central government was an obstacle to missionary work; the spread of independent chiefdoms, often rivaling each other, resulted in missionaries getting into unnecessary antagonisms. This was not conducive to consistency and even success of missionary work.
  - *Discrimination of missionaries.* In some areas, the missionaries were manifesting racial tendencies, being harsh, cruel and marginalizing the Africans. In West Africa for instance, Bishop Crowther Ajayi was under looked and denied powers in his diocese hence hampered in his work.

### Suggested answers to application activity 9.3

- Transport means
- The small number of their own while their proscribed areas of operation were so wide and with a large population
- Poor communication facilities
- Insecurity
- Hostility of people
- Slave trade
- Medium of communication
- Unfavorable climate and disease
- Lack of central government
- Discrimination of missionaries
- Etc...

## **Lesson 4: Consequences of colonial agents in Africa**

### **a) Learning objective**

The student teachers should be able to analyze the consequences of colonial agents in Africa

### **b) Teaching resources**

The following materials will help you during the lessons; Year 2 on social studies student teacher's Book, internet, poems, media, stories, songs, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the learners some questions related to cultural organization of the problems faced by colonial agent in Rwanda.

### **d) Learning activities**

Let student teachers do activity 9.4 in small groups followed by a plenary discussion. If there is a resource person, he/she can be invited and put on his/her input. Remember to let the student teachers write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

### **e) Application activity**

#### **Suggested answer activity 9.4**

They introduced taxation system in order to enable them and their home government to operate and set up some development schemes.

They rounded big spheres of influence for their home government by acquiring territories that they surrendered to their metropolitan countries. Or instance, the BSA Company annexed central and South Africa for the British and German East African Company (GEA Company) got Tanganyika for Germany. This has reduced African resistance to colonial conquest.

They established economic assets that became the base for economic development for the imperialists. They started large plantations, industries, mining centers and farms. This was effective form of exploitation of African resources.

They prepared areas where the imperial settlers would occupy. E.g the Imperial British East Africa Company (IBEA Co.) reserved Kenya highlands for the British, Shire highlands of Nyasa and Shonaland in Zimbabwe annexed by the British South African Company (BSA Co.) and the Niger basin region by the Royal Niger Company (R.N.Co.) also were kept for the British settlers.

They signed treaties with African leaders. These treaties principally meant to make these people co-operate to the white and meant that the African surrender their land. For instance Leopold's AIC Co. signed treaties with Chief Makoko of Kongo while the R.N Co signed 237 treaties with the Niger Delta States.

They established the market for their home industries products. They spread European civilization and detribalized Africans, which forced them to need European goods. They even established a monetary environment which made some Africans be able to purchase European manufactured goods.

They established communication facilities like roads and railways that helped in trade, exploitation of the resources and for easing administration.

They trained an African army that assisted them to carry out their duties especially annexing more territory and defeating African resistors. This army was also inherited by the imperialists who came shortly after.

They began social facilities that were a means of "modernizing and civilizing" Africa. Thus, they established schools etc which helped them in training Africans who joined their schools as they learnt how to read and write. These later became the interpreters of Europeans and administrators.

They helped in the abolition of slave trade and used their armies including the local soldiers they had trained in fighting against slave trade.

#### **Answers to application activity 9.4**

See the content/Consequences of colonial agent



## 9.6. Skills lab

Use a combination of knowledge, skills, attitudes and values you have acquired about the role of colonial agents in the conquest of Africa debate the role of colonial agents in African conquest and present it in the plenary.

**Topic: Role of colonial agents in the conquest of Africa**

**Duration:** (...minutes)

**Materials required:** History books, maps, photos of some of the African Leaders and other materials used by colonial agents such as coins if possible, photos of missionaries, explorers and traders having participated in the conquest of Africa.

**Tutor preparation:** Ask some volunteers to practice the skit before class, set chairs in circles for groups.

**Learning objectives (s):** Student-teachers will be able to:

- Explain the roles of missionaries, traders and explorers in bringing Africa to kneel before the Europeans
- Debate different stages they used and areas covered by their activities.

**Instructional objective:** Through debate groups, student-teachers will be able to debate the challenges encountered by colonial agents and how they overcome them perfectly.

**Activity 1: Build:** (...minutes)

- Before this lesson, the tutor asks questions about colonial agents.
- In class, the tutor presents an example of how colonial agents worked and the impact of their activities in the conquest of Africa.
- Tutor shares learning objectives

**Activity 2: Practice:** (... minutes)

- Tutor divide student teachers in 2 skills lab teams (proposers and opposers)
- Ask every group to find out arguments supporting their position (proposers =positive impact and opposers=negative impact)
- Ensures all student-teachers are involved
- Responds to questions if any
- Ensure that gender balance and inclusion is catered for.

**Activity 3: Present:** (...minutes)

- Two groups sit in two rows facing each other and debate
- Each group present its arguments to convince their opposers about the validity of their position - Tutor asks follow up / probing questions
- Give feedback to each group
- Supplement what has been debated and student teachers vote for the conclusion,

**Portfolio Assessment:**

Each student teacher writes an essay on the role of colonial agents in Africa and challenges they faced and how they sought solutions to them.

## 9. 7. Summary of unit

The Europeans were determined to colonise Africa and in order to attain to their objective, they used the different colonial agents who had facilitated that mission.

However, this activity has encountered some problems like African climatic conditions that were unfavorable to the work of Europeans because they were not familiar to Africa. African resistance, wild animals and African tropical diseases have forced some Europeans to leave Africa and abandon their colonial projects.

The work of those colonial agents was also considered as an easy way to introduce European civilization in Africa through which Africans would forget about their traditional cultures within one night. It also led to the formation and training of colonial auxiliaries through colonial education in the hands of the missionaries. This work finally led to effective exploitation of Africa where

some Africans accepted to surrender their power to Europeans by collaborating with them.

## 9.8. Additional information for the tutor

A chartered company is an association with investors or shareholders and incorporated and granted (often exclusive) rights by royal charter (or similar instrument of government) for the purpose of trade, exploration, and colonization.

Charter was a grant or guarantee of rights, franchises, or privileges from the sovereign power of a state or country the charter allows for unrestricted trading.

A chartered company is a trading corporation enjoying certain rights and privileges, and bound by certain obligations under a special charter granted to it by the sovereign authority of the state, such charter defining and limiting those rights, privileges and obligations, and the localities in which they are to be ...

The Berlin Conference of 1884-1885 formalised what has become known as the 'Scramble for Africa'. European powers arbitrarily divided up Africa between themselves and started administrating their new colonies.

Berlin Conference of 1884-1885 The Berlin Conference was a meeting of 14 nations to discuss territorial disputes in Africa. The meeting was held in Berlin, Germany, from November 1884 to February 1885 and included representatives from the United States and such European nations as Britain, France, and Germany. No Africans were invited to the conference. The Berlin Conference took place at a time when European powers were rushing to establish direct political control in Africa. This race to expand European colonial influence is often referred to as the "Scramble for Africa." Europeans called the Berlin meeting because they felt rules were needed to prevent war over claims to African lands.

Going into the meeting, roughly 10% of Africa was under European colonial rule.

- By the end of the meeting, European powers "owned" most of Africa and drew boundary lines that remained until 1914.
- Great Britain won the most land in Africa and was "given" Nigeria, Egypt, Sudan, Kenya, and South Africa after defeating the Dutch Settlers and Zulu Nation.

- The agreements made in Berlin still affect the boundaries of African countries today.
- By the 1880s, Great Britain, France, Germany, Belgium, Spain, and Portugal all wanted part of Africa.
- To prevent a European war over Africa, leaders from fourteen European governments and from the United States met in Berlin, Germany, in 1884.
- No Africans attended the meeting.
- At the meeting, the European leaders discussed Africa's land and how it should be divided.

Berlin Conference of 1884-1885 The Berlin Conference adopted several provisions:

- 1) European nations could not just claim African territory but had to occupy and administer the land.
- 2) A nation already holding colonies on the African coast would have first claim on the neighboring interior.
- 3) Rivers in Africa were to be open to all ships, not just those of the colonial power through whose land the river ran.
- 4) Slavery and the slave trade were to end in all European colonies.
- 5) The conference also recognized the Congo Free State--now Congo (Kinshasa)--as a country, with King Leopold II of Belgium as its ruler. Leopold, acting as a private citizen, had claimed the region in 1878.

## 9.9 End unit assessment (answers)

### 1) The roles played by the missionaries in the colonization process:

Missionaries exaggerated the wealth of Africa. For instance, Livingstone and Rev. Moffat said that the minerals of South Africa were found in all areas from South Africa to Cairo. This attracted the Europeans to come and control these areas in order to exploit Africa's wealth.

Missionaries gave alarming reports about slave trade and human sacrifice which raised deep humanitarian feelings. According to them those could end if the African chiefs are overthrown and replaced by whites in colonial environment.

Missionaries financed bankrupt – chartered companies as a means of enabling them to finish the assigned duties and completed the preliminary work of colonization.

Missionaries played key roles in the signing treaties if they were working in fraternity with chartered companies and other colonial agents in luring Africans to sign treaties.

Missionaries agitated for the coming of many white settlers to come and occupy Africa. According to their plan, the white settlers would in turn seek for protection from their metropolitan countries.

Missionaries with collaboration of chartered companies trained Africans who became army men and later used by the colonialists.

Missionaries condemned African cultures and customs as backward primitive and barbaric. This weakened the African spirit of resistance and made it easy for Europeans to take over.

Missionaries built schools where they trained Africans that were to receive and work for colonialists. In such schools, missionaries trained Clerks administrators, interpreters and the masses taught the new language that imperialists would when they joined them.

Missionaries established communication facilities which were seen by European powers as favoring factors for their take over. Since they were assured of easy movements into most parts of Africa especially the interior, they did not hesitate to come to Africa to colonize it.

Missionaries did the work of softening the minds and hearts of the Africans. In their constant preaching, they emphasized on “*Love one another as you love yourself*”. This meant that the European strangers should not be killed, but loved; which neutralized African resistance, but Africans might receive European colonialists in a hospitable behavior

## **2) Effects of the Missionaries on African societies**

- Missionaries succeeded in spreading Christianity in Africa through evangelization, and then Africans took up new faith abandoning their traditional religion.
- Missionaries campaigned against slave trade and succeeded in having it abolished in most part of Africa. They would receive and give protection to people running away from slave raiders.

- They built schools where Africans received Western education and taught Africans how to write, read and to calculate. Some languages learnt were English, French, Portuguese and German.
- Missionaries established health centers and hospitals which were to basically benefit the Whites and their converts, and they were signs of social development in Africa.
- Missionaries undermined and tried to uproot African way of life because they replaced Africans ways of life by their home civilizations and cultures. African Christian converts stopped polygamy, widow inheritance, sharing of wives, human sacrifice and killing of twins.
- Missionaries contributed to the spread of European languages through education. However, there are some missionaries who studied and mastered African languages and were able to write and translate African languages. There were like Krapf who translated the New Testament of the Bible into Swahili.
- Missionaries improve on agriculture by introducing new crops like coffee, cotton, sweet potatoes, palm oil trees and cacao and new methods of farming.
- Missionaries collaborated with traders and established the means of transport and communication lines in Africa.
- Missionaries tried to bring peace and security in areas they were operating. However, in other areas they increased and planted seeds of divisionism and conflicts. They also involved themselves in the local politics.
- Missionaries paved way for the colonization of Africa as they were the forerunners of the European imperialism. They signed treaties which meant the surrender of territories of the signing chiefs, they called upon their home governments to come and give them protection together with their converts.

### **3) Discuss the consequences of Chartered companies in Africa:**

- They introduced taxation system in order to enable them and their home government to operate and set up some development schemes.
- They rounded big spheres of influence for their home government by acquiring territories that they surrendered to their metropolitan countries. Or instance, the BSA Company annexed central and South Africa for the British and German East African Company (GEA Company) got Tanganyika for Germany. This has reduced African resistance to

colonial conquest.

- They established economic assets that became the base for economic development for the imperialists. They started large plantations, industries, mining centers and farms. This was effective form of exploitation of African resources.
- They prepared areas where the imperial settlers would occupy. E.g. the Imperial British East Africa Company (IBEAC Co.) reserved Kenya highlands for the British, Shire highlands of Nyasa and Shona land in Zimbabwe annexed by the British South African Company (BSA Co.) and the Niger basin region by the Royal Niger Company (R.N.Co.) also were kept for the British settlers.
- They signed treaties with African leaders. These treaties principally meant to make these people co-operate to the white and meant that the African surrender their land. For instance, Leopold's AIC Co. signed treaties with Chief Makoko of Kongo while the R.N Co signed 237 treaties with the Niger Delta States.
- They established the market for their home industries products. They spread European civilization and detribalized Africans, which forced them to need European goods. They even established a monetary environment which made some Africans be able to purchase European manufactured goods.
- They established communication facilities like roads and railways that helped in trade, exploitation of the resources and for easing administration.
- They trained an African army that assisted them to carry out their duties especially annexing more territory and defeating African resisters. This army was also inherited by the imperialists who came shortly after.
- They began social facilities that were a means of "modernizing and civilizing" Africa. Thus, they established schools etc. which helped them in training Africans who joined their schools as they learnt how to read and write. These later became the interpreters of Europeans and administrators.
- They helped in the abolition of slave trade and used their armies including the local soldiers they had trained in fighting against slave trade.

## 9.10 Additional activities (Questions and answers)

### 9.10.1. Remedial activities

#### Questions

- 1) Name any 3 explorers of the African continent.
- 2) What was a chartered company?

#### Answers

- 1) Explorers: Dr David Livingston, Henry Morton Stanley, Richard Burton, John Speke, Oscar Baumann, Savorgnan de Brazza
- 2) Chartered companies are business organizations or enterprises which were given a political task to rule certain areas on behalf of their government in Africa.

### 9.10.2. Consolidation activities

#### Questions:

- 1) Explain the causes of the exploration of Africa in the 19th century
- 2) Why did European missionaries find it difficult to establish them in Africa's interior before they established their governments?

#### Answers:

##### 1) Causes of exploration

For many centuries, Africa was known to the Western world as the 'dark continent' meaning unexplored but also uncivilized and undomesticated area, populated by barbarians and wild animals. The European explorers who came to Africa were motivated by the expectation of visiting hostile and unknown regions.

Several explorers aimed at introducing Western **civilization** and Christianity to 'savage' black African peoples.

**Exploration** was also regarded as a source of national pride to have an explorer reach a certain goal, and explorers certainly competed as the stakes of arrogance were high for the men who could identify the source of Nile or reach other landmarks.



Some explorers went in a spirit of scientific enquiry or for the excitement of experience. In fact, exploration was an activity mostly practiced by well-educated and wealthy men who had enough resources and the readiness to explore.

Other explorers went to Africa for humanitarian reasons. This was noticed especially in 19<sup>th</sup> Century when for instance, Livingstone who was a doctor and missionary wanted to bring Africans what he believed were the double blessings of **Christianity** and modern medicine.

The other important reason for the exploration of Africa by Europeans was the search of places where Europeans especially Portuguese could trade their manufactured goods. It was even in this context that Portuguese brought to West Africa some items like muskets and metal utensils in exchange for gold and spices.

Later in the 19<sup>th</sup> Century, European countries which sent explorers to Africa added to the scientific and economic reasons their political ambitions to create colonial empires. In this regard, the expeditions by explorers were more and more frequently followed by military campaigns to occupy and defend the territories in Africa.

## 2) Problems faced by missionaries

Missionaries had a few knowledges about Africa. So, they had to face problems on their ways such as:

- *Transport means.* This was because in Africa there were no roads, railways and water bodies like rivers and lakes were not yet open for navigation.
- *The small number of their own while their proscribed areas of operation were so wide and with a large population.* So, their influence got limited to a few communities.
- *Poor communication facilities.* The Missionaries went into little-known areas with poor communication facilities, and for months, or even years at a time, they had to depend on the haphazard trips of traders and hunters for supplies and letters.
- *Insecurity.* They were faced with constant insecurity, for missions depended on the goodwill of some powerful chief, and at any time succession quarrels, tribal wars or raids could endanger their lives or force them to leave the district.
- *Hostility of people.* Frequently, missionary teachings provoked trouble, for they attacked many existing customs which appeared to them to

conflict with the teaching of Christianity.

- *Slave trade.* Missionaries were often sickened by the heartlessness and cruelty they encountered, which included the agonies of victims of slave raids, speared to death if any rescue was attempted.
- *Medium of communication.* Mission work in scattered populations, speaking a variety of languages increased the difficulty of putting new ideas across to the people. To secure understanding and acceptance of the Christian message was a long and arduous task.
- *Unfavourable climate and disease.* Most dangerous of all was the tropical climate, and the fevers that followed. Although quinine was known, the causes of malaria, blackwater fever, and many other diseases had not been discovered. Few of the missionaries were given any training in the use of such medicines as were available, and poor communications often caused a shortage of medical supplies. All suffered continually of illness and there were frequent deaths.
- *Lack of central government.* Lack of central government was an obstacle to missionary work; the spread of independent chiefdoms, often rivalling each other, resulted in missionaries getting into unnecessary antagonisms. This was not conducive to consistency and even success of missionary work.
- *Discrimination of missionaries.* In some areas, the missionaries were manifesting racial tendencies, being harsh, cruel and marginalizing the Africans. In West Africa for instance, Bishop Crowther Ajayi was underlooked and denied powers in his diocese hence hampered in his work.

### 9.10.3. Extended activities

#### Questions (use internet or other relevant documents)

**Analyze the use of chartered European companies in the colonization of Africa.**

#### Suggested answers

Chartered companies were companies that received certain rights and privileges under a special charter issued by the sovereign of a European state. This charter usually gave the company a nationally recognized trading monopoly for a specific geographic area and for specific trade items, and the right to use force to open and maintain trade. Dominant in the seventeenth and eighteenth centuries and from 1880 to 1900—the eras of mercantilism and of the “scramble for Africa,” respectively—royally chartered companies proved to

be indispensable tools for the opening of Africa to European commercial and imperial ambition.

To defray government costs, European exploits in Africa from 1340 until 1900 were usually funded by high-risk venture capital in the form of royally chartered companies, the forerunners of the modern corporation. The crown provided political support and authorization for overseas business, but the economic risks and military expenses were borne by private individuals and corporations.

After 1600 large chartered companies like the Dutch West India Company, the Royal African Company, and the Portuguese Guinea Company created permanent strongholds on the coasts of Africa, though they had to form alliances with local African states in order to prosper. After 1870 the imperial ambitions of chartered companies like the British South Africa Company and the Royal Niger Company paved the way for Europe's formal colonization of most of the African continent.

# UNIT 10

## AFRICAN RESPONSE TO THE COLONIAL RULE

### 10.1. Key Unit competence

The student-teacher should be able to assess the African reactions towards the European colonization

### 10.2. Prerequisite (knowledge, skills, attitudes and values)

In order to study this unit, the student teachers should have knowledge, skills and competences on the following issues:

- Meaning of colonisation
- Causes and consequences of colonization
- Colonial agents
- Berlin Conference
- Colonial Rwanda
- Colonial systems and administration

### 10.3. Cross-cutting issues to be addressed

#### Peace and values education

In this unit of African response to the colonial rule, the student teachers will learn how peace in Africa has been destroyed by external invaders especially colonizers through different methods of domination. During colonisation bad values were installed in Africa. But Africa people have struggled without success to find peace until gaining their independences.

#### Inclusive education

Through learning and teaching process of this unit, care will be given to all learners including SEN cases. At this time, all learners will be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities

## Gender

This cross-cutting issue is particularly addressed in Section related to *African response to the colonial rule*. You can help learners to understand how female were not equal to male in decision making either at home or in politics in Africa. Help learners to understand that gender equity is a process to be achieved in different domains.

## Genocide Studies

Dealing with unit on *African response to the colonial rule*, the cross-cutting issue on genocide education will be addressed. In this regard, you can help learners to understand that colonization of Africa sometimes was parallel to use of force then the mass murders with the lack of social freedom, liberty, national borders and self-governance under colonialism pushed Africans to react violently against external invaders. The student teachers will know the role of resistance activities against colonialism in Africa as ground roots for the genocide in Africa.

### 10.4. Guidance on introductory activity

At the beginning of this *Unit 10*, the introductory activity motivates student teachers 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. This will help them identify some issues and open them to what they did not know and be inquisitive to know what happens in colonial Africa and African response to colonial rule.

### 10.5. List of lessons/sub-heading.

#	Lesson title	Learning objectives	Number of periods
1	Forms of collaboration	The student- teachers should be able to identify the different forms of collaboration by giving examples.	2
2	Reasons for collaboration	The student- teachers should be able to describe the reasons for the collaboration.	2

3	Consequences of the collaboration	The student- teachers should be able to analyse the consequences of the collaboration.	2
4	Forms and methods of the resistance	The student- teachers should be able to explain the different forms and methods of resistance.	1
5	Reasons and the consequences for the resistance	The student- teachers should be able to examine the reasons and the consequences for the resistance	2
End unit Assessment			1

## **Lesson 1: Forms of collaboration**

### **a) Learning objective**

The student- teachers should be able to identify the different forms of collaboration by giving examples.

### **b) Teaching resources**

The following materials will help you during the delivery of this sub-topic: Year 2 social studies student teacher's Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the student teachers some questions related to the role of colonial agents in Africa.

### **d) Learning activities**

Group learners into pairs and let them to Activity 10.1. Student teachers to present their ideas from the discussions to the rest of the class while they take notes. You can invite a resource person to sing, recite poems, tell relevant stories or shed more light on the sub-topic. Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

### Suggested answer to activity 10.1

In their penetration of Africa, European got some collaborators. These were Africans who welcome the Whites, embraced their cultures, their ways of administration and gave them much of the need assistance as they tried to establish colonial rule.

The collaborators were of two forms:

- *Career collaboration.* This concerned the people who were not traditional political leaders but ordinary men who were more **opportunists**. They chose to collaborate for political, prestigious and social reasons only. Here, we can give an example of Ekinyajwi of Kenya, Nuwa Mbangula, Appollo Kaggwa, Kakungulu, etc.
- *Mercenary collaboration.* This was the way where **legitimate** African chiefs used work hand in hand with the foreign infiltrators in their society. They gave the imperialists much of the necessary assistance like military protection, land and food. For example, we can mention Kasagama of Toro, Mwanga and Cwa of Buganda, Merere of Maraangu and chiefs Lewanika and Lenana of Masai.

### e) Application activities

### Answer to activity 10.1

See the content **learner's book page 226**

### Lesson 2: Reasons for collaboration

#### a) Learning objective

The student- teachers should be able to describe the reasons for the collaboration.

#### b) Teaching resources

The following materials will help you during the delivery of this sub-topic: Year 2 History student teacher's Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

### c) Prerequisites/Revision/Introduction

To begin this lesson, tutor can use revision by asking the student teachers some questions related to the Forms of collaboration.

### d) Learning activities

Group learners into pairs and let them to Activity 10.2. Student teachers present their ideas from the discussions to the rest of the class while they take notes. You can invite a resource person to sing, recite poems, tell relevant stories or shed more light on the sub-topic. Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

### e) Application activities

#### Suggested answer activity 10.2

- Some Africans collaborated because they believed that invading imperialists were far superior militarily, well-experienced and had better weapons. *“He who makes the gun wins the battle”* commented Gerere, chief of Dahomey.
- Some chiefs collaborated because they were seeking protection and defense against their neighboring hostile kingdoms or empires. E.g. The Fante against the Asante, Toro and Buganda against Kabalega of Bunyoro, the Shona were against the Ndebele, the Yao were against the Hehe, etc.
- African opportunists collaborated because they saw it as a chance of getting job, prestige, becoming rich and gaining high status in their respective societies.
- The societies that were politically segmented collaborated because of lack of coordination to resistance. They had no single identified leader who could organize them, and they did not have a standing army and no military equipment;
- The weaknesses of some African societies caused by the constant and prolonged wars led them to collaborate with the imperialists. These were like the Batoro weakened by the Banyoro, Fante weakened by Asante and the Shona who were weakened by the Ndebele.
- The role of the missionaries, who had prepared the Africans to be



humbled, softened and made obedient to the people with the white skin. They had been told not to fight foreigners because it was against the will of God.

- The chiefs who had lost their throne collaborated in order to get support from the Europeans so that they could re-ascend it. That was in case of King Lenana of Masai against his brother Sendeyo and Mwanga of Buganda against his brother Kalema supported by the Muslims.
- Some societies collaborated because their neighboring societies which had tried to resist had been defeated and with heavy losses. In order to avoid similar suffering and loss of independence, they decided to collaborate with the infiltrators. The Chagga and Nyamwezi witnessed in the Abushiri war.
- Some Africans collaborated because they were economically weak, like the Masai, and they could not finance the war for a long time.
- Some other African societies collaborated because their ancient enemies had resisted and their collaboration was a means of getting military supplies, assistance and destroying the enemy totally. E.g. Buganda and Toro collaborated because Bunyoro had taken up resistance and the Masai collaborated because the Nandi had resisted.
- Some Africans collaborated because they believed that invading imperialists were far superior militarily, well-experienced and had better weapons. "*He who makes the gun wins the battle*" commented Gerere, chief of Dahomey.
- Some chiefs collaborated because they were seeking protection and defense against their neighboring hostile kingdoms or empires. E.g. The Fante against the Asante, Toro and Buganda against Kabalega of Bunyoro, the Shona were against the Ndebele, the Yao were against the Hehe, etc.
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- The weaknesses of some African societies caused by the constant and prolonged wars led them to collaborate with the imperialists. These were like the Batoro weakened by the Banyoro, Fante weakened by Asante and the Shona who were weakened by the Ndebele.
- The role of the missionaries, who had prepared the Africans to be

humbled, softened and made obedient to the people with the white skin. They had been told not to fight foreigners because it was against the will of God.

- The chiefs who had lost their throne collaborated in order to get support from the Europeans so that they could re-ascend it. That was in case of King Lenana of Masai against his brother Sendeyo and Mwangi of Buganda against his brother Kalema supported by the Muslims.
- Some societies collaborated because their neighboring societies which had tried to resist had been defeated and with heavy losses. In order to avoid similar suffering and loss of independence, they decided to collaborate with the infiltrators. The Chagga and Nyamwezi witnessed in the Abushiri war.
- Some Africans collaborated because they were economically weak, like the Masai, and they could not finance the war for a long time.
- Some other African societies collaborated because their ancient enemies had resisted and their collaboration was a means of getting military supplies, assistance and destroying the enemy totally. E.g. Buganda and Toro collaborated because Bunyoro had taken up resistance and the Masai collaborated because the Nandi had resisted.

### **Application activities**

See content

### **Lesson 3: Consequences of the collaboration**

#### **a) Learning objective**

The student- teachers should be able to analyse the consequences of the collaboration.

#### **b) Teaching resources**

The following materials will help you during the delivery of this sub-topic: Year 2 History student teacher's Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

#### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use introduction by asking the student teachers some questions related to Reasons for collaboration to colonial rule.

#### **d) Learning activities**

Group learners into pairs and let them to Activity 10.3. Student teachers to present their ideas from the discussions to the rest of the class while they take notes. You can invite a resource person to sing, recite poems, tell relevant stories or shed more light on the sub-topic. Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

#### **Suggested answer to activity 10.3**

They are among others:

- *Spread of Christianity.* Africans who collaborated with Europeans did not delay embracing Christianity as a new religion introduced by Europeans.
- *Adoption of European civilization.* In order to show their loyalty to their colonial masters, Africans collaborators adopted European civilization such as the way of dressing, food diet, administrative and judicial systems, etc.
- *Failure of African resistances.* Due to the role of collaborators who provided food, offered protection and even military support as they revealed the African defense secrets to the Europeans.
- *Stability of some African States.* Some African leaders who collaborated were given protection and defense against their neighboring hostile kingdoms or empires. E.g. The Fante against the Asante, Toro and Buganda against Kabalega of Bunyoro, the Shona were against the Ndebele, the Yao were against the Hehe, etc.
- *Loss of African culture and the disappearance of African religions.* African collaborators lost their religions and they were forced to abandon their culture in favor of those of Europeans. This way, several elements of African cultures disappeared or even mixed those of Europeans through colonial education.
- *Alignment of Africans to European policies.* Most of African collaborators peacefully adopted the European colonial policies such as tax collection, education system, growing cash crops, and forced labor among others.
- *Enrichment of some Africans.* Those who collaborated managed to become rich and gaining high status in their respective societies.

- *Recruitment of some Africans.* Africans who collaborated with European got a chance of getting jobs in European enterprises and in colonial administration

### **e) Application activities**

## **Answers to activity 10.3**

See content

## **Lesson 4: Forms or methods of the resistance**

### **a) Learning objective**

The student- teachers should be able to explain the different forms or methods of resistance to colonial rule.

### **b) Teaching resources**

The following materials will help you during the delivery of this sub-topic: Year 2 History student teacher's Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use introduction by asking the student teachers some questions related to the consequences for the collaboration to European colonizers.

### **d) Learning activities**

Group learners into pairs and let them to Activity 10.4. Student teachers present their ideas from the discussions to the rest of the class while they take notes. You can invite a resource person to sing, recite poems, tell relevant stories or shed more light on the sub-topic. Remember to let them write points as they discuss in groups.

They should appoint one person to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

## **Suggested answer to activity 10.4**

Resistors were people who opposed the establishment of European rule in Africa. They were reactionaries to European imperialism and annexation of their territories and in general they used primary and secondary forms of resistances defined below.

- **Primary resistance**

This was direct confrontation by African communities at the invasion of Europeans into their land. They used force to expel the Europeans before they gained access to their land. A number of examples of primary resistance can be cited where African reaction immediately followed the arrival of Europeans.

- **Secondary resistance**

This was a way used by Africans by initially accepting the imperialists to operate within their territories but later to rise against them after understanding their intentions e.g Mwanga of Buganda and Nandi from North Rift of Kenya.

### **Application activities**

#### **Answers to activity 10.4**

See content.

### **Lesson 5: Reasons and the consequences for the resistance**

#### **a) Learning objective**

The student- teachers should be able to examine the reasons and the consequences for the resistance.

#### **b) Teaching resources**

The following materials will help you during the delivery of this sub-topic: Year 1 social studies student teacher's Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

#### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use introduction by asking the student teachers some questions related to Forms or methods of the resistance.

#### **d) Learning activities**

Group learners into pairs and let them do Activity 10.5. Student teachers present their ideas from the discussions to the rest of the class while they take notes. You can invite a resource person to sing, recite poems, tell relevant stories or shed more light on the sub-topic. Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

#### **Suggested answer to activity 10.5**

#### **a) The reasons for resistance of Africans to colonial conquest**

Reasons for resistance are many they included:

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

because it was known in some areas of Africa before the Christianity, which forced the Africa Moslems to counter the spread of Christianity and the Europeans.

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

Note: Generally, all African resistance cases ended up to a failure. Several factors contributed much to the occurrence of this phenomenon.

### **b) Consequences for resistance of Africans to colonial conquest?**

*Depopulation:* caused by the loss of lives due to the fighting because where Africans tried to resist, Europeans reacted by killing them massively. It was also due to displacement of people who were flying from the battle field.

*Destruction of property:* due to the fighting between Africans and Europeans, there was destruction of properties such as houses, crops and villages, etc.

*Famine:* because of insecurity and instability, economic activities were disrupted, and people could not provide themselves with foods and essential items. In some cases, this famine was also caused by military tactics like “scorched earth policy” used by the Germans in Tanganyika.

*Spread of diseases and other epidemics:* This was due to the presences unburied bodies and by the fact that people were living in forests because their houses had been destroyed.

*Rise of African nationalism:* the rebellion provided a lesson to the Africans because the patriotic and national consciousness was implanted in these people who participated in the revolt and later used as base for future nationalist.

*Spread of Christianity:* Traditional religion lost its credibility among the Africans

because of its defeat after the execution of its leaders. Thus, this opened chance for the spread of Christianity.

*African submission to colonial policies:* Some native people accepted to go and work for the Whites on their roads, farms and railways construction and other projects.

*Increase of European settlements in Africa:* after defeating African resistances, Africa was secured, and this encouraged other European to come massively to settle in peaceful African regions.

*Land alienation:* Because of the end of the war of resistance, many Europeans settled in Africa which increased the confiscation of the land of the Africans. For instance, Zimbabwe still has a very large population of Whites.

### e) Application activities

#### Answers to activity 10.5.

## 10.6. Skills lab

Use a combination of knowledge, skills, attitudes and values you have acquired about the African response to the colonial rule. Present your role play in the plenary.

**Topic:** African response to colonial rule

**Duration:** (...minutes)

**Materials required:** History books, maps, photos of some of the African Leaders who reacted through different ways and other materials used by Africans such as traditional weapons for those who applied resistance if possible, photos of African leaders who collaborated, and colonialists who imposed harsh rule on Africa.

**Tutor preparation:** Ask some volunteers to practice the skit before class, set chairs in circles for groups.



**Learning objectives (s):** Student-teachers will be able to:

- Explain the ways by which Africans opposed the European colonization
- Debate different forms used against the occupation and their respective effects on Africans.

**Instructional objective:** Through debate groups, student-teachers will be able to debate the forms of responding to European rule in Africa correctly.

**Activity 1: Build:** (...minutes)

- Before this lesson, the tutor asks questions about African response to colonial rule.
- In class, the tutor presents an example of how Africans reacted to colonial e.g resistance, indifference or collaboration.
- Tutor shares learning objectives

**Activity 2: Practice:** (... minutes)

- Tutor divide student teachers in 2 skills lab teams (proposers and opposers)
- Ask every group to find out arguments supporting their position (proposers =positive impact of responding to colonial rule and opposers=negative impact)
- Ensures all student-teachers are involved
- Responds to questions if any
- Ensure that gender balance and inclusion is catered for.

**Activity 3: Present:** (...minutes)

- Two groups sit in two rows facing each other and debate
- Each group present its arguments to convince their opposers about the validity of their position - Tutor asks follow up / probing questions
- Give feedback to each group
- Supplement what has been debated and student teachers vote for the conclusion,

**Portfolio Assessment:**

Each student teacher writes an essay on the reasons why Africans's attempts finally failed to oppose to their continents' occupation and rule.

## 10.7. Summary of the unit

The African reactions to European colonial conquest are identified in two categories such as collaboration and resistance.

The Africans who collaborated with Europeans thought that Europeans had no intention to destroy their traditional authorities or wanted to be protected and being socially promoted. But, the African resistors were somehow the foresighted men who quickly found the negative impact of the coming of Europeans to Africa.

These two African reactions brought different consequences to African societies, where the collaboration facilitated the penetration of Europeans interior of Africa. This was due to the support they received from the African collaborators. When other Africans were resisting, this reaction brought the negative consequences to African societies once this resistance was decisively defeated by a well-equipped and trained Europeans. Here, we can say the loss of lives and destruction of African properties and the land alienation among others.

## 10.8. Additional Information for the tutor

The Maasai collaboration had several consequences:

- The British helped the Maasai against the Kikuyu and against his rival brother Sendeyo, and later the Maasai *morans* helped the British in their punitive raids against the Nandi in 1905 and other 'unco-operative' communities.
- The British were able to build their railway across Maasailand without any trouble.
- Lenana increased his prestige because the British rewarded him with cattle and he not only successfully claimed the *laiboniship* but was given the grand title 'Paramount Chief of the Maasai' in recognition of his support for the British. This was a purely political position, which helped to alienate him from many Maasai. He then moved permanently away from his traditional home among the Loita to Ngong, to live among the Kaputiei and Keekonyokie.
- However, this happy relationship did not exist for long. Not all British administrators were friends of the Maasai and British Commissioner of the East Africa Protectorate from 1901-04, Sir Charles Eliot openly

despised the Maasai, asserting that they should abandon their 'socially and politically abominable' nomadic habits and settle down. Eliot considered that the Maasai had served their purpose and could no longer pose a threat to the railway or to the administration.

- The Anglo-Maasai Agreements, 1904 and 1911: Eliot was succeeded in 1904 by Sir Donald Stewart, who in the same year accomplished what Eliot had been working on earlier - the signing of the first Anglo-Maasai Agreement. While Donald Stewart represented the British, the Maasai were represented by Lenana and his associates such as Masikonte ('Chief' of Laikipia) and Ole Gilisho ('Chief' of Naivasha). But the mass of the Maasai had no say in the matter. The Maasai are said to have agreed to move to two reserves - to the south of Ngong and to the Laikipia plateau. They were promised that the two areas would remain theirs 'so long as the Maasai as a race shall exist'. A half-mile corridor would be created to link the two reserves.

But none of these points was implemented. On the other hand, all the land formerly owned by the Maasai was made available for white settlement. As a matter of fact, the Colonial Government and local settlers in particular were determined to alienate the enviable Maasai land.

By 1911, the settlers were putting pressure on the Government to move the Maasai out of Laikipia so that they could move there themselves. The Laikipia Maasai, through their chief, Legalishu, refused to move. Lenana, on the other hand, is said to have agreed as the 'Paramount Chief'. The second Maasai Agreement of April 1911 settled the matter. This time, the Maasai were literally forced to vacate their lands at great personal inconvenience and loss of property. In fact their lands in Laikipia were appropriated before adequate arrangements were made for them in the less attractive southern reserve (Ngong) even before the Imperial Government in London had given its approval. It is doubtful whether the Maasai agreed to move from Laikipia.

By April 1913, they had vacated Laikipia and moved to the enlarged, but drier and less attractive southern reserve in Ngong. The Maasai 'as a race' still existed; but they had virtually been forced to vacate Laikipia for white settlers and, as for other communities, their collaboration had not spared them from the ravenous intents of colonialism.

- **Resistance of Samoure Toure in Mandinka Empire**

The Mandinka people occupied the area of Western Sudan, bordered on the West by Futa Jalon, on South by forests, in the north by the Tokolor Empire and in the East by the Mossi and Asante's kingdoms. The people of the area were Malinke,

part of the great Mande-speaking family.

Samori Toure was born in 1830 to a Malinke peasant of a Dyula clan who practiced African traditional religion, later become Muslims and traders.

Being a Dyula by birth, he later joined Dyula traders to trade in gold from Wassulu and cattle from Futa Jalon. As a trade, he travelled widely to market towns in search of firearms, horses and cattle. He reached Freetown and the Tokolor Empire.

In 1852, he joined and served in the army of Sori Birema Amande chief of Bisandugu in exchange for the release of his imprisoned mother. But he rapidly began to build up an army of his own, centered round a solid nucleus of friends and relatives.

Between 1870 - 1890's, Samori Toure was master of a large empire which included the gold-bearing area of Boure. He established his capital at Bisandugu. His expansion had brought him into conflict with Kankan and Wassulu states which he captured in 1880's.

#### Reasons for the resistance

The reasons that led to the conflict between Samori Toure and the French were imperial and defensive in nature:

- Samouri Toure defended Mandika independence from being colonized by the French.
- Defense of Islam since the French colonialists were Christians while the Mandika were Muslims. Consequently, resisting them was a purposeful action to defend Islamic state against infidels.
- Samouri Toure defended trade because the French domination would monopolize the trade in the empire by out competing the Mandika merchants.
- The French colonial administration was very oppressive and repressive as it was in Algeria and Senegal.
- Samouri Toure defended the land from the French settlers because they were looking the fertile soils which were under the ownership of the Malinke people.
- Samouri Toure wanted to conclude an alliance with the British because he had shown the willingness to hand over his empire to the British protection other than the French.
- Samouri Toure defended Mandika culture which the French were set

to destroy and replace it with the French culture through their policy of Assimilation.

- The French plan to use Tiebe of Sikasso to attack and when Toure found out he dissolved the treaty he had concluded with Sikasso and attacked them before it was too late. Unfortunately, Samori Toure was defeated.
- False foreign support because Samori Toure had been falsely encouraged by the military support had expected from the British, Creoles of Sierra Leone and Tokolor against the French. However, they had betrayed him when they left him alone in the battleground.
- Europeans were exploitative in nature; they subjected Africans to forced labor, over taxation and its brutal collection like the hut tax in Sierra Leone. Aware of this nature of Europeans, Samori Toure of Mandika had to resist.



### ***Samori Toure***

- **Samori Toure's downfall**

Several factors explain Samori Toure's downfall:

- He was unsuccessful in winning British support against the French. Britain had decided that the Mandinka area was a French sphere of influence.
- There were differences and lack of unity among African ruler. Samori

did not get the support of his neighbours, such as Ahmadou Sekou of Tukolor, Tieba of Sikasso.

- Samori was faced with local resistance due to his scorched earth policy and ruthless aggression against his neighbours. He thus dissipated his energy fighting the French and fighting wars of conquest in the east at the same time.
- Non-Mandinka subjects – largely captives – were cruelly treated and did not give the right level of support against the French. They even tended to welcome the French, whom they saw as their liberators.
- French troops were better armed and trained.
- Shifting of the empire eastwards weakened him economically. He was cut off from the gold fields of Wangara where he used to obtain his gold.
- Amori was also cut off from Freetown where he used to buy firearms. So, he had to rely entirely on his military workshops for supplies, which were not adequate.
- The new empire was surrounded by the French and the British. The French attacked from the Ivory Coast; the British occupied Asante in 1896; the French had also occupied all the surrounding areas by 1898. Therefore, Samori was stuck at his second empire at Dabakala.
- His troops suffered heavy losses.
- The empire was too large for him to manage effectively.
- Samori was tricked into believing that if he surrendered, he would be allowed safe conduct and quiet retirement in his home village. But the French did not keep their promise, and when he surrendered in 1898, he was deported to Gabon, where he died in 1900.
- **Results of Samore Toure's Resistance**

Samori's resistance had the following results:

- Samori lost his independence as the Mandinka Empire was conquered;
- There was a lot of loss of lives and property as a result of the war;
- Samori was sent into exile in Gabon where he died in 1900 at the age of 70.

### **Chimulenga rebellion of 1896 -1897**

This was a joint rebellion between the Shona and the Ndebele against the British in Matebeleland which is in present day country of Zimbabwe. In 1896, under the leadership of Lubengula, the two tribes Shona and Ndebele resisted British colonization.

## ***Causes of the Chimulenga rebellion***

### *Land alienation:*

After the defeat of the Ndebele in the 1893 – 1894 war, their best land was grabbed by the British. The Ndebele were forced to go and stay in the reserves lacked water and infected with Tsetse flies which caused dissatisfaction caused the rebellion.

### *Confiscation of the cattle:*

After the 1894, the British force volunteers, members of British South African Company (BSACo) and settlers raided the Ndebele cattle which had been the source of survival among the Shona and Ndebele.

### *Forced labor:*

Native commissioners in each district were under instruction of raising forced labor to work on mines and farms. They were forced to work against their will. Moreover, the aristocrats, Zanzi who were not used to any manual work were forced to do so even with their former subjects.

### *Desire for independence:*

The Africans lost their independence to the BSACo which annexed the area on behalf of the British Government through the treaties signed with Lobengula. The need for the Shona and Ndebele to regain their independence led to the rebellion.

### *Over taxation policy of the British:*

The British introduced the new taxes in Mashona land in 1894 and later into the Matebele land. Some Africans were forced to pay in terms of cattle or sheep while the Shona had no animals and also the Ndebele had lost them to the Whites in the war of 1894.

### *Jameson raid of 1895 in Transvaal:*

This was the war in which the British were defeated by the Boers and the Shona and Ndebele realized that they could defeat the British too. Thus, they organized a revolt against the British.

### *Outbreak of natural calamities:*

There was prolonged drought in 1895 – 1896 which killed around 2 000 000

cattle of Shona and Ndebele. The locusts also attacked them and destroyed all crops. These calamities were taken to be misfortunes for the Ndebele and Shona for having allowed the Whites administration. As response, the Shona and Ndebele revolted against the British in Chimulenga rebellion.

### ***Role of traditional religion:***

That gave an inspiration to the rise of the rebellion where the traditional religion leaders hated Christianity preached by German missionaries. These leaders convinced people to come together to fight the British by ensuring them a victory.

Loss of political independence:

The white occupation of Matebeland was followed by deliberate attempts to transform the whole structure of Ndebele society. This involved the breaking down of the regimental system, destroying the authority of the Ndebele traditional chiefs and by transforming the Ndebele Kingdom as well as dividing it up into districts ruled by White men but not Indunas or Supreme generals. Africans began to be oppressed; Ndebele chiefs were mistreated and even lost respect, hence the Shona – Ndebele rebellion.

### ***Hatred of Christianity:***

The Shona were deeply religious and strongly attached to their traditional religion. However, the Christianity introduced by the German missionaries had had a great impact on the Shona society. The spread of Christianity disrupted the Shona way of life and undermined their traditional institutions. Because of the respect people had in their traditional religion; they turned their traditional religious leaders into their military leaders to fight the British imperialism.

Some of the significant leaders in this rebellion were Nehenda, Kagubi, Mukwati and Umlungulu. The rebellion came to an end after that these traditional leaders had been captured or died. In March 1897, Mundzinganyama was arrested. In October 1897, Kagubi was arrested and in December 1897 Nehenda also fell in the hands of the British. Both were hanged on 2nd March 1897. Mukwati either disappeared or died unnoticed.

### ***Effects of the Shona – Ndebele rebellion***

- The war led to several deaths: 143 Whites were killed in Matebele land and 119 in Mashona land. African death estimates were about 8 000.
- There was also destruction of property due to the fighting.



- Agriculture was abandoned during the war and this caused several famines.
- The war disrupted trade in both Mashona and Matebele because of fighting which took place.
- The war became very expensive for BSACo in terms of men and finances because of paying the force and purchasing weapons to use in the war.
- Traditional religion lost its credibility among the Africans because of its defeat after the execution of its leaders. Thus, this opened chance for the spread of Christianity.
- Because of the end of the war, many Europeans settled in the region in 1898 which increased the confiscation of the land of the Africans and Zimbabwe still having a very large population of Whites.
- At the end of the war, Cecil Rhodes signed an armistice with six Ndebele indunas (Generals) Mlungu, Dhliso, Somobulana, Khono, Sikombo and Nyamanda. He assigned them land, donated 2 300 000 kg of grain and exempted them from taxation, and they accepted to have been defeated.
- The war led to the withdrawal of the Shona police and administrators serving in Matebele land because they were part of the causes of the war in Ndebele. They were also accused to fraternize and fight the British.
- The war led to the growth of African nationalism where nationalists began struggling for independence and this was seen in formation of political parties like Zimbabwe Africa National Union (ZANU) that emerged to fight for Zimbabwe's independence.

## 10.9. End unit assessment (answers)

### Suggested answers to end unit assessment

1)

- a) African Resistance was an armed struggle against the imposition of colonialism as the only way of preserving independence. Examples include Kabalega of Bunyoro, Mwangi of Buganda, Samouré Toure of the Mandika Kwaku Dua III (Prempe I) of Asante and Mkwakwa of the Hehe.
- b) African Collaboration was adopted by people who realized the great power of the invader (Europeans) and saw the only way of accommodating the new danger and preserving their independence as cooperating with the enemy. They allied with the Europeans to guard

against local enemies or signed treaties allegedly to buy time. For instance, the Baganda, the Massai, the Fante and the Barotse (Central Africa) societies collaborated with Europeans. However, those societies (collaborators) have been described by some Afro-centric as traitors, opportunists or passive resisters.

## 2) This response can be explained by five main factors:

- *Effects of the rise of the Nandi.* The rise of the Nandi from the 1850s adversely affected Maasai power. They began raiding the same communities for cattle which were traditionally Maasai raiding grounds. The Nandi even successfully raided the Uasin Gishu Maasai. Second, at the time of the British penetration of Kenya the Maasai were economically and politically in a state of decline. The civil wars of the 19th Century had destroyed whole sections of the Maasai including the Uasin Gishu, the Ngurumaini, the Iloogolala and the Losegallai. From 1889 to 1890, cattle diseases spread to Maasailand, especially rinderpest and pleuro-pneumonia.
- *Drought of 1891.* In 1891 there was drought and famine with smallpox and cholera, further reducing both human and animal populations. As a result of these calamities, many Maasai joined up with Kikuyu and Akamba neighbours. Others sold their women and children to neighbouring peoples. Still others became mercenaries, especially in the armies of Mumia and Akamba. The Maasai were no longer as strong as they used to be.
- *Succession disputes.* In 1890, Mbatiany, the great *Laibon* of the Purko and Rift Valley Maasai, died. Although a laibon by tradition was only a ritual expert and prophet, Mbatiany had also gained political power in the civil wars. Thus, the position of *laibon* was still politically attractive when Mbatiany died, but there was no one of his stature to succeed him, and his two sons, Lenana and Sendeyo both claimed and disputed the position of *laibon* for ten years. Sendeyo was finally driven with his followers to the Loita region of northern Tanzania. But he never gave up and continued raids against the territory of his brother Lenana who remained in the area between Ngong and Naivasha.
- *Dispute with the Kikuyu.* Succession dispute placed the Maasai in an even weaker position in the face of the incoming British. Lenana was also in dispute with the Kikuyu. Following the calamities that befell the Maasai as already outlined, Lenana had arranged for some Maasai women and children to be cared for in Kikuyu villages to avoid certain death. When he later went back for them, he learnt that the Kikuyu had sold many of them to the slave traders. He quarrelled with the Kikuyu and prepared

to go to war against them. He grew desperate: his enemies threatened to destroy him and his people; he was faced by the problems of raids by Sendeyo; there were frictions with the Kikuyu; famine and disease were afflicting his people and cattle. Lenana sought the support of the IBEACo agent, Francis Hall at Fort Smith. And Hall was only too happy to oblige, and assisted Lenana in his campaigns against Sendeyo and the Kikuyu. The British and the Maasai became allies. Maasai warriors assisted the British against other Kenyan peoples from 1894 to 1908.

- *The Kedong Valley Massacre.* There was the Ewuaso-oo-Ng'indongi Massacre (Kedong Valley Massacre) of November 1895, and the friendship between Lenana and the British was sealed. A caravan of the Kikuyu, Swahili and Arab porters was returning from Eldama Ravine. Resting in the Ng'indongi Valley near Naivasha, members of the caravan attacked the Maasai, stole food and seized some Maasai girls. The Moran attacked the caravan, killing 647 out of 871 men. On getting the news, a Scottish trader, Andrew Dick, who was camped nearby, took the caravan side and set forth with two French travellers to fight the Maasai. He shot dead about 100 Maasai before he himself was killed. But this incident, in which three white men had killed a hundred Maasai warriors in one encounter, so shocked the Maasai that they immediately sought peace. Subsequent investigation into the whole incident by British officials exonerated the Maasai and put the blame for the Massacre upon the porters. Lenana and his people were greatly impressed both by the military might of the white men and the magnanimity and sincerity of the British officials. From these and earlier contacts, good relations between the Maasai and the British were established, and Lenana and his followers collaborated with the British.

### **3) The reasons for resistance included:**

- There was need to preserve African independence because some African people had nationalistic and patriotic feeling to their societies. Those who resisted saw it as a means of keeping away foreign intruders and maintaining the independence of their kingdoms. Such people were like Kabalega of Bunyoro, Samori Toure of the Mandika, Menelik and Theodore of Ethiopia, etc.
- Some African chiefs and societies resisted because they trusted their military strength and they hoped defeating the Europeans. For instance, Kabalega with his Abarusura army, Mosheshe of Suto, Ngoni, Zulu, Samori Toure, etc.
- Some Africans resisted because their traditional enemies had

collaborated. Bunyoro resisted because Buganda had collaborated and gave a base to the British, Samori Toure resisted because Sikaso had collaborated with the French.

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

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

- Some Africans resisted in order to safeguarding their traditional religion because they supposed that their ancestors were not happy with the Christianity introduced by the Whites in Africa.
- Some Africans resisted because of presence and pressure of Islam because it was known in some areas of Africa before the Christianity, which forced the Africa Moslems to counter the spread of Christianity and the Europeans.
- Some African chiefs resisted because they had known that the earlier collaborators had been mistreated, undermined and politically subjected. Some chiefs who had collaborated were later overthrown and replaced by others. So, other chiefs who come to know about this decided to resist.
- Some African chiefs resisted because they had a long standing enmity with the Whites. That long enmity was developed by explorers, missionaries and traders. For instance, Kabalega of Bunyoro quarreled with Samuel Baker and Samori Toure with the French.
- Some African chiefs and societies resisted because the European colonial administrative and economic policies were so oppressive and exploitative like forced labor, high taxes, land alienation and overthrowing of the traditional political leaders.

Note: Generally, all African resistance cases ended up to a failure. A number of factors contributed much to the occurrence of this phenomenon.

#### **4) Reasons for the failure of African resistance**

- At the time of the arrival of the imperialists in Africa, the chiefs and African societies had attempted to resist them, but they failed due to the following reasons or factors:
- Africans were militarily weak comparing to the well-trained and well-

armed colonial invaders while the Africans were poorly armed with traditional arms.

- Disunity among resisters themselves because the African armed resisters did not organize a coordinated and joint struggle against Europeans.
- Role played by the missionaries and explorers that had facilitated easy European penetration in Africa by identifying the strong and weak societies and preparing the minds of Africans.
- Effects of slave trade because the Europeans had taken the Africans who were strong able to defend their continent and left those who were too old, weak, sick and very young who could not contribute much towards the success of resistance.
- The role played by the collaborators who provided food, offered protection and even military support as they revealed the African defense secrets to the Europeans.
- Use of diplomacy and treaty signing by the Europeans which meant the surrender and submission of African sovereignty because most African leaders were illiterate and ignorant about the content of the document they signed.
- Constant civil wars among the African societies made them vulnerable to European defeat because the Africans had been weakened by those constant wars and no longer to defend their kingdoms or empires.
- Africans were economically weak, and they failed to get finances for purchasing modern weapons that would level them with the Europeans and the Europeans imposed arms embargo on Africans.
- Lack of patriotic and nationalism spirit because some Africans had no sense of political maturity and love for their territorial integrity.
- Europeans were determined to colonize Africa while some Africans seemed relaxed and never sought support from their neighbors while the Europeans used all means to get victory against the Africans.
- Geographical factors: the absence natural geographical defensive barriers like mountains, valleys and deserts in many places made it easier for European powers to triumph in their conquest of Africa. In only case that occurred in Africa was Ethiopia which benefited from its mountains to defeat Italians.

## 10.10. Additional activities

### 10.10.1. Remedial activities

#### Questions

- 1) Explain three methods of African response to colonial rule
- 2) Examine the impact of African collaboration.

#### Answers

- 1) The scramble for Africa was followed by its during the 1884-1885 Berlin Conference. These exercises were soon followed by the imposition of colonial rule that was done through a combination of coercitive (forceful) and persuasive means. Some of these means bred African reactions against Europeans as analysed below.

#### Collaboration

It was adopted by people who realized the great power of the invader (Europeans) and saw the only way of accommodating the new danger and preserving their independence as cooperating with the enemy. They allied with the Europeans to guard against local enemies or signed treaties allegedly to buy time. For instance, the Baganda, the Massai, the Fante and the Barotse (Central Africa) societies collaborated with Europeans. However, those societies (collaborators) have been described by some Afro-centric as traitors, opportunists or passive resisters.

#### Indifference

This meant a situation where a society or individuals neither collaborated nor resisted in the practical sense but just looked on as their independence was eroded e.g Rwanda Kingdom under Yuhi V Musinga. The indifference, as an indirect resistance, complicated the work of the imperialists by refusing to take up orders given by the imperialists.

It was an armed struggle against the imposition of colonialism as the only way of preserving independence. Examples include Kabalega of Bunyoro, Mwanga of Buganda, Samoure Toure of the Mandika Kwaku Dua III (Prempe I) of Asante and Mkwakwa of the Hehe.

However, in this unit, the attention is paid to methods of collaboration and resistance as they are the ones having happened in most kingdoms of Africa

and resulted into significant effects to be analysed.

## 2) The impact of African collaboration:

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

**Adoption of European civilization.** In order to show their loyalty to their colonial masters, African collaborators adopted European civilization such as the way of dressing, food diet, administrative and judicial systems, etc.

**Failure of African resistances.** Due to the role of collaborators who provided food, offered protection and even military support as they revealed the African defense secrets to the Europeans.

**Stability of some African States.** Some African leaders who collaborated were given protection and defense against their neighboring hostile kingdoms or empires. E.g. The Fante against the Asante, Toro and Buganda against Kabalega of Bunyoro, the Shona were against the Ndebele, the Yao were against the Hehe, etc.

**Loss of African culture and the disappearance of African religions.** African collaborators actually lost their religions and they were forced to abandon their culture in favor of those of Europeans. This way, several elements of African cultures disappeared or even mixed those of Europeans through colonial education.

**Alignment of Africans to European policies.** Most of African collaborators peacefully adopted the European colonial policies such as tax collection, education system, growing cash crops, and forced labor among others.

**Enrichment of some Africans.** Those who collaborated managed to become rich and gaining high status in their respective societies.

**Recruitment of some Africans.** Africans who collaborated with European got a chance of getting jobs in European enterprises and in colonial administration.

### ***10.10.2. Consolidation activities***

#### **Question**

Identify the forms of resistance used

#### **Answers**

Resistors were people who opposed the establishment of European rule in Africa. They were reactionaries to European imperialism and annexation of their territories and in general they used primary and secondary forms of resistances defined below.

- **Primary resistance**

This was direct confrontation by African communities at the invasion of Europeans into their land. They used force to expel the Europeans before they gained access to their land. Many examples of primary resistance can be cited where African reaction immediately followed the arrival of Europeans.

- **Secondary resistance**

This was a way used by Africans by initially accepting the imperialists to operate within their territories but later to rise against them after understanding their intentions e.g Mwanga of Buganda and Nandi from North Rift of Kenya.

### ***10.10.3. Extended activities***

#### **Questions**

- 1) How Rwanda reacted to colonial rule? Analyse the consequences of the reaction.
- 2) Discuss the reasons for Samori Toure's downfall in his resistance against the French occupation of Mandinka?

#### **Answers**

- 1) See Musinga case against Belgium colonizers: Passive resistance and deportation by colonial authority

- 2) **Samori Toure's downfall**

Several factors explain Samori Toure's downfall:

He was unsuccessful in winning British support against the French. Britain had



decided that the Mandinka area was a French sphere of influence.

There were differences and lack of unity among African ruler. Samori did not get the support of his neighbours, such as Ahmadou Sekou of Tukolor, Tieba of Sikasso.

Samori was faced with local resistance due to his scorched earth policy and ruthless aggression against his neighbours. He thus dissipated his energy fighting the French and fighting wars of conquest in the east at the same time.

Non-Mandinka subjects – largely captives – were cruelly treated and did not give the right level of support against the French. They even tended to welcome the French, whom they saw as their liberators.

French troops were better armed and trained.

Shifting of the empire eastwards weakened him economically. He was cut off from the gold fields of Wangara where he used to obtain his gold.

Amori was also cut off from Freetown where he used to buy firearms. So, he had to rely entirely on his military workshops for supplies, which were not adequate.

The new empire was surrounded by the French and the British. The French attacked from the Ivory Coast; the British occupied Asante in 1896; the French had also occupied all the surrounding areas by 1898. Therefore, Samori was stuck at his second empire at Dabakala.

His troops suffered heavy losses.

The empire was too large for him to manage effectively.

Samori was tricked into believing that if he surrendered, he would be allowed safe conduct and quiet retirement in his home village. But the French did not keep their promise, and when he surrendered in 1898, he was deported to Gabon, where he died in 1900.

# UNIT 11

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

### 11.1. Key Unit competence

The student-teacher should be able to explore the contribution of the main ancient civilizations of the world to the development of the modern society

### 11.2. Prerequisite (knowledge, skills, attitudes and values)

In order to study this unit, the student teachers should have knowledge, skills and competences on the following issues:

- Meaning of civilisation
- Component of civilization
- Early ancient African civilizations
- Colonization of Africa
- Civilization of pre-colonial Rwanda

### 11.3. Cross-cutting issues to be addressed

#### Peace and values education

In this unit of contribution of the main ancient civilizations to the development of the modern society, the student teachers will learn how peace in modern society has been influenced by ideas, art, philosophy and practices of human of ancient Greece and Rome. Democracy stills until today the prominent ancient practice in the modern society.

#### Inclusive education

Through learning and teaching process of this unit, care will be given to all learners including SEN cases. At this time, all learners will be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities

## Gender

This cross-cutting issue is particularly addressed in Section related to *contribution of the main ancient civilizations to the development of the modern society*. You can help learners to understand how female were not equal to male in decision making either at home or in politics in ancient world. Help learners to understand that gender equity is a process to be achieved in different domains.

## Genocide Studies

Dealing with unit on *contribution of the main ancient civilizations to the development of the modern society*, the cross-cutting issue on genocide education will be addressed. In this regard, you can help learners to understand that spread Greek or Roman civilization sometimes was parallel to use of force then the mass murders with the lack of social freedom, liberty, national borders and self-governance under empire rule pushed people to react violently against external invaders. The student teachers will know the role of imperial war in Ancient Greece and Rome as ground roots for the genocide in the world.

### 11.4. Guidance on introductory activity

At the beginning of this *Unit 11*, the introductory activity motivates student teachers 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. This will help them identify some issues and open them to what they did not know and be inquisitive to know what happens in ancient Greece and Rome that influence the development of the modern society.

### 11.5. List of lessons/sub-heading.

#	Lesson title	Learning objectives	Number of periods
1	Location, occupation and expansion of Greek Civilization	The student- teachers should be able to locate on the World map, from where did the Greek civilization start and its expansion.	2

2	Location, occupation and expansion of Roman Civilization	The student- teachers should be able to locate on the World map, from where did the Roman civilization start and its expansion.	2
3	Distinctive elements of Greek Civilization	The student- teachers should be able to analyse the disincensive elements of Greek Civilization.	6
4	Distinctive elements of Roman Civilization	The student- teachers should be able to analyse the disincensive elements of Roman Civilization.	6
5	Contribution of the Greek civilization to the modern society	The student- teachers should be able to identify the contributions of the Greek civilization to the modern society.	6
6	Contribution of the Greek civilization to the modern society	The student- teachers should be able to identify the contributions of the Greek civilization to the modern society.	6
End unit Assessment			2

## **Lesson 1: Location, occupation and expansion of Greek Civilization**

### **a) Learning objective**

The student- teachers should be able to locate on the World map, from where did the Greek civilization start and its expansion.

### **b) Teaching resources**

The following materials will help you during the delivery of this sub-topic: Year 2 History student teacher's Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

### c) Prerequisites/Revision/Introduction

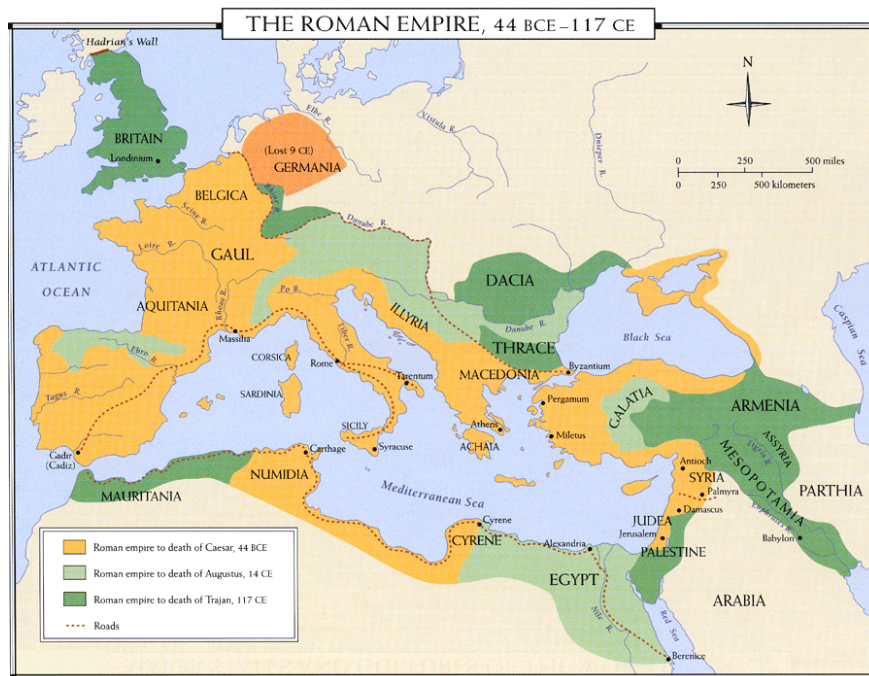
To begin this lesson, tutor can use revision by asking the student teachers some questions related to the reasons and the consequences for the resistance to colonial rule.

### d) Learning activities

Group learners into pairs and let them to Activity 10.1. Student teachers present their ideas from the discussions to the rest of the class while they take notes. You can invite a resource person to sing, recite poems, tell relevant stories or shed more light on the sub-topic. Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

### Suggested answer to activity 11.1

#### a) Locating the territory occupation of the Roman Civilization



<https://geoawesomeness.com/lets-travel-ancient-roman-empire-stanford-geospatial-network-model-roman-world/>

## b) The human settlement in ancient Greece

Greece was invaded by various groups at different times. The decedents of these groups were the ones who were later to be known as the Greeks. They settled in the peninsula and evolved an unusual system of government for themselves on the hills and rocky coasts which gradually developed into city states.

### ***Cretans***

Their entry into the Peninsula began around 2500 BC and was first done by Cretans. One of their ancient kings was known as Minos. Theirs was therefore known as Minoan civilization, named after their king. The civilization was mainly concentrated along the Aegean Sea. These people are described to have lived well had hot and cold running water, bathrooms and possessed elaborate furniture. They are also said to have protected their valuables with metal locks and keys. Their houses are also said to have had plastered interiors which were decorated with paintings called frescoes, a technique of painting on wet plaster still in use even today. Cretans are further said to have been fond of dancing, boxing, racing and bull leaping among other sports. Lastly, they are described to have been slender, short and had dark curly hair and been a very peaceful community who were among the earliest sea traders in the region. Trade what had thus brought them to the shores of main land Greece.

### ***Archeans***

After the Cretans were the Achaeans who arrived about 2000 B.C. These groups came to dominate the trade and government of the area. Near the Sea, they met and interacted with the Cretans thus giving rise to a new civilisation called Mycenaean. This civilisation was marked by constructions of walled cities and development of bronze goods. They occupied Knossos around 1400 BC and ruled it until 1100 B.C hence making them rule the whole of the Aegean area.

Later the Bronze – Age civilizations of the Mycenaens were acquired by later groups. One of the outstanding groups was the Dorians. They invaded the area and overran Knossos around 1100 BC.

### ***Dorians***

The Dorians invaded Greece from the North and drove the Myceanaens off to Asia. At around the same time, another linguistic and religious subgroup known as Ionians reached the area. Around the 5th Century the Ionians and Dorians engaged in intensive rivalry in Greece. The Ionians mainly inhabited the city of Athens and even prohibited the Dorians from entering their sanctuaries.

There was thus tension between the groups even though they interacted in various ways to give forth to the Greek Civilisation between 1000 BC and 800 BC.

The Greek city states that existed in the area during their civilisation included: Athens, Sicyon, Megara, Corinth, Thebes, Chalccis, Eretria, Boetia, Argolis, Phoxcis and Thessaly, Arcadia, Archaea, Aetolia.

These cities were involved in various wars. Examples of such wars are:

- Peloponnesian war (431 – 404 BC); and
- Corinthian war (395 – 386 BC)

### **e) Application activities 11.1**

- 1) Explain the relationship between *Ionians* and *Dorians* in Ancient Greece
- 2) Identify explain the relationship between city states of ancient Greece

### **Answers to activity 11.1**

- 1) The Dorians invaded Greece from the North and drove the Myceanaens off to Asia. At around the same time, another linguistic and religious subgroup known as Ionians reached the area. Around the 5th Century the Ionians and Dorians engaged in intensive rivalry in Greece. The Ionians mainly inhabited the city of Athens and even prohibited the Dorians from entering their sanctuaries. There was thus tension between the groups even though they interacted in various ways to give forth to the Greek Civilisation between 1000 BC and 800 BC.
- 2) The Greek city states that existed in the area during their civilisation included: Athens, Sicyon, Megara, Corinth, Thebes, Chalccis, Eretria, Boetia, Argolis, Phoxcis and Thessaly, Arcadia, Archaea, Aetolia. These cities were involved in various wars. Examples of such wars are:
  - Peloponnesian war (431 – 404 BC); and
  - Corinthian war (395 – 386 BC)

## **Lesson 2: Location, occupation and expansion of Roman Civilization**

### **a) Learning objective**

The student- teachers should be able to locate on the World map, from where did the Roman civilization start and its expansion.

### **b) Teaching resources**

The following materials will help you during the delivery of this sub-topic: Year 2 History student teacher's Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the student teachers some questions related to the location, occupation and expansion of Greek Civilization.

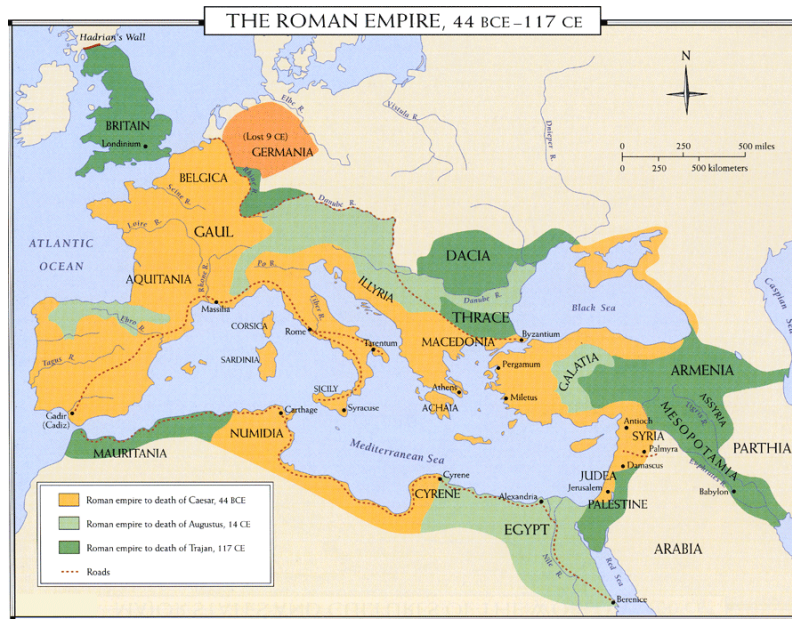
### **d) Learning activities**

Group learners into pairs and let them to Activity 11.2. Student teachers to present their ideas from the discussions to the rest of the class while they take notes. You can invite a resource person to sing, recite poems, tell relevant stories or shed more light on the sub-topic. Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.



## Suggested answer activity 11.2

### a) Locating the territory occupation of the Roman Civilization



<https://geoawesomeness.com/lets-travel-ancient-roman-empire-stanford-geospatial-network-model-roman-world/>

### b) The human settlement in ancient Rome

The earliest settlers in the Italian peninsular arrived in prehistoric times. From as early as 1000 to 500 BC the area was already settled. Three groups inhabited the region and eventually battled for its control. These were: the Latins, the Greeks and the Etruscans. The Latins were farmers and livestock keepers. They wandered into Italy across the Alps around 1000 BC. These people settled along the Tiber river valley in a region they called Latium. They are credited with building the first settlement at Rome. This was a cluster of wooden huts on Palatine Hill, one of the seven hills in the city. Other main hills were Esquiline and Quirinal. The Latins were the first Romans.

Next to invade the area were Greek settlers. They arrived and settled in the area between 750-600 BC. They brought with them elements of their civilisation.

They established about 50 colonies on the coasts of southern Italy and Sicily. Their cities became prosperous and commercially active. They taught the Romans farming, especially how to grow grapes and olives.

Unlike Latins and Greeks, the Etruscans (or Rasenna as they called themselves before they were given the name Etruscans) were native to northern Italy. These people were skilled in metal works and engineering. They exerted a great influence on the Roman Civilisation. This was especially in writing, (where the Romans, adopted their alphabet) and which had been borrowed from the Greeks) architecture (where they influenced Rome's architecture, especially the use of the arch).

The Romans are also said to have borrowed religious ideas from both the Greeks and the Etruscans e.g. from the Etruscans, they borrowed rituals which they believed helped them to win the favour of the gods. The Etruscans are also the ones who built the city of Rome and even gave the Romans their dress – the toga and short cloak. The Romans also borrowed their military organisation.

The Romans, from the Greeks, even took Greek gods but changed their names e.g. Zeus became Jupiter, while Hera, the queen god, became Juno. They also gave Rome its artistic and cultural models through their sculpture, architecture and literature.

#### **e) Application activities 11.2**

- 1) Explain how the geography of Italian peninsular made possible the rise of Rome?
- 2) Identify and explain the main phases of expansion of Roman Civilization?

#### **Answers to application activity 11.2**

- 1) The peninsular extends about 750 miles from north to south with a width of about 120 miles. It is centrally located in the Mediterranean. The city of Rome is in the centre of Italy. This central location made Rome to expand, first in Italy, and later in the lands around the Mediterranean sea.

Italy's location made it easier to unify than Greece. The Peninsular is not broken up into small, isolated valleys. The Apennine Mountains formed a ridge from north to south and divides the country into west and east. Italy was equally blessed by having broad, fertile plains, both in the north under the shadow of the Alps, and in the west, where the Romans settled. The fertile lands supported her growing population. Rome was built on seven hills and was easily defensible.

- 2) The Roman Civilisation grew along the Tiber River in central Italy. It was

mainly first concentrated in the city of Rome. This was after the Romans, conquered the Greeks in 146 B.C. They founded the city in 753 BC.

According to Legend, this was done by two twin brothers – Romulus and Remus who were abandoned on the Tiber River as infants and raised by a she-wolf. The two decided to build the city. By the end of the Fourth Century BCE. the city was already the dominant power on the Italian peninsular. For five centuries thereafter, Rome’s power steadily increased. By the first century CE, it controlled Greece and most of her colonies, as well as most of Western Europe. It expanded her hegemony in these areas through conquest.

Rome also managed to take control of the powerful North African city of Carthage hence uniting the entire Mediterranean region. She also controlled the Mediterranean Sea. At the peak of its powers, her empire covered Egypt, Greece, and Asia Minor, Syria – all to her East. To her west were Tunisia, Algeria, Morocco and Spain, Portugal, France, Switzerland, Belgium and England. She managed to conquer all these lands.

### **Lesson 3: Distinctive elements of Greek Civilization**

#### **a) Learning objective**

The student- teachers should be able to analyse the distinctive elements of Greek Civilization.

#### **b) Teaching resources**

The following materials will help you during the delivery of this sub-topic: Year 2 History student teacher’s Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

#### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use introduction by asking the student teachers some questions related to the location, occupation and expansion of Greek and Roman Civilizations.

#### **d) Learning activities**

Group learners into pairs and let them to Activity 11.3. Student teachers to present their ideas from the discussions to the rest of the class while they

take notes. You can invite a resource person to sing, recite poems, tell relevant stories or shed more light on the sub-topic. Remember to let them write points as they discuss in groups.

They should appoint one person to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

### **Suggested answers**

The main elements of the Greek Civilization

The Greek Civilisation permeated virtually every aspect of the human life. It marked a complete refinement of its predecessors that is Egyptian and Mesopotamian civilisations. Some of its elements were :

#### **A common language**

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

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

#### **Settlement in cities**

City states were a major feature of the Greek Civilisation. Greeks lived in cities which were all independent of each other. Each city and the farms around it formed a separate state called a *polis*. Sometimes a city sent out a band of its citizens to find a daughter city elsewhere. The new city was quite independent of its parent city, although naturally it had close ties with the latter.

By the 8th and 7th Centuries BC, cities were built almost everywhere throughout Greece. All these cities were independent. The city-states forged alliances with one another.

Each city state was proud and jealously guarded its independence. This made them to be characterized by battle and shifting alliances. Cooperation among them also took place.

The citizens were very patriotic. Where the enemy was non-Greek, the other city states came to the defense of their counterpart.

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

### **Ancient Greek city of Athens**

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

### **Participation in games**

In Ancient Greek, there was a strong belief that athletic competitions were a way to please the gods and honour the dead heroes. Greeks therefore participated in the Olympic games from 776 BC. During the games, fighting city-states even suspended wars between them to allow the competitions to go on.

The games were held after every four years. They attracted some 40,000 Greeks into the stadium built in Olympia. The games were dedicated to the god Zeus, father of the gods. The games lasted for more than five days. Games events included foot races, wrestling, boxing, jumping, javelin, discus throwing and chariot-riding. Athletes were proud of their bodies and emphasized physical fitness. A greek by the name Myron, made a famous marble sculpture of a discus thrower around 450BC. This sculpture survives in the Roman copy of the Greek Bronze.

The most celebrated event during the Olympic Games was known as the

pentathlon. It was considered the supreme contest of athletic skill. Winners were crowned with a wreath of olive leaves, a coveted Olympic prize. The wreath of olives awarded the candidate was considered sacred to Zeus.

The Greek Olympic Games came to an end in 393 AD. They were banned by a Christian Roman Emperor. He saw them as pagan practices. But fifteen hundred years later, the games were revived through the efforts of a French baron, Pierre de Coubertin, who was inspired by the ideals of the Ancient Greeks. In 1896, the first modern Olympic Games were held in Athens, Greece. Since then, the games have been a major event in the history of sports in the world.

### **Belief in gods and goddesses**

Ancient Greeks were very religious. They believed in gods and goddesses. They had a common religion based on twelve chief gods and goddesses. These deities were thought to live on Mt. Olympus, the highest mountain in Greece.

The gods and goddesses include the following:

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

Although the twelve gods and goddesses were common to all Greeks, each city-state usually singled out one of the twelve Olympian gods as its guardian e.g. Athena was the patron goddess of Athens, for example. Each polis also had its own local gods. These local gods remained vital to the community.

Important elements in the Greek religion were rituals and festivals. The Greeks wanted the gods and goddesses to look favourably upon their lives and activities. This was what informed these religious practices.

### **Artistic heritage**

The Greeks attached a lot of importance to artistic expressions. Their arts have greatly influenced the standards taken by those of other European groups.

Human beings were the subject matter of ancient Greeks' art. In them, people were presented as objects of great beauty. It was based on the ideals of reason, moderation, balance and harmony in all things.

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

It was dedicated to Athena, the patron goddess of Athens. The temple was also dedicated to the glory of Athens and the Athenians. It shows the principles of classical architecture: the search for calmness, clarity, and freedom from unnecessary detail. The Parthenon still stands on the Acropolis in Athens. Its classical beauty and symmetry symbolize the power and wealth of the Athenian empire. The temple was decorated with statuary and beliefs by the sculptor Phidias.

They also made sculptures and statues.

Their sculptors showed relaxed attitudes. Most of their faces were self-assured, their bodies flexible and smooth muscled. They were life-like as the figures bore natural features. The sculptors shown their ideal standards of beauty. Most were informed by Doryphoros, a reknown sculptor at the time, who operated on the theory that use of ideal proportions, based on mathematical ratios found in nature, could produce an ideal human form, beautiful in its perfected features.

The figures were graceful, strong and perfectly formed. Their faces showed neither laughter nor anger, only serenity. Sculptors also tried to capture the grace of the idealized human body in motion. They valued order, balance and proportion in the works.

### **Love of philosophy**

In the Greek society, there were thinkers who challenged the belief that events were caused by the whims of gods. Instead, these thinkers, used reason and observation to establish the causes of things. They were known as philosophers or lovers of wisdom.

The philosophers explored many subjects from mathematics and music to logic (rational thinking). Some were interested in ethics and morality. Through

reason and observation, the thinkers believed that, they could discover laws that governed the universe.

They based their philosophy on two assumptions:

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

Greek philosophers were divided into two. There were those who questioned people's unexamined beliefs and ideas of justice, and other traditional values. These were known as the sophists. The most famous of them was Protagoras. He took a position questioning the existence of the traditional Greek gods. Pythagoras also argued that there was no universal standard of truth, saying 'Man (the individual) is the measure of all things ...' These ideas were considered dangerous and radical.

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

### **Literature and drama**

Athens led the other Greek city states in literature and drama. The latter was made up of both tragedy and comedy. Epic and lyric were other literary forms in the Greek world of literature. Drama is said to have developed out of the choruses that chanted lyrical poems also known as Odes, to the god Dionysius. A group of citizens judged the plays and awarded the winner a simple prize: a wreath of ivy. The plays were partly acted and partly chanted. Action was limited as emphasis was on the story and its meaning. Greek literature began with the epics of Homer, whose stirring tales inspired later writers.

The drama was closely tied to the political and religious life of the state, which sponsored it. The Dionysian odes were improved by adding characters and chorus into them, making them conversational, hence being able to bring human conflict on the stage.

In the drama, staging remained simple. There were two or three characters (all male) wearing masks, with a chorus of twelve to fifteen members chanting commentary on the action. Dialogue was in verse, and movements were slow,



solemn and formal, punctuated by music and dance; but the emotional impact of tragic drama could be overwhelming.

Aristotle is credited with the introduction of definition and explanation of the nature of tragedy. He declared that the purpose of tragedy was to inspire pity and fear in the audience, and so to purge these emotions through a catharsis.

Comedy, on the other hand, was even more directly a form of direct political commentary. It also addressed themes such as sex, farming, the good old days, the nightmare of politics, the oddities of religion and the strange manners of the town, among others.

Prose was another literary genre that emerged in Ancient Greek. The people, from the fifth century, began to express philosophical and political ideas through prose. This symbolised the increasing functional literacy of mostly, the Athenians. It was in this background that later major literary achievements, by Plato and Aristotle, were to emerge.

Drama held a vital position in the public life of Athens that citizens were sometimes paid to attend the plays, just as they were paid to hold public office. As part of their civic responsibility, wealthy citizens bore the cost for producing the plays.

### **Writing of History**

We owe the discipline of History to the Ancient Greeks. At first, History was part of literature until Herodotus campaigned for its separation from literature. The Greeks applied observation, reason, and logic in understanding the human past. Herodotus was the pioneer in this hence he is often referred to as the Father of History. According to Thucydides, history was to be written in an accurate, factual and impartial way. He also vouched for the use of eye witness accounts in writing in this discipline.

### **Trade**

Ancient Greeks were also seamen and traders. They traded with the neighbouring lands in a variety of goods. The Greek city states also traded with each other. Trade made the city states to be rich and prosperous.

In sum, the Greeks were ahead of other people in virtually all fields. Little wonder, Cicero, the Roman scholar is quoted saying that "in all branches of learning, the Greeks are our masters". He made this statement in the first century B.C.

It still holds today. Even in medicine, astronomy and other sciences, they made

their footprints. The Greek Civilisation spread to other parts of the world through education (literacy), trade and conquest. They built their civilisation from the wide array of resources which abounded in their environment. A few examples were marble, limestone, copper and silver.

Coupled with the bounty of the sea, and fertile land, they had a lot of wealth and food which supported their strong and growing population. The Greeks were united by geographic region, language, religion, economics and common customary practices. However, they remained divided politically into the scores of the independent city states. Loyalty was first and foremost to the city state before it extended to the more remote ideal of Hellas.

### **e) Application activity 11.3**

- 1) Analyse the beliefs of Ancient Greece?
- 2) Explain the role played by Herodotus in writing of History?

### **Suggested answers to application activity 11.3**

#### **a) Belief in gods and goddesses:**

Ancient Greeks were very religious. They believed in gods and goddesses. They had a common religion based on twelve chief gods and goddesses. These deities were thought to live on Mt. Olympus, the highest mountain in Greece.

The gods and goddesses include the following:

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

Although the twelve gods and goddesses were common to all Greeks, each city-state usually singled out one of the twelve Olympian gods as its guardian e.g.

Athena was the patron goddess of Athens, for example. Each polis also had its own local gods. These local gods remained vital to the community.

Important elements in the Greek religion were rituals and festivals. The Greeks wanted the gods and goddesses to look favourably upon their lives and activities. This was what informed these religious practices.

### **b) Writing of History**

We owe the discipline of History to the Ancient Greeks. At first, History was part of literature until Herodotus campaigned for its separation from literature. The Greeks applied observation, reason, and logic in understanding the human past. Herodotus was the pioneer in this hence he is often referred to as the Father of History.

According to Thucydides, history was to be written in an accurate, factual and impartial way. He also vouched for the use of eye witness accounts in writing in this discipline.

## **Lesson 4: Distinctive elements of Roman Civilization**

### **a) Learning objective**

The student- teachers should be able to analyse the distinctive elements of Roman Civilization.

### **b) Teaching resources**

The following materials will help you during the delivery of this sub-topic: Year 2 History student teacher's Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use introduction by asking the student teachers some questions related to the distinctive elements of Greek Civilization.

### **d) Learning activities**

Group learners into pairs and let them to Activity 11.4. Student teachers present their ideas from the discussions to the rest of the class while they take notes. You can invite a resource person to sing, recite poems, tell relevant stories or

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

### Suggested answer to activity 11.4

#### Architecture

Like other ancient communities, the Romans paid attention to architecture. Their architecture borrowed a lot from the Greek and Etruscans ones. They also introduced new designs and materials in their works. The Romans, for example, pioneered the use of concrete in construction. Roman architectural works were hence an improvement over the earlier Greek ones.

Roman civil engineering and building construction technology became developed and refined. Some of what they built have remained to date for example, the Pantheon (with one of the largest single span domes in the world), a building still found in the business district of the present city of Rome. There was also the Colosseum, a theatre which could accommodate 50,000 spectators. The pantheon was a temple of all Roman gods.

Roman architectural developments were found in virtually all the cities under its control and influence. A few examples are: the Verona Arena in Verona Italy; Arch of Hadrian in Athens, Greece; Temple of Hadrian at Ephesus in Turkey; a theatre at Orange in France and Lepcis Magna in Libya among others.

The architectural works were visible in palaces, stadiums, temples, private dwellings, villas, public buildings and hydraulics. Roman architectural works emphasized grandeur. *Roman Aqueduct at Segovia, Spain*

Romans are known to have experimented with the dome and pioneered in the building of amphitheatres, public baths, and race courses. In the empire, public buildings were of massive proportions and solid construction.

Roman architecture made use of rows and columns and rectangular buildings. They also used curvilinear forms (forms based on curved lines): the arch, vault, and dome. Combined with concrete, the curvilinear forms saw the Romans building massive buildings by their times.

Closely related to architecture was road construction. They made big strides in this area even though they did little in science. Engineering was thus their

strength. The Romans built magnificent roads and bridges some of which have survived to date. Aqueducts brought water into Rome from nearby hills. The water was used for drinking and bathing. It also served as sewage system.

## **Law**

The early Roman republic had a written code of law which was heavily based on custom. It was known as the '*Twelve Tables or tablets*. They were written to make the interpretation of the law objective. Work of writing the law begun in 451 B.C. It involved a group of ten officials. Upon finishing the work, the laws were carved on twelve tablets or tables and hung in the Forum (market place). These laws became the basis for future Roman law. They were based on the spirit of equality of all citizens to the law. Every individual had thus a duty to protect the law.

Through the universal laws, they were able to establish standards of justice that applied to all people. The standards of justice brought by the Romans included principles that were recognizable by people. An individual was regarded innocent until proved guilty.

Every suspect could face his or her accuser and himself or herself before a judge who was expected to weigh the evidence carefully before making a verdict. The Roman law was based on the following principles:

- All persons had the right to equal treatment under the law.
- A person was considered innocent until proven guilty.
- The burden of proof rested with the accuser rather than the accused.
- A person should be punished only for actions, not thoughts.
- Any law that seemed unreasonable or grossly unfair could be set aside.

## **Government**

From the earliest times, the Romans had distrust of Kingship and of a sole ruler. This was due to the lessons they learned from their experience with Etruscans. As a result, the Romans devised a complicated system of government.

In the Roman republic, the chief executive officers were the consuls and praetors. Two consuls, chosen every year, ran the government and led the Roman army into battle. In 366 BC., a new office, that of praetor was created. The occupant oversaw civil law. A consul's term was only one year, and once elected, he could not be elected again for ten years. One consul could also overrule or veto the others' decision.

The senate was made up of a select group of about 300 land owning men who served for life. It began by serving as an advisory body to government officials. Later, by the 3rd Century BC., it got the force of law. Senators each year, elected from the patrician class two consuls. The power of the consuls was thus checked by the senate. Consuls' power was further checked by limitation of terms. They could only serve for one term. Membership to the senate was for life.

There were also several assemblies in the Roman republic. It was organized by classes based on wealth. This assembly was fixed in such a way that the wealthiest citizens always had a majority. It elected the chief officials and passed laws.

The senate was allowed during war, to elect a dictator, or a ruler who enjoyed complete control over government. The consuls chose him before the senate elected. Each Roman dictator was granted power to rule for six months. After the expiry of the time, the dictator had to give up power and go back to his former duties. This governmental set-up made Roman writers to boast by about 275 B.C. that they had attained a balanced government. This was because there was a blend of monarchy, Aristocracy and democracy. They believed that mixture gave them the best features of all kinds of governments.

When Rome became an empire, from the reign of Octavian, Senate gave him the honorific title of emperor. He became known as emperor Augustus. This marked the beginning of the Roman Empire. From the date, Roman rulers adopted the name of emperor. But like before, they exercised the very powers as during the period of consulship.

### **Social organisation**

The family held a central place in the Roman society. By law and custom, power at the household was vested exclusively in the eldest man, known as the '*pater familias*' or the father of the family. This individual had absolute authority over the family. He controlled all family properly. He could sell a member of his household into slavery or even kill any member of the family without penalty. The father was equally the individual who protected the family, spoke on behalf of the family in public assemblies or in law courts. He also acted as the family's chief priest.

Roman women oversaw the day to day management of their families. Generally, in Rome, women enjoyed more freedom than in the Greek society. They had right to own property and testify in court. They also often provided advice to their husbands on business and politics.

All members of the family and by extension the clans, were supposed to uphold the principles of their ancestors, a set of traditions known *mos maiorum*. Traditions were considered sacred and were products of many years of experience.

The Roman society was divided into classes. At the top was a group of families which claimed that their ancestors had been *patres* or “fathers” who had founded the city of Rome. These families were privileged and belonged to a class known as the **patrician**. They claimed that due to their ancestry, they had the right to make laws for Rome and its people.

The other class which brought together common farmers, artisans and merchants formed the **plebians**. They were citizens with several rights, including the right to vote. However, they were below the patricians. In the Roman society thus, birth and not merit or wealth, was the sole determinant of an individual’s social and political status.

Voting when the Republic was founded in 509 BC was exercised by the patricians and plebians. Slaves, women and children were not allowed to vote.

On food, the Romans observed very simple dietary practices. They usually ate the first meal of the day at around 11 O’clock. It consisted of bread, salad, olives, cheese, fruits, nuts and cold meat which had been left over from the previous night’s meal. They also had other meals such as breakfast and dinner.

## **Education**

Formal schooling begun around 200 BC. In most of the Roman Empire, pupils began to learn at around age six and spent the next six to seven years in school. They learnt basics of reading, writing and counting. By age twelve, they were introduced to learning Latin, Greek grammar and literature after which, they undertook training for public speaking. Romans highly valued oratory. Good orators commanded respect from the rest of the society. It was for this reason, that one of the objectives of education and learning, was becoming an astute orator.

## **Language**

The Romans’ native language was Latin. This was a form of Italic language in the Indo-European family. There were several forms of Latin spoken in the empire. Silver Age Latin was the most popular. The language’s alphabet originally came from the Greek one.

Greek was spoken by the well-educated elite. Most of the literature studied by Romans was in Greek. Latin in this area was mostly used by the Roman administrators and soldiers. Eventually, Greek replaced Latin as both the official written and spoken language of the eastern empire. The western empire used Latin. Later Latin was to spread in various dialects to Western Europe as a distinct Romance language hence giving birth to Portuguese, Romanian, French, Italian and Spanish.

### **Literature**

Roman literature, like, its religion, was greatly inspired by the Greeks'. The earliest were historical epics which told the early history of Rome e.g. Augustus sponsored the historian, Livy, to document the history of Rome from its founding to the rule of Augustus. He did this in 142 Roman style books. Generally, Latin literature took many forms.

The expansion of the empire culminated to expansion in the type of literary works. Writers began to produce poetry, comedy, history and tragedy. Some of these works have survived in today e.g. "Histories" of Tacitus, Julius Caesar's "Gallic wars" and Livy's "History of Rome".

During the reign of Augustus, the literature of the time is generally referred to as works of the Golden Age. Most literature of the "Golden Age" were vigorous, affirmative and uplifting. It mainly served political and propaganda ends. Whereas that of the silver age was characteristically less calm and balanced. Its effects are said, to have derived more often from self-conscious artifice. Most were intended to entertain than instruct or uplift the mood of the reader.

### **Visual art**

Roman art was greatly influenced by Etruscans – especially in portrayal of political issues. Greek art also influenced Roman art from the 3rd BCE. It surpassed the influence the Etruscans had exerted on the Romans. Many Roman homes were decorated with landscapes by Greek artists.

With time the Romans came up with their own styles. Some remarkable ones were: "Incrustation" in which the interior walls of houses were painted to resemble coloured marble. A second style involved painting interiors as open landscapes, with highly detailed scenes of plants, animals and buildings.



The Romans learned the art of sculpture from the Greeks. From the knowledge, they were able to create realistic portraits in stone. Much of the Roman art was practical in purpose. It was intended for public education. The Roman artists were especially good in creating mosaics. These were pictures or designs made by setting small pieces of stone, glass, or tile onto a surface.

Most villas, the country houses of the wealthy, had at least one coloured mosaic. Romans also made good works of painting. Most of the wealthy people had bright, large murals, called frescoes, painted directly on their walls.

### **Music**

The society in Rome recognised and appreciated the vital role played by music in life. In the entire empire. They graced both private and public events with music. There was music during nightly dining and in military parades and maneuvers.

Romans used a variety of musical instruments in their songs. Some of the main ones included; tuba, cornu, aulos, askanles, flute, panpipes, lyre, lute, cithara, timpani, drums, hydraulis and the sistrum.

### **Economy**

In Imperial Rome, agriculture was the main economic activity. All else depended on the industry. About 90% of the population engaged in farming. Most people survived on produce from their farms. Additional food stuffs (when needed) and luxury items for the rich were obtained through trade. From the time of Augustus reign, a silver coin called a denarius, was used as a medium of exchange. Existence of a common currency made commercial transactions throughout the empire. The coins often carried the likeness of the emperor or depicted a Roman achievement. A standard system of coinage developed in 269 BCE.

Transportation when carrying out trade was made easy by the existence of the Mediterranean Sea. Ships from the east travelled along the sea under the protection of the Roman's navy. Trade made cities on the eastern Coast of the Mediterranean to expand and become rich. Examples of these cities were: Corinth, Ephesus and Antioch.

Apart from water transport, the empire had a good network of roads. Roads linked various places in the empire. The roads were originally built by the Roman army for military purposes. The most important were the silk roads, named for the overland routes on which silk from China reached the Romans.

Other luxury goods also passed through the same routes. There were numerous trade goods which changed hands in the empire.

## Religion

The earliest Romans worshipped powerful spirits or divine forces, called *Mumina*. These spirits were thought to reside in everything around them. Closely related to these spirits were the *Lares*, for each family. Interactions with the Greeks and Etruscans made the Romans begin to associate the spirits with human like forms and individual personalities. The spirits now got Roman names and were honoured through rituals. People expected the gods and goddesses to give them favour and ward off misfortunes from their midst.

In the empire, the state and religion were linked. The deities were symbols of the state. Individuals were expected to honour them in private rituals and in their homes. Priests also conducted public worship ceremonies in temples.

Polytheism or belief in more than one god, thrived in the Roman Empire. Among the most important gods and goddesses were Jupiter (father of the gods), Juno (Jupiter's wife who supposedly watched over women), Minerva (goddess a wisdom and of the arts and crafts) and Vesta (goddess of home). Emperor worship also came with the creation of the institution. It became part and parcel of the state religion of Rome. Priests were appointed to work for the governor.

Their religion depended on knowledge and the correct practice of prayer, ritual and sacrifice. They also never placed great emphasis on rewards and punishments after death. But unlike the Greeks, the Romans revered their ancestors, their "household gods" included deceased members of a lineage who were worshipped in order to ensure a family's continued prosperity. Each home had a household shrine at which prayers and libations were offered to the family deity. The Romans looked on their gods to bestow upon their households, city and empire, with the blessings of prosperity, victory and flexibility.

There was religious toleration in the Roman Empire. This witnessed varied religious traditions. People were expected to honour Roman gods and acknowledge the divine spirit of the empire and upon meeting these conditions; they had freedom to observe their other religious practices as they pleased.

## Sports

In the ancient city of Rome, there was a place called the *campus*. Here, Roman soldiers conducted drills. Later the campus became Rome's track and field

playground. Other urban centres in the empire copied the campus in their centres and military settlements.

The youth in the urban centres, assembled in the campus to play, exercise and perform inappropriate acts. These acts included: jumping, wrestling, boxing and racing, riding, throwing and swimming. In the rural areas, people also participated in fishing and hunting. Women were prohibited from partaking of these activities.

There were several ball games which could be found in Ancient Rome. These included: dice (*Tesse-rae or tali*) Roman Chess (*Latrunculi*) Roman Checkers (*Calculi*), tic-tac-toe (*Terni Lapilli*) and *Ludus duodecim Scriptorum* and *Tabula*.

### **Philosophy**

Roman philosophy heavily borrowed from its Greek predecessor. Two major philosophical schools – Cynism and stoicism – derived from Greek religion and philosophy became prominent in the Roman empire in the 1st and 2nd Century A D. These two philosophies were fairly merged in the early years of the Roman Empire.

The two philosophies expressed negative views on civilisation, something which was reflected in their adherants way of life. Cynicism upheld that civilisation was corrupt and people needed to break away from it and its trappings while stoicism, on the other hand, taught that one must surrender all earthly things and assist others.

Apart from the three philosophical schools we have mentioned above, there was also Epicureanism. The most renowned of its Roman exponents was Lucretius (98-35B C). He expresses the view that everything is a product of mechanical evolution, including human beings and their habits and beliefs. He nonetheless admitted the existence of the gods but saw them as living in eternal peace, neither creating nor governing the universe.

Lucretius and Cicero led the other Roman philosophers in advancing Greek thought in the Roman Empire. Their teachings resonated well with the upper classes. Cicero wrote in a rich and elegant Latin prose style that has never been surpassed. His prose became a standard for composition and has been up to today.

## **Militarisation**

The Roman society was highly militarised. Citizenship for provincials could be obtained after 25 years of military service. The army doubled as an army corps of engineers. They built roads and other forms of infrastructure such as aqueducts. Rome fought mercilessly with its neighbours. It had most of its male population pass through military service. This made it a highly militarized state. Even leaders had to have passed through the military to be accepted to lead. Political career of an individual could only commence after ten years of service in the military.

The Roman Civilisation spread to all the lands they controlled. This happened through trade and conquest. Its location along the Mediterranean region enabled people to pursue their commercial interests while their military nature, allowed them to register victories in their enemies' camps. Once they had brought an area to their fold, the Roman administrators helped to spread their civilisation in the areas.

### **e) Application activities**

- 1) Analyse architecture as one element of Roman civilization
- 2) Explain the Roman Government under Republic

## **Answers to activity 11.4**

### **Architecture**

Like other ancient communities, the Romans paid attention to architecture. Their architecture borrowed a lot from the Greek and Etruscans ones. They also introduced new designs and materials in their works. The Romans, for example, pioneered the use of concrete in construction. Roman architectural works were hence an improvement over the earlier Greek ones.

Roman civil engineering and building construction technology became developed and refined. Some of what they built have remained to date for example, the Pantheon (with one of the largest single span domes in the world), a building still found in the business district of the present city of Rome. There was also the Colosseum, a theatre which could accommodate 50,000 spectators. The pantheon was a temple of all Roman gods.

Roman architectural developments were found in virtually all the cities under

its control and influence. A few examples are: the Verona Arena in Verona Italy; Arch of Hadrian in Athens, Greece; Temple of Hadrian at Ephesos in Turkey; a theatre at Orange in France and Lepcis Magna in Libya among others.

The architectural works were visible in palaces, stadiums, temples, private dwellings, villas, public buildings and hydraulics. Roman architectural works emphasized grandeur. *Roman Aqueduct at Segovia, Spain*

Romans are known to have experimented with the dome and pioneered in the building of amphitheatres, public baths, and race courses. In the empire, public buildings were of massive proportions and solid construction.

Roman architecture made use of rows and columns and rectangular buildings. They also used curvilinear forms (forms based on curved lines): the arch, vault, and dome. Combined with concrete, the curvilinear forms saw the Romans building massive buildings by their times.

Closely related to architecture was road construction. They made big strides in this area even though they did little in science. Engineering was thus their strength. The Romans built magnificent roads and bridges some of which have survived to date. Aqueducts brought water into Rome from nearby hills. The water was used for drinking and bathing. It also served as sewage system.

In the Roman republic, the chief executive officers were the consuls and praetors. Two consuls, chosen every year, ran the government and led the Roman army into battle. In 366 BC., a new office, that of praetor was created. The praetor was in charge of civil law. A consul's term was only one year, and once elected, he could not be elected again for ten years. One consul could also overrule or veto the others' decision.

The senate was made up of a select group of about 300 land owning men who served for life. It began by serving as an advisory body to government officials. Later, by the 3rd Century BC., it got the force of law. Senators each year, elected from the patrician class two consuls. The power of the consuls was thus checked by the senate. Consuls' power was further checked by limitation of terms. They could only serve for one term. Membership to the senate was for life.

There were also several assemblies in the Roman republic. It was organized by classes based on wealth. This assembly was fixed in such a way that the wealthiest citizens always had a majority. It elected the chief officials and passed laws.

*Fig 6.12 Statue of Emperor Augustus, Octavian*

The senate was allowed during war, to elect a dictator, or a ruler who enjoyed complete control over government. The consuls chose him before the senate elected. Each Roman dictator was granted power to rule for six months. After the expiry of the time, the dictator had to give up power and go back to his former duties. This governmental set-up made Roman writers to boast by about 275 B.C. that they had attained a balanced government. This was because there was a blend of monarchy, Aristocracy and democracy. They believed that mixture gave them the best features of all kinds of governments.

## **Lesson 5: Contribution of the Greek civilization to the modern society**

### **a) Learning objective**

The student- teachers should be able to identify the contributions of the Greek civilization to the modern society.

### **b) Teaching resources**

The following materials will help you during the delivery of this sub-topic: Year 2 History student teacher's Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use introduction by asking the student teachers some questions related to distinctive elements of Greek and Roman Civilizations.

### **d) Learning activities**

Group learners into pairs and let them do Activity 11.5. Student teachers present their ideas from the discussions to the rest of the class while they take notes. You can invite a resource person to sing, recite poems, tell relevant stories or shed more light on the sub-topic. Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

## Suggested answer to activity 11.5

### Sports

In sports we owe to the Greeks the Olympic games which are held after every four years. The games are today a global event which attracts teams from various nations in different parts the World.

### Literature

Greeks pioneered drama as a form of entertainment. They performed plays which explored the struggles made by individuals to free themselves from the imperfections in their characters. The playwrights balanced their tragedies with comedies that poked fun at the important and the disliked. Some of the outstanding playwrights included:

- **Aristophanes** added his genius by using satire and comedy to make his points about society and politics of the time.
- **Homer** believed to have been two people with the name to have written the Iliad and the Odyssey.
- **Sappho** brought lyric poetry as a genre.
- **Aeschylus** introduced ideas of dialogue and interacting characters to playwright hence inventing drama.
- **Sophocles** brought irony as a literary technique.
- **Plato** introduced philosophy in literature through his dialogues.

Writers valued and preserved much of the knowledge and writings of the past in libraries such as Alexandria, the most famous in the world.

Athenians led other Greek city states in literary appreciation. They are famous for their love and appreciation of literature especially poems and plays. The world today has borrowed heavily from their rules and habits for writing, reaching and theatre arts performance. Some of their plays are still being performed in different parts of the World today.

### History

The Ancient Greeks are credited with developing history as a distinct discipline of study. Prior to this, history was part of literature. Herodotus constructed a narrative of the Persians wars using critical methods and interpretative framework. Later, Thucydides (460 – 400 B .C) used scientific methods in writing the History of the Peloponnesian war. He used the analytic methods

borrowed from science and philosophy in writing the history to produce 'an exact knowledge of the past as an aid to the interpretation of the future.'

### **Philosophy**

- Philosophy is the study of nature and meaning of the universe and of human life. The Greeks believed in rational explanation for the existence of the universe or wise people. They believed that truth was relative and depended on how one argued his or her case out not withstanding whether what was at stake was truthful or false.
- The philosophers tried to understand humanity's relationship to nature, the gods, individual to another and between the individual and the groups of human society. Some of the most renown philosophers of ancient Greece are. Socrates, Plato, Aristotle, Zeno, Epicurus.

### **Science and Mathematics**

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

- **Aristarchus of Samos** living around 200 B.C discovered that the earth and the other planet revolved around the sun.
- **Eratosthenes** discovered that the earth is spherical.
- **Euclid** around 300 B.C, in his school at Alexaneria, borrowed from the ideas of other scientists from Mesopotamia and Greece and developed the basic principles of geometry. Later other Greek mathematicians developed trigonometry. In schools today, students still study Euclid geometry. Euclid also noted that light travels in straight lines and described the law of reflection.
- **Archimedes** (287 -212 BC). He was a student of Euclid. He developed various laws of physics. His discoveries included: the principle of determining specific gravity and the basic principle of the modern conveyor belt. He is also said to have known the use of the pulley system and the lever and once used them to pull a loaded ship out of the sea and brought it to the beach. Today, there is even a screw pump which bears his name. Archimedes also defined a spiral
- **Hero** living in Alexandria, around 100 BC made a long list of inventions some of which includes a fire engine and steam engine.
- **Hippocrates** is known today as the father of medicine. He believed that sickness is a result of natural cause and not a product of god's wrath. He formulated the Hippocratic Oath which outlines the responsibilities of the medical profession up to today.



- **Herophilus** lived around 200 B.C. He made several discoveries on how the body functions. The main ones were that blood is pumped from the heart through the arteries to other parts of the body, the pulse is vital in revelation of sickness, there exists a relationship between the brains and the nerves and lastly, the brain is divided into many sections, each with its own functions in controlling various parts of the body.
- **Thales of Miletus** (640 – 610 to 548 – 545 BC ) – He travelled widely and learnt a lot during his travels. Thales brought Phoenician navigational techniques into Miletus. He also revised the calendar, brought Babylonian mathematical knowledge to Greece and used geometry to solve problems such as calculating the height of pyramids and the distances of ships from the shore. Thales studied astronomy in Babylon and came back home and predicted the eclipse of the sun.
- **Pythagoras** (569 – 475 B.C). He was a philosopher and mathematician. He studied astronomy and geometry before founding the Pythagorean cult. The cult was devoted to the study of numbers which they saw as concrete. As a mathematician, Pythagoras also investigated the ratios of lengths corresponding to musical harmonies and developed methods of geometric proof. In geometry, he developed the Pythagoras theory or Hypotenuse theorem that is still being used today.

Do you know the **Pythagoras Theorem**? Write it down in your notebook. Now you know where it originated from.

### Architecture

Ancient Greeks excelled in great architectural works. Most of the formulas they invented as early as the 6th Century B.C have informed the world of architecture for the past two millennia. They built temples, theatre and stadiums which are still the envy of the present world. We owe today our theatres and stadium designs to this Ancient civilisation.

Greek architecture still influences many people today. The US Supreme Court design, for example, was influenced by the Parthenon, the Greek temple to the goddess Athena.

### Government and law

Greeks are credited for introducing and practicing democracy, system of checks and balances in government, equality before the law and active citizen participation in the civic functions of the state. They also brought the issue of political and civil rights which were limited to citizens of a city state. As citizens,

people had their duties and responsibilities to the state and fellow citizens clearly spelt out.

Athens was the first Greek city to set up a democratic government. All free men were members of the government. They passed laws and were allowed to serve on a jury of its 30,000 citizens, 500 were chosen on a yearly basis to run the city. Those chosen were given stipends as token of appreciation for their work. The outstanding Athenian leaders who contributed towards the development of democracy were Solon (early 594 – 508 BC) Pericles (461 – 429 BC) and Alexander the Great (336 – 323 BC).

### **Art, music and dance**

Greek art, music and dance have exercised an enormous influence on the culture of the present world. In art they made sculptures and statues of stones marble, limestone and clay. Drinking vessels were made from lumps of gold, silver or bronze, stamped with a geometric design. One of the great sculptors was Phidias who lived during the 400 B.C. He is credited with carving the massive statues of Athena which stood within the Parthenon.

He also carved the great statue of the seated Zeus at Olympia, the site of Olympic Games – today listed as one of the Seven Wonders of the World. Other well-known sculptors were Praxiteles and Myron who both lived in the 300s B.C.

On music and dance, Greek folk music and the ballad-like reciting of epic poetry. The Greeks created their art to look natural and realistic. The depictions of nature, humanity and noteworthy events of society were designed to please the public, support civic pride and to reinforce Greek ideals of beauty.

The Greeks civilizations as can be seen from these contributions left a rich legacy to the modern world. However, it equally had its flaws. Women and slaves had no political rights. Foreigners were also prohibited from owning land. These made the Greek system to be discriminative by today's standards.

### **Religion**

The Greeks shared a common religion and belief system. They believed in many gods and goddesses. Their belief system was also made up of heroes and myths.

Greek gods and goddesses had human appearance. They also bore human characteristics and attributes. The deities participated directly in human affairs according to Greek beliefs. In addition, the Greeks believed in oracles to tell the future and to give prophecies.

Today, religion is common to humanity. It is based on a system of beliefs just as during the Ancient Greek period. Belief in oracles is still practiced in games and sports and many other fields of human endeavour. The belief in existence of gods (or god), life after death, provision of sacrifices and offerings to god, command of divine powers over human life and observance of festivals and rituals in religious life, were evident in the Greek Civilisation. We owe these partly to the Greek Civilisation.

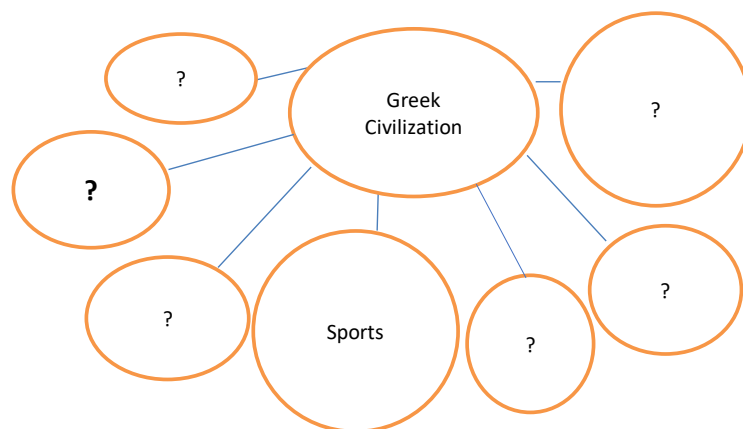
### **Belief in military power of a country**

Sparta was renowned for her military power. She built an army which proved fatal to other Greek city – states and beyond. War was glorified and every effort was made to train boys to serve in the military. Today, all world states have developed their military along almost similar lines. A might of a nation is partly seen through its military capability.

During training today, like during the Spartan period, body and mind held a central place. The recruits and those in service have their bodies and minds hardened and shaped for war. This is also what took place in Sparta.

### **e) Application activities**

- 1) Assess the contribution of Hippocrates to modern medicine. Present the outcome of your work to the class.
- 2) Use the shapes below and show the contributions of the Greek civilization to the modern world. Add circles as necessary.



## Answers to activity 11.5.

- 1) Hippocrates is known today as the father of medicine. He believed that sickness is a result of natural cause and not a product of god's wrath. He formulated the Hippocratic Oath which outlines the responsibilities of the medical profession up to today.
- 2) Belief in military power of a country; Religion; Art, music and dance; Government and law; Architecture; Science and Mathematics; Philosophy; History; Literature; Sports

### **Lesson 6: Contribution of the Roman civilization to the modern society**

#### **a) Learning objective**

The student- teachers should be able to identify the contributions of the Roman civilization to the modern society.

#### **b) Teaching resources**

The following materials will help you during the delivery of this sub-topic: Year 2 history student teacher's Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

#### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use introduction by asking the student teachers some questions related to Contribution of the Greek civilization to the modern society.

#### **d) Learning activities**

Group learners into pairs and let them do Activity 11.6. Student teachers present their ideas from the discussions to the rest of the class while they take notes. You can invite a resource person to sing, recite poems, tell relevant stories or shed more light on the sub-topic. Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation

## Suggested answer to activity 11.6

### Contributions of the Roman Civilisation to modern society

The saying “all roads lead to Rome” attests to the fact of Rome’s contribution to modern society. They made countless contributions to us in virtually all the fields. Today, we use some of the inventions and innovations. The main ones include:

#### ***Christianity***

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

#### ***Government***

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

This form of government has been emulated by governments in the world today. In a way too, the Roman division of their republic into three branches: the Consuls (who served as judges and army leaders) the Senators (who acted as political advisers) and the Assembly (made up of army members whose role was to approve or reject laws) mirrors the separation of powers found in democratic governments today.

Like modern democracies, the Romans through their “Twelve Tablets” had something akin to a written constitution. The rules, like today, applied to all citizens alike. They also referred to property, marriage, family, crime, theft and inheritance.

#### ***Architecture***

Architecture is one field in which the Romans made great strides in. Their knowledge and skills have been acquired in the modern world. Their architectural styles were evident in use of improved arches and columns of the

Greeks; the rounded domes, sculptures, frescos and mosaics. They also used concrete, mortar and cement. This enabled them to develop some structures which have withstood the test of time such as the pantheon and the colosseum.

In their architectural work, we can witness symbols of their power and creativity in mixing materials and creating masterpieces using new building techniques for visual effect and structure enforcement. Roman engineering skills were also evident in the construction of aqueducts. These structures were made across rivers and included large networks of underground channels which supplied water to cities and valleys. Later, through the aqueducts, households benefited from indoor plumbing, an efficient sewer system. Central floor heating or hot baths were also spread by the Romans even though they were not inventors.

Today all the innovations of Romans have made our life easy. Buildings, bridges and harbours and pipeline transport for water are in use in virtually every part of the world. The Roman architectural styles have also been copied in many parts of the world e.g. the US capital building, the Lincoln memorial and most state capitals in the USA.

### ***Entertainment***

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

### ***Roads***

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

### ***Calendar***

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

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

### ***Meal system***

Ancient Romans invented the three-course meal that is popular in the world today. Their meal was made up of starter, main dish and dessert. This tradition was prevalent in the empire.

### ***Law***

The modern world has also borrowed a lot from the Roman law. The Justinian Dynasty opened the eyes of the world to the need for legal reform. This had followed the Twelve Tables. But the ascendancy of the Justinian dynasty saw steps being made towards reforming the Roman law. Beginning AD 528, a panel of experts was assembled by the emperor to reform the law. They came up with the codex, an updated collection of the laws. Later, the Digest and the institutes were completed. All these saw the ending of the legal reforms in AD 534. Together, these writings were called the "Corpus Juris Civilis" the body of civil law". They have greatly influenced law, first in the western world and secondly, by extension to the whole world.

### ***Literature, philosophy and history***

Poetry and use of satire in verse in literature were popular in the Ancient Roman empire. Use of history to achieve nationalistic and patriotic ends was a major feature among Roman historian's works' Like today, historians equally criticized aspects of governance or regimes they felt took away the peoples' liberty. The Romans respected philosophy's contribution to society. They were guided by Greek philosophical schools. The Romans spread ideas of these philosophies to the areas they controlled.

Today, the world owes a lot in these three fields to the Romans. Even some of the books they wrote in literature, philosophy and history have been interpreted in other languages and are still being used today.

## ***Art***

Art was another area where the Romans have left an indelible mark. Uses of realism, idealism and revealing of an individual's character in a piece of art have their origin in Ancient Rome. Today, art is dominated with these qualities. We can also not forget the idea of beautifying homes with works of art in the modern society. This was also popularized by the Romans. Uses of frescoes and mosaic have also their roots in ancient Rome.

## ***Science and mathematics***

This is an area where the world today also owes something from the Romans. Although the Romans generally left scientific research to the Greeks, these were their citizens hence their contributions are treated as Rome's. In Egypt, the Romans left the Hellenistic scientists to exchange their ideas freely. This made scientists like the astronomer – mathematician Ptolemy, to come up with his theory that the earth was the centre of the universe, a mistaken idea that was accepted in the western world for nearly 1,500 years.

The Greek doctor Galen made advances in the medical field. He insisted on experiments to prove a conclusion. This medic compiled a medical encyclopaedia which summarised what was known in the field of medicine at the time. This book remained a standard text in the medical profession for more than 1,000 years.

In addition, the Romans, popularised the use of science. They applied geography to make maps, and medical knowledge to help doctors improve public health.

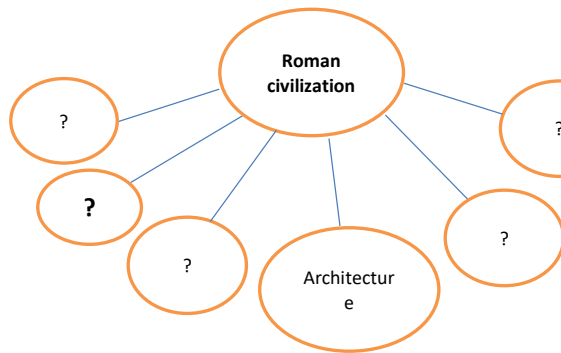
## ***Currency and trade***

Throughout their reign, the Romans maintained a stable currency and a prosperous international trade. Stability of currency and promotion of international trade are today still vital economic issues.

### **e) Application activities**

- 1) Evaluate the contributions of Romans in Calendar and architecture in the modern world.
- 2) Use the shapes below and show the contributions of the Roman civilization to the modern world. Add circles as necessary.





## Answers to activity 11.6.

### a) Calendar

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

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

### Architectures

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

In their architectural work, we can witness symbols of their power and creativity in mixing materials and creating masterpieces using new building techniques for visual effect and structure enforcement. Roman engineering skills were also

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

Today all the innovations of Romans have made our life easy. Buildings, bridges and harbours and pipeline transport for water are in use in virtually every part of the world. The Roman architectural styles have also been copied in many parts of the world e.g. the US capital building, the Lincoln memorial and most state capitals in the USA.

b) Government Architecture Entertainment Roads Calendar Meal system  
Literature, philosophy and history Art Currency and trade

## 11.6 Skill lab

Choose one of the main ancient civilizations and conduct a research in the library to explore the ways, it had contributed to the development of modern World in terms of:

- Sports
- Science and mathematics
- Architecture
- Art music and dance
- Meal system
- Government and law

## 11.7. Summary of the unit

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

The earliest inhabitants of Greece during the time of its civilization were the Dorians, the Cretans and the Achaeans. The Greek Civilization contributed greatly in the areas of literature, philosophy, mathematics and architecture in the modern world. The Olympic Games also originated from ancient Greece.

The Roman Civilization grew along the Tiber River in Central Italy. The early Roman republic had a written code of laws known as the 'Twelve Tables or tablets', which was heavily based on custom. The Roman republican system practiced representative democracy, setting the pace for other countries in the

world. The ancient Roman Civilization had great contributions in Christianity, architecture, government, entertainment, roads, calendar, literature, philosophy, history, art, mathematics, science, law, currency and trade.

## **11.8 Additional Information for the tutor**

### **The Greece under Hellenistic Age**

After the Greek City – States lost their independence, many changes took place. The new rulers of Greece built empires and increased trade. At the same time, they spread Greek culture and customs. The Greek language comes to be spoken by many people. Greek architecture was copied for new buildings; children studied Greek literature in schools, etc. The period in which all of this took place has come to be called the “Hellenistic Age”.

Philip II of Macedonia (359 – 336 BC)

By 359 BC, Greece had a new ruler, Philip II of Macedonia. He made treaties with Greek leaders only to break them when the Greeks relaxed their guards. He saw marriage as a way of forming political alliance or partnerships.

Philip II

The greatest statesman and general of his time, Philip II laid the foundation for a Macedonian military power that would conquer and Hellenize much of the regions of the Mediterranean, southern Europe, and the Middle East. His reorganization of the army and use of the heavy phalanx formation made him the master of Greece.

Demosthenes, an Athenian orator or public speaker tried to warn the Greeks that Philip was dangerous. But most would not listen, because they were unhappy with their local governments and they thought Philip might bring efficiency and discipline. When Philip led his troops into central Greece in 338 BC, Thebes and Athens raised a small army to stop the invasion. But the Greek army was not strong enough and was defeated.

Having gained control of Greece, Philip began preparing for a campaign against the Persians. But in 336 BC, in the middle of his preparations, Philip was killed (by a Macedonian noble). His son Alexander took over the throne.

Alexander, the Great (336 – 323 BC)

He took over Philip’s throne at the age of 20; he had been a commander in the army since he was 16. Alexander was physically strong and good looking. He

had a lot of energy and a quick mind. Aristotle tutored him for 3 years in such subjects as literature, political science, geography and biology. Because of his, Alexander included philosophers and scientists in his army. The philosophers advised him on political matters.

Alexander the Great became king of Macedonia when his father, Philip II, was assassinated in 336 BC. He took immediate measures to quell insurrections, both domestic and abroad, establishing himself as a powerful leader.

Alexander was a great general who feared nothing. He crushed the Persian Empire and then marched as far East as Pakistan. He would have gone farther, but his troops refused.

With his Empire, Alexander had a vision of a worldwide State in which all people would live together in peace. He wanted to bring unity and justice to his empire.

Alexander believed there was only one way to achieve his goal. That was to unite Macedonians, Greeks and Persians. He began by taking Persian soldiers into his army. Next, he married a Persian woman and had 80 of his leading army officers marry Persian women too. Then he began to dress in the Persian fashion and to follow some Persian customs.

Alexander, the Great ruled for 13 years during which he founded about 70 cities, of which 16 were named Alexandria after him. The most famous Alexandria was in Egypt. Within 70 years after its foundation, it had become a greater center of trade and learning.

### **End of the Empire**

End 323 BC when Alexander was in Babylon where he caught a fever and died, without having a son. He was 33 years old. His body was wrapped in gold and placed in glass coffin in the Royal Tomb of Alexandria, in Egypt. After Alexander's death, fights broke out over who was to rule the empire. The areas Alexander had conquered in India returned to their original rulers.

Three of Alexander's generals divided the rest of the empire among themselves:

- Antigonus I (382 – 301 BC) became the King of Macedonia;
- Ptolemy (367 – 283 BC) established the dynasty of the Ptolemy in Egypt;
- Seleucus (358 281 BC) formed the Seleucid dynasty in Persia.
- Athens and Sparta again become independent City – States.

## **Greek Society and its Political Institutions**

### **The Greek society**

The society in Greece was not the same. There were differences from a city-state to another one. For this point, only two city-states will be concerned, Athens and Sparta.

### **The society in Athens**

Athens had four classes of people. The first group was made up of CITIZENS and all were men. They could own land and take part in the government. The sons of citizens were also citizens. Greek citizenship was sometimes granted as a reward to those who did something special for the city. Citizenship was considered as a great reward.

The next class of people was the METICS. They were foreign-born people who were not citizens. Metics were usually merchants, crafts people or artists. They could not take part in the government or own land. However, all the metics were protected by the laws. Metics ran most of the business in Athens.

FREEDMEN made up the third class of people in Athens. They were slaves who had been freed. Many freedmen entered trade and business, like the metics. Some freedmen became very wealthy.

The fourth class was SLAVES. Few of slaves in Athens were Greeks. Most were captives from other regions. Slaves did most of the real work in Athens. Almost every citizen owned slaves.

### **The society in Sparta**

Sparta was organized along military lines. The Spartan men usually did not marry anyone until they were 30 years old. After they were married, the men lived in an army barracks. A Spartan wife lived with her parents. Only when a husband and wife had children could they have a home of their own.

Spartan girls were brought up in the home. They were taught how to care for a home. But girls were also expected to exercise and become strong and healthy. Spartan boys lived at home until they were taken away and trained to be warriors.

In Sparta, there were three classes: citizens, non citizens and the helots. The CITIZENS served as warriors. They owned and ruled the land. The Spartan citizens live mainly to be warriors for the city-state. Spartan women were also considered as citizens but did not become warriors.

The NON CITIZENS were free people who lived in Sparta. These people were often farmers, crafts people, or traders. Non citizens had no rights in the government, but they paid taxes. Men who were non citizens also served in the Spartan army. Non citizen women had no rights at all.

The HELOTS were almost like slaves. Most helots were nearby Messenian people conquered by Spartans. They worked in the fields owned by citizens and lived in small villages near the fields. Helots could not leave the area except to help their masters in war.

### **The Greek political institutions**

Athens was governed by a democratic system. The government of Athens was based on a constitution. It provided for an ASSEMBLY made up of all citizens of Athens. The thousands of citizens of Athens did not attend their Assembly meeting all at one time. However, as many as 6,000 citizens often attended meetings. The Assembly was a place for very lively discussion. It was an example of an almost pure democracy.

The Athenian constitution provided for a COUNCIL OF THE FIVE HUNDRED. This council was very powerful. It decided what could be voted on by the Athenian Assembly. Council members also kept watch on what officials were doing. In choosing leaders to represent the people, Athens made use of a representative democracy. The council of five hundred was a good example of representative democracy.

The everyday business of governing Athens was done by TEN GENERALS. The leader of the generals was often the real ruler of Athens. However, no leader could become too powerful. Any leader could be ostracized by being ordered to leave Athens. A person who was ostracized left Athens for several years.

Sparta was not ruled by a democracy, although it did have a constitution. The Spartan constitution provided for an ASSEMBLY. All land-owning citizens at least 30 years of age belonged to this Assembly. This means that only about 8,000 Spartan men were members of the Assembly. They ruled over a population of more than 376 thousand people.

The Assembly elected five men called EPHORS, each year, and they ran government. In addition, the Spartans had TWO KINGS. The title of king was passed from father to son and stayed in two families. In time of war, the kings acted as generals. But the kings had little real power.

Sparta also had a SENATE. The Senate was made up of 28 men had to be at least 60 years of age. The senate acted as a COURT for major crimes. It also often suggested what laws the Assembly ought to pass.

Sparta was run by a small group of people. It was run like an armed camp and had no democracy. Athens gave its citizens many more rights and many more responsibilities. But, as we have seen, even Athens had some limits on its democracy. Athenian women and non-citizens had limits on their rights. And the slaves had no rights.

### **Olympic Games**

Every 4 years, in the middle of summer, a festival was held in Olympia (a sacred mountain) to honor Zeus. The festival was known as the Olympic Games from 776 BC and was the most important sporting events in Greece.

Athletes come from all over Greece and from Greek colonies in Africa, Italy, and Asia Minor to take part in the games. Individuals, rather than teams, competed. Only male athletes could take part. Women were not even allowed to watch.

Olympic winners were considered as heroes. Poets wrote about them, City – States held parades for them. In some City – States even gave them free meals of a year. The modern Olympic Games are dated from 1896 AD and the period of 4 years is called Olympiads.

## **11.9 End unit assessment (answers)**

### **Suggested answers to end unit assessment**

- 1) Greece was invaded by various groups at different times. The decedents of these groups were the ones who were later to be known as the Greeks. They settled in the peninsula and evolved an unusual system of government for themselves on the hills and rocky coasts which gradually developed into city states.

### ***Cretans***

Their entry into the Peninsula began around 2500 BC and was first done by Cretans. One of their ancient kings was known as Minos. Theirs was therefore known as Minoan civilization, named after their king. The civilization was mainly concentrated along the Aegean Sea. These people are described to have

lived well had hot and cold running water, bathrooms and possessed elaborate furniture. They are also said to have protected their valuables with metal locks and keys.

Their houses are also said to have had plastered interiors which were decorated with paintings called frescoes, a technique of painting on wet plaster still in use even today. Cretans are further said to have been fond of dancing, boxing, racing and bull leaping among other sports. Lastly, they are described to have been slender, short and had dark curly hair and been a very peaceful community who were among the earliest sea traders in the region. Trade what had thus brought them to the shores of main land Greece.

### ***Archeans***

After the Cretans were the Achaeans who arrived about 2000 B.C. These groups came to dominate the trade and government of the area. Near the Sea, they met and interacted with the Cretans thus giving rise to a new civilisation called Mycenaean. This civilisation was marked by constructions of walled cities and development of bronze goods. They occupied Knossos around 1400 BC and ruled it until 1100 B.C hence making them rule the whole of the Aegean area.

Later the Bronze – Age civilizations of the Mycenaens were acquired by later groups. One of the outstanding groups was the Dorians. They invaded the area and overran Knossos around 1100 BC.

### ***Dorians***

The Dorians invaded Greece from the North and drove the Myceanaens off to Asia. At around the same time, another linguistic and religious subgroup known as Ionians reached the area. Around the 5th Century the Ionians and Dorians engaged in intensive rivalry in Greece. The Ionians mainly inhabited the city of Athens and even prohibited the Dorians from entering their sanctuaries. There was thus tension between the groups even though they interacted in various ways to give forth to the Greek Civilisation between 1000 BC and 800 BC.

The Greek city states that existed in the area during their civilisation included: Athens, Sicyon, Megara, Corinth, Thebes, Chalccis, Eretria, Boetia, Argolis, Phoxcis and Thessaly, Arcadia, Archaea, Aetolia.

These cities were involved in various wars. Examples of such wars are:

- Peloponnesian war (431 – 404 BC); and
- Corinthian war (395 – 386 BC)



## 2) Belief in gods and goddesses

Ancient Greeks were very religious. They believed in gods and goddesses. They had a common religion based on twelve chief gods and goddesses. These deities were thought to live on Mt. Olympus, the highest mountain in Greece.

The gods and goddesses include the following:

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

Although the twelve gods and goddesses were common to all Greeks, each city-state usually singled out one of the twelve Olympian gods as its guardian e.g. Athena was the patron goddess of Athens, for example. Each polis also had its own local gods. These local gods remained vital to the community.

Important elements in the Greek religion were rituals and festivals. The Greeks wanted the gods and goddesses to look favourably upon their lives and activities. This was what informed these religious practices.

## 3) Greek achievements in Science and Mathematics

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

- **Aristarchus of Samos** living around 200 B.C discovered that the earth and the other planet revolved around the sun.
- **Eratosthenes** discovered that the earth is spherical.
- **Euclid** around 300 B.C, in his school at Alexaneria, borrowed from the ideas of other scientists from Mesopotamia and Greece and developed the basic principles of geometry. Later other Greek mathematicians developed trigonometry. In schools today, students still study Euclid geometry. Euclid also noted that light travels in straight lines and described the law of reflection.

- **Archimedes** (287 -212 BC). He was a student of Euclid. He developed various laws of physics. His discoveries included: the principle of determining specific gravity and the basic principle of the modern conveyor belt. He is also said to have known the use of the pulley system and the lever and once used them to pull a loaded ship out of the sea and brought it to the beach. Today, there is even a screw pump which bears his name. Archimedes also defined a spiral
- **Hero** living in Alexandria, around 100 BC made a long list of inventions some of which includes a fire engine and steam engine.
- **Hippocrates** is known today as the father of medicine. He believed that sickness is a result of natural cause and not a product of god's wrath. He formulated the Hippocratic Oath which outlines the responsibilities of the medical profession up to today.
- **Herophilus** lived around 200 B.C. He made several discoveries on how the body functions. The main ones were that blood is pumped from the heart through the arteries to other parts of the body, the pulse is vital in revelation of sickness, there exists a relationship between the brains and the nerves and lastly, the brain is divided into many sections, each with its own functions in controlling various parts of the body.
- **Thales of Miletus** (640 - 610 to 548 - 545 BC) - He travelled widely and learnt a lot during his travels. Thales brought Phoenician navigational techniques into Miletus. He also revised the calendar, brought Babylonian mathematical knowledge to Greece and used geometry to solve problems such as calculating the height of pyramids and the distances of ships from the shore. Thales studied astronomy in Babylon and came back home and predicted the eclipse of the sun.
- **Pythagoras** (569 - 475 B.C). He was a philosopher and mathematician. He studied astronomy and geometry before founding the Pythagorean cult. The cult was devoted to the study of numbers which they saw as concrete. As a mathematician, Pythagoras also investigated the ratios of lengths corresponding to musical harmonies and developed methods of geometric proof. In geometry, he developed the Pythagoras theory or Hypotenuse theorem that is still being used today.

#### 4) Contribution of Roman Civilization to the modern world in architecture and roads.

##### *Architecture*

Architecture is one field in which the Romans made great strides in. Their knowledge and skills have been acquired in the modern world.

Their architectural styles were evident in use of improved arches and columns of the Greeks; the rounded domes, sculptures, frescos and mosaics. They also used concrete, mortar and cement. This enabled them to develop some structures which have withstood the test of time such as the pantheon and the colosseum.

In their architectural work, we can witness symbols of their power and creativity in mixing materials and creating masterpieces using new building techniques for visual effect and structure enforcement.

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

Today all the innovations of Romans have made our life easy. Buildings, bridges and harbours and pipeline transport for water are in use in virtually every part of the world. The Roman architectural styles have also been copied in many parts of the world e.g. the US capital building, the Lincoln memorial and most state capitals in the USA.

### ***Roads***

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

## **5) Contributions of Greek and Roman civilizations to the world.**

### **Contributions of Greek civilization**

#### ***Government and law***

Greeks are credited for introducing and practicing democracy, system of checks and balances in government, equality before the law and active citizen participation in the civic functions of the state. They also brought the issue of political and civil rights which were limited to citizens of a city state. As citizens,

people had their duties and responsibilities to the state and fellow citizens clearly spelt out.

Athens was the first Greek city to set up a democratic government. All free men were members of the government. They passed laws and could serve on a jury of its 30,000 citizens, 500 were chosen on a yearly basis to run the city. Those chosen were given stipends as token of appreciation for their work. The outstanding Athenian leaders who contributed towards the development of democracy were Solon (early 594 – 508 BC) Pericles (461 – 429 BC) and Alexander the Great (336 – 323 BC).

### ***Art, music and dance***

Greek art, music and dance have exercised an enormous influence on the culture of the present world. In art they made sculptures and statues of stones marble, limestone and clay. Drinking vessels were made from lumps of gold, silver or bronze, stamped with a geometric design. One of the great sculptors was Phidias who lived during the 400 B.C. He is credited with carving the massive statues of Athena which stood within the Parthenon.

He also carved the great statue of the seated Zeus at Olympia, the site of Olympic Games – today listed as one of the Seven Wonders of the World. Other well-known sculptors were Praxiteles and Myron who both lived in the 300s B.C.

On music and dance, Greek folk music and the ballad-like reciting of epic poetry. The Greeks created their art to look natural and realistic. The depictions of nature, humanity and noteworthy events of society were designed to please the public, support civic pride and to reinforce Greek ideals of beauty. The Greeks civilizations as can be seen from these contributions left a rich legacy to the modern world. However, it equally had its flaws. Women and slaves had no political rights. Foreigners were also prohibited from owning land. These made the Greek system to be discriminative by today's standards.

### ***Religion***

The Greeks shared a common religion and belief system. They believed in many gods and goddesses. Their belief system was also made up of heroes and myths.

Greek gods and goddesses had human appearance. They also bore human characteristics and attributes. The deities participated directly in human affairs according to Greek beliefs. In addition, the Greeks believed in oracles to tell the future and to give prophecies.

Today, religion is common to humanity. It is based on a system of beliefs just as during the Ancient Greek period. Belief in oracles is still practiced in games and sports and many other fields of human endeavour. The belief in existence of gods (or god), life after death, provision of sacrifices and offerings to god, command of divine powers over human life and observance of festivals and rituals in religious life, were evident in the Greek Civilisation. We owe these partly to the Greek Civilisation.

### ***Belief in military power of a country***

Sparta was renowned for her military power. She built an army which proved fatal to other Greek city – states and beyond. War was glorified and every effort was made to train boys to serve in the military. Today, all world states have developed their military along almost similar lines. A might of a nation is partly seen through its military capability.

During training today, like during the Spartan period, body and mind held a central place. The recruits and those in service have their bodies and minds hardened and shaped for war. This is also what took place in Sparta.

### **Contributions of Roman civilization**

#### ***Entertainment***

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

#### ***Roads***

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

## Calendar:

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

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

## ***Meal system***

Ancient Romans invented the three-course meal that is popular in the world today. Their meal was made up of starter, main dish and dessert. This tradition was prevalent in the empire.

## ***Law***

The modern world has also borrowed a lot from the Roman law. The Justinian Dynasty opened the eyes of the world to the need for legal reform. This had followed the Twelve Tables. But the ascendancy of the Justinian dynasty saw steps being made towards reforming the Roman law. Beginning AD 528, a panel of experts was assembled by the emperor to reform the law. They came up with the codex, an updated collection of the laws. Later, the Digest and the institutes were completed. All these saw the ending of the legal reforms in AD 534. Together, these writings were called the “Corpus Juris Civilis” the body of civil law”. They have greatly influenced law, first in the western world and secondly, by extension to the whole world.

## ***Literature, philosophy and history***

Poetry and use of satire in verse in literature were popular in the Ancient Roman empire. Use of history to achieve nationalistic and patriotic ends was a major feature among Roman historian’s works’ Like today, historians equally criticized aspects of governance or regimes they felt took away the peoples’

liberty. The Romans respected philosophy's contribution to society. They were guided by Greek philosophical schools. The Romans spread ideas of these philosophies to the areas they controlled.

Today, the world owes a lot in these three fields to the Romans. Even some of the books they wrote in literature, philosophy and history have been interpreted in other languages and are still being used today.

### ***Art***

Art was another area where the Romans have left an indelible mark. Uses of realism, idealism and revealing of an individual's character in a piece of art have their origin in Ancient Rome. Today, art is dominated with these qualities. We can also not forget the idea of beautifying homes with works of art in the modern society. This was also popularized by the Romans. Uses of frescoes and mosaic have also their roots in ancient Rome. Science and mathematics. This is an area where the world today also owes something from the Romans.

Although the Romans generally left scientific research to the Greeks, these were their citizens hence their contributions are treated as Rome's. In Egypt, the Romans left the Hellenistic scientists to exchange their ideas freely. This made scientists like the astronomer – mathematician Ptolemy, to come up with his theory that the earth was the centre of the universe, a mistaken idea that was accepted in the western world for nearly 1,500 years.

The Greek doctor Galen made advances in the medical field. He insisted on experiments to prove a conclusion. This medic compiled a medical encyclopaedia which summarised what was known in the field of medicine at the time. This book remained a standard text in the medical profession for more than 1,000 years. In addition, the Romans, popularised the use of science. They applied geography to make maps, and medical knowledge to help doctors improve public health

### ***Currency and trade***

Throughout their reign, the Romans maintained a stable currency and a prosperous international trade. Stability of currency and promotion of international trade are today still vital economic issues.

## 11.10 Additional activities

### 11.10.1. Remedial activities

#### Questions

- 1) Do you know the Pythagoras Theorem? Where was originated. Write it down in your notebook.
- 2) Identify different fields of sports represented in ancient Greek Olympic Games?

#### Answers

- 1) Pythagoras (569 – 475 B.C.). He was a philosopher and mathematician. He studied astronomy and geometry before founding the Pythagorean cult. The cult was devoted to the study of numbers which they saw as concrete. As a mathematician, Pythagoras also investigated the ratios of lengths corresponding to musical harmonies and developed methods of geometric proof. In geometry, he developed the Pythagoras theory or Hypotenuse theorem that is still being used today.

Origin: Ancient Greece

- 2) The games were held after every four years. They attracted some 40,000 Greeks into the stadium built in Olympia. The games were dedicated to the god Zeus, father of the gods. The games lasted for more than five days.

Games events included foot races, wrestling, boxing, jumping, javelin, discus throwing and chariot-riding.

### 11.10.2. Consolidation activities

#### Question

Analyse the following elements of the Roman Civilization: Law and Education

#### Answer

- 1) Elements of the Roman Civilization

#### Law

The early Roman republic had a written code of law which was heavily based



on custom. It was known as the 'Twelve Tables or tablets. They were written to make the interpretation of the law objective. Work of writing the law begun in 451 B.C. It involved a group of ten officials. Upon finishing the work, the laws were carved on twelve tablets or tables and hung in the Forum (market place). These laws became the basis for future Roman law. They were based on the spirit of equality of all citizens to the law. Every individual had thus a duty to protect the law.

Through the universal laws, they were able to establish standards of justice that applied to all people. The standards of justice brought by the Romans included principles that were recognizable by people. An individual was regarded innocent until proved guilty. Every suspect could face his or her accuser and himself or herself before a judge who was expected to weigh the evidence carefully before making a verdict.

The Roman law was based on the following principles:

- All persons had the right to equal treatment under the law.
- A person was considered innocent until proven guilty.
- The burden of proof rested with the accuser rather than the accused.
- A person should be punished only for actions, not thoughts.
- Any law that seemed unreasonable or grossly unfair could be set aside.

### **Education**

Formal schooling begun around 200 BC. In most of the Roman Empire, pupils began to learn at around age six and spent the next six to seven years in school. They learnt basics of reading, writing and counting. By age twelve, they were introduced to learning Latin, Greek grammar and literature after which, they undertook training for public speaking. Romans highly valued oratory. Good orators commanded respect from the rest of the society. It was for this reason, that one of the objectives of education and learning, was becoming an astute orator.

#### ***11.10.3. Extended activities***

### **Questions**

- 1) Compare Olympic Games that were organized in ancient Greece with the modern one.
- 2) Romans were regarded as great architects. Prove this assumption with convincing arguments.

## Answers

- 1) Ancient Olympic Games dated from – 776 BC while the moderns are dated from 1896; Only that male athletes allowed to participate. In modern Games many countries participated and many various sport fields.
- 2) Architecture is one field in which the Romans made great strides in. Their knowledge and skills have been acquired in the modern world.

Their architectural styles were evident in use of improved arches and columns of the Greeks; the rounded domes, sculptures, frescos and mosaics.

They also used concrete, mortar and cement. This enabled them to develop some structures which have withstood the test of time such as the pantheon and the colosseum.

In their architectural work, we can witness symbols of their power and creativity in mixing materials and creating masterpieces using new building techniques for visual effect and structure enforcement. Roman engineering skills were also evident in the construction of aqueducts. These structures were made across rivers and included large networks of underground channels which supplied water to cities and valleys. Later, through the aqueducts, households benefited from indoor plumbing, an efficient sewer system. Central floor heating or hot baths were also spread by the Romans even though they were not inventors.

Today all the innovations of Romans have made our life easy. Buildings, bridges and harbours and pipeline transport for water are in use in virtually every part of the world. The Roman architectural styles have also been copied in many parts of the world e.g. the US capital building, the Lincoln memorial and most state capitals in the USA.

# UNIT 12

## CAUSES AND IMPACT OF THE AMERICAN REVOLUTION

### 12.1. Key unit competence

The student- teacher should be able to explain the causes and impact of American revolution

### 12.2. Prerequisite (knowledge, skills, attitudes and values)

In order to study this unit, the student teachers should have knowledge, skills and competences on the following issues:

- Meaning of revolution.
- American Settlement.
- Transatlantic Slave Trade
- Meaning of Democracy.
- Human Rights

In addition, the student teachers should have some understanding on examples of Greek and Roman civilizations.

### 12.3 Cross-cutting issues to be addressed

#### Peace and values education

In this unit of causes and impact of the American revolution, the student teachers will learn how USA live peacefully before independence war in harmony through different concepts like social organization (solidarity). Different values such as democracy, freedom, equality, equity, will be also learned in the consequences of American revolution ...

#### Inclusive education

Through learning and teaching process of this unit, care will be given to all learners including Special Education Needs cases. At this time, all student

teachers will be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities

### Gender

This cross-cutting issue is particularly addressed in Section related to *effects of American Revolution*. The tutor can help student teachers to understand how female were not equal to male in decision making either at home or in politics in America before American revolution. Tutors help student teachers to understand that gender equity is a process to be achieved in different domains.

### 12.4. Guidance on introductory activity

At the beginning of this *Unit 12*, the introductory activity motivates student teachers 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. This will help them identify some issues and open them to what they did not know and be inquisitive to know what happens during America revolution.

### 12.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Background information about America	The student teachers should be able to explain the American settlement and the creation of the Thirteen North American colonies.	1
2	Causes of American revolution	The student teachers should be able to examine the Causes of American Revolution	2
3	Effects of American Revolution.	The student teachers should be able to analyse the consequences of American Revolution.	2
End unit Assessment			1

## **Lesson 1: Background information about America**

### **a) Learning objective**

The student teachers should be able to explain the American settlement and the creation of the Thirteen North American colonies.

### **b) Teaching resources**

There are many resources that can be used in teaching this lesson such as:

Textbooks: student teachers' History book Year 2 and its teacher's guide and history student book for Year 2

Teaching materials: world map, American map and Thirteen North American colonies map, internet, testimonies, press media, tactile materials, Braille materials can be availed if there are impaired learners.

### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the learners some questions related to the contribution of Greek and Roman civilization, that is, its meaning, government and law, Athenian democracy, architecture. In addition, student teachers should have some knowledge on the general information about history with emphasis the Thirteen North American colonies.

### **d) Learning activities**

In the case of written documents (internet, newspapers), do not use inflammatory sources. For the internet, you can provide key words to facilitate the learner's search. After finding the document, learners can be asked to underline words they think are important to them and explain why. They can share their views in pairs or groups. After, the whole class can share their responses.

The teaching of this lesson can be done by means of student teachers' textbook to explain the key background information about America. After this activity, tutor invites learners to present their work to the whole class.

### **Suggested answer activity 12.1**

#### **1) American settlement**

Since the 15<sup>th</sup> century AD (end of the Middle Ages), central and southern America was well known to Europeans through transoceanic voyages discoveries.

Christopher Columbus and Amerigo Vespucci reached American coast in 1492 AD. But the rest of the Northern America came to be known after in the 17<sup>th</sup> century during the European colonisation. This part of America was turned into a settlement and exploitation colony where numerous peoples especially whites from Europe (British, French, Dutch, Spanish, etc. shared all of its lands.

- The Indians, as the indigenous peoples, lived in the modern Canada;
- The British, numerous, settled along the Northern coast of Atlantic Ocean in modern United States of America;
- The French occupied Saint Lawrence valley and Louisiana State;
- The Dutch settled for a short time New York;
- The Spanish occupied California, Texas and Florida States;
- The Blacks, the first Black Africans settled America in 1619 where they were used as slaves working on European plantations. Due to this forced labour system, Blacks were scattered from eastern to western coasts of America but most of them settled North and South Carolinas, Virginia, Georgia and Maryland where were working on sugarcane and cotton plantations.

### **Creation of the Thirteen North American colonies**

Between 1606 and 1733, the British created in North America thirteen colonies depending on the British Crown's rule.

Those colonies were: Pennsylvania, Massachusetts, Georgia, Virginia, Rhode Island, New Hampshire, New York, New Jersey, Maryland, Connecticut, Delaware, North Carolina and South Carolina. Politically and economically, all these colonies had to report to the British crown in London through the British representatives appointed in American and small number of American born local authorities working on behalf of the British.

This situation lasted from the inception of these colonies up 1765 where started peaceful petitions of Americans on the way they were treated on their own land. The harsh rule of the British crown in North America created discontent that progressively amounted in a violent revolution of between 1774 and 1776. Many factors for the outbreak of this revolution have been advanced and are analysed below.

#### **e)Application activities**

Explain the settlement of the North of America and the birth of 13 colonies?

## Answers to application activity 12.1

Refer to the learner's book, American settlement 12.1.1

### **Lesson 2: Causes of American revolution**

#### **a) Learning objective**

The student teachers should be able to examine the Causes of American Revolution

#### **b) Teaching resources**

There are many resources that can be used in teaching this lesson such as:

Textbooks: student teachers' History book Year 2 and its teacher's guide and history student book for Year 2

Teaching materials: world map, American map and Thirteen North American colonies map, internet, testimonies, press media, tactile materials, Braille materials can be availed if there are impaired learners.

#### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the learners some questions related to the American settlement and the creation of the Thirteen North American colonies. In addition, student teachers should have some knowledge on the America before Revolution.

#### **d) Learning activities**

Let student teachers do activity 12.2 in small groups followed by a plenary discussion. If there is a resource person, he/she can be invited and put on his/her input. Remember to let the student teachers write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

## Suggested answer to activity 12.2

The American Revolution of 1776 broke out during the reign of King GEORGE III in England due several factors which were economic and political in nature and character.

### *12.2.1 Political causes*

- The rise of nationalism and liberalism in America in the opening years of 18th century. American colonies were not visibly represented in the British administration and British Parliament was in the majority of the British whereas a great number of Americans were so literate and had no participation in political matters.
- The rise of literates' class and class and philosophers like Sam Adams and Thomas Jefferson. These ones persuaded all Americans to fight for their freedom from the British hands. This determination resulted in American war for independence of 1776.
- Military and financial assistance of France. France sent troops led by General Marquis Delafayette to America with the prime objective of revenging against Britain which from 1756-1763 fought, defeated France and grabbed France colonies of India and Canada. During this assistance, France lost (spent) 2000 million French livres as a financial assistance.
- Long distance between Britain and America contributed to the sending of a few British troops in America to put under control all colonies security. This weakness helped a lot of American revolutionaries get their independence.
- Taking back of the charter of Massachusetts. This aimed to end American local self-government.
- The effects of Anglo-French war of 1756-63. During this war, France was fighting with Britain over profitable colony of Canada. The war ended with the defeat of France by Britain and taking over Canada. The effect of this was that it weakened Britain financially and encouraged the Americans to revolt against her. Britain also raised taxes to solve financial crisis at home. Americans protested the tax increment. The role played by revolutionary leaders. The most notable one was George Washington. He organised the minutemen and mobilised foreign support to fight for their independence.



- The character of King George III of England. He came to power in 1760. Unlike the former kings, he wanted to bring American colonies to closer control. In order to achieve this, he introduced several harsh laws. He was also so rigid that he refused to change the taxation system.
- The oppressive rule of the British government. The British leaders such as Greenville, Townshend and Rocking were harsh to the Americans. They did not allow freedoms such as of speech, press and worship. There were no fair trials in courts of law. All these annoyed the Americans.
- The passing of intolerable acts. These included the Stamp Act whereby revenue stamps were put on printed materials and commercial documents like news papers. It was replaced by Townshend Act whereby the British chancellor levied taxes on lead paper, paint, glasses and tea. These were received with negativity by Americans making them to begin a war of independence.

### **12.2.2 Economic causes**

- *Protectionism on American goods imposed by the British King George III.* This was a strict restriction to Americans for only buying the British-made goods and selling their agricultural products to Britain. This measure prevented Americans from getting new goods from abroad. It resulted in fighting for their trading rights.
- *British mint.* Any banknotes used in exchange had to bear King George III's portrait. This hurt more Americans.
- *Financial policy.* No American could own land without British Parliament clearance authorization. To own it he had first to submit land request to the British parliament and pay money for that.
- *The Boston massacres of 1770.* After the Townshend Act, the Americans started shouting and throwing snow and ice to the English troops. The troops responded by firing and killing them at Boston. This is what came to be known as the Boston massacres. It drove the Americans into a war of independence against the British.
- *Undemocratic nature of the British leadership.* The Americans were not given chance to participate in the politics of their country. This made them inferior. Only the rich were elected to the colonial assemblies as opposed to the poor. This was opposed by the majority hence leading to the revolution.

- *Inter-colonial congress at Philadelphia.* In 1774, representatives from all colonies met at Philadelphia. It was there where they started preparing for war. They chose George Washington as the leader of the revolution. They trained soldiers known as minutemen and started seeking for assistance from other countries.
- *The Boston Tea Party in 1773.* This was when the Americans dropped boxes of tea from Britain into water at Port Boston at night. This made the British government furious. The government decided to close the Boston harbour. It also punished Americans so as to pay back the tea. This too led to American Revolution.
- *Trade monopoly by the British.* In America, trade was exclusively done by the British. All European goods imported to the colonies had to pass through England for taxation. The British benefitted while the Americans did not. On top of that, the imports were expensive compared to exports. This exploitation made the Americans to revolt for their independence.

Other causes were *unfair judicial system of Britain and the restriction for colonies to occupy new lands of Ohio and Louisiana.*

### **12.2.3 Social causes**

- *The role of political philosophers.* These were intellectuals and great thinkers who exposed the wrongs of the British government to the Americans. Philosophers such as Thomas Penn and Patrick Henry inspired and awakened Americans to fight for their independence. They used newspapers such as New York gazette, American Mercury and The Boston News-Letter.
- *Foreign support.* The Americans got foreign support from other countries such as France, Germany and Spain. These countries gave Americans military, moral and financial support. This increased the determination of Americans to fight for their independence.
- *Religious intolerance.* There were religious differences between the Americans and the British. Americans had many religions which were different from the British Anglicans. The British forced Americans to adopt their religion against their will. The protestant religions practised by the Americans included Lutherans, Puritans, Huguenots and Presbyterians. Americans strongly opposed it thus leading to the revolution.

- To put an end on all these Intolerable Acts, American colonists headed by Sam Adams later George Washington started fighting in April 1775 by destroying Boston Tea plantation and by dumping into Atlantic Ocean 342 tea sacks downloaded from British trading ships.
- Informed of the situation, the King George III of Britain reacted by sending the British troops to Boston who killed a great number of American colonists on April 19th, 1776. This date is known as “Massacres of Boston”.
- However, fighting went on and American feelings grew stronger because the British government seemed unwilling to give in at all (reform its policy on colonies). Finally, on July 4, 1776, representatives of the colonies signed the Declaration of Independence. This increased the king’s anger, but the French fleet and 6000 troops helped the American colonies win.

### **e) Application activities**

Analyse the political and economic causes of American Revolution

#### **Answers to application activity 12.2**

Answers are found in learner’s book 12.3.1 and 12.3.2

### **Lesson 3: Effects of the American Revolution**

#### **a) Learning objective**

The student teachers should be able to analyse the consequences of the American Revolution.

#### **b) Teaching resources**

The following materials will help you during the lessons; Year 2 on History student teacher’s Book, internet, poems, media, stories, songs, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

#### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the learners some questions related to the causes of the American Revolution.

#### **d) Learning activities**

Let student teachers do activity 12.3 in small groups followed by a plenary discussion. If there is a resource person, he/she can be invited and put on his/her input. Remember to let the student teachers write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

#### **Suggested answers to the activity 12.3**

The American Revolution had a great impact on today's world political, social and economic systems. Let us now look at its effects :

- The revolution led to loss of lives. Many people including soldiers, civilians, Americans, the French and the British died in the war.
- It led to destruction of property such as buildings, roads, bridges and communication lines.
- It led to the inclusion of blacks into Americans citizenship, a privilege which had earlier been denied to them by the British.
- The monopoly of the protestant church was removed and after the revolution. There was freedom of worship among the Americans. It increased religious freedom in all states of America. The citizens were no longer forced to join Protestantism. Many churches came up. Other Americans became Muslims.
- It led to French Revolution because it had on the French government. For example, there was a financial crisis in France. There was also the spread of revolutionary ideas by the ex-soldiers of the American Revolution such as General Lafayette.
- It led to the granting of independence to the American colonies. At Paris treaty of 1783, the British king recognised the colonies of America to be free, sovereign and independent. The 13 states were now free to join and become the United States of America.
- There was liberalisation of trade after the American Revolution. The Americans were free to carry out trade without the British monopoly. The British limitations on American trade were removed, allowing the marine merchants to trade freely.
- It created good diplomatic relationship between France and America. This was due to the assistance rendered by the French to the Americans against the British imperialists.

- France provided Americans with arms and a combat army to serve under George Washington. They also sent a navy that prevented the second British army from escaping from Yorktown in 1781.
- It increased the status of women and subsequent women emancipation. Women now took control of the families and catered for school going children. Men were away fighting for independence. The revolutionary war affected women by placing them in non-traditional roles. As men went off to war, women were left to fill jobs typically fulfilled by men. This in turn changed society by showing the world that women could do what men can do.
- American Revolution increased the status of George Washington for his role in gearing the struggle for independence. During the American Revolution, he led the colonial forces to victory over the British and became a national hero. Its success was attributed to him. He later became the first president of America.
- Other effects included: The creation of a new state; Introduction of a democratic regime or democracy; The 1st American constitution drawing up; Washington, the First USA President's name, was granted to the capital city of the federal government; Rise of American patriotism; Education improvement; Reinforcement of French prestige and the fall of the British one; Spread of diseases; Decline of British economy; Colonization of Africa; Displacement of people (migration and refugees); New currency (USA Dollar); Improvement of transport in America; Financial crisis in France; Development of strong capitalistic economy in USA; End of trade between Britain and USA; Spread of American culture; Rich people out of the war; Unemployment in America and food shortage especially during the course of the struggle for independence.

In 1783, a peace treaty was signed, and Britain recognized the thirteen colonies as independent. England did not lose any other colonies, however. After the signing of that treaty, as mentioned in the effects above, these colonies tried to organise themselves by making people equal under the law. Besides, they eventually created "a federal Republic that is, a group of separate states, each giving up some governing rights to become united under a central government.

Also, under the leadership of George Washington (The 1st President of the United States of America), the Americans after the war drafted a democratic constitution based on the principles of the British. The Americans believed in written constitutions and in limiting the powers of government. Besides the federal constitution, all thirteen states had written constitutions that

separated legislative, executive and judicial powers and included a bill of rights (amendments).

**Note (Did you know?):**

Since 1785, the American Federal Government is made up of three main branches (powers):

- The Executive branch that includes the President, The Vice- President and the Executive departments that administer various divisions of the federal government.
- The heads of these departments of the President's cabinet- a group of special advisors.
- The legislative branch consisting of Congress, made up of the Senate and the House of Representatives.
- The judicial branch of the United States government made up of the Supreme Court and other courts throughout the country.

**e) Application activities**

Discuss the consequences of the American revolution both in America and Europe?

**Answers to application activity 12.3**

Refer to learner's book 12.3

**12.6 Skill lab**

Explain the ways American Revolution was necessary and show how far its effects affected the World positively or negatively with clear facts basing on the results of your findings

**12.7 Summary of the unit**

American Revolution is defined as the war of independance of the thirteen American Colonies from Britain. It has roots in social economic and political injustice experienced by the colonies before 1750. The consequences of the American Revolution were the loss of lives, abolition of an unfair taxation system, America got a written constitution, British control over Americans ended since they were defeated.

## **12.8. Additional Information for teachers**

### **A timeline of the American Revolution from 1763 - 1787**

From the signing of the Treaty of Paris in 1763 to the Constitutional Convention in 1787

#### **1763: 10 February: Signing of the Treaty of Paris**

Ending the Seven Year's War, also known as the French and Indian War in North America. France ceded all mainland North American territories, except New Orleans, in order to retain her Caribbean sugar islands. Britain gained all territory east of the Mississippi River; Spain kept territory west of the Mississippi but exchanged East and West Florida for Cuba.

#### **1763 :7 October: proclamation of the Treaty of Paris**

Wary of the cost of defending the colonies, George III prohibited all settlement west of the Appalachian Mountains without guarantees of security from local Native American nations. The intervention in colonial affairs offended the thirteen colonies' claim to the exclusive right to govern lands to their west.

#### **1764: 5 April: Sugar Act**

The first attempt to finance the defence of the colonies by the British Government. In order to deter smuggling and to encourage the production of British rum, taxes on molasses were dropped; a levy was placed on foreign Madeira wine and colonial exports of iron, lumber and other goods had to pass first through Britain and British customs. The Act established a Vice-Admiralty Court in Halifax, Nova Scotia to hear smuggling cases without jury and with the presumption of guilt. These measures led to widespread protest.

#### **1765: 22 March: Stamp Act**

Seeking to defray some of the costs of garrisoning the colonies, Parliament required all legal documents, newspapers and pamphlets required to use watermarked, or 'stamped' paper on which a levy was placed.

#### **15 May: Quartering Act**

Colonial assemblies required to pay for supplies to British garrisons. The New York assembly argued that it could not be forced to comply.

**30 May: Virginian Resolution**

The Virginian assembly refused to comply with the Stamp Act.

**7-25 October: Stamp Act Congress**

Representatives from nine of the thirteen colonies declare the Stamp Act unconstitutional as it was a tax levied without their consent.

**1766: 18 March: Declaratory Act**

Parliament finalises the repeal of the Stamp Act, but declares that it has the right to tax colonies

**1767: 29 June: Townshend Revenue Act (Townshend Duties)**

Duties on tea, glass, lead, paper and paint to help pay for the administration of the colonies, named after Charles Townshend, the Chancellor of the Exchequer. John Dickinson publishes Letter from a Philadelphian Farmer in protest. Colonial assemblies condemn taxation without representation.

**1768 :1 October: British troops arrive in Boston in response to political unrest****1770: 5 March: Boston Massacre**

Angered by the presence of troops and Britain's colonial policy, a crowd began harassing a group of soldiers guarding the customs house; a soldier was knocked down by a snowball and discharged his musket, sparking a volley into the crowd which kills five civilians.

**12 April: Repeal of the Townshend Revenue Act****1772: 10 June: Burning of the Gaspee**

The revenue schooner Gaspee ran aground near Providence, Rhode Island and was burnt by locals angered by the enforcement of trade legislation

**1773: July: Publication of Thomas Hutchinson letters**

In these letters, Hutchinson, the Massachusetts governor, advocated a 'great restraint of natural liberty', convincing many colonists of a planned British clamp-down on their freedoms.



**10 May: Tea Act**

In an effort to support the ailing East India Company, Parliament exempted its tea from import duties and allowed the Company to sell its tea directly to the colonies. Americans resented what they saw as an indirect tax subsidising a British company.

**16 December: Boston Tea Party**

Angered by the Tea Acts, American patriots disguised as Mohawk Indians dump £9,000 of East India Company tea into the Boston harbour.

**1774: May to June: Intolerable Acts**

Four measures which stripped Massachusetts of self-government and judicial independence following the Boston Tea Party. The colonies responded with a general boycott of British goods.

**September: Continental Congress**

Colonial delegates meet to organise opposition to the Intolerable Acts.

**1775: 19 April: Battles of Lexington and Concord**

First engagements of the Revolutionary War between British troops and the Minutemen, who had been warned of the attack by Paul Revere.

**16 June: Continental Congress appoints George Washington commander-in-chief of Continental Army**

Issued \$2 million bills of credit to fund the army.

**17 June: Battle of Bunker Hill**

The first major battle of the War of Independence. Sir William Howe dislodged William Prescott's forces overlooking Boston at a cost of 1054 British casualties to the Americans' 367.

**5 July: Olive-Branch Petition**

Congress endorses a proposal asking for recognition of American rights, the ending of the Intolerable Acts in exchange for a cease fire. George III rejected the proposal and on 23 August 1775 declared the colonies to be in open rebellion.

**1775-1776:** Winter: Invasion of Canada by Benedict Arnold

**1776: 9 January: Thomas Paine's Common Sense published anonymously in Philadelphia**

**2 May: France provides covert aid to the Americans**

**4 July: Continental Congress issues the Declaration of Independence**

**August - December: Battles of Long Island and White Plains**

British forces occupy New York after American defeats.

**26 December: Battle of Trenton, New Jersey, providing a boost to American morale.**

**1777: 2-3 January: Battle of Princeton, New Jersey**

General Washington broke camp at Trenton to avoid a British advance, attacking the British rearguard and train near Princeton and then withdrawing to Morristown.

**13 October: British surrender of 5,700 troops at Saratoga**

Lacking supplies, 5,700 British, German and loyalist forces under Major General John Burgoyne surrender to Major General Horatio Gates in a turning point in the Revolutionary War.

**1778: 6 February: France recognises US Independence.**

**1780 16 August: US Defeat at battle of Camden**

**1781 1 March: Ratification of the Articles of Confederation**

**5 September: Battle of the Clouds, denying British reinforcements or evacuation.**

**18 October: Surrender of British forces under Cornwallis at Yorktown.**

**1782 5 March: British Government authorises peace negotiations.**

**1783 3 September: Treaty of Paris, formally ending the Revolutionary War**

**1786-1787 Shays's Rebellion**

Massachusetts rebellion led by the Revolutionary War veteran Daniel Shays against high taxes.

### **1787 25 May: Constitutional Convention**

Adoption of the American Constitution

## **12.9 End Unit Assessment**

- 1) Explain what do you understand by American Revolution
- 2) Explain the causes of American Revolution
- 3) Examine the consequences of American Revolution

### **Suggested answers for end unit assessment**

#### **1) American Revolution**

The definition of the American Revolution was a war fought from 1775-1783 and won by the 13 American colonies to achieve independence from Great Britain.

An example of someone who was a part of the American Revolution is John Adams.

- 1) A sequence of actions by American colonists from 1763 to 1775 protesting British domination and culminating in the Revolutionary War
- 2) The Revolutionary War (1775-83), fought by the American colonies to gain independence from Great Britain

The war between the American colonies and Great Britain (1775-1783), leading to the formation of the independent United States.

- 2) Refer to learner's book 12.3
- 3) Refer to learner's book 12.3

## **12.10 Additional activities (Questions and answers)**

### ***12.10.1. Remedial activities***

#### **Questions**

- 1) Explain any two political causes of American Revolution?

2) Identify different people settled in America before the war for independence?

### Answers

1) The two political causes of American Revolution were:

- *The rise of literates' class and class and philosophers like Sam Adams and Thomas Jefferson.* These ones persuaded all Americans to fight for their freedom from the British hands. This determination resulted in American war for independence of 1776.
- *Military and financial assistance of France.* France sent troops led by General Marquis Delafayette to America with the prime objective of revenging against Britain which from 1756-1763 fought, defeated France and grabbed France colonies of India and Canada. During this assistance, France lost (spent) 2000 million French livres as a financial assistance.

2) Since the 15th century AD (end of the Middle Ages), central and southern America was well known to Europeans through transoceanic voyages discoveries. Christopher Columbus and Amerigo Vespucci reached American coast in 1492 AD. But the rest of the Northern America came to be known after in the 17th century during the European colonisation. This part of America was turned into a settlement and exploitation colony where numerous peoples especially whites from Europe (British, French, Dutch, Spanish, etc. shared all its lands.

- The Indians, as the indigenous peoples, lived in the modern Canada;
- The British, numerous, settled along the Northern coast of Atlantic Ocean in modern United States of America;
- The French occupied Saint Lawrence valley and Louisiana State;
- The Dutch settled for a short time New York;
- The Spanish occupied California, Texas and Florida States;
- The Blacks, the first Black Africans settled America in 1619 where they were used as slaves working on European plantations. Due to this forced labour system, Blacks were scattered from eastern to western coasts of America but most of them settled North and South Carolinas, Virginia, Georgia and Maryland where were working on sugarcane and cotton plantations.

### *12.10.2. Consolidation activities*

#### **Questions**

- 1) Describe the politics and economic situation of Thirteen English Colonies the American Revolution.
- 2) Explain the role played by philosophers in outbreak of the America Revolution?

#### **Answers**

- 1) Politically and economically, all these colonies had to report to the British crown in London through the British representatives appointed in American and small number of American born local authorities working on behalf of the British.
- 2) Philosophers were intellectuals and great thinkers who exposed the wrongs of the British government to the Americans. Philosophers such as Thomas Penn and Patrick Henry inspired and awakened Americans to fight for their independence. They used newspapers such as New York gazette, American Mercury and The Boston News.

### *12.10.3. Extended activities*

#### **Questions**

- 1) Was American Revolution justified? Explain
- 2) American Revolution influenced French Revolution. How far do you agree this view?

#### **Answers**

- 1) Refer to the causes of American Revolution in learner's book Year 2
- 2) It led to French Revolution because it had on the French government. For example, there was a financial crisis in France. There was also the spread of revolutionary ideas by the ex-soldiers of the American Revolution such as General Lafayette.

# UNIT 13

## THE 1789 FRENCH REVOLUTION

### 13.1 Key unit competence

To be able to explain the origin, causes and consequences of the 1789 French Revolution

### 13.2 Prerequisites of this Unit

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

- American Revolution or the American war of Independence;
- Effects of American Revolution both in America and in the rest of the world;
- Era of enlightenment and its effects.

### 13.3 Cross-Cutting Issues to be addressed

#### Peace and values education

With this cross-cutting issue, learners will be enabled to have a better awareness of the root causes of conflicts, violence, and lack of peace and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also have positive values.

#### Inclusive education

Care will be given to all learners including SEN cases. At this time, all learners should be given a quality and equitable education that meets their basic learning needs and takes care of the diversity of their backgrounds and abilities.

#### Gender

With this cross-cutting issue, learners (both boys and girls) will be enabled to exploit their full potential and talents without any discrimination or prejudice.

## Environment and sustainability education

This cross-cutting issue will help learners to acquire knowledge, skills, attitudes and values aimed at developing sustainable ways of living and the need to balance economic growth, the well-being of society and ecological systems.

### 13.4 Guidance on the introductory activity

Give an activity that requires 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 thought was not possible at the beginning. As they get 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 didn't know and be inquisitive to know about the 1789 French revolution. One of the suggested problem statements here is the following: "Make a synthesis of the causes and consequences of the 1789 French Revolution". This problem statement can be given as homework or in class discussion.

### 13.5 List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Living conditions in France before the 1789 French Revolution	Student Teachers will be able to examine the living conditions of the 1789 French Revolution in order to relate it other revolutions.	3
2	Causes of the 1789 French Revolution	Student Teachers will be able to analyze the bankruptcy of the state and dismissal of the financial reformers as some of the causes of the 1789 French Revolution.	4
3	Consequences of the 1789 French Revolution	Student Teachers will be able to assess the positive effects of the French Revolution	3
End unit Assessment			1

## **Lesson 1: Conditions in France before the 1789 French Revolution**

### **a) Learning objective**

Student-teacher is able to examine the conditions of the 1789 French Revolution in order to relate it other revolutions.

### **b) Prerequisites/Revision/Introduction**

To introduce this lesson, define the concept of Revolution. **See Learners Book page 297**

### **c) Teaching resources**

Learner's books, a map of France and in schools with enough use a projector, a computer and its accessories.

Tactile maps and brailled materials. Sign language should be used when teaching learners with hearing impairment, etc.

### **d) Learning activities**

Organize learners into groups and then invite them to do learning activity 1 that is in the **(learner's book page 294)**

### **Application activity 13.1**

#### **Question**

- 1) Describe the French society's living condition before the 1789 French Revolution
- 2) Examine the contribution of the enlightenment era in the outbreak of the 1789 French Revolution

#### **Answers:**

- 1) Student- teachers will gather information about the question and make a presentation to the class where everyone will be given opportunity to express her/himself as much as possible.



- 2) The age of reason had opened the people's eyes. In France, where most of the philosophers were found, Enlightenment ideas made people to question the inequalities of the old regime which still operated based on divine rights of kings. The biased treatment by the government of sections of the population did not go down well with most of the citizens. To them, the favoured position of the clergy and nobility went against reason. Therefore, there were calls for fair treatment of all classes throughout France.

### **e) Application activity**

Describe the French society's living conditions before the 1789 French Revolution

#### **Suggested answer:**

Before the 1789 French Revolution, France pursued a monarchical system of government. She was one of the dominant powers in Europe. She had enjoyed this status for long. This made her the envy of many powers. Her greatest rival was Great Britain.

As a country, she found herself in great difficulties resulting from the Enlightenment period, Colonial wars among European nations, Political problems in France, Deterioration in economic conditions and Social problems in France.

More details are found in the **student's book page 294-297**

## **Lesson 2: Causes of the 1789 French Revolution**

### **a) Learning objective**

Student-teacher is able to analyze the bankruptcy of the state and dismissal of the financial reformers as some of the causes of the 1789 French Revolution.

### **b) Prerequisites/Revision/Introduction**

To introduce this lesson, learners to explain how land ownership and taxation system were unfairly managed. **See Learners Book page 298-300**

### c) Teaching resources

Learner's books. In schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailled materials. Sign language should be used when teaching learners with hearing impairment, etc.

### d) Learning activities

A teacher should organize learners into groups and then invite them to do activity 2 that is in the **learner's book page 298**

#### Learning activities 13.2

- 1) Analyze the causes of the French Revolution and discuss how it increased democracy in the society.
- 2) Do you think that the 1789 French Revolution was necessary? If Yes or Not, please defend your position.

#### Answers:

- 1) The outstanding causes were as follows:
  - *The existing government:* It had very poor practices. The government ran systems that were so chaotic in virtually all areas. It closed its doors to political reform, which was taking place in other parts of Europe, especially Britain. The king enjoyed absolute power and cared less about what took place among the population. Common citizens had no say or share in the government. The peasants were underprivileged while the educated were unhappy with their exclusion from official position at the head of the army, the navy and the diplomatic service.
  - *The influence of the philosophers:* The ideas of the philosophers of the Enlightenment period had great influence over the middle class and other people of the French society. Ideas of key outstanding personalities such as Voltaire, Diderot, Montesquieu and Rousseau had a strong impact on the people. According to the people, it was time such great ideas were put in practice. This was part of the causes of the French revolution.

- **Example of the American Revolution:** America provided a practical example of how a revolution could be organised and its benefits. The French rulers had supported the Americans against their masters, the British. She did this to revenge her loss of colonies in Canada and India to the British during the seven-year war (1756–1763). When Americans won, the French rulers were happy about the victory.

Little did they know that it could influence a revolution in France. French soldiers who participated in the war were influenced by oppressive democratic ideas. They reflected on why the Americans rose up in arms against the British. It dawned on them that the conditions back in France were worse and equally oppressive. Americans rose against heavy taxation, yet the French were also heavily taxed by the government.

- **Bankruptcy of the French government:** The French government, as we have already observed, had been bankrupt for many years before the revolution. This was caused by the luxurious lifestyle of the kings and members of the royal family. Exemption of the nobility, higher clergy and the church from taxation led to loss of Canada and India to Britain. French involvement in the American War of Independence also contributed to its bankruptcy. All these forced the government to live on debts, which were a costly affair altogether. The bankrupt government could not provide essential services to its citizens.

The bankruptcy made successive government ministers for finance to advise on taxing the exempted groups. This was first never supported by the king (due to opposition from the groups concerned) but the worsening economic conditions, made the king to accept the idea in May 1789. To enforce the recommendation, a meeting of the estates-general was to be summoned. It was this meeting that began a revolution. The third class had to be handled well for things to move according to plan. This meant removing some of the burden of taxation from their shoulders and putting it onto those of the first and second classes. This was not to be.

**Character of King Louis XVI.** Louis XVI was weak and indecisive. His personality contributed to the revolution. Louis was inconsistent in his actions. At every stage in the revolution he encouraged reform and then drew back. This was dangerous and things were made worse because he was influenced by his wife, Marie Antoinette. Being an Austrian, she was viewed with contempt because it was the French alliance with Austria which made France to fight in the seven-year war, which led

to the loss of Canada and India. Marie had partly contributed to the people's hatred of her. She was ignorant of the need for reform and was unsympathetic to her people's situation at the time. The queen is said to have misadvised the king into making unpopular decisions.

- **Inflation:** There was high inflation which led to increase in the price of various goods. However, the rise in prices did not have a corresponding increase in salaries. The result was widespread poverty among the peasants.
- **Bad weather of 1788:** Climate equally contributed to the revolution. There was bad weather in 1788 which ruined the harvest. This eventually raised the prices of maize, bread and other foodstuff, bringing about widespread starvation. There also followed a severe winter in early 1789, which besides the unbearable cold conditions froze all rivers and ports in the country.

2) According to the combined conditions both in France and in Europe at that moment, the French Revolution was unavoidable. Fertile grounds for it had been availed by the enlightenment era that had opened eyes of the masses about the evils of the monarchy system in France. They demystified the divine power European monarchs had malignantly vested themselves to not be answerable for their crimes they committed to the masses. Another thing is that, many people in France had become discontented by the unawareness of the king Louis XVI in the matter regarding the living conditions of the French. More details on this point will be provided for by the student-learners during their debates and presentation in class.

### e) Application activities

#### Questions

- 1) Find out three ways to explain how the financial crisis led to the outbreak of the French Revolution of 1789.
- 2) The dismissal of the finance ministers led to the outbreak of the French Revolution. Explain this assertion.

#### Suggested answers

- 1) The financial crisis led to the French Revolution in the following ways: People lost confidence in the government and wished it could be removed.

When the government failed to pay back the money to the middle class, the people decided to remove the government.

That crisis led to inflation and unemployment which forced people into the revolution.

- 2) Capable financial ministers such as Turgot and Necker were dismissed and this worsened the financial crisis. They had suggested reforms which included taxing the wealth of the nobles and the clergy, but the queen advised the king to expel them. This led to the revolution against Louis XVI and his wife Marie Antoinette in 1789.

### **Lesson 3: Effects of the French Revolution: Positive effects**

#### **a) Learning objective**

Student-teacher is able to assess the positive effects of the French Revolution.

#### **b) Prerequisites/Revision/Introduction**

To introduce this lesson, ask learners to summarize the causes of the French Revolution. **See Learners Book pages 325**

#### **c) Teaching resources**

Learner's books, in schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailled materials. Sign language should be used when teaching learners with hearing impairment, etc.

#### **d) Learning activities**

Organize learners into groups and then invite them to do activity 13.3 that is in the **learner's book page 325**

Below are questions and suggested answers:

#### **e) Application activity**

- 1) *Overthrow of the ancient regime.* The reign of Louis XVI ended abruptly. This marked true end of the reign of the Bourbon family which had ruled France for over 800 years. The revolutionaries experimented with one

form of governance after the other until the Great Napoleon Bonaparte usurped the reign of power thus establishing his rule.

- *Spread of revolutionary ideas.* Revolutionary ideas spread to other parts of Europe. Everywhere in Europe, people talked of and wanted equality, liberty and fraternity the three things that crystallized in the course of the revolution as its aims. Generally, there was a clamour for democratic ideals. The revolution heralded a period of political liberalism hitherto witnessed in European mainland.
- 2) French led to the revival of the relationship between the Church and the State!
- There was a strong link between the church and state. As we have already observed, the two institutions were marred with massive divisions within their ranks. Class system was a common feature in both. The French revolution led to a clear line between the two institutions. The church was now left handling spiritual matters as the state dealt with political, economic and other social issues. The church had its massive estates of land taken over by the government in 1796. Prior to this development, on July 1790, the civil constitution of the clergy which made all clergy servants of the state was promulgated. This development was to later lead to separation of the two institutions as the revolution came to an end. However, the state had now reduced the power of the pope in the church in France. It now exerted a lot of power over the institution in France.

### Application activity 13.3

#### Question

Explain two positive effects of the French Revolution.

#### Suggested answers

Two positive effects of the French Revolution are the following:

The French revolution ended feudal privileges on August 4<sup>th</sup>, 1789 in the assembly at Versailles. Land that belonged to the Catholic Church and the nobles was nationalized and then given to the landless peasants at cheaper prices.

It led to the Declaration of Rights of Man and Citizen on August 27<sup>th</sup>, 1789. The document abolished the social class divisionism which had existed in France during the Bourbon monarchy (ancient regime) and brought equality among French citizens as it declared that all men were equal before the law.

## 13.6. Skills lab

Inspired by the slogan of French Revolution's journalist known as Desmoullins on the eve of the French Revolution: "Go to arms, the Austrians are coming soon to kill all of us", compose a song for the revolutionary's zeal against the French Ancient Regime.

**Topic: Analyze the 1789 French Revolution**

**Duration:** (...minutes)

**Materials required:** Notebooks and pens.

**Tutor preparation:** Ask some volunteers to sing the composed song before class, set chairs in circles for groups.

**Learning objectives (s):** Student-teachers will be able to:

- Sing the song that will be chosen as the best one
- Debate different stages of the French Revolution and understand the role of the press in motivating citizen to react on a given situation.

**Instructional objective:** Through debate groups about the composed songs, student-teachers will be able to debate the ways through which the 1789 French Revolution started, developed, ended and brought in consequences in France and Europe correctly.

**Activity 1: Build:** (...minutes)

- Before this lesson, the tutor asks questions about the 1789 French Revolution.
- In class, the tutor presents an example of songs that inspired people revolt against their oppressors.
- Tutor shares learning objectives

**Activity 2: Practice:** (... minutes)

- Tutor divide student teachers in 4 skills lab teams to compose songs
- Ask every group to draft songs
- Ensures all student-teachers are involved
- Responds to questions if any
- Ensure that gender balance and inclusion is catered for.

**Activity 3: Present:** (...minutes)

- Two groups sit in two rows facing each other and everyone sings the drafted song
- Each group present its present its song- Tutor asks follow up / probing questions
- Give feedback to each group
- Supplement what has been debated and student teachers vote for the conclusion,

**Portfolio Assessment:**

Each student teacher writes an summary on the 1789 French Revolution.

## 13.7. Summary of the unit

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

The French Revolution was the greatest revolution that has ever been experienced in the history of humanity. Increased unemployment caused people move to towns such as Paris with the hope of getting jobs and better living conditions. Due to idleness and desperation, these people supported the French Revolution movement and caused chaos. As a result of the French Revolution, many people especially those who were marching on the streets, lost their lives.

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

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



The French Revolution ended with the defeat of Napoleon Bonaparte at Waterloo Battlefield. After this total defeat, European powers called the Vienna Congress that was held from 1814 up to 1815 to manage European issues of the time.

### **13.8. Additional information**

- **Prelude to the French Revolution: monarchy in crisis**

As the 18th Century ended, France's costly involvement in the American Revolution and extravagant spending by King Louis XVI (1754–1793) and his predecessor had left the country bankrupt. In addition to the royal coffers being depleted, two decades of poor cereal harvests, drought, cattle disease and skyrocketing bread prices had created unrest among peasants and the urban poor. Many expressed their resentment toward a regime by rioting, looting and striking.

In 1786, Louis XVI's controller general, Charles Alexandre de Calonne, proposed a financial reform package that included a universal land tax from which the privileged classes would no longer be exempt. To garner support for these measures and forestall a growing aristocratic revolt, the king summoned the Estates General (les états généraux)– an assembly representing France's clergy, nobility and middle class–for the first time since 1614.

The meeting was scheduled for May 5, 1789. In the meantime, delegates of the three estates from each locality were required to compile lists of grievances (cahiers de doléances) to present to the king.

- **The French revolution at Versailles: Rise of the Third Estate**

The population of France had changed considerably since 1614. The non-aristocratic members of the Third Estate now represented 98 per cent of the people but could still be outvoted by the other two bodies. In preparation for the May 5 meeting, the Third Estate began to mobilize support for equal representation and the abolition of the noble veto powers. In other words, they wanted voting by head and not by status. While all the orders shared a common desire for fiscal and judicial reform as well as a more representative form of government, the nobles were not ready to give up the privileges they enjoyed under the traditional system.

By the time the Estates General convened at Versailles, the highly public debate over its voting process had erupted into hostility between the three orders defeating the original purpose of the meeting and the authority of the King who had convened it. On June 17th, the Third Estate met alone and formally

adopted the title of National Assembly. Three days later, they met in a nearby indoor tennis court and took the so-called Tennis Court Oath (*serment du jeu de paume*), vowing not to disperse until constitutional reform had been achieved. Within a short time, most of the clerical deputies and 47 liberal nobles had joined them, and on June 27th Louis XVI grudgingly absorbed all three orders into the new assembly.

- **The French Revolution hits the streets: The Bastille and the great fear**

On June 12, as the National Assembly continued to meet at Versailles, fear and violence raged the capital. Though enthusiastic about the recent breakdown of royal power, Parisians panicked as rumours of an impending military coup began to circulate. A popular insurgency escalated on July 14th when rioters stormed the Bastille fortress to secure gunpowder and weapons. Many consider this event, now commemorated in France as a national holiday, as the start of the French Revolution.

The wave of revolutionary fever and widespread hysteria quickly swept the countryside. Revolting against years of exploitation, peasants looted and burned the homes of tax collectors, landlords and the seigniorial elite. Known as the Great Fear (*la Grande peur*), the agrarian insurrection propelled the growing exodus of nobles from the country. The National Constituent Assembly decided to abolish feudalism on August 4, 1789, by signing what was later called the “death certificate of the old order.”

- **The French Revolution’s political culture: drafting a constitution**

On August 4<sup>th</sup>, the Assembly adopted the Declaration of the Rights of Man and of the Citizen, a statement of democratic principles grounded in the philosophical and political ideas of thinkers like Jean-Jacques Rousseau (1712–1778). The document proclaimed the Assembly’s commitment to replace the Ancien Régime with a system based on equal opportunity, freedom of speech, popular sovereignty and representative government.

The drafting of a formal constitution proved much more of a challenge for the National Constituent Assembly, which had the added burden of functioning as a legislature during harsh economic times. For months, its members wrestled with fundamental questions about the shape and expanse of France’s new political landscape. For instance, who would be responsible for electing delegates? Would the clergy owe allegiance to the Roman Catholic Church or the French government? How much authority would the king retain after a failed attempt to flee in June 1791?

On September 3<sup>rd</sup>, 1791, France adopted her first written constitution, establishing a constitutional monarchy in which the king enjoyed royal veto power and the ability to appoint ministers. This compromise did not sound well with radicals like Maximilien de Robespierre, Camille Desmoulins and Georges Danton. These began drumming up for popular support for a more republican form of government and the trial of Louis XVI.

- **The French Revolution turns radical: terror and revolt**

In April 1792, the newly elected Legislative Assembly declared war on Austria and Prussia, where it believed French émigrés were building counterrevolutionary alliances. It also hoped to spread its revolutionary ideals across Europe through warfare. Meanwhile, the political crisis took a radical turn at home when a group of insurgents led by the extremist Jacobins attacked the royal residence in Paris and arrested the king on August 10th, 1792.

The following month, amid a wave of violence in which Parisian insurrectionists massacred hundreds of accused counterrevolutionaries, the Legislative Assembly was replaced by the National Convention, which proclaimed the abolition of the monarchy and the establishment of the French Republic. On January 21st, 1793, the National Convention had King Louis XVI, condemned to death for high treason and crimes against the state and sent to the guillotine. His wife Marie-Antoinette (1755–1793) suffered the same fate nine months later.

Following the king's execution, war with various European powers and intense divisions within the National Convention the French Revolution entered its most violent and turbulent phase. In June 1793, the Jacobins seized control of the National Convention from the more moderate Girondins and instituted a series of radical measures. These measures included the establishment of a new calendar and the eradication of Christianity.

They also unleashed the bloody Reign of Terror (la Terreur), a 10-month period in which thousands of suspected enemies of the revolution were guillotined. Many of the killings were carried out under orders from Robespierre. Robespierre dominated the Committee of Public Safety until his own execution on July 28, 1794. His death marked the beginning of the moderate phase in which the French people revolted against excesses of the Reign of Terror.

- **The French Revolution ends: Napoleon's rise**

On August 22, 1795, the National Convention, composed largely of Girondins

who had survived the Reign of Terror, approved a new constitution that created France's first bicameral legislature. Executive power was in the hands of a five-member Directory ("Directoire") appointed by parliament. The royalists and Jacobins protested the new regime but were swiftly silenced by the army, now led by Napoleon Bonaparte.

The Directory's four years in power were riddled with financial crises, popular discontent, inefficiency and, above all, political corruption. By the late 1790s, the directors relied almost entirely on the military to maintain their authority and had ceded much of their power to the generals in the field. On November 9th, 1799, Bonaparte staged a coup d'état, abolishing the Directory and appointing himself France's "first consul." The event marked the end of the French Revolution and the beginning of the Napoleonic era, in which France would come to dominate much of continental Europe.

### 13.9 End unit assessment

**Answers to the end unit assessment (See Learner's Book page 330)**

#### **1) Characteristics of the ancient regime in France before 1789 are:**

French rule under the ancient regime was characterised by despotic kings, especially from the time of Louis XIV. The administration was characterised by dictatorship, nepotism and abuse of human rights. The king's powers were absolute and could not be questioned.

He was the law and the law were himself, and that was why he boasted that "the thing is legal because I wish it to be", "the state is myself!"

There was no written constitution, no democracy, and no fair representation in the parliament. Even the King's ministers had unlimited powers through "lettre - de - cachet" (arrest warrant with imprisonment without trial), which caused a lot of suffering to the French people, forcing them to join the French revolution.

#### **2) The role of the French philosophers in the outbreak of the French Revolution in 1789 is as follows:**

The philosophers were great thinkers who were highly educated in world affairs. They put their ideas in writing, condemning the social, political and economic situation in France. They attacked and exposed the wrongs of the

French society and created the French revolutionary spirit among the peasants and middle classes.

### **3) The French society was divided into three social classes; the clergy, the nobles and middle class with the peasants.**

The clergy and nobles were enjoying a lot of privileges like owning a large tracts of land, dominating the key government posts; being exempted from taxes, forced labour, and military conscription; could not be imprisoned; could be promoted in the army; were entitled to education to be judged by special courts, to extract tributes from the peasants, to have the rights to get pensions; to enjoy all forms of freedom; to have slaves; to stay in the King's palace; and had the right move with weapons in public.

The peasants and the middle class were 23 million out of 25 million, but were denied to all sorts of freedom, were subjected to forced labour, unfair taxation, imprisoned without trial, and were denied promotion in the army and higher education.

The middle class, the bourgeoisie, was composed of teachers, lawyers, doctors, scientists and industrialists and they had the problem that despite their education, they were excluded from top posts in the government and in the army. They had also to lend money to the government and were not sure of recovering that money. By 1789, they had read and interpreted the work of philosophers which forced them to fight against the ancient regime.

### **4) Positive effects of the French revolution of 1789:**

The 1789 French revolution destroyed the Bastille as a symbol of despotism on 14<sup>th</sup> July 1789.

The revolutionaries succeeded in spreading the French revolutionary principles of equality, liberty, and fraternity beyond French borders. The French revolution brought freedom of worship in France and ended Catholic Church dominance in state affairs.

It ended feudal privileges on August 4th, 1789. The land that belonged to the Catholic Church and the nobles was nationalized and given to the landless peasants at cheaper prices.

Multiparty politics was achieved in France with various political parties or clubs like Jacobins, Girondins, Feuillants, Montagnards and Cordeliers. The national

assembly produced a new constitution in November 1791. It ended despotism in France.

Below are the negative effects of the 1789 French Revolution:

It led to terrible loss of lives and destruction of property.

The revolution led to serious financial collapse and decline due to numerous wars which France fought with the rest of Europe. It forced many French people into exile in Austria, Russia and Italy where they came to be known as the émigrés. The 1789 French revolution led to the outbreak of the 1830 and 1848 revolutions in Europe that left a lot of lives and properties destroyed.

**5) The financial crisis led to the French revolution in the following ways:**

People lost confidence in the government and wished it could be removed.

When the government failed to pay back the money it had borrowed from the middle class, the people decided to remove the government. The crisis led to the inflation and unemployment, which forced people into the revolution. It forced the King to call the Estates General meeting which started the revolution.

## **13.10 Additional activities**

### ***13.10.1. Remedial activities***

#### **Questions**

- 1) Mention three causes of the French Revolution.
- 2) Give three effects of the French Revolution.

#### **Answers:**

**1) Three causes of the French Revolution are:**

- The role played by the French philosophers;
- Unfair land ownership;
- Weakness of the monarchy.

## **2) Three effects of the French Revolution are:**

The July 1790 Civil Constitution of the Clergy which was passed during the French revolution made the Catholic Church and the state enemies.

It spoilt the diplomatic relations between France and her neighbours like Prussia, Austria, Russia and Britain due to the mistreatment of King Louis XVI.

The 1789 French revolution inspired the outbreak of the 1830 and 1848 revolutions in Europe.

### ***12.10.2. Consolidation activities***

#### **Questions:**

- 1) How did the French Revolution turned radical during its course?
- 2) Napoleon Bonaparte is said to be the son to the 1789 French Revolution. Explain why is so said!

#### **Answers:**

### **1) The French Revolution turned radical in terror and revolt as follows:**

In April 1792, the newly elected Legislative Assembly declared war on Austria and Prussia, where it believed French émigrés were building counterrevolutionary alliances. It also hoped to spread its revolutionary ideals across Europe through warfare. Meanwhile, the political crisis took a radical turn at home when a group of insurgents led by the extremist Jacobins attacked the royal residence in Paris and arrested the king on August 10th, 1792. The following month, amid a wave of violence in which Parisian insurrectionists massacred hundreds of accused counterrevolutionaries, the Legislative Assembly was replaced by the National Convention, which proclaimed the abolition of the monarchy and the establishment of the French Republic. On January 21st, 1793, the National Convention had King Louis XVI, condemned to death for high treason and crimes against the state and sent to the guillotine. His wife Marie-Antoinette (1755–1793) suffered the same fate nine months later.

Following the king's execution, war with various European powers and intense divisions within the National Convention the French Revolution entered its most violent and turbulent phase. In June 1793, the Jacobins seized control of the National Convention from the more moderate Girondins and instituted a series of radical measures. These measures included the establishment of a new calendar and the eradication of Christianity.

They also unleashed the bloody Reign of Terror (la Terreur), a 10-month period in which thousands of suspected enemies of the revolution were guillotined. Many of the killings were carried out under orders from Robespierre. Robespierre dominated the Committee of Public Safety until his own execution on July 28, 1794. His death marked the beginning of the moderate phase in which the French people revolted against excesses of the Reign of Terror.

- 2) This refers to the situation that followed the On August 22, 1795 National Convention. This was composed largely of Girondins who had survived the Reign of Terror, approved a new constitution that created France's first bicameral legislature. Executive power was in the hands of a five-member Directory ("Directoire") appointed by parliament. The royalists and Jacobins protested the new regime but were swiftly silenced by the army, now led by Napoleon Bonaparte.

The Directory's four years in power were riddled with financial crises, popular discontent, inefficiency and, above all, political corruption. By the late 1790s, the directors relied almost entirely on the military to maintain their authority and had ceded much of their power to the generals in the field. On November 9th, 1799, Bonaparte staged a coup d'état, abolishing the Directory and appointing himself France's "first consul." The event marked the end of the French Revolution and the beginning of the Napoleonic era, in which France would come to dominate much of continental Europe.

### ***13.10.3. Extended Activities***

#### **Questions:**

- 1) Analyze five causes of the French Revolution.
- 2) Identify three effects of the French Revolution.

#### **Answers:**

- 1) Five causes of the French Revolution are the following: Influence of England: England provided an example to the French society. By 1750, she had modernised and had the best parliament, a good constitution and she had an independent Judiciary as well as freedom of religious practices. In addition to a better political environment, England became a reference for political philosophers who based their arguments on Britain. Many French people desired the life of England and wanted to put it into practice through the 1789 French Revolution.



Dismissal of the financial reformers: Capable financial controllers, Turgot and Necker, were dismissed and this worsened financial crisis in France. They had suggested reforms of taxing the wealth of the nobles and the clergy, but the Queen advised the King to expel them because they had attacked financial mismanagement at the royal palace. This led to the revolution against the King Louis XIV and his wife Marie Antoinette in 1789.

Role of the French philosophers: The philosophers were great thinkers who were highly educated in world affairs who put their ideas in writing, condemning the social, political and economic situation in France. They attacked and exposed the wrongs of the French society and instilled a revolutionary spirit among the French peasants and middle classes.

Unfair land ownership: The land was unfairly distributed among the nobles and the clergy at the expense of the majority peasants. The church also owned 20 per cent of the land, which it rented to the peasants. So, the peasants survived as tenants on their landlord's estates who exploited them. This is one reason why they demanded for reforms in the revolution of 1789.

Unfair taxation system: By 1789, the taxation system of France was unfair. The poor peasants were forced to pay a lot of taxes like salt tax, church tax, property tax, road tax, tithe and customs duty while the rich nobles and the clergy were exempted from taxation. The peasants, tired of this unfair taxation system rose up in the French revolution.

2) These are three effects of the French Revolution:

The French revolutionaries passed a radical law known as "Civil Constitution of the Clergy" and brought freedom of worship in France and ended the Catholic Church dominance in state affairs. The national assembly produced a new constitution in November 1791.

The French revolution ended feudal privileges on August 4th, 1789 in the assembly at Versailles. Land that belonged to the Catholic Church and the nobles was nationalized and given to the landless peasants at cheaper prices.

It led to the declaration of rights of man and citizens on August 27th, 1789. The document abolished the social class divisionism, which had existed in France during the Bourbon monarchy (ancient regime) and this brought equality among French citizens. It also declared that all men were equal before the law.

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