

History and Citizenship

Senior One Teacher's Guide

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FOREWORD

Dear teacher,

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

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

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

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

your role is to:

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for learners considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and experienced people.
- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.
- Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it. Even though this teacher's guide contains the answers for all activities given in the learner's book, you are requested to work through each question and activity before judging learner's findings.

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

Dr. MBARUSHIMANA Nelson
Director General, REB

ACKNOWLEDGEMENT

I wish to express my appreciation to all the people who played a major role in editing process of this History and Citizenship teacher’s guide for Senior One. It would not have been successful without their active participation.

Special thanks are given to those who gave their time to read and refine this textbook to meet the needs of competence based curriculum. I owe gratitude to different Universities and schools in Rwanda that allowed their staff to work with REB to edit this book. I therefore, wish to extend my sincere gratitude to lecturers, teachers, illustrators, designers and all other individuals whose efforts in one way or the other contributed to the success of this edition.

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

Joan Murungi,
Head of CTRLRD

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Part One

HISTORY AND CITIZENSHIP

INTRODUCTION

History and Citizenship is one of the social science subjects and an important discipline that has contributed to human activities, and political and social transformation throughout the whole world. This has enabled man to understand the past and present so as to predict the future. It is in line with the Political Education Sector, Economic Development and Poverty Reduction Strategy (II), Education Sector Strategic Plan 2013/14 – 2017/18, Education for All, Government Seven Year Program 2010-2017, Vision 2020 and the East African Community Protocol. This is one reason why it is included in the national and regional context of governments.

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

Aims of History and Citizenship

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

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

Developing competencies in History and Citizenship

Basic competencies are addressed in the stated broad subject competences and in objectives highlighted year on year basis and in each of units of learning. The generic competencies, basic competences that must be emphasised and reflected in the learning process are

briefly described below and teachers will ensure that learners are exposed to tasks that help the learners acquire the skills.

Generic competences

- **Critical and problem solving skills:** The acquisition of such skills will help learners to think imaginatively, innovatively and broadly to evaluate and find solutions to problems encountered in our surrounding.
- **Creativity and innovation:** The acquisition of such skills will help learners to take initiatives and use imagination beyond knowledge provided in classroom to generate new ideas and construct new concepts.
- **Research:** This will help learners to find answers to questions based on existing information and concepts and use it to explain phenomena from gathered information.
- **Communication in official languages:** Teachers, irrespective of being language teachers will ensure the proper use of the language of instruction by learners. The teachers should communicate clearly and confidently and convey ideas effectively through spoken and written by applying appropriate language and relevant vocabulary.

- **Cooperation, inter personal management and life skills:** This will help the learner to cooperate as a team in whatever task assigned and to practice positive ethical moral values and while respecting rights, feelings and views of others. Perform practical activities related to environmental conservation and protection. Advocate for personal, family and community health, hygiene and nutrition and responding creatively to a variety of challenges encountered in life.
- **Lifelong learning:** The acquisition of such skills will help learners to update knowledge and skills with minimum external support. The learners will be able to cope with evolution of knowledge advances for personal fulfilment in areas that are relevant to their improvement and development.

Broad History and Citizenship competencies at the end of Ordinary Level

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

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

- Analyse and understand how societies evolved in order to know appropriately his near and distant environment so as to apply such techniques in developing their own societies.
- Develop into a mature, informed, responsible and active participating citizen.
- Acquire a sound knowledge and understanding of History in order to develop learners skills in expressing historical ideas, in a more coherent and logical manner (Stimulate critical thinking and reasoning among learners in order to create citizens who reason) so as to increase their reasoning capacity.
- Acquire international understanding in order to recognise ability and capacity of Rwandans in developing collectively alongside other societies.
- Understand the nature of cause, consequence, continuity, change, similarity and difference;
- Live in harmony and tolerance with others without any distinction, religious distinction or other form of discrimination and exclusion that have caused problems in society such as the 1994 Genocide against the Tutsi in order to transform them in to good citizens.
- Appreciate Rwandese values, universal values of peace, respecting human rights, rights of gender equality, democracy, justice, solidarity and good governance.
- Promote moral, intellectual, social values through which learners will improve, competences and skills that are essential for sustainable development of the country.
- Develop patriotic spirit, the sense of civic pride and spirit of knowing what happens all over the world.
- Encourage the development of a sense of moral responsibility and commitment to social justice and gender equity.
- Encourage learners to assume responsibility for their own behaviour and to respect the rights of others.
- Promote the spirit of self-reliance, dignity and cooperation among nations.

Pedagogical approach

It is a known fact that learners learn better when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. Teaching strategies must therefore

be varied but flexible within well structured sequences of lessons: learner centred education does not mean that the teacher no longer has responsibility for seeing that learning takes place. Therefore, the learning process should be dominated by the learner guided by the teacher.

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

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

Role of a teacher

The change to a competency based curriculum is about transforming learning, ensuring that learning is deep, enjoyable and habit forming. Teachers therefore need to shift from the traditional method of instruction but rather play the role of a facilitator in order to value learners' individual needs and expectations. The teacher must identify the needs of the learners, the nature of the learning to be done, and the means to shape learning experiences accordingly.

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

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

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

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

Role of a learner

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

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

Special needs and inclusive approach

All Rwandans have the right to access education regardless of their different needs. The underpinnings

of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that we have persons/ learners who are totally different in their ways of living and learning as opposed to the majority. The difference can either be emotional, physical, sensory and intellectual learning challenged traditionally known as mental retardation.

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

Conditions for success

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

- Qualified teachers
- Necessary and adequate

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

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

Assessment approaches

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

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

Types of assessment

1. Formative and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson, he/she should establish criteria for performance and behaviour changes at the beginning of a unit. Then at the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competencies basing on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competencies described in the syllabus and from this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following:

- (a) Observation
- (b) Pen and paper
- (c) Oral questioning

2. Summative assessment (assessment of learning)

When assessment is used to record a judgment of competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a

learner's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved and to use the results for the ranking or grading of learners. For deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competencies.

It can be internal school based assessment or external assessment in the form of national examinations. School based summative assessment should take place once at the end of each term and once at the end of the year. School summative assessment average scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grade will contribute to a certain percentage as teachers gain more experience and confidence in assessment techniques and in the third year of the implementation of the new curriculum it will contribute 10% of the final grade, but will be progressively increased. Districts will be supported to continue their initiative to organize a common test per class for all the schools to evaluate the performance and the achievement level of learners

in individual schools. External summative assessment will be done at the end of P6, S3 and S6.

Record Keeping

This is gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used shall generate data in the form of scores which will be carefully recorded and stored in a portfolio. Because they will contribute for remedial actions, for alternative instructional strategy and feed back to the learner and to the parents. To check the learning progress and to advice accordingly or to the final assessment of the students.

This portfolio is a folder (or binder or even a digital collection) containing the student's work as well as the student's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but also it is a record of the activities undertaken over a given period of time as part of student learning. The portfolio output (formative assessment) will be considered only as enough for three years of Advanced level. Besides, it will serve as a verification tool for each learner that he/she

attended the whole learning before he/she undergoes the summative assessment for the subject. The results from the portfolio will contribute 50% on summative assessment of each year.

Item writing in summative assessment

Before developing a question paper, a plan or specification of what is to be tested or examined must be elaborated to show the units or topics to be tested on, the number of questions in each level of Bloom's taxonomy and the marks allocation for each question. In a competency based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from knowledge and comprehension level.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competency based assessment by doing the following:

- Identify topic areas to be tested on from the subject syllabus.
- Outline subject-matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.

- Ensure that the verbs used in the formulation of questions do not require memorisation or recall answers only but testing broad competencies as stated in the syllabus.

Structure and format of examination

There will be two (2) papers in History and Citizenship subject.

Time: 3 Hours

Paper 1

- History of Rwanda
- History of Africa: North Africa, East Africa, Central Africa, South Africa and West Africa)

Paper 2

- History of the World
- Citizenship

Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think again about how to share learners' progress with parents. A single mark is not sufficient to convey the different expectations of learning which are in the learning objectives. The most helpful reporting is to share whether the students are doing well and where they need to improve.

Assessment standards for competences

Student	Lit.	Num.	ICT	Comm.	Creat.	Crit.	Research and Problem solving	Coop.
a	R		A	R	A	R		G
b	G	G	R	G	A	A		G
c	A		R	G	G	R		A
d	G	A	A	G	G	R	R	R

Key

Lit.: Literacy

Num.: Numeracy

Comm.: Communication

Creat.: Creativity

Crit.: Critical thinking

Coop.: Cooperation

Assessment standards

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

Resources

Relevant textbooks about:

- History of Rwanda
- History of Africa
- World ancient and modern civilisations
- Modern World History and World Wars
- Atlas

- Geographical and Historical maps

Other materials

- Access to use of internet
- Films and videos (audio-visual sources)
- Historical sites
- Archaeological sites
- Memorial sites

- Photographs
- Braille
- Museum
- Tale, tactile maps, stories and testimonies

Skills for the teacher of this subject

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

- Have at least a diploma in History from a recognised teaching Institution of Higher learning.
- Properly use text books, teachers' guide, historical information that are in line with this curriculum.
- Have a good command of the English language and use it properly.
- Have some basic skills and knowledge about in special needs education like Rwandan sign language, braille reading and writing.
- Be able to modify the methodology to accommodate the diversity needs of learners in class.
- Be an objective assessor of learners performance and demonstrate strong leadership skills.
- Be well organised, and able to manage his/her tasks and time well.

Some strategies to address special education needs

- A variety of appropriate teaching and learning aids and activities should be employed to provide a range of active learning to learners.
- Teaching aids should include adaptive materials like tactile and talking materials.
- Activities could include individual research and group discussions according to the level of understanding of learners (gifted, talented and slow learners).
- The use of models and examples from local environment is recommended.
- There should be in-service teacher training in basic special needs education.

Syllabus units

Presentation of the structure of the syllabus units

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

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

The units have the following elements:

1. Unit is aligned with the **number of lessons**.
2. Each unit has a **key unit competency** whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the learners.
3. Each unit key competency is broken into three types of learning objectives as follows:
 - a. *Type I*: Learning objectives relating to **knowledge and understanding** (*Type I* Learning Objectives are also known as **Lower Order Thinking Skills or LOTS**)
 - b. *Type II and Type III*: These learning objectives relate to acquisition of **skills, attitudes and values** (*Type II and Type III* learning objectives are also known as Higher Order Thinking Skills or HOTS)
6. Finally, each unit is **linked to other subjects**, its **assessment criteria** and the **materials** (or Resources) that are expected to be used in teaching and learning process.

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

Key competences at the end of Senior 1

At the end of **Senior one**, a learner will be able to:

- Describe the origin and expansion of Rwanda and locate Rwanda in time and space.
- Explain the concepts of History and Citizenship, how historical information is collected, its role and its link with other subjects.
- Describe Rwanda and Egyptian civilisation.
- Describe the rise and organisation of Trans-Saharan and triangular trade.
- Explain the concepts of dignity, family personal and family values and self-reliance.
- Explain the concepts of disability and inclusive education.
- Describe forms and principles of democracy and identity.

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

4. Each unit has a **content** which indicates the scope of coverage of what a teacher should teach and learner should line in line with stated learning objectives
5. Each unit suggests **Learning Activities** that are expected to engage learners in an interactive learning process as much as

Sample Competence-based lesson plans

Sample 1

School Name: G S Kimironko II

Teacher's name: Gatete A.

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
I	10/2/2020	History and Citizenship	S1	1	1 of 8	40 minutes	40
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				2 hearing impairment			
Unit title		Genocide and its features					
Key unit competence:		To be able to differentiate between genocide and other mass crimes					
Title of the lesson		Genocide and other mass crimes					
Instructional Objective		By using the History learner's book and internet, the learners will be able to correctly define the term "genocide" and distinguish it from other mass crimes.					
Plan for this Class (location: in / outside)		Inside the classroom					
Learning Materials (for all learners)		The internet and the learner's book of History					
References		History Learner's Book and History Teacher's Guide					

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	
<p>Introduction</p> <p>5 minutes</p>	<p>The teacher asks the learners anything they know on the term “Genocide”.</p> <p>The teacher asks the learners where they have learned that information related to Genocide.</p> <p>The teacher announces objectives of the lesson. Attention will be paid to those learners with hearing impairment.</p>	<p>The learners answer questions as they are asked by the teacher.</p> <p>The learners answer questions as they are asked by the teacher.</p> <p>The learners listen to the teacher.</p>	<p>Cross cutting issues to be addressed</p> <p>Inclusive education Care will be given to all learners including special education needs cases. At this time, all learners should be given a quality and equitable education that meets their basic learning needs, understands the diversity of their backgrounds and abilities.</p> <p>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.</p> <p>Generic competences</p> <p>Communication: through answering questions the learners are developing oral communication skills.</p> <p>Critical thinking: through answering questions and discussing with peers, the learners are developing critical thinking.</p>

<p>Development of the lesson</p> <p>Analysis 1</p> <p>Synthesis 1</p> <p>Analysis 2</p>	<p>The teacher takes the learners in smart classroom and to invite them search the meaning of the term “Genocide” and other mass killings. Through question and answer technique, the teacher invites the learners to share what they have researched. The teacher will provide the true possible meaning of the term “Genocide” and other mass killings. The teacher asks the learners to provide the meaning of the term “Genocide” and other mass killings. The teacher helps the learners to make groups of five learners and the hearing impaired students will be allocated in different groups. The teacher gives the learners instructions and as signs them the activity to do. The teacher invites the group representatives to make presentation of what they have done. The teacher helps the learners make harmonization of the activity.</p> <p>The teacher asks questions on analysis 2. The teacher asks questions on both analyses.</p>	<p>The learners go to the smart classroom and search the meaning of the term “Genocide” and other mass killings. The learners answer questions as they are made by the teacher. The learners listen the teacher while providing the possible meaning of the term “Genocide”. The learners answer</p>	<p>Generic competences to be addressed:</p> <p>Cooperation, interpersonal management and life skills: learners share their ideas in groups.</p> <p>Critical thinking learners observe and analyse the map and come up with conclusion</p> <p>Communication learners discuss and present their ideas. Cross cutting issues Inclusive education Care will be given to all learners including special education needs cases. At this time, all learners should be given a quality and equitable education that meets their basic learning needs, understands the diversity of their backgrounds and abilities.</p> <p>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.</p>
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<p>Synthesis 2</p> <p>Global synthesis</p>	<p>provide the meaning of the term “Genocide” and other mass killings.</p> <p>The teacher helps the learners to make groups of five learners and the hearing-impaired students will be allocated in different groups.</p> <p>The teacher gives the learners instructions and assigns them the activity to do.</p> <p>The teacher invites the group representatives to make presentation of what they have done.</p> <p>The teacher helps the learners make harmonization of the activity.</p> <p>The teacher asks questions on analysis 2.</p> <p>The teacher asks questions on both analyses.</p>	<p>questions of synthesis one.</p> <p>The learners make groups in active way.</p> <p>The learners listen to instructions and the activity.</p> <p>The group representatives make presentation by answering questions asked by other group members.</p> <p>The learners make harmonization of the work.</p> <p>The learners answer questions as they are made by the tutor.</p> <p>The learners answer questions orally on both analysis.</p>	
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<p>Summary and Conclusion</p> <p>10 min</p>	<p>The teacher involves learners in lesson summary through questions.</p> <p>The teacher helps the learners to do evaluation activity.</p> <p>The teacher guides the learners to suggest the next lesson.</p> <p>The teacher gives learners the homework of making research on the next lesson.</p>	<p>The learners involve themselves in the summary through questions and answers.</p> <p>The learners do evaluation activity in written form</p> <p>The visually impaired students will answer the evaluation orally.</p> <p>The learners suggest the next lesson by referring to the current lesson through imagination.</p> <p>The learners write the homework together while receiving instructions.</p>	<p>Generic competences</p> <p>Cooperation, interpersonal management and life skills: learners share their ideas in groups.</p> <p>Critical thinking learners observe and analyse the map and come up with conclusion</p> <p>Communication learners discuss and present their ideas.</p> <p>Cross cutting issues</p> <p>Inclusive education</p> <p>Care will be given to all learners including special education needs cases. At this time, all learners should be given a quality and equitable education that meets their basic learning needs, understands the diversity of their backgrounds and abilities.</p>
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			<p>Gender</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>
Teacher self-evaluation	The objective of the lesson taught was fully achieved.		

Rationale of teaching and learning History

Every society has a history that forms part of its culture. History contributes to the development of the learner's identity and dignity. History provides a mirror of a people's achievements and challenges that helps them to effectively plan for their future. Herodotus, the Greek Historian, stated that a society without a history is like a human being without a memory. History is important to learners because:

1. Through history, students develop research skills as they trace various cultural traditions back to their roots and investigate the interrelationship between the past and the present generations.
2. The study of history also promotes important skills of critical thinking, problem solving and decision making as the learner tries to understand the events that took place in the past, in terms of their causes, effects and lessons learnt.
3. History promotes local, regional and international understanding. This encourages tolerance as students discuss and appreciate their own history as well as the history of people of different cultures at the local, regional and international levels.

4. History also has a utilitarian dimension in that it unearths a catalogue of indigenous knowledge, skills and values that can be utilised for personal advancement, employment and the general development of the society.

Core elements and their outcomes

These are the inter relationships among the individual, family and society.

Students will be able to demonstrate an understanding of personal identity in terms of family life, location and historical background through inquiry into origins, cultural beliefs, values, attitudes and practices.

Methodologies, techniques and strategies of teaching History

(a) Methodology

A *teaching method* is an approach that a teacher uses during a lesson. There are many approaches that can be used to teach History. The main ones are:

- (i) Teacher centred
- (iii) Learner centred

1. Teacher centred approach

This approach is where the teacher is actively involved in learning process. The most common teacher

centred approach is lecture method. The teacher uses this method to introduce new concepts and explain or introduce new topic. In most cases, the learner is passive as the teacher transmits lesson contents that the learner needs to know. The learner is not actively involved in the lesson.

2. Learner centred approach

This approach is where the learner actively participates in the learning process. The teacher supervises what the learner does and encourages participation by explaining important concepts further to the learner. The learner may engage in group discussions, role play, debates and carry out research to find out or examine a given learning concept.

b) Techniques

Techniques of teaching are the specific activities the teacher carries out in the lesson and the activities the learners will be involved in the course of a lesson. The activities to be employed depend on whether the lesson will be teacher centred or learner centred.

Teacher centred activities include lecturing, students copying notes, students listening to the resource person or the radio teacher. Learner centred activities include asking and

answering questions, working in groups, role playing or dramatising an event, drawing maps or discussing an issue. Students learn better, faster and remember more of what they learn, when they are actively involved in the lesson. This can best be achieved if a teacher uses more than three techniques in a lesson that involve the learners actively in the lesson.

(c) Teaching strategies

A *teaching strategy* is the sequencing of the teaching techniques to be used by the teacher during a lesson. This is common in the lesson plan, where the teacher indicates the activities to be performed by the teacher and the learners, from the start of the lesson till the end of the lesson. Such an arrangement of teaching and learning activities, gives the strategy the teacher will use to achieve the lesson objectives.

Below are some teaching techniques a teacher may use in teaching History:

1. Demonstration
2. Question and answer
3. Observation
4. Class discussion
5. Pair work
6. Group work
7. Use of resource person
8. Field study or educational visits
9. Projects

10. Debates
11. Think-pair-share
12. Role play
13. Simulation
14. Quizzes
15. Small group discussion
16. Essay writing
17. Library research
18. Peer assessment
19. Map study
20. Jigsaw
21. Brainstorming

1. Field study

The teacher is called upon to organise the class to visit an area near the school or far away, so that the students will be able to understand better what the teacher explains in class. Such activities enable the students to collect information for themselves and also get first-hand information concerning an issue. When properly organised, field visits provide information to the learners that they remember for a long time.

Before leading the students to a field study, the teacher should prepare adequately for the trip, treating it as a lesson like any other. It is advisable that the teacher is aware of the places of field study, having visited the places previously. This is necessary because it enables the teacher to identify the areas or points of interest and development

of the lesson or trip objectives. The students also require to be prepared in terms of their expected behaviour, the questions they should ask and the activities they will be involved in, such as observing, drawing sketches, making notes, listening and interviewing.

After the visit, the teacher should give students opportunity to report on what they saw and their opinion about the trip and areas of the study. The following are some of the advantages of using field study:

- (i) The students learn to be independent in gathering information.
- (ii) It exposes the students to real life situations.
- (iii) The students develop the skill of leadership and the spirit of teamwork.
- (iv) It enables the learners to develop the skills of observation, data collection, note-taking and interviewing.
- (v) It is a valuable break from the classroom monotony.

2. Discussion

This is one of the most effective teaching techniques in history. The role of the teacher is that of a facilitator. Discussion can best be used if the students have information about the topic, in order to contribute

to the lesson. Discussion is effective when more than 50% of the students are participating. The teacher can divide the class into several groups to facilitate small group discussion, where the majority of the students will be involved in the discussion.

During a whole class discussion, the teacher should not rely on volunteers to give their opinion, but should give opportunities to all members of the class to contribute in the discussion. During discussion, the students' contributions are important regardless of their correctness. The learners should be encouraged to ask questions, since this is a sign of a successful discussion.

Discussion is valuable when the teacher engages the learner to give their opinion.

3. Use of resource persons

This is the use of experts in certain topics of History to come and offer a talk to the students. In the area around the school there exists knowledgeable persons on some topics in history who can be invited to share their knowledge with the students. After identifying the resource person, agree on the areas of discussion and the time the resource person will talk to the students.

After confirming with the resource person, the teacher should prepare the students by telling them who the resource person is, the day and time of the talk and how they are expected to conduct themselves during the talk. The teacher should encourage the students to ask the resource person questions, so as to clarify issues that they do not understand. They should also make notes from the talk. After the resource person has left, the teacher should go over the points of the talk with the class, to clarify or correct any errors that may have been pointed out.

4. Questions and answers

The use of questions and answers is one of the most commonly used teaching techniques. The questions asked by the teacher in the course of the lesson, assist the teacher to gauge the level of understanding of the students. It also allows the students to participate in the lesson, as they ask questions. The teacher should ask guiding or leading questions that involve all members of the class. The questions asked by the teacher should vary from low order questions that require students to recall knowledge gained, to high order questions that require the students to analyse or synthesize information before responding to

the questions asked. The questions should be short, clear and relevant to the topic of discussion. The teacher should distribute the questions to all members of the class, without relying on those students whose hands are up.

The teacher needs to reinforce the students to encourage them to participate actively in the lesson. Incorrect responses by the student should be corrected by the teacher. The teacher should not answer all the questions asked during the lesson, he or she can ask the students to respond to a question asked by the other student, but clarify the responses given by the students. This technique is important as it:

- (i) Increases student participation.
- (ii) Reduces teacher talk.
- (iii) Creates enthusiasm and motivation in the learners.
- (iv) Encourages creative thinking.
- (v) Helps to develop skill in organisation of ideas.
- (v) Keeps the class active and lively.
- (vii) Promotes interaction among students with teaching aids.
- (viii) Makes the learner the centre activity.

5. Debates

The use of debates in class is encouraged because they enable the students to defend a particular

line of thought, thereby learning from one another. The students prepare adequately as they gather the points for debate. The teacher should identify appropriate topics for debate, which have sufficient points for and against, to allow the students enough time to give their points. There are adequate topics that can generate issues for debate, such as the advantages and disadvantages of sources of information on history.

A class debate should only be organised after the students have gained some knowledge on a given issue, in order to apply or recall the knowledge they have acquired.

6. Simulation

This is the use of games to reinforce what has already been covered in class. The teacher can identify a topic with several points, needed for scoring, such as state the contributions made by the Greeks to the world. The teacher can then group the class into 2 or 3 groups to compete in a game of scoring points. For instance, the group that states the highest number of contributions wins the game. This game helps the students to remember the contributions of the Greek Civilisation to the world.

7. Projects

The use of projects is appropriate in History, especially to emphasise the skills learnt in class. The students are assigned specific activity after a given topic, to reinforce their rate of learning and to provide them with an opportunity to apply the knowledge and skills acquired. Projects may be inform of investigating the stages through which human beings evolved.

8. Role-playing and dramatisation

This involves the students acting out a given situation to imitate its occurrence. The teacher is called upon to identify suitable topics that can be acted out by more than three students, such as a market scene. The students are assigned specific roles, of which they need to be given time to memorise the words and actions. This technique works better if the topic to be acted out has already been taught, since the students have prior knowledge about the topic.

These techniques assist the students to express themselves thus enabling them to remember more of what they learn in class.

9. Group work

It is difficult to involve a large class of 40 students actively in the lesson. But when the class is divided into groups of 5 students it provides opportunities to more students to participate in the lesson, thus remembering and learning more of the lesson content. Putting students into groups also gives opportunity to those who are shy to take part in large class discussions. The teacher should assign tasks to groups, which must be clearly understood by all the groups, in order for them to perform the assigned tasks appropriately. The teacher should visit each group to ascertain that the groups are performing the actual tasks given and that all the students are participating in the discussion or carrying out the tasks given.

10. Demonstration

This involves the use of teaching aids such as models to demonstrate concepts or illustrate a process or function. The learner could also be required to carry out a procedure either individually or collectively. Demonstrating is the process of teaching through examples or experiments. For example, a History teacher may teach an idea by performing an experiment for students. A demonstration may be used to prove a fact through a

combination of visual evidence and associated reasoning.

11. Quizzes

These are sets of short answers-response questions administered without notice. They can be oral or written. They take a short time but play a big role in having a quick check in evaluating what has been learnt. They are often used either before or at the end of a lesson.

In a well-planned lesson, they can be used in the course of teaching for diagnostic purposes, thereby giving an immediate feedback to the teacher on how well the lesson is being received and learning taking place.

12. Brainstorming

Brainstorming is a group creativity technique that is designed to generate a large number of ideas for the solution of a problem. It is helpful when a teacher needs to break out of stale or establish patterns of thinking, so that he or she can develop new ways of looking at things. This can be when a teacher needs to develop new opportunities and improve teaching.

Brainstorming is a group-centred interaction method. The brainstorming technique describes a way of collecting ideas or information in a creative and uninhibited way.

13. Jigsaw

Jigsaw is a cooperative learning strategy that enables each student of a “home” group to specialise in one aspect of a topic (for example, one group studies the factors that led to the partition of Africa, while another group studies the events that led to the Berlin Conference). Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the “home” group and teach the material to their group members. With this strategy, each student in the “home” group serves as a piece of the topic’s puzzle and when they work together as a whole, they create the complete jigsaw puzzle.

Importance of using jigsaw:

1. It helps build comprehension.
2. It encourages cooperative learning among students.
3. It helps improve listening, communication and problem solving skills.

How to use jigsaw

1. Introduce the strategy and the topic to be studied.
2. Assign each student to a “home group” of 3-5 students who reflect a range of reading abilities.

3. Determine a set of reading selections and assign one selection to each student.
4. Create “expert groups” that consist of students across “home groups” who will read the same selection.
5. Give all students a framework for managing their time on various parts of the jigsaw task.
6. Provide key questions to help the “expert groups” gather information in their particular area.
7. Provide materials and resources necessary for all students to learn about their topics and become “experts.”

Note: It is important that the reading material assigned is at appropriate instructional levels (90–95% reading accuracy).

8. Discuss the rules for reconvening into “home groups” and provide guidelines as each “expert” reports the information learned.
9. Prepare a summary chart or graphic organiser for each “home group” as a guide for organising the experts’ information report.
10. Remind students that “home group” members are responsible to learn all content from one another.

14. Peer Assessment

Peer assessment is the assessment of a student's work by other students. This might be used for formative feedback or summative grading purposes. Engaging students in peer assessment can help them learn to evaluate their own learning and interpreting assessment criteria. Further benefits include:

1. Increasing feedback to students;
2. Reducing marking load for the teacher;
3. Giving students a sense of ownership of the assessment process;
4. Encouraging students to be more involved and take more responsibility for their learning;
5. Encouraging critical analysis of student work, so students see beyond a mark or grade.

15. Think-Pair-Share

Think-pair-share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to:

- (1) Think individually about a topic or answer to a question
- (2) Share ideas with classmates. Discussing an answer with a partner serves to maximise participation, focus attention and engage students in

comprehending the reading material.

Think-pair-share is useful because:

1. It helps students to think individually about a topic or answer to a question.
2. It teaches students to share ideas with classmates and builds oral communication skills.
3. It helps focus attention and engages students in comprehending the reading material.

Steps in using think-pair-share

- (a) The teacher poses a problem or asks an open-ended question to which there may be a variety of answers.
- (b) The teacher gives the students 'think time' and directs them to think about the question.
- (c) Following the 'think time' students turn to face their learning partner and work together, sharing ideas, discussing, clarifying and challenging.
- (d) The pair then shares their ideas with another pair, or with the whole class. It is important that students need to be able to share their partner's ideas as well as their own.

16. Observation

Observation refers to the direct knowledge the learner receives through seeing things and events of the nature. Students can observe through two ways; directly and indirectly. Direct observation involves getting in contact with the real object while indirect observation may be through audio-visual and instructional materials. Through observation, students get direct experience through direct method. It activates and energises their knowledge. It avails much information through easy direct contact. Students actively participate in direct observation. It also helps in presenting the bookish knowledge in an interesting way by mixing one's direct experiences with it.

17. Pair work

Students have the chance to work with and learn from their peers; struggling students can learn from more capable peers; it is especially useful for students who prefer interpersonal learning settings.

The major challenge of this method is that pairing different students (like good and poor performers) may not work or be useful to some students.

18. Essay writing

Essays are brief, non-fiction compositions that describe, clarify,

argue, or analyse a subject. These essays have a three step approach: telling the readers what term is being defined, presenting clear and basic information and using facts, examples, or anecdotes that readers will understand. An essay is a piece of writing that methodically analyses and evaluates a topic or issue. Fundamentally, an essay is designed to get the student's academic opinion on a particular matter.

19. Map study

History as a subject contains and analyses the maps, for example there is the map of Africa, Middle East, and where different kingdoms were situated. Students would be required to locate the centres of different civilisations like Chinese, Egyptian, Greek and Aztec.

20. Library research

The library has a unique position as a potential educational force. The effectiveness of a library as an instrument of education is determined by the success with which it is able to provide the user with information he or she seeks.

Teachers require students to dig a little deeper about a topic through the use of the library. For this reason, students should become familiar with the library and all its terms, rules and methods.

Part Two

Unit 1

Historical sources

Key unit competence

At the end of six (6) lessons, the learner should be able to analyse the definition of History, appreciate its importance and critique methods used to collect historical information.

Primary and secondary sources of information

Brief introduction

The unit on 'Historical sources' informs the learner about the meaning of History and the sources of History. The unit enables the learner to understand the process of collecting historical information.

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

- Definition of History
- Different sources of History
- Process of collecting historical information
- Sources of Historical information such as archaeology, oral traditions, written primary and secondary, audio-visual and linguistics
- Importance of History
- Challenges in collecting historical sources

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none">• Explain the concept of History.• Explain how historical information is collected.	<ul style="list-style-type: none">• Present the timeline showing the past, present and future.• Compare different historical sources.	<ul style="list-style-type: none">• Present the timeline showing the past, present and future.• Appreciate the role of History in the human development.

<ul style="list-style-type: none"> • Describe the relevance/ importance of History in today's life. • State challenges encountered when collecting historical information. 	<ul style="list-style-type: none"> • Evaluate the importance of history in comparison with other sciences. • Analyse challenges encountered in collecting historical information. 	<ul style="list-style-type: none"> • Acknowledge the importance of historical sources. • Criticize the accuracy of different historical sources. • Advocate for the study of History among his/ her peers. • Demonstrate commitment in dealing with the challenges encountered in collecting historical information addressed.
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Emphasise key skills, values and attitudes to be attained at the end of the lesson.

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, poems, media, (videos, newspapers) stories, fossils, tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

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

resource persons' presentations, question and answer sessions, and dramatisation.

Generic competences

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

- (a) **Critical thinking:** This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning.
- (b) **Creativity and innovation:** This is thinking beyond what is provided in order to generate new ideas to enrich learning.

It also includes generating new ideas and applying them in learning situations.

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

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

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

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

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

Links to other subjects

This unit links well with some units in languages, and map and field work in Geography.

Assessment criteria

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

- (i) Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.
- (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.
- (iii) Assess learners' responses to questions you will ask during teaching and

while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.

- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
- (v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

b) Summative assessment (assessment of learning)

Learners should demonstrate the ability to analyse the definition of History and examine the effectiveness of collecting historical information.

Cross cutting issues

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

- *Environment and sustainability:* Emphasise that as a way of conserving the environment, places of historical importance

need to be protected because they can be used to generate income to the locals and to the government through tourism.

- *Peace and values education:* Tell the learners that sources such as linguistics promote peace because language is a unifying factor among people.

Introduction to the unit

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

Definition and different sources of History/process of collecting historical information

Learning objectives

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

- Explain the concept of History
- Compare different sources of History
- Explain how historical information is collected

Preparation

You need to adequately prepare by reading widely about historical sources and the process of collecting them. You need to know some of the historical sites near your school in order to make prior arrangement in case a visit to such places may be necessary. Picture may be very useful during the delivery of the sub-topic.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, internet, poems, media, (videos, newspapers) stories, fossils, tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Guide the learners to do the learning **activity 1.1**. in groups and monitor their work.

- Organise a field trip just outside the school compound for learners to collect some information from the people they meet. Guide them on how to behave when talking to adults.

Conclusion refers making decisions on the data collected.

Further activity

Take the learners on a field trip just outside the school compound for learners to collect some information from the people they meet. Guide them on how to behave when talking to adults. Guide them on questions that they may ask as part of the process of collecting historical information.

Follow-up activity

Ask your friend to tell you the following information:

- His/her birthday
- His/her full name
- Where he/she started school
- Subjects he/she studies in Senior One
- What he/she hopes to become in future

Write an essay of one or two paragraphs of the information he/she gave you.

Sources of historical information

Learning objectives

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

- Identify various sources of historical information.
- Explain and appreciate different sources of historical information.

Preparation

You need to adequately prepare by reading widely about historical sources and the process of collecting them. You need to know some of the historical sites near your school in order to make prior arrangement in case a visit to such places may be necessary. Picture may be very useful during the delivery of the sub-topic.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, internet, poems, media, (videos, newspapers) stories, fossils, tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Organise a visit to a nearby museum or to the National Museum for learners to gather more information on sources of historical information.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

New word

Guide the learners to learn the meaning of the word *mythology*. Let them spell, pronounce and use the word correctly in a sentence.

Diagnostic assessment

Explain what the following mean in relation to collection of historical information:

- Data collection
- Data analysis
- Conclusion

Answers to Diagnostic assessment

- Data collection is gathering of information from different sources.

- Data analysis is interpreting the data collected.
- Conclusion refers to making decisions on the data collected.

Importance of studying History

Learning objectives

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

- Describe the relevance/ importance of History in today's life
- Evaluate the importance of History in comparison with other sciences
- Advocate for the study of History among his/her peers

Preparation

You need to adequately prepare by reading widely about importance of history.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, internet, media, (videos, newspapers) tactile materials, tactile maps and braille materials for learners who are visually impaired.

Teaching/learning activities

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

interactive:

- Ask the learners about how History helps them in their daily life.
- Let them dramatise the conversation between Gahizi, Kwikiriza and Hakuzimana.

New word

Guide the learners to learn the meaning of the word *curators*. Let them spell, pronounce and use the word correctly in a sentence.

Further activity

Identify some careers that require one to study History.

Answers to Further activity

They include teaching, archaeology, political analysis, anthropology, law and theology.

Follow-up activity

Write an essay on the contribution of History to the development of Rwanda.

Challenges in collecting historical information

Learning objectives

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

- State the challenges encountered when collecting historical information
- Demonstrate commitment in dealing with the challenges encountered in collecting historical information

Preparation

You need to adequately prepare by reading widely about historical sources and the challenges faced in collecting historical information.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, internet, media, (videos, newspapers) tactile materials, tactile maps and braille materials for learners who are visually impaired.

Teaching/learning activities

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

- Let the learners to do **Activity 1.7** in groups.
- Encourage learners to ask questions.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

Learning activity 1.2

Let students do activity 1.2 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 1.2

1. The primary sources are the sources of information which obtained from people who had firsthand account of an event. On the other hand, when the primary sources are interpreted, analyzed and written become secondary sources. The writings may be in form of stories, pictures or even symbols and signs.

2.

Primary sources	Secondary sources
Pictures of my parents when they were young	Textbooks
Old weeding dress	Maps
Letter	
Stories	
Pottery	

Learning activity 1.3

Let students do activity 1.3 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 1.3

Data collection is gathering of information from different sources. The methods of data collection include questionnaires, interviews, focus groups, survey, tape-recording, filming, photographing and observation.

Data analysis is interpreting the data collected. It involves putting or simplifying the data collected for easy interpretation. It can be put in categories, tabular, pictorial, chart or graph form.

A **conclusion** is therefore making decisions on the data collected.

Learning activity 1.4

Let students do activity 1.4 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 1.4

- The study of History inspires us and instills in us a patriotic and nationalistic spirit. This spirit develops as we learn about our heroes such as Kigeli IV Rwabugiri.

- It also sharpens our critical sense as it widens our knowledge and competencies. Through History, we can read, write, interpret information, debate and draw logical conclusions and judgments.
- It promotes moral principles through the study of personalities with high moral standards. It helps us to avoid any form of injustice.

Learning activity 1.5

Let students do activity 1.5 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 1.5

One of the challenges that a researcher can be faced while collecting historical sources is the language barrier. In such situation, a researcher can pay interpreters who master the language that is spoken by informants.

For the challenge archaeological sources that are expensive to use. The researcher can search for financial from government or NGOs before carrying out the study.

End of unit assessment

1. Identify the source of information that will be easier to use for:
 - (a) The visually impaired
 - (b) The physically handicapped
 - (c) Those with hearing impairments
2. Justify the importance of studying History.
3. Identify different ways through which historical information is collected.
4. Explain the advantages of written source of History.
5. State the disadvantages of oral source of History.
6. Explain the challenges faced in collecting historical information.

Answers to End unit Assessment

1.
 - (a) Oral traditions and written (braille)
 - (b) Oral traditions, audio-visual, written
 - (c) Written (for literate people)
2.
 - History prepares us for the future, after we have known the present and past.

- The study of History inspires us and instils in us a patriotic and nationalistic spirit.
 - We study History as a career subject.
 - It also sharpens our critical sense as it widens our knowledge and competencies.
 - It promotes moral principles
 - It helps to promote international understanding among nations and people.
 - It helps us to be tolerant.
 - It helps us to understand the nature of social, economic and political problems of a given society.
 - It helps us to make a thorough analysis of the past events such as the 1994 Genocide against the Tutsi.
- 3.
- Verbal interviews
 - Researching on books
 - Researching on internet
 - Listening to radios and watching television sets
- 4.
- It is easy to communicate because many people can read and write.
 - It is more accurate than oral sources. It is not easy to change what is written.
 - It is fairly cheaper than archaeological sources.
- 5.
- It can be easily translated into different languages that different people can understand.
 - It does not involve travelling to other parts of the world in order to learn their history.
 - It can be stored for a long time. Written sources offer a more permanent record about human events if kept well.
 - It provides a good chronology by providing or giving proper updates.
 - It reaches a wider population through the use of media, library and internet.
- 5.
- Information can easily be forgotten. This may affect its accuracy.
 - The information can be distorted in the process of being passed on from one person to another.
 - There may exist language barriers.
 - It is not convenient to people who have hearing impairment.
 - There could be lack of chronology in the narration.
 - If one dies without giving information, it may mark its end.

6.

- Some sources are inconvenient to use for all learners. For instance, oral tradition which cannot be used by people with hearing impairments.
- Some historical sources are affected by language barrier. A piece of information may be in local language which might be not easy to translate into another language.
- Written records cannot be used by illiterate people.
- Oral traditional sources are highly affected by death. Once someone dies before it is recorded then the information is lost.
- Some historical sources are very hard to interpret and are usually misinterpreted.

Unit 2

Advantages and disadvantages of Historical sources

Key unit competence

At the end of ten (10) lessons, the learner should be able to research and analyse the advantages and disadvantages of historical sources.

Brief introduction

This unit involves advantages and disadvantages of various historical sources. The main sub-topics to be covered in this unit are:

- Advantages and Disadvantages of using different types of historical sources
- Comparison of different sources of History.

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none">• Identify the advantages and disadvantages of different historical information.• Explain the limitations of collecting historical information.	<ul style="list-style-type: none">• Analyse the advantages and disadvantages of using different sources of History while collecting historical information.• Determine the most appropriate source to use.• Compare different limitations in collecting historical information and how to overcome them.	<ul style="list-style-type: none">• Appreciate the advantages and disadvantages of historical sources and their impact on an individual.• Acknowledge the limitations of History sources and suggest ways of overcoming them.

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

Teaching/learning materials

You will need a variety of teaching/learning materials to deliver your lessons. These include textbooks, internet, poems, press media (videos, newspapers), stories, songs, fossils, tactile materials, jaws software, talking globes and braille materials. Sign language should be used when teaching learners with hearing impairment language, etc.

Teaching/learning methods

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

Generic competences

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

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

(b) Creativity and innovation:

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

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

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

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

(f) Research skills: This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on

research of existing information and concepts and sound judgement in developing viable solutions.

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

Links to other subjects

The teacher should let the learners know that in subjects such as English (Languages), stories are used to give information. Tell the learners about Evolution theory as taught in Biology. Let them visit historical sites in the country or use maps to locate them. This is taught in Geography.

Assessment criteria

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

- (i) Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.
- (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions.

This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.

- (iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.
- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
- (v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

(b) Summative assessment (assessment of learning)

Learners should demonstrate ability to explain the effectiveness of collecting historical information.

Cross cutting issues

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

- *Peace and values education* when singing and discussing the National Anthem; and also when discussing Anthropology. Explain to the learners that the collection of historical information was largely due to prevalence of peace in different societies and therefore learners should be keen on promoting peace in their societies and in the nation at large for mutual living as well as social, economic and political development.
- *Financial education*
- *Comprehensive sexuality education.*

Introduction to the unit

In this unit, we will look at different types of historical sources. Each historical source has its advantages and disadvantages. Sources to be discussed include:

- Oral traditions
- Archaeology
- Linguistics
- Anthropology
- Written sources
- Audio visual sources

Also, we will compare the above sources.

Oral traditions

Learning objectives

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

- Appreciate oral traditions as a source of historical information
- Explain the advantages and disadvantages of oral traditions as a source of historical information

Preparation

In your preparation for this lesson, you need to read widely about different sources of historical information.

More emphasis should be on advantages and disadvantages of oral traditions as a source of historical information.

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic: Senior One History Learner's Book, internet, poems, videos, newspapers, stories, songs, and braille materials for visually impaired learners. Sign language should be used for learners with hearing impairment.

Teaching/learning activities

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

- Referring to **Unit 1**, let learners give the meaning and examples of oral traditions. Form groups and guide the learners to discuss the good things (advantages) and bad things (disadvantages) of oral traditions as a source of historical information.
- Learners to present their ideas from the discussions to the rest of the class while they take notes.
- You can invite a resource person to sing, 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. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

New word

Guide the learners to learn the meaning of the word *chronology*. Let them spell, pronounce and use the word correctly in a sentence. and not the failures.

Further activity

Explain how narratives can be beneficial to a historian.

Answers to Further activity

- Tell about the history/origin of a community
- Tell about the beliefs/customs/traditions and of a community
- Tell about some important people of the community such as kings

Follow-up activity

Learners can be asked to find out from elders about traditional songs, poems, proverbs, riddles and stories of the Rwandan people.

Archaeology

Learning objectives

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

- Appreciate archaeology as a source of historical information
- Explain the advantages and disadvantages of archaeology as a source of historical information

Preparation

In your preparation for this lesson, you need to read widely about different sources of historical information. More emphasis should be on advantages and disadvantages

of archaeology as a source of historical information.

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic: Senior One History textbook for pupils, internet, fossils, videos, jaws, digging tools and braille materials for visually impaired learners.

Teaching/ learning activities

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

- Help the learners to form groups to carry out **Activity 2.2** in school. A maximum of four groups would be sufficient for this activity in order to save time.
- Guide the learners in discussing question a, b and c of **Activity 2.2**. This can be done as a class discussion or by individual learner.
- Referring to **Unit 1**, let learners give the meaning of archaeology. Form groups and guide the learners to discuss the good things (advantages) and bad things (disadvantages) of archaeology as a source of historical information.

- Learners to present their ideas from the discussions to the rest of the class while they take notes.
- You can invite a resource person (an archaeologist if available) to 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. Alternatively, the whole group should stand and in front of the class, as one of them leads the presentation.

Further activity

Mention some of the archaeological sites in Rwanda.

Answers to Further activity

- Utubindi twa Rubona
- Urutare rwa Ngarama
- Ryamurari
- Mimuri

Follow-up activity

You can organise a visit to a nearby archaeological site.

Linguistics

Learning objectives

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

- Appreciate linguistics as a source of historical information
- Explain the advantages and disadvantages of linguistics as a source of historical information

Preparation

In your preparation for this lesson, you need to read widely about different sources of historical information. More emphasis should be on advantages and disadvantages of linguistics as a source of historical information.

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic: Senior One History textbook for pupils, internet, videos, newspapers written in different languages, and braille materials for visually impaired learners.

Teaching/learning activities

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

will make the teaching/learning interactive:

- Guide the learners in forming groups to translate articles from newspapers into other languages. For example, from English into Kinyarwanda.
- Let the learners translate some well known Kinyarwanda songs/poems into English. This activity should be done at individual level.
- Referring to **Unit 1**, let learners give the meaning of linguistics. Form groups and guide the learners to discuss the good things (advantages) and bad things (disadvantages) of linguistics as a source of historical information.
- Learners to present their ideas from the discussions to the rest of the class while they take notes.
- You can invite a resource person (a linguist if available) to 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. Alternatively, the whole group should stand and in front of the class, as one of them leads the presentation.

Follow-up activity

You can ask the learners to identify various languages spoken in their Districts. This should include foreign languages.

Anthropology

Learning objectives

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

- Appreciate anthropology as a source of historical information
- Explain the advantages and disadvantages of anthropology as a source of historical information

Preparation

In your preparation for this lesson, you need to read widely about different sources of historical information. More emphasis should be on advantages and disadvantages of anthropology as a source of historical information.

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic: Senior One History textbook for pupils, internet, videos, newspapers written in different languages, and braille materials for visually impaired learners.

Teaching/ learning activities

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

- Guide the learners to form groups to discuss **Activity 2.3**, part 2. It would be better if they are grouped according to their neighbourhoods, villages or Cells.
- Let them to individually do **Activity 2.3**, part 1 (naming of one's Cell).
- Referring to **Unit 1**, let learners give the meaning of anthropology. Form groups and guide the learners to discuss the good things (advantages) and bad things (disadvantages) of anthropology as a source of historical information.
- Learners to present their ideas from the discussions to the rest of the class while they take notes.
- You can invite a resource person (an anthropologist if available) to 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. Alternatively, the whole group should stand and in front of

the class, as one of them leads the presentation.

Follow-up activity

You can ask the learners to research on the cultures of people living in their Districts. This should also include cultures of the foreigners.

Written sources

Learning objectives

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

- Appreciate written sources as a source of historical information
- Explain the advantages and disadvantages of written sources as a source of historical information

Preparation

In your preparation for this lesson, you need to read widely about different sources of historical information. More emphasis should be on advantages and disadvantages of written sources as a source of historical information.

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic: Senior One History textbook for pupils, magazines, journals, newspapers, story books, and braille

materials for visually impaired learners.

Teaching/learning activities

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

- Let the learners to individually do **Activity 2.4**.
- Referring to **Unit 1**, let learners give the meaning of written sources of historical information. Let them mention some of the books of History that they know, adding the names of authors and/or publishers will be better.
- Form groups and guide the learners to discuss the good things (advantages) and bad things (disadvantages) of written sources as a source of historical information.
- Learners to present their ideas from the discussions to the rest of the class while they take notes.
- You can invite a resource person (a History author if available) to 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. Alternatively, the whole group should

stand and in front of the class, as one of them leads the presentation.

Follow-up activity

You can ask the learners to make a list of the books, magazines and journal that they have read. They should identify their authors or publishers.

Electronic (or audio-visual) sources

Learning objectives

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

- Appreciate audio-visual sources as a source of historical information
- Explain the advantages and disadvantages of audio-visual sources as a source of historical information

Preparation

In your preparation for this lesson, you need to read widely about different sources of historical information. More emphasis should be on advantages and disadvantages of audio-visual sources as a source of historical information.

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic: Senior One History textbook for

pupils, internet, videos, audio tapes, and braille materials for visually impaired learners.

Teaching/learning activities

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

- Referring to **Unit 1**, let learners give the meaning of audio-visual.
- Form groups and guide the learners to discuss **Activity 2.6**. Alternatively they can form only two groups, one supporting television and the other supporting radio.
- Form groups and guide the learners to discuss the good things (advantages) and bad things (disadvantages) of linguistics as a source of historical information.
- Learners to present their ideas from the discussions to the rest of the class while they take notes.
- You can invite a resource person (an expert in audio-visual technology if available) to 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. Alternatively, the whole group should stand and in front of the class, as one of them leads the presentation.

New word

Guide the learners to learn the meaning of the word *fictitious*. Let them spell, pronounce and use the word correctly in a sentence.

Follow-up activity

You can ask the learners to give examples of other electronic (or audio-visual) gadgets.

Comparison of different sources of History

Learning objectives

By the end of this sub-topic, the learner should be able to compare different sources of History.

Preparation

In your preparation for this lesson, you need to read widely about different sources of historical information. You can revisit different sources of historical information in **Unit 1**.

Teaching/learning materials

The following materials will help you during the delivery of this sub-topic: Senior One History Learner's Book

(**Unit 1**), poems, songs, fossils, tactile maps, internet, videos, audio tapes, and braille materials for visually impaired learners.

Teaching/ learning activities

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

- Forming groups to dramatise **Learning activity 2.7**
- Letting them to individually do **Activity 2.7**, parts (a) and (b)
- Guiding them to form groups to discuss part (c) of **Activity 2.7**
- Presenting ideas from the discussions to the rest of the class

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand and in front of the class, as one of them leads the presentation.

Notes for the teacher

Historical sources of information relate to each other. Historians devised different methods of storing them. You will realise that the same information could be in books, electronic media and human memory.

Remember that for every source of historical information, a suitable method should be applied to get it.

Further activities

1. Using the advantages and disadvantages discussed above:
 - (i) Find the most appropriate method that can be used to collect information in the provided scenarios.
 - (ii) Explain the reasons why you think it is the best.
2. Describe how Kinyarwanda related to Luganda, Kinyankore and Swahili languages.

Answers to Further activities

1. Answers depend on learner's preference. Ensure that convincing reasons have been given to support the learner's choice.
2. All are Bantu languages.

Diagnostic assessment

1. Make a list of sources of historical information.
2. State the demerits of linguistics as a source of historical information.

Answers to Diagnostic assessment

1.
 - (i) Oral traditions
 - (ii) Linguistics
 - (iii) Anthropology
 - (iv) Archaeology
 - (v) Audio-visual

- (vi) Written sources
2.
 - (i) It is cheap since there is no payment for the study of languages spoken.
 - (ii) It tells the origin, migration and settlement patterns of people.
 - (iii) It is not easily destroyed since it cannot die but can be moderated.
 - (iv) The method is reliable since it uses scientific approaches of practised observation of the language.
 - (v) It helps to determine the migration, origin, and patterns of people.
 - (vi) It has helped to classify people of Africa into various language groups. For example, the Bantus and the Nilotes.
 - (vii) It has helped in identifying languages in Africa for example, Kinyarwanda.
 - (viii) It is possible to know when languages, currently being spoken, came into existence.

Learning activity 2.1

Let students do activity 2.1 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 2.1

1. Two advantages of oral sources are the following:
 - Oral traditions give first-hand information since it is given by people who were present at an event.
 - Information obtained from oral traditions is cheap to use since the speaker may not require payments for the information given.
2. Two disadvantages of oral sources are:
 - Information can easily be forgotten. This may affect its accuracy.
 - The information can be distorted in the process of being passed on from one person to another.

Learning activity 2.2

Let students do activity 2.2 in small groups followed by a plenary discussion. Remember to let the

students 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.

Application activities

Answers to application activities 2.2

1. Two advantages of archaeology are the following:
 - Archaeology gives information about the past which we have no written records of.
 - It tells about the life, culture and evolution of technology of the ancient people.
2. Two disadvantages of archaeology are:
 - This source of information may not be very accurate especially in the dating of fossils.
 - Archaeology is an expensive source because it requires expensive equipment for digging and dating.

Learning activity 2.3

Let students do activity 2.3 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 2.3

1. Two advantages of linguistics are the following:
 - Linguistics study is reliable since it uses scientific approaches of practiced observation of the language.
 - Through linguistics, we are able to determine the migration, origin, and patterns of people.
2. Two disadvantages of linguistics are:
 - Linguistics requires people who understand many languages. Therefore, it may be limited by language barrier.
 - Translation of languages distorts the meaning of some words. Sometimes it interferes with the original language.

Learning activity 2.4

Let students do activity 2.4 in small groups followed by a plenary discussion. Remember to let the

students 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.

Application activities

Answers to application activities 2.4

3. Two advantages of anthropology are the following:
 - Anthropology explains some issues, especially where certain societies have not changed much in recent times.
 - Through the study of anthropology, we get to understand people's traditional ways of life.
4. Two disadvantages of anthropology are:
 - This source of historical information is time consuming since it involves staying with people in order to understand their culture.
 - The anthropologists may have racial and cultural differences hence failing to understand another society.

Learning activity 2.5

Let students do activity 2.5 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 2.5

1. Two advantages of written sources are the following:

- Information in written sources is easy to communicate because many people can read and write.
- Since it is not easy to change what is written, these sources of information are more accurate than oral sources.

2. Two disadvantages of written sources are:

- Some textbooks are written in languages that are difficult to understand.
- They cannot be used by illiterate people.

Learning activity 2.6

Let students do activity 2.6 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 2.6

1. Two advantages of audio-visual sources are the following:

- Some information for example, broadcast over the television gives first-hand information. Some events are watched as they happen (live events).
- Audio-visual sources provide information that can be easily understood because it is supported by images.

Two disadvantages of audio-visual sources are:

- The information is sometimes fictitious thereby misleading people.
- Information may not be easily preserved by individuals.

Learning activity 2.7

Let students do activity 2.7 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 2.7

Various sources of historical information can relate to each other in different ways. For instance, once archaeologists have made their research, their discoveries have to be described in written documents. In the same way, oral sources have to depend on written sources for conservation. Audio-visual sources also use both written and oral messages for their broadcasting.

End of unit assessment

1. Explain the advantages of oral traditional source of historical source of information.
2. Discuss the disadvantages of archaeological source of historical source of information.
3. Compare archaeology and oral traditional sources of History and then identify the most reliable.
4. Describe the title that is given to specialists who carry out the following:
 - (a) Archaeology
 - (b) Linguistic
 - (c) Anthropology
5. Examine the advantages and disadvantages of audio-visual source of historical information.

Answers to end unit assessment

1.
 - (i) It gives first-hand information since it is given by people who were present at an event.
 - (ii) It is cheap to use since the speaker may not require payments for the information given.
 - (iii) It helps the information seeker to ask questions in order to understand something better.
 - (iv) It is clearer and reliable when both people involved speak the same language.
 - (v) It keeps the mind alert because it requires the receiver to be attentive for easy memorisation.
 - (vi) It is readily available since it is sourced from people.

- 2.
- (i) It is not very accurate especially in the dating of fossils.
 - (ii) Digging into the ground is very tiresome.
 - (iii) It is an expensive source because it requires expensive equipment for digging and dating.
 - (iv) It requires specialists. Archaeologists are very few.
 - (iv) It is very difficult to trace where one can find fossils.
 - (v) It has a problem of bias. Different historians tend to interpret historical artefacts in their own ways.

3.

Oral traditions	Archaeology
<ul style="list-style-type: none"> • Explain the concept of History. 	<ul style="list-style-type: none"> • Full of bias. My not be accurate
<ul style="list-style-type: none"> • Involves verbal activities such as talking, singing and narrations. 	<ul style="list-style-type: none"> • Involves physical activities such as excavation.
<ul style="list-style-type: none"> • It is simple, does not need a lot of scientific knowledge. 	<ul style="list-style-type: none"> • It is complex, needs a lot of scientific knowledge for interpretation.
<ul style="list-style-type: none"> • It is less expensive. In some cases, no money is required to get information. 	<ul style="list-style-type: none"> • It is expensive. It requires very expensive resources such as tools and equipment for excavation.
<ul style="list-style-type: none"> • It requires little time. 	<ul style="list-style-type: none"> • It is time consuming.
<ul style="list-style-type: none"> • Full of bias. My not be accurate 	<ul style="list-style-type: none"> • Is always accurate. No bias since the information is got scientifically.
<p>Both require human resource for them to be carried out successfully Both have advantages and disadvantages</p>	
<p>Conclusion: Both are good and reliable depending on the circumstances of need. Archaeology is more accurate for it depends on a more scientific approach e.g. the Carbon 14 dating.</p>	

- 4.
- (a) Archaeologists
 - (b) Linguists
 - (c) Anthropologists

5. **Advantages of electronic (or audio-visual) sources**

- (i) The information is generally accessible (easily got).
- (ii) Some information for example, broadcast over the television gives first-hand information. Some events are watched as they happen (live events).
- (iii) Information is easily understood because it is supported by images.
- (iv) Information is easily spread to a wide range of people.

Disadvantages of electronic (or audio-visual) sources

- (i) The information is sometimes fictitious thereby misleading people.
- (ii) Sometimes, information is broadcast in a language that may not be understood by listeners or viewers.
- (iii) Information may not be easily preserved by individuals.
- (iv) If a person misses the information, they may not get it. It requires one to be present.
- (v) The source is expensive. Many people cannot afford owning radios and television sets.
- (vi) They rely on the presence of power electricity which may not be readily available.

Unit 3

Origin, organisation and expansion of Rwanda Kingdom

Key unit competence

At the end of twelve lessons, the learner should be able to explore the origin, organisation and expansion of Rwanda Kingdom in the interlacustrine region.

Brief introduction

The unit on ‘Origin, organisation and expansion of Rwanda Kingdom’ takes the learner through history of Rwanda Kingdom. It informs the learner about origin, organisation, expansion and downfall of the ancient Rwanda Kingdom. The unit also gives a brief life history of some important Rwandan kings.

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

- Kingdoms of the interlacustrine region
- The origin and organisation of Rwanda Kingdom
- Reasons for expansion and downfall of Rwanda Kingdom
- Reasons for downfall of Rwanda Kingdom
- The most important monarchies of the Kingdom of Rwanda.
 - (i) Ruganzu I Bwimba
 - (ii) Kigeli I Mukobanya
 - (iii) Ruganzu II Ndoli
 - (iv) Mutara I Nsoro II Semugeshi
 - (v) Cyilima II Rujugira
 - (vi) Yuhi IV Gahindiro
 - (vii) Mutara II Rwogera
 - (viii) Kigeli IV Rwabugiri

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none"> Identify the kingdoms in the interlacustrine region. Explain the origin and organisation of Rwandan society. Describe the factors for expansion and decline of Rwanda Kingdom. 	<ul style="list-style-type: none"> Analyse how the interlacustrine region was settled. Examine the origin, political, social and economic organisation of the Rwanda Kingdom in comparison to other kingdoms. Assess the factors of expansion and decline of Rwanda Kingdom in order to find out why Rwanda was different from other kingdoms as this will develop learner's spirit of nationalism and awareness. 	<ul style="list-style-type: none"> Critique the settlement of the interlacustrine region. Appreciate the organisation of Rwanda Kingdom in the interlacustrine region. Acknowledge the expansion and downfall of Rwanda Kingdom.

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

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

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

Generic competences

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

- (a) **Critical thinking:** This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning.
- (b) **Creativity and innovation:** This is thinking beyond what is provided in order to generate new ideas to enrich learning. It also includes generating new ideas and applying them in learning situations.
- (c) **Problem solving:** In some cases, the learner will be required to be resourceful by finding answers to questions and solutions to problems. This competence is also achieved when a learner is able to explain phenomena based on findings from information gathered or provided.
- (d) **Communication skills:** This involves comprehending language through listening and reading, using oral and written language to discuss, argue and debate a variety of themes in a logical manner and exchanging ideas confidently and effectively.

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

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

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

Links to other subjects

This unit links well with extended units in Literature (languages), barter trade, pre-colonial economy in Economics, map reading and photographic interpretation in Geography.

Assessment criteria

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

- (i) Observe and listen as learners interact during group discussions and activities. From such, you

can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.

- (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.
- (iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.
- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
- (v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the

various tests to assess skills and knowledge.

(b) Summative assessment (assessment of learning)

Learners should demonstrate the ability to explore the different theories of origin, organisation, expansion and decline of Rwanda Kingdom.

Cross cutting issues

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

- *Financial education:* Highlight this when tackling economic organisation in Rwanda Kingdom.
- *Standardisation culture:* Remind the learners that barter trade was practised during the pre-colonial Rwanda. There was no standard medium of exchange.
- *Gender:* Both men and women were involved in several cultural practices.
- *Peace and values education:* Explain to the learners that peace that prevailed enabled the Rwanda Kingdom to function well. Even today, the government achieves its goals easily because of peace in our society.

- *Environment and sustainability:*
Tell the learners that agriculture thrived because the environment was conserved.

Introduction to the unit

The word '*interlacustrine*' refers to an area situated or existing between lakes. The interlacustrine region consisted of various kingdoms that were located between the great lakes of Central and East Africa. A remarkable lake in this case was Lake Victoria.

The kingdoms of interlacustrine region included Bunyoro-Kitara, Buganda, Ankole, Bushi, Buhavu, Bahunde, Rwanda, Karagwe, Burundi and Buhaya. These interlacustrine kingdoms existed between the 14th and 15th centuries.

The area to the north, west and south-western shores of Lake Victoria as far as Lake Kivu and eastern part of Democratic Republic of Congo was inhabited by a group of kingdoms where the languages were closely related.

The largest of all was Buganda followed by Rwanda and Burundi. Other smaller kingdoms were Ankole, Bunyoro, Buhaya and Karagwe in Tanzania.

Origin and organisation of Rwanda Kingdom

Learning objectives

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

- Identify the kingdoms in the interlacustrine region.
- Explain the origin and organisation of Rwandan society.
- Analyse how the interlacustrine region was settled.
- Examine the origin, political, social and economic organisation of the Rwanda Kingdom in comparison to other kingdoms.
- Appreciate the organisation of Rwanda Kingdom in the interlacustrine region.

Preparation

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

Teaching/learning materials

The following materials will help you during the lessons; Senior 1

History Learner's Book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

Guide the learners and help them do in groups the **learning activities 3.1 and 3.2**

followed by a plenary discussion.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

New word

Guide the learners to learn the meaning of the word *interlacustrine*. Let them spell, pronounce and use the word correctly in a sentence.

Further activity

Rwanda Kingdom had some chiefs. State their titles.

Answers to Further activity

- Land chief
- Pasture chief
- Army chief

Follow-up activity

Find out from elders about the beliefs that people hold about the traditional Rwanda Kingdom.

Reasons for expansion of Rwanda Kingdom

Learning objectives

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

- Describe the factors for expansion and decline of Rwanda Kingdom.
- Assess the factors of expansion and decline of Rwanda Kingdom in order to find out why Rwanda was different from other kingdoms as this will develop learner's spirit of nationalism and awareness.
- Acknowledge the expansion and downfall of Rwanda Kingdom.

Preparation

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

the Rwanda Kingdom may be used during the lessons.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Guide the learners and help them do in groups the **learning activity 3.3** followed by a plenary discussion.
- Resource person's input.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

The most important monarchies in Rwanda Kingdom

Learning objectives

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

- Give a brief history of some important kings of traditional Rwanda.
- Identify and appreciate the contribution of some Rwandan kings.

Preparation

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

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Guide the learners and help them do in groups the **learning activity 3.4** followed by a plenary discussion.

New words

Guide the learners to learn the meanings of the words *reign*, *annexed* and *regents*. Let them spell, pronounce and use the words correctly in a sentence.

Diagnostic assessment

1. State the role that pasture chief played in the traditional Rwanda Kingdom.
2. Describe how hunting was done in traditional Rwanda Kingdom.

Answers to Diagnostic assessment

1.
 - He was in charge of cattle and pasture related affairs.
 - He collected taxes and royalties from farmers.
 - He distributed grazing land to farmers.
 - He as a judge where cattle and pasture issues were involved.

2. People hunted hares, leopards, porcupines, gazelles and antelopes. They used dogs, spears, snares and arrows.

Learning activity 3.1

Let students do activity 3.1 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 3.1

The kings of the interlacustrine kingdoms and their respective royal titles:

Match the Royal titles with their respective Interlacustrine kingdoms.

Rwanda	Mwami
Bunyoro	Mukama
Ankole	Mugabe
Toro	Mwami
Buganda	Kabaka

Learning activity 3.2

Let students do activity 3.2 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 3.2

1. i) The Nyiginya State is State that had been founded by the Clan of Abanyiginya led by Gihanga Ngomijana.
ii) Gihanga is believed to be the founder of the Nyiginya dynasty and the Kingdom of Rwanda.
2. Abami b'Umushumi (Belt Kings) were the kings whom they had not any known activities (deeds) while Abami b' Ibitekerezo (Historical kings) were the kings who had contributed to the expansion of the kingdom of Rwanda.

Learning activity 3.3

Let students do activity 3.3 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 3.3

1. The patriotism and nationalism of Rwanda leaders made Rwandans regard expansion as a source of national glory and prestige. Besides, the people of Rwanda had a strong will of fighting for their kingdom. They also loved and served it whether in good or bad times. They were so dedicated and courageous to serve and defend wherever need arose. This contributed to its rise and expansion.
2. The coming of Europeans (colonial administrators and missionaries) can be considered as the main cause of the collapse of the Kingdom of Rwanda because their first aim was to weaken by all means the traditional authority of the King and strengthening their own authority so as to enable them exploit Rwanda. In so doing, the colonial government especially the Belgian colonial introduced reforms that reduced the kings'

powers. For instance, they abolished traditional institutions such as ubwiru and umuganura, which helped the king to govern.

Learning activity 3.4

Let students do activity 3.4 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 3.4

1. Ruganzu II Ndori managed to conquer different neighboring kingdoms and to expand Rwanda. He annexed the island of Ijwi and Bunyabungo in revenge for his father Ndahiro II Cyamatare. He conquered Bugoyi, Byahi, Bwishya, Burera and Bufumbira. In the south, Ruganzu II Ndori annexed Bunyambiriri after killing its leader Gisurere and Burwi and killed its king Nyaruzi.

He helped King Rwagitare of Bugesera to conquer Burundi. He annexed Bwanamukari after killing its leader Mpandahandi.

2. Mutara I Nsoro II Semugeshi made the following royal reforms:

- The king must introduce during his living days to three confidants the name of his successor;
- He suppressed the following dynastic names:
 - Nsoro because it was known to Bugesera;
 - Ndahiro because the last Ndahiro had lost the emblem-drum (Rwoga);
 - Ruganzu because the two holders of this name have been killed by enemies.
- He determined the succession order for the five dynastic name and those names should follow each other in cycle of four generations as shown below:

First generation	Second generation	Third generation
Mutara	Cyirima	Mutara
Kigeli	Kigeli	Kigeli
Mibambwe	Mibambwe	Mibambwe
Yuhi	Yuhi	Yuhi

The kings whose the dynastic names of Mutara and Cyirima were reputed to be the Kings of cows;

The kings whose the dynastic names of Kigeli and Mibambwe were reputed to be the warriors Kings or the fighters;

The kings whose the dynastic names of Yuhi were reputed to be the lineage, fire or ritual Kings.

3. King Ruganzu I Bwimba and her sister Robwa are regarded as liberators of the kingdom. Ruganzu died in the war at Gisaka while trying to expand the borders of the Kingdom of Rwanda and Robwa committed suicide to avoid giving birth to child with Kimenyi I Musaya, the king of Gisaka.

End of unit assessment.

1. List any 10 satellite states of Rwanda and where they were located.
2. a) Name the main and important monarchs of Rwanda Kingdom.
b) Show the important events that happened during their rule.
3. Give the meaning of the name *Urwanda* then explain the origin the origin of Rwanda Kingdom.
4. State the factors that led to the rise, growth and expansion of ancient Rwanda Kingdom.
5. Discuss the reasons that led to the fall of Rwanda Kingdom.

Answers to end unit assessment

1. Bugara, Bushiru, Bungwe, Bugesera, Gisaka, Ndorwa, Nduga, Bufundu, Rwankeri and Bugoyi.

2. (a) Ruganzu Bwimba, Kigeli I Mukobanya, Ruganzu II Ndoli, Cylima II Rujugira, Yuhi IV Gahindiro, Mutara II Rwogera and Kigeli IV Rwabugiri.

(b) King Ruganzu Bwimba (1312-1345): Ruganzu died during a war at Gisaka in 1345 while trying to expand the borders of Rwanda Kingdom.

Kigeli Mukobanya

(1379-1411): During his reign, Rwanda Kingdom was attacked by Banyoro of Bunyoro-Kitara Kingdom in Uganda. He was wounded in the war by a spear. Luckily, he remained safe from the invasion.

Ruganzu II Ndoli (1510-1543): Ruganzu is well known in the history of Rwanda for unifying Rwanda and expanding its borders. He annexed Bugara, Bugoyi, Kinyaga, Ijwi, Bunyambiriri, Byahi, Rusenyi and Bwanamukari. He was also known to have instituted the *Kalinga* royal drum to replace *Rwoga*. *Rwoga* had earlier on been captured by Banyabungo. He died in 1543 at a place called Musaho wa Rubengera in Kibuye while

trying to repulse people against his rule.

Cyilima II Rujugira (1690-1708): He fought and defeated Buyenzi, Buganza, Rutare, Muhura, Giti and Ndorwa. He then annexed them to Rwanda Kingdom. During his reign, a popular saying developed. It said “*Urwanda ruratera nti ruterwa*” (Rwanda invades but is not invaded). This was because of his successful military expeditions. He later died in 1708.

Yuhi IV Gahindiro (1746-1802): He fought, defeated and annexed south Ndorwa and Buhunde. However, during his reign, Rwanda experienced great famine and drought called *Rukunguru*.

Mutara II Rwogera (1802-1853): During his reign, he fought, defeated and annexed Gisaka but failed to capture their royal town. Also, during his reign, the island of Ijwi declared itself independent from Rwanda. This was a shame to Rwanda Kingdom. He died of tuberculosis in 1853.

Kigeli IV Rwabugiri (1853-1895): He was one of the most prosperous and

famous kings of Rwanda. He was a renowned warrior. He re-organised the army to consolidate his rule. He is also known to have centralised the power and strengthened structures. During his reign, Rwanda attacked the island of Ijwi. This military expedition was led by his mother and an uncle. It is also remarkable that, during king Rwabugiri’s tenure, the first Europeans came to Rwanda.

3. It means to expand.

Rwanda Kingdom started as a centralised state from a small *Nyiginya* state. The state was known as *Rwanda rugari rwa Gasabo*, meaning the vast Rwanda of Gasabo. It was located on the shores of Lake Muhazi, in today’s Gasabo District. It is believed that the founder of the Nyiginya Dynasty was *Gihanga Ngomijana*.

Rwanda Kingdom being in the interlacustrine region, shared its feudal monarchy. The feudal monarchy of Rwanda was similar to earlier kingdoms of Buganda and Bunyoro. Through combination and annexing of smaller states, the united Rwanda spread all over in so many years.

4.
 - Rwanda Kingdom had able men capable of defending the kingdom
 - Rwanda had a well trained and loyal army.
 - Rwandan people traded with neighbouring states and kingdoms of Ankole, Karagwe and Buganda. This helped the kingdom to grow very fast.
 - Rwanda Kingdom was at first so small and centrally well organised for easy administration.
 - All Rwandans spoke one language, *Ikinyarwanda*, throughout the kingdom. This acted as a unifying factor for growth and expansion.
 - Rwandans had their traditional religion which bound them together hence favoured expansion and growth.
5.
 - The Kingdom of Rwanda had experienced, able and loving leaders such as Kigeli and Gahindiro who fought so hard to expand the borders.
 - The coming of Europeans and consequent colonisation of Rwanda by the Germans
 - The big size of Rwanda kingdom
 - Weak army
 - Weak and unable leaders who could not to defend the kingdom's glory
 - Succession disputes
 - Revolts and demand for independence from vessel states
 - Civil wars (internal wars)

Unit 4

Civilisation of pre-colonial Rwanda

Key unit competence

At the end of twelve lessons, the learner should be able to analyse the civilisation of pre-colonial Rwanda.

Brief introduction

The unit on 'Civilisation of pre-colonial Rwanda' takes the learner through history of Rwanda before the era of colonisation. It informs the learner about different aspects of organisation of Rwandans during that time.

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

- Notion and components of civilisation
- Social organisation of the Rwandese traditional society (family, marriage solidarity division of work....)
- Cultural organisation (oral literature, traditional religion, rite)
- Political and military organisation
- Economical organisation (agriculture, cattle keeping, commerce, artisan)
- Famine and epizooties
- Socio-political and economic dependence (Ubugukunde, Ubuhake, Ubukonde, Uburetwa)

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none">• Explain the notion of civilisation and its components.	<ul style="list-style-type: none">• Assess notion and components of civilisation in reference to the modern life.	<ul style="list-style-type: none">• Show respect for components of the Rwandan precolonial civilisations.

<ul style="list-style-type: none"> • Describe the social, cultural, political and economical organisation of pre-colonial Rwanda. • Identify different famines and epizooties and their impact on Rwandan society. • Point out the socio-political and economic dependence of pre-colonial Rwanda. 	<ul style="list-style-type: none"> • Analyse the social, cultural, political and economic organisation of pre-colonial Rwanda and compare it with current organisation. • Analyse causes and consequences of different famines and epizooties that happened during pre-colonial Rwanda. • Evaluate the impact of socio-political and economic dependence of pre-colonial Rwanda. 	<ul style="list-style-type: none"> • Appreciate the importance of social, political, cultural and economic organisation of pre-colonial Rwanda. • Acquire compassion and generosity to the victims of famine. • Value the socio-political and economic dependence of pre-colonial Rwanda dependence.
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Emphasise key skills, values and attitudes to be attained at the end of the lesson.

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner’s Book, internet, poems, media, stories, songs, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

To teach this unit, you will be required to use learner centred methods. Interactive learning can be achieved

through debating, brainstorming, group discussions, inquiry, guided discovery, class discussions, plenary presentations, field visits/excursions, resource persons’ presentations, question and answer sessions, and dramatisation.

Generic competences

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

(a) Critical thinking: This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before

arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning.

(b) Creativity and innovation:

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

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

(d) Communication skills:

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

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

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

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

Links to other subjects

This unit links well with songs, poems and culture in Kinyarwanda subject; as well as songs, poems and musical instruments in Music and Drama.

Assessment criteria

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

- (i) Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.
- (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure

that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.

- (iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.
- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
- (v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

**(b) Summative assessment
(assessment of learning)**

Learners should demonstrate the ability to correctly understand the strengths and weaknesses of the civilisation of pre-colonial Rwanda.

Cross cutting issues

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

- *Financial education:* Highlight this when tackling economic organisation in pre-colonial Rwanda.
- *Standardisation culture:* Remind the learners that barter trade was practised during the pre-colonial Rwanda. There was no standard medium of exchange.
- *Gender:* Both men and women were involved in several cultural practices.
- *Peace and values education:* Explain to the learners that peace that prevailed enabled the Rwanda Kingdom to function well. Even today, the government achieves its goals easily because of peace in our society.
- *Environment and sustainability:* Tell the learners agriculture thrived because the environment was conserved.
- *Financial education* when dealing with economic organisation.

Introduction to the unit

Civilisation refers to a process by which a society reaches an advanced stage of social development and organisation. It is also a stage of social, political and technological development.

Notion of civilisation

Way back in time of Stone Age (Neolithic), people began to group themselves into settlements. They cooperated to make better lives for themselves. According to archaeologists, the first settlements were in river valleys or near water bodies. People lived on hunting and gathering food from forests.

Notion and components of civilisation

Learning objectives

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

- Explain the notion of civilisation and its components
- Assess notion and components of civilisation in reference to the modern life
- Show respect for components of the Rwandan pre-colonial

Preparation

You need to adequately prepare by reading widely about the civilisation of pre-colonial Rwanda. You may invite an elderly person who understands the history of the pre-colonial Rwanda to share it with the learners. Pictures and maps of the pre-colonial Rwanda may be used during the lessons.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, internet, poems, media, stories, songs, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Guide the learners and help them do in groups the **learning activity 4.1** followed by a plenary discussion.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

New words

Guide the learners to learn the meaning of the word *civilisation*. Let them spell, pronounce and use the word correctly in a sentence.

Answers to Further activity

- Improvement in art and architecture
- Development of culture, without characteristics of barbarism
- Advancement in technology
- Following good religious
- Having an organised trade/transportation
- Having advanced system of communication such as writing/language

Follow-up activity

Guide the learners and help them to do in groups the **learning activity 4.2** followed by a plenary discussion.

Social, cultural, political and economic organisation

Learning objectives

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

- Describe the social, cultural, political and economic organisation of pre-colonial Rwanda
- Analyse the social, cultural, political and economic organisation of pre-colonial Rwanda and compare it with current organisation
- Appreciate the importance of social, political, cultural and economic organisation of pre-colonial Rwanda

Preparation

You need to adequately prepare by reading widely about the social, cultural, political and economic organisation of pre-colonial Rwanda. You may invite an elderly person who understands the history of the pre-colonial Rwanda to shed more light on social, cultural, political and economic organisation of pre-colonial Rwanda to the learners. Pictures and maps of the pre-colonial Rwanda may be used during the lessons.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, internet, poems, media, stories, songs, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Guide the learners and help them do in groups the **learning activity 4.3** followed by a plenary discussion

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

New word

Guide the learners to learn the meaning of the word *taboos*. Let them spell, pronounce and use the word correctly in a sentence.

Further activity

Let the learners do *Activity 4.6* as a further activity.

Follow-up activity

Identify some of the economic activities in your Cell. Specify the activities and those who are involved.

Diagnostic assessment

The following terms were used in traditional Rwanda in relation to the king:

- *Kuremererwa*
- *Irivuze umwami*
- *Umwamikazi*
- *Umugabekazi*
- *Ingoro*
- *Kurambagira*
- *Gutanga*

State what each means.

Answers to Diagnostic assessment

- *Kuremererwa*: Carrying him on a stretcher
- *Irivuze umwami*: His speech
- *Umwamikazi*: His wife
- *Umugabekazi*: His mother
- *Ingoro*: His palace
- *Kurambagira*: His travelling
- *Gutanga*: His death

Famine and *epizooties*

Learning objectives

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

- Identify different famines and epizooties and their impact on Rwandan society
- Analyse causes and consequences of different famines and epizooties that happened during pre-colonial Rwanda
- Acquire compassion and generosity to the victims of famine

Preparation

You need to adequately prepare by reading widely about the famine and epizooties that afflicted the pre-colonial Rwanda. You may invite an elderly person who understands the history of the pre-colonial Rwanda to shed more light on famine and epizooties during pre-colonial Rwanda.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, internet, poems, media, stories, songs, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- During a class activity, ask the learners to narrate what they have heard about previous famines and epizooties
- Ask them about their feeling towards famine and epizooties
- Resource person's input

New words

Guide the learners to learn the meanings of the words *epizooties* and *famine*. Let them spell, pronounce and use the words correctly in a sentence.

Notes for the teacher

These famines were primarily caused by prolonged sunshine that resulted to drought. The drought made plants dry out in gardens before the harvest season.

It was also because of constant wars of expansion that made so many people busy in fighting. They forgot to practise agriculture, and people were still running up and down. They had no time to settle down and cultivate.

Poor timing of agricultural seasons culminated into famine at one time or another. Crops could either be affected by floods or meet sunshine season before reaching harvest season.

Pests and diseases also affected crops. They were eaten up by pests and attacked by various diseases leading to drying out. Common pests included locusts, grasshoppers, rodents and rats.

Different famines that affected Rwanda at different times had far reaching effects. These were:

- A big number of people and animals died due to lack of food and pasture respectively.
- Vegetation dried out leading to destruction of environment and natural beauty. This was felt especially in cases where famine was caused by prolonged sunshine.
- Famine also affected the Kingdom of Rwanda negatively in terms of the economy. It led to reduction of royalties and taxes.
- People also suffered from poor feeding because of inadequate food supply in various families of Rwanda. Several granaries of families remained empty.

Follow-up activity

Guide the learners and help them do in groups the **learning activity 4.3** followed by a plenary discussion.

Socio-political and economic dependence in pre-colonial Rwanda

Learning objectives

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

- Point out the socio-political and economic dependence of pre-colonial Rwanda
- Evaluate the impact of socio-political and economic dependence of pre-colonial Rwanda
- Value the socio-political and economic dependence of pre-colonial Rwanda

Preparation

You need to adequately prepare by reading widely about the socio-political and economic dependence of pre-colonial Rwanda. You may invite an elderly person who understands the history of the pre-colonial Rwanda to shed more light on socio-political and economic dependence of pre-colonial Rwanda. Pictures and maps of the pre-colonial Rwanda may be used during the lessons.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, Internet, poems, media, stories, songs, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Discuss with the learners about *Ubugukunde*, *Ubugukunde* and *Ubugukunde*
- Resource person's input
- Questions and answers

Note: There is a debate at the end of this sub-topic/unit. Divide the learners into two main groups, one opposing and the other supporting. Let them write down the main points during the debate. Take control in order to give chance to many learners to participate. Make the debate as lively as possible.

New words

Guide the learners to learn the meanings of the words *redeeming* and *homogeneous*. Let them spell,

pronounce and use the words correctly in a sentence.

Further activity

1. Explain the meaning of the term *Ubugukunde* as was applied in the traditional Rwandan society.
2. State the role of the client according to *Ubugukunde* tradition.

Answers to Further activity

1. This was a customary contract which was between the owner of the cattle, referred to as patron (*Sebutu*) and person who wished to acquire a cow, referred to as client (*Umuguragu*).
2.
 - Cultivating the fields of the patron
 - Looking after the cattle and ensuring that the milk was of good quality
 - Repairing homesteads
 - Guarding homes at night
 - Providing liquor
 - Building fences
 - Escorting the patron to war
 - Taking part in sorghum growing
 - Acting as a messenger

Follow-up activity

MODERN CULTURE IS BETTER THAN TRADITIONAL CULTURE, debate.

Diagnostic assessment

State the role of the patron according to *Ubuhake* tradition.

Answers to Diagnostic assessment

- Protecting the client against those who were socially stronger than him and others likely to be enemies
- Assisting the client in court
- Redeeming the client
- Giving bull calves and milk
- Contributing to formation of a new herd

Learning activity 4.1

Let students do activity 4.1 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 4.1

3. Civilisation means the process through which people settled on the same territory have managed to improve their ways of living like in the activities of farming, administration, metallurgy, urbanization,

sciences, literature, etc. during a given period of time.

4. **Political:** This is how people are governed involving matters of authority and obedience, including who makes the laws, decides on foreign relations such as war and peace, collects taxes, dispenses justice and provides services needed by the general public. For example, in Rwanda, the constitution regulates the relationships between the three powers and emphasizes the principle of checks and balance.

Religious belief: This is how people belonged to a given society explain what they believed or accept on the basis of faith. For instance, in Rwanda, according to the traditional religion, Rwandans believed in the existence of one God whereas in Ancient Egypt, people were polytheists.

Learning activity 4.2

Let students do activity 4.2 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 4.2

1. In the Pre-colonial Rwanda, clans played different roles in the day to day social life. First of all, clans helped Rwandans to identify themselves in their relationship with others. Clans were also a way to find friend almost from anywhere and benefit from their hospitality or their support. The clans also played a role in marriage because in principle the exogamy of clans prevailed in the choice of the partner.
2. The clans of the Banyiginya, Abega and these of Abagesera and Abasinga had animal totems and animal taboos. The importance of these animals for these clans was that animal totems were considered as their recognition sign of these clans and even members amongst these clans. For some clans like that of Abazigaba, their animal totem, the leopard, was thought to be able to accompany them during the night and ensure their protection against a possible danger.

Learning activity 4.3

Let students do activity 4.3 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 4.3

1. In the Pre-colonial period, Rwandans were monotheists who believed in One Supreme Being. They commonly accepted their God (Imana) as omnipotent, omnipresent and omniscient.

According to the legend, Nyabingi was originated from Ndorwa or Karagwe. She was a noble woman never married and died very old. After her death, her followers (Abagirwa or Ababyukurutsa) spread her cult. Legend says that she was the daughter of Nyakajumba and Nyabunyana.

2. Whistling at night was prohibited. Rwandans were threatening their children that if someone whistles at night, it can attract snakes at home what was dangerous.

Sitting on a mortar was forbidden. By saying this as a taboo, Rwandans wanted as for men other home materials to ensure their protection.

Learning activity 4.4

Let students do activity 4.4 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 4.4

1. King (Umwami)

The army and patriotism were the main instruments used to achieve the monarchy's goals and objectives but the court was the cornerstone and workshop where the Nyiginya State was shaped.

The king was very honoured in Ancient Rwanda

He occupied the topmost position in the political, administrative and military hierarchy to the extent that these functions were closely linked. Following his nomination, the king identified himself as a separate entity from the nobility. The kingdom of Rwanda was sacred and the king was therefore supposed to have the divine origin. The term Imana (God) refers to the Creator but also to the essence of life and the fertility of

the land and humans. The king and dynastic drums was the very centre of unity in the kingdom.

The king was the sole proprietor of everything and had every right to life and death over his subjects. He was also in charge of the armies, lawmaker and supreme judge. His sentences had no appeal.

Queen mother (Umugabekazi)

She was usually the mother of the king. She could perform some ceremonies defined by the tradition. She was the confident of and chief advisor to the king. She could orient the king's actions and act as regent in case the king came to the throne when he was still young.

Custodians of the esoteric code (Abiru)

They were the guardians of the tradition and royal secrets. They were high dignitaries and they came second as advisors of the king. They mastered the rites and symbolic procedures and processes of the country and their accomplishment. The king confided to them the name of his successor and he passed recommendations to the successor through them.

Abiru were responsible for the continuity of traditional and were under the authority of the king. Their function was hereditary. They were also responsible for knowing:

- The order in which queens were chosen and the matrilineal clan (Ibibanda) of the next queen mother (Abega, Abasinga, Abaha, Abazigaba, Abagesera and Abakono);
- Rules of enthronement of the new king (Inzira y'ubwimike);
- Rules regarding decoration of royal drums

Chiefs (Abatware b'intebe)

They were the heads of Ibiti appointed by the king and lived most of their lives in the royal court. They were consulted by the king especially in the time of crises. They had following functions of:

- Controlling farmers and cattle keepers;
- Supervising closely and control the functions of land and cattle sub-chiefs;
- Commanding the army;
- Raising taxes for the king, ikoro and other service;
- Distributing land and to withdraw it from others if it was felt necessary

Abatware b'intebe were largely responsible for the recruitment and mobilization of the mass as far as the protection and maintenance of security of the country were concerned.

2. The army in Ancient Rwanda had the following roles:

- Expanding country;
- Participating in the different wars;
- Fighting against cattle rustlers and various raids;
- Ensuring territorial security

Learning activity 4.5

Let students do activity 4.5 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 4.5

1. The main imported products from the neighboring countries included the following:

- The salt from Lake Eduard;
- The bracelet from Masisi and Buhavu;

- The perfume from Ijwi Island

The items produced internally are:

- The main crops cultivated were beans, sorghum, peas, maize, yams, bananas, tobacco, sweet potatoes, local green leaves (Isogi)...
- The animal production in Ancient Rwanda was mainly based on cattle rearing, goats, sheep and the keeping of the dogs and the bees.
- It was from handicraft that Rwandans could get most tools to satisfy their daily needs. They made clothes, metal and wooden objects destined for commercial purposes.

2. Cattle rearing occupied a very important place in Rwandan life because the cows were the measure of wealth and expressed the social prestige. Products from cows were milk, meat, butter, hides and skins used for clothing.

A cow was also used to cement social relations between the different families when they exchanged it as a sign of love and friendship. Cows were also given as dowry or marriage settlement.

3. Different famines that affected Rwanda at different times had far reaching effects. For example,

- A big number of people and animals died due to lack of food and pasture respectively.

- Vegetation dried out leading to destruction of environment and natural beauty. This was felt especially in case where famine was caused by prolonged sunshine.

- Famine also affected the Kingdom of Rwanda negatively in terms of the economy. It led to reduction of royalties and taxes.

Learning activity 4.6

Let students do activity 4.6 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 4.6

1. Pastoral clientelism (Ubugake): was a social, political and economic dependence of Pre-colonial Rwanda that was mainly based on the cow. It was a customary contract which was not obligatory between the owner of cattle, a rich man known as Shebuja (Patron) and

a person who wished to acquire cow called Umugaragu (Client or Servant). The latter who was often poor, socially weak and isolated asked the wealthier for social protection. Once the demand was accepted, the seeker accepted to perform duties for patron.

Dependence based on land (Ubukonde) was a right which gave authority to the clan and lineage heads on their respective zones as collective land (Isambu or Ubutaka). This collective land was managed by the clan head that was responsible for allocating land inside his zone of influence to his subjects (Abagererwa). Before one starting to work on the land, he had first to seek the blessing and investiture of the clan chief. Ubukonde existed especially in Mulera, Rwankeri, Buhoma, Bushiru, Bugoyi and kanage. It was also known in former prefecture of Kibuye, Cyangugu and Byumba.

2. The ceremony of investiture consists of giving a small knife called Inkonzo to Umugererwa which symbolized suzerainty of the clan and the right to clear the forest and cultivate the land at the same time. The investiture also conferred to the receiver (Umugererwa) and his descendents an inalienable right of ownership on the fields to be cultivated.

Unlike Ubuhake, Abagererwa did not pay homage to the clan heads (Abakonde). They only paid homage to the head of the family after harvest by offering some of the harvest to him including some sorghum, millet, beans and peas.

3. In 1927, the Belgian administration reduced uburetwa for each male adult to one day per week (this time a week of 7 days). The chief had the right to benefit from 52 days unpaid working days per year. For the Belgians, that represented a progress, because before the uburetwa was to be performed during 2 days of traditional week.

However, due to the “rationalization” of uburetwa introduced by the Belgian colonial administration, uburetwa became a burden to be assumed by every adult male and any individual deemed fit for service. Meanwhile, uburetwa started to involve more people than before.

In 1933, another royal declaration reduced the number of days of uburetwa that is to say 13 days per annum for the chief and 10 days per annum for the deputy chief. Even the bagaragu, within the framework of ubuhake, were constrained to provide annual services.

End of unit assessment.

1. List down six economic activities that were carried out in pre-colonial Rwanda.
2. Discuss the role played by the following leaders in pre-colonial Rwanda:
 - (i) The king
 - (ii) Queen mother
 - (iii) Ritualists
 - (iv) Army chief
 - (v) Land chief
3.
 - a) Define the term civilisation.
 - b) Briefly list down the components of civilisation.
4.
 - a) Give at list six causes of famines in pre-colonial Rwanda.
 - b) State the consequences of famines in pre-colonial Rwanda.
5. Discuss the role of the army in ancient Rwanda during civilisation.
6. List down the duties of clients and patrons during *Ubuhake* in pre-colonial Rwanda.
7. As a student of History, explain what you can do to preserve the Rwandan traditional culture.

Answers to end of unit assessment.

1.
 - Crop farming
 - Cattle keeping
 - Art
 - Pottery

- Bee keeping
- Hunting
- Commerce/trade (barter trade)

2.

The king

- The king was a supreme judge.
- He also power to wage war and conquest.
- He appointed and dismissed leaders.
- He administered justice in the kingdom.

The Queen mother

- She was the first chief advisor (counsellor) of the king.
- She guided the actions of the king.

Ritualists/Abiru

- They were officials of the kingdom in charge of *ubwiru*.
- They were guardians of the tradition and kept the secrets of the kingdom.
- They also advised and counselled the king.
- They kept the royal drum, *Kalinga*.
- They presided over inaugurations of a new king.

Army chief

- Recruiting fighters in the army
- Monitoring the Districts and report to the king
- Supplying the courts with certain items
- Supervising other District commanders to administer security
- Prepare the soldiers for war
- Commanding other soldiers on the battle and physically fighting the enemy
- Performing any other duty as assigned by the king

Land chief

- He was in charge of settling family and land disputes.
- He helped in the settlement of new inhabitants and distribution of land.
- He collected royalties and kept some for consumption.

3. a) **Civilisation** refers to a process by which a society reaches an advanced stage of social development and organisation.

b) Components of civilisation

- Improvement in art and architecture
- Development of culture, without characteristics of barbarism
- Advancement in technology
- Following good religions

- Having an organised trade/ transportation
- Having advanced system of communication such as writing/language

4. a)

- Unbalanced rainfall
- War
- Prolonged drought
- Poor timing of agricultural seasons
- Pests and diseases

b)

- Death of people and animals
- Depopulation
- Migration of people
- Poor feeding/malnutrition
- Reduction of royalties and taxes

5.

- Protecting the kingdom from enemies
- Participating in battles
- Conquering other places

6.

Duties of the client

- Cultivating the fields of the patron
- Looking after the cattle and ensuring that the milk was of good quality
- Repairing homesteads
- Guarding homes at night
- Providing liquor
- Building fences
- Escorting the patron to war
- Taking part in sorghum growing
- Acting as a messenger

Duties of the patron

- Protecting the client against those who were socially stronger than him and others likely to be enemies
 - Assisting the client in court
 - Redeeming the client
 - Giving bull calves and milk
 - Contributing to formation of a new herd
- 7.
- Studying it
 - Teaching it to others
 - Practising the good cultural practices
 - Promoting unity of Rwandans

Unit 5

Genocide and its features

Key unit competence

At the end of eight (8) lessons, the learner should be able to differentiate between genocide and other mass crimes.

Brief introduction

This unit, Genocide and its features, takes the learner through the definition and features of genocide. It enables the learner to differentiate between genocide and other mass crimes. A special attention has been given to the 1994 Genocide against the Tutsi. The main sub-topics to be covered in this unit are:

- Definition of the concept of genocide
- Features of the 1994 genocide against the Tutsi
- Genocide and other mass crimes

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none">• Briefly explain the concept of genocide and its features.• Identify the differences between genocide, war crimes and other mass crimes.	<ul style="list-style-type: none">• Compare genocide and other mass crimes in Africa.• Assess the features of genocide and other mass crimes.• Distinguish 1994 Genocide against the Tutsi from others mass crimes.	<ul style="list-style-type: none">• Show concern pain of others and take action to relieve it.• Recognise genocide and other mass crimes and advocate for fighting against it.

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

Teaching/learning materials

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

Teaching/learning methods

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

Links to other subjects

You can link this unit to other subjects such as Social studies and general studies. The unit links well with subjects that deal with conflict transformation.

Assessment criteria

Learners should demonstrate the ability to differentiate between genocide and other mass crimes.

Cross cutting issues

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

- *Genocide studies*; basically, the whole unit deals with genocide studies.
- *Environment and sustainability*; this is captured in a screen just before **Revision questions**.

Introduction to the unit

Genocide is the massive killing of innocent people basing on their tribe, race or religion with intentions of completely wiping them out. Examples of genocide are:

- The 1994 Genocide against the Tutsi
- The 1939-1945 Genocide against the Jews, Holocaust

This unit mainly deals with the 1994 Genocide against the Tutsi. It exposes the learners to the features of genocide and other mass crimes. The learners will get to know the differences between genocide and other mass crimes.

Genocide and other mass crimes

Learning objectives

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

- Define genocide, war, war crime and mass crime
- Explain the features of genocide (the 1994 Genocide against the Tutsi)
- Explain the differences between genocide and other mass crimes

Preparation

In your preparation, you should read widely about genocide and other mass crimes. You should read about genocides that have been experienced long before the 1994 Genocide against the Tutsi such as the Holocaust in Germany.

Teaching/learning materials

In order to tackle this sub-topic well, you will need Senior 1 History Learner's Book, songs, poems, testimonies and stories.

Teaching/learning activities

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

Guide the learners and help them do in groups the **learning activities 5.1, 5.2 and 5.3**, followed by a plenary discussion.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion.

Alternatively, the whole group should stand and in front of the class, as one of them leads the presentation.

New words

Guide the learners to learn the meanings of the words *perpetrators* and *massacre*. Let them spell, pronounce and use the word correctly in a sentence.

Notes for the teacher

Genocide is the massive killing of innocent people basing on their tribe, race or religion with intentions of completely wiping them out. Examples of genocide are 1994 Genocide against the Tutsi (in Rwanda) and the 1939-1945 genocide against the Jews, also known as the Holocaust (in Germany).

War

This is a planned state of conflict, armed hostility, antagonism and military operations between societies, nations or states. An example of war is the Second World War of 1939 -1945.

War crime

This refers to the individual violation of laws and customs during a war. It includes punishing spies, killing hostages and deliberately destroying property. The people who do that are referred to as criminals of war.

Features of the 1994 genocide against the Tutsi

- ***Massive killing and massacre of people***

During the genocide, many people were killed. Over one million people perished in only 100 days. The killings were spear-headed by the state organs and paramilitary (*Interahamwe* militia).

- ***Extreme forms of violence against innocent people***

It involved rape, abduction and torture of the innocent Tutsi by the majority Hutu. It involved pounding babies in mortars, and confining and starving victims to death. It also involved burying victims alive, maiming and shooting them to death.

- ***Organised to eliminate the Tutsi***

The 1994 Genocide against the Tutsi was organised specifically to clear the Tutsi. The perpetrators killed the Tutsi elderly, men, women, youth and children. They went to the extent of cutting pregnant women to remove the foetus. They made sure

that the foetus was dead. They also killed Hutu politicians opposed to the Genocide.

- ***Isolation and lack of external interference***

During the genocide against the Tutsi, Rwanda was isolated by other countries and peace keeping agencies. For instance, there was a limited UN peace keeping force that was stationed in Rwanda. However, the UN Security Council ignored warnings of the impending massacre. The UN failed to empower the force, and did not issue a mandate to stop the genocide.

- ***Role of state machinery***

The government initiated, executed and coordinated the genocide. Government soldiers were involved. They encouraged the Hutu to perpetrate the genocide.

- ***Popular participation***

Before and during the 1994 genocide against the Tutsi, the government carried out a wide propaganda to involve all the Hutu to exterminate the Tutsi, many Hutu accepted, they were briefed, trained and equipped with everything to wipe out the Tutsi.

Differences between 1994 Genocide against the Tutsi and other mass crimes

The Holocaust was done behind closed doors. The 1994 Genocide against the Tutsi was done in front of the whole world. The United Nations understood and watched it happening. It never stepped forward to stop the genocide. This was something that UN regretted later.

During the genocide against the Tutsi, over one million people perished. This happened in a period of one hundred days. Over six million people perished in the Holocaust in Germany over a period of 6-7 years. In countries such as Sudan, the massacre took over ten years.

The genocide against the Tutsi was mainly a tribal affair. In some countries such as Nigeria and Bosnia, people have been killed because of religion.

The genocide against the Tutsi occurred at the time when Rwanda was politically corrupt. The country had just emerged from a civil war. Nazi party in Germany was politically stable and fighting in World War I at the same time.

Further activities

Explain the feature of the 1994 Genocide against the Tutsi.

Answers to Further activities

- (i) Massive killing and massacre of people; over one million people were killed.
- (ii) There was rape, abduction and torture of innocent people.
- (iii) Organised to clear the Tutsi; the intention was to wipe out the Tutsi.
- (iv) Isolation and lack of external interference; during the genocide against the Tutsi, Rwanda was isolated by other countries and peace keeping agencies.
- (v) Massive poverty; this was largely due to overreliance on external charity as a strategy of long term survival.
- (vi) Role of state machinery; the government supported the genocide.

Follow-up activity

Find out, from elders in your Cell, how the perpetrators of the 1994 Genocide against the Tutsi have been dealt with by the government.

Learning activity 5.1

Let students do activity 5.1 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 5.1

1. According to Raphael Lemkin, genocide does not necessarily mean the immediate destruction of a nation, except when accomplished by mass killings of all members of a nation. It is intended rather to signify a coordinated plan of different actions aiming at the destruction of essential foundations of the life of national groups, with the aim of annihilating the groups themselves.
2. The names given to the genocide committed against Jews are “Shoah”, “Catastrophe” and “Holocaust”.

Learning activity 5.2

Let students do activity 5.2 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 5.2

1. Two features of the 1994 genocide against the Tutsi are:

Massive killing and massacre of people

During the 1994 Genocide against the Tutsi, many people were killed. Over one million people perished in only 100 days. The killings were spear-headed by the state organs and paramilitary (Interahamwe militia).

Extreme forms of violence against innocent people

It involved rape, abduction and torture of the innocent Tutsi by the Hutu extremists. It involved pounding babies in mortars, and confining and starving victims to death. It also involved burying victims alive, maiming and shooting them to death.

2. The 1994 Genocide against the Tutsi had been prepared for a very long period of time. The first reason to prove this assertion is its preparation. The creation of the militias interahamwe and the radio which played a great role in the sensitization of extremist Hutu to kill their fellow Tutsi.

The second reason is the maintenance of “ethnic” identity

Learning activity 5.3

Let students do activity 5.3 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 5.3

1. The crimes that have been committed in Sudan describe genocide whereas these committed in DRC describe the mass crime.
- 2.

Characteristics	War crime	Crime against humanity	Genocide
Deliberate destruction of property during war	✓		
All have been jumbled up.	✓		
Many people are killed		✓	
Killing of hostages	✓		
Killing of many people by one person or a very small group of people		✓	
Deliberate destruction of property during war	✓		
Dehumanisation of others and seeing them as animals or pests			✓
Depriving a prisoner of war, a fair trial	✓		
Killing with the intention to finish members of a tribe, race or religion			
Mass killings targeted at the general public			✓

End of unit assessment

1. Define the term 'genocide'.
 2. Describe the state of Rwanda during the 1994 Genocide against the Tutsi.
 3. Explain how the government of national unity and reconciliation has attained development in the past two decades.
 4. Distinguish between the 1994 Genocide against the Tutsi and other mass crimes.
 5. Examine the effects of the 1994 Genocide against the Tutsi on Rwanda.
- It established the *Agaciro* Development Fund as a way of reducing foreign aid.
 - It started the *Ubudehe* (poverty eradication) programme.
 - It started *Kuremera* programme to solve the problem of unemployment especially among the youth.
 - It started *Umuganda* (National community service) to conserve the environment.
 - It established the *Gacaca* courts to bring to a consensus between the perpetrators and the victims of the 1994 Genocide against the Tutsi.
 - It started the *Ndi Umunyarwanda* programme to bring a lasting peace, unity and reconciliation after the 1994 Genocide against the Tutsi.

Answers to end of unit assessment.

1. **Genocide** is the massive killing of innocent people basing on their tribe, race or religion with intention of completely wiping them out.
2.
 - Over one million Tutsi were killing within one hundred days.
 - Many Tutsi women were raped.
 - Houses belonging to Tutsi were set on fire.
 - Many Tutsi were killed.
 - Many people ran other countries to seek asylum.
3.
 - It created *Abunzi* (mediation committees in 2006 to resolve conflicts through community participation.
 - It started *Girinka* pro-

4.

Genocide against the Tutsi	Other mass crimes
Over one million people were killed just within one hundred days.	Most people killed over a long period of time. For example over six million were killed in a period of over six years during the Holocaust.
The whole world was aware of it going on.	Some were done secretly that even the UN could not know immediately they started. For example the Darfur massacre and the Holocaust.
The main target of the perpetrators was the Tutsi.	In some cases, the general public was targeted, as was witnessed in the Democratic Republic of Congo.

5. Examine the effects of the 1994 Genocide against the Tutsi on Rwanda.

- It depopulated Rwanda.
- It led to Rwanda having many widows and orphans.
- It led to economic challenges; the economy of the country became unstable for some time.
- It led to death of many Tutsi.
- Many people were displaced.

Unit 6

Evolution of mankind

Key unit competence

At the end of ten lessons, the learner should be able to analyse how mankind evolved, developed and settled in different parts of Africa.

Brief introduction

The unit on 'Evolution of mankind' takes the learner through various stages of evolution including Stone Age period. The unit exposes the learner to discoveries that were made during Stone Age period.

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

- Origin of mankind
- Evolution of man
- Stone age period
- Discoveries made in Stone Age period (old, middle and new stone age)
- Characteristics of hunter gatherer societies

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none">• Explain the different theories of the origin of mankind.• Explain the development of man during the Stone Age periods.	<ul style="list-style-type: none">• Describe early physical and cultural development of mankind from Palaeolithic era to the modern times in order to know our origin.	<ul style="list-style-type: none">• Critique theories of the origin of mankind from the primate family into modern man.• Appreciate the importance of man's major developments during the Stone Age.

	<ul style="list-style-type: none"> • Evaluate different theories that have been put forward to explain the origin of mankind and test the validity of each theory. • Analyse how Africa was settled after new Stone Age. • Assess man's discoveries during Stone Age periods. 	<ul style="list-style-type: none"> • Show respect for discoveries of mankind in Stone Age period.
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Emphasise key skills, values and attitudes to be attained at the end of the lesson.

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, films, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

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

Generic competences

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

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

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

(c) Problem solving: In some cases, the learner will be required to be resourceful by finding answers to questions

and solutions to problems. This competence is also achieved when a learner is able to explain phenomena based on findings from information gathered or provided.

- (d) Communication skills:** This involves comprehending language through listening and reading, using oral and written language to discuss, argue and debate a variety of themes in a logical manner and exchanging ideas confidently and effectively.
- (e) Lifelong skills:** This is described as coping with evolution of knowledge and technology advances for personal fulfilment. It is also exploiting all opportunities available to improve on knowledge and skills.
- (f) Research skills:** This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on research of existing information and concepts and sound judgement in developing viable solutions.
- (g) Cooperation:** Adapting to different situations including the world of work and practising respect for rights, views and feelings of others.

Links to other subjects

This unit links well with evolution of man as taught in Biology , as well as migration as taught in Geography and Social Studies.

Assessment criteria

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

- (i) Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.
- (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.
- (iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic

discussed. See their level of lifelong learning from their responses to the questions.

- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
- (v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

(b) Summative assessment (assessment of learning)

Learners should demonstrate the ability to analyse how mankind evolved, developed and settled in different parts of Africa.

Cross cutting issues

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

- *Environment and sustainability:* Tell the learners that over the years, environment has offered shelter to mankind as is evident in this unit.
- *Gender:* According to creation theory, God created both male and female (Adam and Eve)

- *Peace and values education:* Through the whole process of evolution, human beings lived together and supporting each other.

Introduction to the unit

The origin of humankind is said to have undergone five distinctive stages that include the following:

- Australopithecus
- Homo habilis
- Homo erectus
- Homo sapiens
- Homo sapiens sapiens

Australopithecus lived between 3.9 and 3.0 million years ago. He retained the apelike face with a sloping forehead. He had a ridge over the eyes. He had flat nose, and a chinless lower jaw, and height, 3'6" and 5' tall. He was fully bipedal, and the thickness of his bones showed that he was quite strong. His built was similar to that of a human. The head and face were proportionately much larger. The remains of Australopithecus were found in Kenya.

Homo habilis was also called *The Handy Man* because tools were found with his fossil remains. He existed between 2.4 and 1.5 million years ago. The brain shape shows evidence that some speech had developed. He

was 5' tall and weighed about 100 pounds.

Homo erectus lived between 1.8 million and 300,000 years ago. Towards the end, his brain size was like that of modern human beings. He definitely could speak. *Homo erectus* developed tools, weapons and fire. He also learned to cook his own food. He travelled out of Africa into China and the southeast Asia. He developed clothing for northern climates. He turned to hunting for his food. Only his head and face differed from those of modern human beings.

Homo sapiens lived in Europe and in the Middle east between 150,000 and 35,000 years ago. His brain size averaged larger than modern human being. His head was shaped differently, longer and lower. His nose was large and extremely different from that of modern human beings in structure.

He was a massive man, about 5' 6" tall. He had a heavy skeleton that showed attachments for massive muscles. He was far stronger than modern human beings. His jaw was massive with a receding forehead like that of *Homo erectus*.

Homo sapiens appear to have been replaced by a new species called **Homo sapiens sapiens** (or modern man), who evolved in Africa and migrated widely in the world. This

species is estimated to have come into existence about 200,000 years ago. Fossils of this species have been found in Omo River Valley, north of Lake Turkana, Singa in Sudan and Ngaloba in Tanzania. The brain of *Homo sapiens sapiens* resembled that of modern man. He was more advanced in speech and technology.

A number of sites excavated by popular archaeologists of the 20th Century points to this. Dr Leakey worked in the 1960s and 1970s at a site called Olduvai Gorge in Tanzania.

Archaeological evidence tells the fact that people in this era lived on scavenged meat. They also ate wild plants. In short, they practised hunting and gathering.

Dr Leakey's works discovered other sites around Lake Turkana in northern Kenya. The discoveries were largely similar to that of Olduvai Gorge.

Donald Johansson worked separately from Dr Leakey, a decade later in northern Ethiopia.

He found fossils that confirmed great human presence in the region several thousand years before.

Over time, man spread beyond the few identified spots of originality. He spread to other places on the continent and beyond to other

continents. This was influenced by climatic conditions as well as his search for food. Also, man spread while escaping from dangerous animals that ate him.

It also happened as a result of purposeless wondering where he kept on moving in any direction without any specific point to return to as man was wild too without ant elements of domestication.

Evolution of man

Learning objectives

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

- Explain the different theories of the origin of mankind
- Evaluate different theories that have been put forward to explain the origin of mankind and test the validity of each theory.
- Critique theories of the origin of mankind from the primate family into modern man.

Preparation

You need to adequately prepare by reading widely about the evolution of man. You may invite a resource person to shed more light on the sub-topic to the learners. Relevant pictures and maps should be used during the lessons.

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, films, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

Guide the learners and help them do in groups the **learning activities 6.1 and 6.2** followed by a plenary discussion.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

New word

Guide the learners to learn the meaning of the word *bipedal*. Let them spell, pronounce and use the word correctly in a sentence.

Notes for the teacher

Evolution of man

The evolution of man refers to the stages human beings went through in order to become the present day human beings. There are two theories that explain the evolution of man. These are:

- The creation theory (Biblical theory)
- The scientific theory

The creation theory/Biblical theory

This theory explains that humankind was created by God, according to Genesis 1 and 2. God moulded man from soil and later a woman from man's rib (Adam and Eve). The two were given responsibility to reproduce and fill the earth.

The scientific theory

The modern theory concerning the evolution of humankind has a different view. It proposes that humans and apes derived from an ape-like ancestor. The ape-like ancestor lived on earth a few million years ago.

The theory states that humankind emerged through a combination of environmental and genetic factors. Humankind emerged as a species to produce the variety of ethnicities seen today. It further states that modern apes evolved on a separate evolutionary pathway.

Perhaps the most famous proponent of evolution theory was Charles Darwin (1809-82). He authored *The Origin of Species* (1859) to describe his theory of evolution. Since then, humankind's origin has generally been explained from an evolutionary perspective.

Moreover, the theory of man's evolution has been and continues to be modified. New findings are discovered and revisions to the theory are adopted. Earlier concepts that have proven incorrect are discarded.

Stone age period/discoveries made in Stone age period

Learning objectives

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

- Explain the development of man during the Stone Age period (old, middle and new).
- Assess man's discoveries during Stone Age periods.
- Appreciate the importance of man's major developments during the Stone Age.
- Show respect for discoveries of mankind in Stone Age period.

Preparation

You need to adequately prepare by reading widely about Stone Age period and the discoveries made during that time. You may invite a resource person to shed more light on the sub-topic to the learners. Relevant pictures should be used during the lessons.

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, films, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who

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

Teaching/learning activities

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

Guide the learners and help them do in groups the **learning activities 6.5**, followed by a plenary discussion.

Characteristics of hunter-gatherer societies

Learning objectives

By the end of the sub-topic, the learner should be able to describe the characteristics of hunter-gatherer societies.

Preparation

You need to adequately prepare by reading widely about the characteristics of hunter-gatherer societies. You may invite a resource person to shed more light on the sub-topic to the learners. Relevant pictures should be used during the lessons.

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, films, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Questions and answers
- Guide them to form small groups to discuss the challenges that early human beings faced in the quest for food.
- Resource person's input.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

Further activity

Guide the learners to form two groups to debate on this topic:

LIFE DURING STONE AGE WAS BETTER THAN MODERN LIFE

Follow-up activity

Organise a visit to a historical site and to a museum for learners to collect facts about the origin and development of humankind. Let them present their findings to the teacher/class after their return from the site/museum.

Diagnostic assessment

1. Write down the main characteristics of Neolithic period.
2. State two main theories of evolution of mankind.

Answers to Diagnostic assessment

1. It is characterised by the following:
 - Human beings started constructing small huts using grass, trees and skins.
 - They settled in a permanent place and stopped wandering.
 - They started putting on skins and woven clothes.

- They began farming in order to produce their own food. This constitutes a revolution known as a Neolithic revolution.
- They used fertilisers and storage facilities.
- They started living in villages and forming communities.
- They increased domestication of several domestic animals such as horses, cows, sheep and pigs.
- They started iron working and began using iron tools such as machetes, hoes and knives. They used less stone tools.
- They started using better tools for hunting such as spears, arrows and bows.
- They made rules and regulations to have law and order in the societies.
- They began to bury the dead in graves instead of leaving them to rot on the ground.
- They started exchanging items with other communities (trade).

2.

- Creation/Biblical theory
- Scientific theory

Learning activity 6.1

Let students do activity 6.1 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 6.1

1. Africa is said to be “Africa is the cradle of humanity” because there are a number of researches which have already proved that the first true human beings had been discovered in East Africa in the sites located around Lake Turkana in northern Kenya, in the Olduvai Gorge and in northern Ethiopia.
2. The characteristics of Homo Sapiens are the following: His brain size averaged larger than modern human being. His head was shaped differently, longer and lower. His nose was large and extremely different from that of modern human beings in structure. He was a massive man, about 5’ 6” tall. He had a heavy

skeleton that showed attachments for massive muscles. He was far stronger than modern human beings. His jaw was massive with a receding forehead like that of Homo erectus.

Learning activity 6.2

Let students do activity 6.2 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 6.2

1. The creation theory/Biblical theory

This theory explains that humankind was created by God, according to Genesis 1 and 2. God moulded man from soil and later a woman from man's rib (Adam and Eve). The two were given responsibility to reproduce and fill the earth.

2. The scientific theory

The modern theory concerning the evolution of humankind has a different view. It proposes that humans and apes derived from

an ape-like ancestor. The ape-like ancestor lived on earth a few million years ago.

The theory states that humankind emerged through a combination of environmental and genetic factors. Humankind emerged as a species to produce the variety of ethnicities seen today. It further states that modern apes evolved on a separate evolutionary pathway.

Perhaps the most famous proponent of evolution theory was Charles Darwin (1809-82). He authored *The Origin of Species* (1859) to describe his theory of evolution. Since then, humankind's origin has generally been explained from an evolutionary perspective.

Moreover, the theory of man's evolution has been and continues to be modified. New findings are discovered and revisions to the theory are adopted. Earlier concepts that have proven incorrect are discarded.

Learning activity 6.3

Let students do activity 6.3 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 6.3

1. The adoption of farming is considered as the Neolithic Revolution because of the following reasons:

The adoption of agriculture led people to remain sedentary so as to care for their plants. In remaining in the same place, people learned how to construct houses. At the same time, they therefore stopped wandering.

After the construction of houses, people began to live in villages and forming communities. The life in societies led people to set up rules and regulations so as to bring order among peoples' communities. For some scholars, the adoption of farming led to many changes as above-mentioned.

2. The style of living of the mankind during the early stone age was as follows:

- Man's activities were hunting and gathering food from forests.
- Man was living a wandering life and lived on trees.

- Man was shaping stones into double edged hand axe that was used in hunting.

Learning activity 6.4

Let students do activity 6.4 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 6.4

1. The hunter gatherer societies were the communities of people who were mainly living on hunting wild animals and collecting wild fruits.
2. Three characteristics of the hunter gatherer societies are:
 - People lived by wandering from place to place. They moved from one place to another.
 - People lived in groups or communities based on their lineages and clans.
 - Stone tools were mainly used for cutting meat and for protection.

End of unit assessment

1. Discuss humankind's major discoveries in the Neolithic period.
2. Explain why Africa is called the cradle land of man.
3. Describe some developments of man during the middle stone age.
4. Explain the importance of fire to early man.
5. Differentiate between modern human beings and apes.

Answers to end of unit assessment .

1.
 - Human beings started constructing small huts using grass, trees and skins.
 - They settled in a permanent place and stopped wandering.
 - They started putting on skins and woven clothes.
 - They began farming in order to produce their own food. This constitutes a revolution known as a Neolithic revolution.
 - They used fertilisers and storage facilities.
 - They started living in villages and forming communities.
2. It is believed that the first man lived in Africa. The remains of the early man were found in Africa.
3.
 - They increased domestication of several domestic animals such as horses, cows, sheep and pigs.
 - They started iron working and began using iron tools such as machetes, hoes and knives. They used less stone tools.
 - They started using better tools for hunting such as spears, arrows and bows.
 - They made rules and regulations to have law and order in the societies.
 - They began to bury the dead in graves instead of leaving them to rot on the ground.
 - They started exchanging items with other communities (trade).

They were able to make improved tools such as ropes and poisoned arrows for hunting.

- Man invented fire and used it for roasting meat, warming himself and scaring away wild animals.
- Man continued with food gathering, that is, collecting fruits, leaves, stems and roots.
- Man started keeping domestic animals like dogs, cats, goats, etc.
- Man started living in caves and forming small families.
- Man invented fishhooks and canoes.

4.

- Roasting meat
- Warming himself
- Scaring away wild animals

5.

Modern human beings	Apes
They have canines that do not project out from tooth row.	Their canines project out from tooth row.
They have thick tooth enamel.	They have thin tooth enamel.
They have cranial capacity which is over 1000cc.	They have cranial capacity which is averagely.

Unit 7

Egyptian civilisation

Key unit competence

At the end of ten lessons, the learner should be able to explain the elements and the importance of early Egyptian civilisation.

Brief introduction

The unit on 'Egyptian civilisation' takes the learner through the Egyptian civilisation, one of the world's earliest civilisations. The unit exposes the learner to some elements and contribution of Egyptian civilisation.

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

- Origin and elements of Egyptian civilisation
- Contributions of Egyptian civilisation to the modern world
- Influence of Egyptian religious beliefs on ancient Egypt

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none">• Explain the origin of Egyptian civilisation.• Explain the major elements of Egyptian civilisation.• Explain the importance of Egyptian civilisation to the modern world.• Identify the ways in which religious beliefs shaped the lives of ancient Egyptians.	<ul style="list-style-type: none">• Examine the origin and rise of Egyptian civilisation and compare it with Rwandan civilisation.• Assess major elements of Egyptian civilisation and other civilisations and evaluate their contribution to the modern world.	<ul style="list-style-type: none">• Appreciate the importance of Egyptian civilisation to the modern world• Balance the major elements of Egyptian civilisation and other civilisations.

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

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, films, media (radio, newspapers and videos), tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

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

Generic competences

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

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

decisions based on experience and relevant learning.

(b) Creativity and innovation:

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

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

(d) Communication skills:

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

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

(f) Research skills: This is being resourceful in finding answers to questions and solutions to problems as well as producing

new knowledge based on research of existing information and concepts and sound judgement in developing viable solutions.

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

Links to other subjects

This unit links well with Geography and irrigation in Geography

Assessment criteria

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

- (i) Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.
- (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.

- (iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.
- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
- (v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

(b) Summative assessment (assessment of learning)

Learners should demonstrate the ability to explain some aspects of the ancient Egyptian civilisation.

Cross cutting issues

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

- *Financial education:* Highlight this when talking about the expansion of Egypt's economy through trade.

- *Standardisation culture:* Remind the learners that Egyptians developed the mathematical concepts (addition, subtraction, multiplication and division) which are used worldwide.

Introduction to the unit

The roots of Egyptian civilisation go back more than 6,000 years. The roots start from the beginning of settled life along the banks of River Nile. The country has an unusual geographical and cultural unity. That has given the Egyptian people a strong sense of identity. It has also given them pride in their heritage as descendants of humankind's earliest civilised community.

Certain events have been crucial to the development of Egyptian society and culture. One of these was the unification of the Upper Egypt and Lower Egypt. This happened sometimes in the third millennium BC.

Emphasise to the learners that civilisation in Egypt started long time ago, before it spread to most parts of the world.

Origin and elements of Egyptian civilisation

Learning objectives

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

- Explain the origin of Egyptian civilisation
- Examine the origin and rise of Egyptian civilisation and compare it with Rwandan civilisation
- Appreciate the importance of Egyptian civilisation to the modern world

Preparation

You need to adequately prepare by reading widely about the Egyptian civilisation. You may invite a resource person to shed more light on the sub-topic to the learners. Relevant pictures and maps should be used during the lessons.

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, films, media (radio, newspapers and videos), tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

Guide the learners and help them do in groups the **learning activities 7.1.** and **7.2** followed by a plenary discussion.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

New words

Guide the learners to learn the meanings of the words *legendry*, *antiquity* and *sculpted*. Let them spell, pronounce and use the words correctly in a sentence.

Contributions of Egyptian civilisation to the modern world

Learning objectives

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

- Explain the importance of Egyptian civilisation to the modern world
- Explain the importance of Egyptian civilisation to the modern world

Preparation

You need to adequately prepare by reading widely about the contributions Egyptian civilisation to the modern world. You may invite a resource person to shed more light on the sub-topic to the learners. Relevant pictures and maps should be used during the lessons.

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, films, media (radio, newspapers and videos), tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

Guide the learners and help them do in groups the **learning activity 7.3** followed by a plenary discussion.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

Further activity

Group the learners then ask them to discuss the importance of Egyptian to the modern world.

Influence of Egyptians religious beliefs on ancient Egypt

Learning objectives

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

- Identify the ways in which religious beliefs shaped the lives of ancient Egyptians
- Explain the importance of religion to the modern world

Preparation

You need to adequately prepare by reading widely about the influence of Egyptians religious beliefs on ancient Egypt. You may invite a resource person to shed more light on the sub-topic to the learners. Relevant pictures and maps should be used during the lessons.

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, films, media (radio, newspapers and videos), tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

Guide the learners and help them do in groups the **learning activities 7.4** followed by a plenary discussion.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

Further activity

Mention any six Egyptian gods that you know

Answers to Further activity

Horus, Set, Thoth, Isis, Osiris, Anubis, Ptah, Amon, Ra, Sobek, Hathor and Khnum

Follow-up activity

Use internet to find more about Egyptian civilisation. Write the addresses/links of the sites where you got the information from.

Diagnostic assessment

1. Write the name of the Egyptian king who united Upper and Lower Egypt
2. Explain how religious beliefs promoted Egyptian political stability.

Answers to Diagnostic assessment

1. King Menes
2. Egyptians believed that their leaders (pharaohs) had divine powers, so they respected the. The pharaohs were also religious leaders.

Learning activity 7.1

Let students do activity 7.1 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 7.1

1. The unification of the Upper Egypt and lower Egypt was an important event in Egyptian history because it was compared to the creation of the universe. With the unification of the 'two lands' by the legendary King Menes, the glorious Pharaonic age began. Power was centralised in the hands of a god-king, and thus, Egypt became the first organised society.
2. Three elements of Egyptian civilization are the following:
 - They were the first to build using stones and to fashion the arch using stones and bricks.
 - The Egyptians had developed a system of writing called hieroglyphics.

- Their physicians prescribed healing remedies and performed surgical operations.

Learning activity 7.2

Let students do activity 7.2 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 7.2

1. “During the time of Old Kingdom, civilisation of Egypt took a step ahead. This means that the civilization was developed. It is even in this perspective that three great pyramids were built as the tombs of Great Kings. The pyramids were built at places such as Giza and Khufu. It took more than 20 years to build them.
2. The New kingdom period in Ancient Egypt was characterized by the following:

Pharaoh Ahmose expanded Egypt and the country became richer;

- The empire of Egypt was established.

- Egypt expanded and brought Syria and Palestine under its control.

- Egypt’s economy improved drastically through trade.

- The cities of Egypt grew larger and borders extended in conquest wars.

Learning activity 7.3

Let students do activity 7.3 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 7.3

1. In the school environment there are different things that were adopted from the Egyptian civilization like paper, books, calendar, and glasses.
2. Mummification was a technique used for the conservation of the dead bodies. It consisted of embalming the dead body by removing all moisture from the body, leaving only a dried form that would not easily decay.

The Egyptians believed in life after death, and took great care to bury their dead. The pharaohs and some nobles had their bodies preserved. This has prevailed to date

Learning activity 7.4

Let students do activity 7.4 in small groups followed by a plenary discussion. Remember to let the students 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.

Application activities

Answers to application activities 7.4

1. The common belief between Egyptians and modern world peoples is the belief in life after death.
2. Two contributions of the religion to the daily life in Ancient Egypt are the following:
 - Religion acted as a unifying factor to all the Egyptians under the same umbrella of civilisation. They became strong believers in religion, a thing that laid a foundation of the Egyptian culture.
 - Religious beliefs promoted a sense of discipline and respect as a social norm among the Egyptians. They had it in mind that the gods would punish them in case of indiscipline. They also believed that the gods would reward you in case you appeased them. The Egyptians appeased their gods by doing good deeds and offering sacrifice.

End of unit assessment

1. Explain why River Nile is considered as the lifeline of Egypt.
2. State the use of papyrus in ancient Egypt.
3. Explain ways through which ancient Egypt contributed to the civilisation of modern world.
4. (a) Name the three main kingdoms of Egypt.
(b) State the events that took place in those kingdoms during ancient Egyptian civilisation.
5. (a) State the name given to Egyptian type of writing.
(b) Give its contribution to modern civilisation.
6. a) Define the term 'irrigation'.
(b) Give reasons why it was important during Egyptian civilisation.

Answers to end of unit assessment

1. Egypt depends heavily on River Nile for irrigation.
 2. Papyrus was used for making papers.
 3.
 - Hieroglyphics, that is, using symbols and pictures to communicate, led to modern writing.
 - Mummification led to preservation of dead bodies.
 - Egyptians contributed so much in field of medicine. They were the first specialist eye doctors, dentists, veterinary doctors and surgeon doctors.
 - Egyptians invented paper and books from papyrus. This led to introduction of paper and books for record keeping.
 - Egyptians were the first people to devise the means of counting days in a week, month and year. It is this that led to the introduction of modern calendar.
 - Egyptians had the system of irrigation called *Shadoofs* and *Sakias*. They also had the system of digging canals. The canals were for the distribution of water in fields hence giving rise to modern irrigation.
 - 4.a)
 - They developed modern mathematical concepts such as fractions, addition, multiplication, division and subtraction.
 - Egyptians were excellent builders using stones. They built the great pyramids, temples and tombs. These styles are still applied in modern society.
 - Egyptians made an important contribution to the science of astronomy. This practice was copied and is used in modern societies.
 - They gave rise to modern art and craft.
 - Egyptians had developed a glassy material known as Faience. Faience is believed to have contributed to modern technology of making glasses.
 - 4.b)
 - Old Kingdom
 - Middle Kingdom
 - New Kingdom
- Old Kingdom**
- King Menes united Upper Egypt and Lower Egypt
 - Three great pyramids were built

Middle Kingdom

- There was poor administration by former pharaoh.
- New pharaohs brought calm and unity.
- The new pharaohs had less power.
- Egypt was attacked and invaded by the Hyksos.
- Hyksos controlled Egypt for more than 150 years.
- Prince Ahmose defeated the Hyksos and pushed them out of Egypt.

New Kingdom

- Prince Ahmose expanded Egyptian empire.
 - Egypt's economy improved.
5. (a) Hieroglyphics
(b) It has contributed to modern way of writing.
 6. a) Irrigation refers to artificial application of water to land or soil for cultivation of crops.
(b)
 - It helped them to grow crops.
 - It contributed to Egypt's fame worldwide.

Unit 8

Trans-Saharan Trade

Key unit competence

At the end of ten (10) lessons, the learner should be able to identify factors that led to the development and decline of Trans-Saharan Trade.

Brief introduction

The unit on 'Trans-Saharan Trade' takes the learner through the trade which was carried out between North African Berbers and the West African Negroes across the Saharan desert. The unit enables the learner to understand a brief history of the Trans-Saharan Trade including reasons behind its rise and fall.

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

- Reasons for the growth and development of Trans-Saharan Trade (rise)
- Organisation of Trans-Saharan Trade
- Problems faced by traders during the Trans-Saharan Trade
- Effects of the Trans-Saharan Trade
- Factors for the decline of the Trans-Saharan Trade

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none">• Identify the factors for the rise and expansion of Trans-Saharan Trade.• Explain the organisation of Trans-Saharan Trade.	<ul style="list-style-type: none">• Examine the factors for rise and organisation of Trans-Saharan Trade.• Evaluate the effects of Trans-Saharan Trade and judge their influence.	<ul style="list-style-type: none">• Appreciate the factors for the rise and organisation of the Trans-Saharan Trade.• Appreciate the effects and problems of Trans-Saharan Trade.

<ul style="list-style-type: none"> • Identify the effects and problems faced during Trans-Saharan Trade. • Explain reasons for the decline of Trans-Saharan Trade. 	<ul style="list-style-type: none"> • Carry out an investigation on the reasons for its decline. 	<ul style="list-style-type: none"> • Show concern the reasons for the decline of Trans-Saharan Trade. • Acquire the spirit of hardworking.
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Emphasise key skills, values and attitudes to be attained at the end of the lesson.

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner’s Book, documents on Trans-Saharan Trade, internet, films, media, (radio, newspapers and videos), jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

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

Generic competences

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

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

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

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

(d) Communication skills: This involves comprehending language through listening and reading, using oral and written

language to discuss, argue and debate a variety of themes in a logical manner and exchanging ideas confidently and effectively.

- (e) **Lifelong skills:** This is described as coping with evolution of knowledge and technology advances for personal fulfilment. It is also exploiting all opportunities available to improve on knowledge and skills.
- (f) **Research skills:** This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on research of existing information and concepts and sound judgement in developing viable solutions.
- (g) **Cooperation:** Adapting to different situations including the world of work and practising respect for rights, views and feelings of others.

Links to other subjects

This unit basically deals with trade. That links it well with trade and exchange as taught in Economics and Entrepreneurship.

Assessment criteria

- (a) **Formative and continuous assessment (assessment for learning)**
 - (i) Observe and listen as learners interact during group discussions and

activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.

- (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.
- (iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.
- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
- (v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will

have scored here and in the various tests to assess skills and knowledge.

**(b) Summative assessment
(assessment of learning)**

Learners should demonstrate the ability to explain the rise, organisation, effects and decline of Trans-Saharan Trade.

Cross cutting issues

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

- *Financial education:* This unit is basically about trade. Try to emphasise on financial education when tackling growth and development of Trans-Saharan Trade, as well as the activities in this unit.
- *Standardisation culture:* This is clearly stated in a screen just before **Activity 8.5**. Emphasise on, “The Rwandan government is emphasising standardisation culture or quality principles. This is to ensure that its citizens get the best quality products for a worthy cost. This helps to overcome problems like those experienced during the Trans-Saharan Trade. During that time, people gave much for less. For example, beads for gold, and a gun for hundreds of people (slaves).”

The last screen, just before Revision exercise, also brings out this cross-cutting issue. It says, “Trade is conducted for purposes of profits. When profits are well managed through savings and investments, it creates positive socio-economic changes on society. It changes people’s standards of living, increasing savings and reducing dependency ratios.”

- *Gender:* Remind the learners that trade is always conducted by both men and women.
- *Peace and values education:* Tell the learners that peace that prevailed during the Trans-Saharan Trade, enabled people to conduct business. Trade cannot thrive where there is no peace.
- *Emphasise Environment and sustainability:* Cross cutting issue. Explain to the learners that the growing awareness of the impact of the human race on the environment has led to recognition of the need to ensure our young people understand the importance of sustainability as they grow up and become responsible for the world around them. They should therefore avoid businesses that shall end up putting their societies and the nation in danger.

Introduction to the unit

Trans-Saharan Trade was the trade/commercial activity carried out between North African Berbers and the West African Negroes across the Sahara Desert. Some historians suggested that the trade might have begun in the 2nd century.

Let the learners understand the emergence, organisation, effects, growth and development of the Trans-Saharan Trade. They should understand that this trade was successful at some point then, later on, it declined. Let learners understand the reasons that led to the decline of Trans-Saharan Trade.

Rise and organisation of Trans-Saharan Trade

Remember that this sub-topic also deals with participants, items, routes, means of transport, and problems faced during the Trans-Saharan Trade.

Learning objectives

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

- Understand and explain the reasons that led to the rise of Trans-Saharan Trade
- Describe the participants, items, routes and means of transport during Trans-Saharan Trade
- Explain the problem faced during Trans-Saharan Trade

Preparation

You need to adequately prepare by reading widely about the Trans-Saharan Trade. You also need to know some of the market/trading centres near your school for outdoor activities. Make an effort before hand to meet some traders so that you may request them to help the learners during their visit to such trading centres. Have a map showing the routes used by the traders during Trans-Saharan Trade.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, map, internet, charts, and braille materials for learners with visual impairment. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Guide learners in pairs to do questions 1 and 2 of **learning activity 8.1** and supervise their activities
- Organise a visit to a nearby trading centre. Let the learners take time tackle questions in **application activities 8.3** and **learning activities 8.3** during the visit.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

New word

Guide the learners to learn the meaning of the word *oases*. Let them spell, pronounce and use the word correctly in a sentence.

Effects of Trans-Saharan Trade

Learning objectives

By the end of this sub-topic, the learner should be able to describe the effects of Trans-Saharan Trade.

Preparation

Read more on the effects of Trans-Saharan Trade. Identify some trading activities that have contributed to the development of your area. Also consider the negative effects of some trading activities in your area.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, map, internet, charts, and braille materials for learners with visual impairment. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Guide the learners to form groups of not more than six. Let them discuss **learning activity 8.4** then present their findings during plenary discussion.

- You can also lead a question and answer session.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

Reasons for the decline of Trans-Saharan Trade

Learning objectives

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

- Explain the reasons that led to the decline of Trans-Saharan Trade.
- Acquire the spirit of hardworking.

Preparation

As this will be last sub-topic, ensure that you read widely again about the whole topic while giving special attention to this particular sub-topic. Relate it to a trading activity in your community that collapsed.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, map, internet, charts, and braille materials for learners with

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

Teaching/learning activities

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

Guide learners to form groups to do **learning activity 8.5** followed by a plenary discussion.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

Diagnostic assessment

1. Identify the items of trade that were from North Africa to North Africa.
2. State the major routes that were used during Trans-Saharan Trade.

Answers to Diagnostic assessment

1. Gold, ivory, silver, food stuffs, slaves, kola nuts, ostrich feathers, skins and hides.

2.
 - The western route from Fez to Sigilimasi, Taghaza and ended in Timbuktu
 - The central route from Ghadames up to Kano in the south
 - The eastern route from Tripoli to Bilma up to Lake Chad in the south
 - The route from Egypt to the western parts of Africa

Let students do **learning activity 8.1** in small groups followed by a plenary discussion. Remember to let the students 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 learning activity 8.1

1. a. trans means across
 - b. trade is the action of buying and selling goods and services
2. the major deserts of Africa are, the Sahara, the Namib and the Kalahari.
3. desert climate has the following characteristics
 - deserts have strong winds and lack of cloud cover

- deserts have excess of evaporation
- deserts have high temperatures in the summer
- desert climate have high wind velocity

Learning activity 8.2

Let students do **learning activity 8.2** in small groups followed by a plenary discussion. Remember to let the students 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 application activity 8.3

- The answers to the questions in application activity 8.1 will depend on the market which the student visited. Allow them to air out what they may have observed from that market.

Answers to learning activity 8.3

Traders pay taxes through

- They pay tax through the bank
- Through representatives of RRA
- Through mobile money
- Through irembo

2. The traders encounter the following problems while conducting their businesses

- limited supplies of goods
- Un trustworthy customers who don't pay for the goods they take on credit
- Poor means of transport
- high taxes they pay

3. How do they solve the problems they face?

- by employing security guards to keep their goods from the thieves
- by writing agreements with their customers who take the goods on credit
- by the use of electronic transactions.

Possible answers to learning activity 8.4

- Markets are a source of employment
- Markets bring goods closer to people
- Markets lead to economic development of the community
- Markets are a source of revenue to the government
- Markets lead to the development of infrastructures

Possible answers to learning activity 8.5

Some of the causes of business failures are

- mismanagement of business finances
- Insecurity/ Thieves can lead to the failure in business
- Continuous making of losses
- Un trustworthy workers/ customers

The solutions to business failures are;

- developing the culture of saving
- Employing trustworthy workers
- Setting up business in secure places
- Getting loans for support in business

End of unit assessment

1. Describe the organisation of Trans-Saharan Trade.
2. Examine the factors for the growth and development of Trans-Saharan Trade.
3. Highlight the challenges that the traders faced during the Trans-Saharan Trade.
4. Analyse the factors for the decline of Trans-Saharan Trade.

5. Discuss the effects of Trans-Saharan Trade.

Answers to end of unit assessment.

1.

Participants

Trans-Saharan Trade had the following participants:

- (a) The Berbers from North Africa.

They played the following roles:

- Controlling the trade
- Providing capital
- Organising the caravans across the desert
- Employing the Tuaregs who acted as guides

- (b) The Tuaregs who were the people of the Sahara Desert.

They played the following roles:

- Providing water for the caravans
- Providing food for the caravans
- Acting as guides to the caravans across the desert
- Providing labour in the salt mines

- (c) The Negroes who were the people of West Africa. They played the following roles:

- Owning the gold mines
- Providing agricultural products

- Working as slave raiders
- Providing security to the traders in West Africa
- Acting as a market to European products

- (d) Europeans and Arabs brought goods from Europe and Asia to North Africa. They exchanged these goods with West African products.

Items or goods traded in Trans-Saharan Trade

Goods from North Africa to West Africa included weapons, clothes, beads, medicine and salt; while goods from West Africa to North Africa included gold, ivory, silver, food stuffs, slaves, kola nuts, ostrich feathers, skins and hides

Trade routes used during the trade

The major routes were:

- The western route from Fez to Sigilimasi, Taghaza and ended in Timbuktu
- The central route from Ghadames up to Kano in the south
- The eastern route from Tripoli to Bilma up to Lake Chad in the south
- The route from Egypt to the western parts of Africa

Means of transport during Trans-Saharan Trade

At the beginning, traders used to move on foot while carrying out trade (head portage). Later in the 4th century, camels were introduced and eased means of transport.

2.

(i) Introduction of Camels as a means of transport.

(ii) Emergence of West African empires such as Mali, Ghana and Songhai.

(iii) The conquest of North Africa by the Arabs encouraged the coming of more Arabs who participated in the trade thereby developing it.

(iv) The spread of Islamic religion in West Africa made Muslim traders feel secure to carry out trade.

(v) The extension of trade southwards to the forest region attracted many more people to join

(vi) High profits attracted many more people to join.

(vii) Slave trade. The Arab Muslims in the north could not enslave fellow Muslims. They had to go to West Africa where many were not Muslims. This led to the growth of the trade.

3.

- Language barrier
- Long distance
- Water shortage
- Sand storms
- Inadequate weights and measures
- Barter trade
- Locating routes
- Harsh climate
- Inadequate facilities
- Heavy goods
- Heavy taxes Civil wars
- Dishonest traders
- High way robbers
- Wild animals

4.

- Slave trade was abolished and thus Trans-Saharan Trade could not continue. Slaves were an important item of the trade.
- The introduction of cheap European goods made the African goods to lose market. This led to the decline of Trans-Saharan Trade.
- Increasing insecurity along the trade routes also discouraged the traders leading to its decline.
- The trade declined because of the discovery of gold in other parts of the world. For example, the discovery of gold in America.

- It also declined due to the constant shortage of water. Most oases dried up.
 - The death of important kings led to the decline of the trade. Such kings included Mansa Musa and Askia Mohammed.
 - The trade declined because of the downfall of some West African empires. Such empires included Mali, Songhai, and Ghana.
 - The rise and development of Trans-Atlantic Slave Trade led to the decline of Trans-Saharan Trade. Trans-Atlantic Slave Trade was more profitable than Trans-Saharan Trade.
 - The trade also declined because of high taxation imposed on the traders in West Africa. High taxation reduced their profits.
 - The discovery of the sea route through the Mediterranean Sea to West Africa also led to its decline.
 - There was a shortage of raw materials such as gold and ivory. This led to the decline of Trans-Saharan Trade.
 - The colonisation of Africa by the European powers made these Europeans to become controllers of Africa. This led to the decline of Trans-Saharan Trade.
- 5.
- The trade led to the exploitation of African resources such as minerals, ivory and agriculture products. That led to their exhaustion.
 - It led to the introduction of new commodities in West Africa such as beads, clothes and guns.
 - It led to the development of many trading centres/ towns that grew into big cities. Such centres were Tripoli, Fez, and Timbuktu.
 - It led to the development of trade routes that have become permanent roads till today.
 - The trade also provided employment opportunities to many people such as guides, guards and porters. It improved their standards of living.
 - Many people who participated in the trade became rich. For instance, kings of West Africa and the Arabs.
 - The trade also created a lot of suffering to the Africans. Most of them were taken into slavery.

- It also led to depopulation of many areas due to slavery.
- It led to the introduction of Islam into West Africa. This was due to the participation of many Arabs in the trade.
- It led to intermarriages between the Arabs and the Africans. This gave rise to a new race of coloured Africans.
- It led to the spread of Islamic education. For example, Islamic universities were established in Mali and Songhai.
- The trade also brought many Arabs into West Africa. These Arabs settled there permanently.
- The trade also created a lot of insecurity as guns were brought in big numbers.
- It also brought Islamic architecture into West Africa. Most of the buildings resembled those of the Islamic world.
- It introduced camels into North and West Africa. The camels were the major means of transport.
- It led to the decline of local industries because of the introduction of cheap foreign goods.
- The trade led to the rise and expansion of empires such as Ghana, Mali, and Songhai. This was because the empires got a lot of wealth in form of taxes from the trade.
- The Arabic culture including language, dressing and cooking was introduced.
- The trade created a permanent relationship between North and West Africa, and the Arab world.

It led to the European colonisation of Africa because European powers wanted to stop slave trade.

Unit 9

Trans-Atlantic Slave Trade (Triangular trade)

Key unit competence

At the end of ten (10) lessons, the learner should be able to analyse the origin, growth, organisation, effects and decline of Trans-Atlantic Slave Trade.

Brief introduction

The unit on ‘Trans-Atlantic Slave Trade’ takes the learner through the trade which was carried out across Atlantic Ocean. Trans-Atlantic Slave Trade was the trade which involved Europe, West Africa and the West Indies (America). This unit enables the learner to understand a brief history of the Trans-Atlantic Slave Trade including its origin, organisation and effects. It also informs the learner about the reasons behind its abolition.

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

- Origin and growth of Trans-Atlantic Slave Trade
- Organisation of Trans-Atlantic Slave Trade
- Effects and problems of Trans-Atlantic Slave Trade
- Reasons for the abolition of Trans-Atlantic Slave Trade

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none">• Identify the factors for the rise and expansion of Trans-Atlantic Slave Trade.	<ul style="list-style-type: none">• Examine the factors for rise and organisation of Trans-Atlantic Slave Trade and interpret it in the modern way.	<ul style="list-style-type: none">• Understand what Trans-Atlantic Slave Trade is.• Appreciate the factors for the rise and organisation of the Trans-Atlantic Slave Trade.

<ul style="list-style-type: none"> • Explain the organisation of Trans-Atlantic Slave Trade. • Identify the effects and problems faced by trade participants during Trans-Atlantic Slave Trade. • Explain reasons for the decline of Trans-Atlantic Slave Trade. • Identify the reasons for the abolition of Trans-Atlantic Slave Trade. 	<ul style="list-style-type: none"> • Evaluate the effects of Trans-Atlantic Slave Trade and judge their influence. • Carry out an investigation on the reasons for its decline. • Analyse the reasons for the abolition and the effects Trans-Atlantic Slave Trade. 	<ul style="list-style-type: none"> • Appreciate the effects and problems of Trans-Atlantic Slave Trade. • Show concern for the reasons for the decline of Trans-Atlantic Slave Trade. • Acknowledge the reasons its abolition through abolitionists' movement. • Acquire the spirit of hardworking.
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Emphasise key skills, values and attitudes to be attained at the end of the lesson.

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, documents on Trans-Atlantic Slave Trade, internet, films, media, (radio, newspapers and videos), jaws software, talking globes, tactile materials, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

To teach this unit, you will be required to use learner centred methods. Interactive learning can be achieved through debating, brainstorming,

group discussions, inquiry, guided discovery, class discussions, plenary presentations, field visits/excursions, resource persons' presentations, question and answer sessions, and dramatisation.

Generic competences

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

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

(b) Creativity and innovation:

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

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

(d) Communication skills:

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

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

(f) Research skills: This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on

research of existing information and concepts and sound judgement in developing viable solutions.

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

Links to other subjects

This unit basically deals with trade. That links it well with trade and exchange as taught in Economics and Entrepreneurship; and displacement of people and migration as taught in Geography.

Assessment criteria

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

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

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

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

- (iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.
- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
- (v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

(b) Summative assessment (assessment of learning)

Learners should demonstrate the ability to explain the origin, growth, organisation, effects and decline of Trans-Atlantic Slave Trade.

Cross cutting issues

As you teach this unit, remember to emphasise a number of cross cutting

and emerging issues. The issues you will tackle in this unit include:

- *Financial education:* This unit is basically about trade. Try to emphasise on financial education when tackling growth and development of Trans-Atlantic Slave Trade, as well as the activities in this unit.

Standardisation culture: explain to the learners that the Rwandan government is emphasising standardisation culture or quality principles. This is why Rwandan franc is used as a medium of exchange. This helps to overcome problems of barter trade experienced during the Trans-Atlantic Slave Trade.

Trade is conducted for purposes of profits. When profits are well managed through savings and investments, it creates positive socio-economic changes on society. It changes people's standards of living, increasing savings and reducing dependency ratios.

- *Gender:* Remind the learners that trade is always conducted by both men and women.
- *Peace and values education:* Tell the learners that peace that prevailed during the Trans-Atlantic Slave Trade, enabled people to conduct business. Trade cannot thrive where there is no peace.

- *Emphasise Environment and sustainability:* Cross-cutting issue. Explain to the learners that they should avoid businesses that shall end up putting their societies and the nation in danger.

Safety

During some lessons of this unit, learners may be required to visit trading centres. Ensure their safety during such visits. Help them cross the roads, talk politely to business owners, and take any necessary step to ensure that they are safe.

- Identify the factors for the rise and expansion of Trans-Atlantic Slave Trade.
- Explain the organisation of Trans-Atlantic Slave Trade.
- Examine the factors for rise and organisation of Trans-Atlantic Slave Trade and interpret it in the modern way.
- Understand what Trans-Atlantic Slave Trade is.
- Appreciate the factors for the rise and organisation of the Trans-Atlantic Slave Trade.

Introduction to the unit

The Trans-Atlantic Slave Trade was the trade which involved Europe, West Africa and the West Indies (America). It was also called the Triangular Trade. This was because the ships used made three stages in the course of their journey. That is, from Europe to West Africa, America then back to Europe. This made the shape of a triangle.

Origin, growth and organisation of Trans-Atlantic Slave Trade

Learning objectives

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

Preparation

You need to adequately prepare by reading widely about the Trans-Atlantic Slave Trade. You also need to know some of the market/trading centres near your school for outdoor activities. Make an effort before hand to meet some traders so that you may request them to help the learners during their visit to such trading centres. Have a map showing the routes used by the traders during Trans-Atlantic Slave Trade.

Teaching/learning materials

During the delivery of this sub-topic, you will need Senior 1 History Learner's Book, documents on Trans-Atlantic Slave Trade, internet, films, media, (radio, newspapers and videos), jaws software, talking

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

Teaching/learning activities

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

Guide learners to do **learning activities 9.1** and **9.2** by working in their groups and observe what they are working on

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

New word

Guide the learners to learn the meaning of the word *acquisition*. Let them spell, pronounce and use the word correctly in a sentence.

Follow-up activity

Find out the countries of origin of some of the foreign traders in your Province.

To the teacher: This activity can be given when learners are about to close school for holiday.

Effects and problems Trans-Atlantic Slave Trade

Learning objectives

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

- Identify the effects and problems faced by trade participants during Trans-Atlantic Slave Trade.
- Evaluate the effects of Trans-Atlantic Slave Trade and judge their influence.

Preparation

Read more on the effects and problems of Trans-Atlantic Slave Trade. Identify some trading activities that have contributed to the development of your area. Also consider the negative effects of some trading activities in your area.

Teaching/learning materials

During the delivery of this sub-topic, you will need Senior 1 History Learner's Book, documents on Trans-Atlantic Slave Trade, internet, films, media, (radio, newspapers and videos), jaws software, talking globes, tactile materials, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Guide the learners to form groups of not more than six. To discuss **Learning activity 9.3** then present their findings during plenary discussion.
- You can also lead a question and answer session.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

Reasons for the abolition of Trans-Atlantic Slave Trade

Learning objectives

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

- Identify and acknowledge the reasons for the abolition of Trans-Atlantic Slave Trade.
- Acquire the spirit of hardworking.

Preparation

As this will be last sub-topic, ensure that you read widely again about the whole topic while giving special attention to this particular sub-topic.

Teaching/learning materials

During the delivery of this sub-topic, you will need Senior 1 History Learner's Book, documents on Trans-Atlantic Slave Trade, internet, films, media, (radio, newspapers and videos), jaws software, talking globes, tactile materials, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Guide the learners to form groups and discuss **learning activity 9.4**.
- Questions and answer session.
- Guide the learners as per their groups to present their findings during plenary discussion.

Remember to let them write points as they discuss in groups. They should appoint one person

to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

New words

Guide the learners to learn the meanings of the words *Industrial Revolution* and *abolish*. Let them spell, pronounce and use the words correctly in a sentence.

Further activity

Identify the social effects of Trans-Atlantic Slave Trade.

Answers to Further activity

- It led to depopulation of many areas through constant wars and raids. Approximately 15.4 million people were exported.
- It led to dehumanisation of human beings. That is, human beings lost value and were reduced to the level of minor items.
- Raids and wars displaced many people from their homes while others ran away into hiding.
- There was a general moral decay in Africa. The punishments which used to be given to the offenders in the society were ignored. Instead, they were sold into slavery.
- Africans were disposed to different parts of the world to form new races. Some were sent

to America, Portugal, France and Spain.

- It greatly accelerated the spread of Christianity in predominated Islamic states of West Africa.

Diagnostic assessment

Identify the goods that came from Europe to Africa during the Triangular Trade.

Answers to Diagnostic assessment

Guns, gunpowder, clothes, beads and utensils

Possible answers to learning activity 9.1

1. -Trans- means across
-Trade is the act of buying and selling goods and services
2. some examples of the oceans of the world are
 - Atlantic Ocean
 - Pacific Ocean
 - Indian Ocean
 - The Arctic Ocean
3. demand is the amount of goods and services that a consumer is willing and able to buy at a particular place and time

Supply is the amount of goods or services that producers are willing to put on market at a particular place and time

Answers to learning activity 9.2 will be practical as the student is working as instructed

Possible answers to learning activity 9.3

Migration is the movement of people from one place to another.

Migration has some effects. These are

- migrations lead to the increase of crimes
- migration leads to the creation of slums
- it leads to poor living conditions
- migration leads to the increase of the population to the receiving place.

Possible answers to learning activity 9.4

Reasons why it was necessary to abolish slave trade.

- slave trade had caused death in west Africa
- slave trade was an inhuman activity which is condemned in the bible
- slave trade had led to separation of families
- slave trade had caused a lot of suffering to the people in west Africa

- slave trade had led to the displacement of people in west Africa

End of unit assessment

1. Explain why Trans-Atlantic Slave Trade is commonly referred to as 'Triangular Trade'.
2. Describe the origin of Trans-Atlantic Slave Trade.
3. Triangular Trade had to rise, grow and develop because of various factors. Mention at least eight factors.
4. Explain the effects of Triangular trade on West Africa, Europe and America.
5. Clearly elaborate the organisation of Trans-Atlantic Slave Trade before the 19th Century.
6. Explain the reasons that led to the collapse of Triangular Trade in the 19th Century.

Answers to end unit assessment

1. During the Trans-Atlantic Slave Trade, the trade routes from Europe to Africa to America (West Indies) formed the shape of a triangle.
2. The origin of Trans-Atlantic Slave Trade can be traced to as early as 1441. It started when Gonzalves, a Portuguese explorer

in West Africa, took ten slaves to Portugal. He took them initially as missionary trainees, but later turned them to be slaves. The slaves looked energetic. This marked the beginning of Triangular Trade especially after the Portuguese had developed Port Elmina. Port Elmina was developed in 1482 to handle the trade.

Various European countries such as Britain, France, Spain, Dutch and Portugal scrambled for slaves. They scrambled for slaves from West Africa to America (New Found Lands) because of free labour.

European countries needed agricultural raw materials to feed their home industries. They would then bring their manufactured goods to West Africa. The goods included guns, salt, clothes, mirrors, shoes, tea and sugar.

3.

- The Industrial Revolution in Europe
- The discovery of America and West Indies by Spain in 1492
- The decline of Trans-Saharan Trade
- The introduction of armed conflicts in African politics
- Profitability of the

- Desire by African chiefs to get wealth and political power
- Growth of new merchants in Europe as feudalism was declining
- Development of consumer culture among the African chiefs
- Slavery and slave trade being
- Increased demand for certain luxurious goods such as sugar, alcohol, clothes and mirrors
- Winds and ocean currents that helped to steer the European ships to America and Africa
- Physical ability of Africans
- The supply of firearms

4.

Social effects

- It led to depopulation of many areas through constant wars and raids. Approximately 15.4 million people were exported.
- It led to dehumanisation of human beings. That is, human beings lost value and were reduced to the level of minor items.
- Raids and wars displaced many people from their homes while others ran away into hiding.
- There was a general moral decay in Africa. The punishments which used to be given to the

offenders in the society were ignored. Instead, they were sold into slavery.

- Africans were disposed to different parts of the world to form new races. Some were sent to America, Portugal, France and Spain.
- It greatly accelerated the spread of Christianity in predominated Islamic states of West Africa.

Political effects

- It led to the growth of trading states such as Calabar and Bonny along the coast.
- It led to the growth and expansion of some empires in West Africa. Most of those empires such as Dahomey, Oyo and Asante participated in the trade.
- It led to the destruction of strong states and empires due to frequent wars and raids.
- It delayed the European penetration in the interior of West Africa. This was because the middlemen wanted to maintain their positions. This hindered the development in the interior compared to the coastal towns.

Economic effects

- It led to the decline of Trans-Saharan Trade. It reversed Africa's trade from North Africa towards the coast of West Africa.

- Centres of wealth and power moved. They moved from the Sudanese states to forest states and to the coastal trading communities.
- It hindered economic development of West Africa because people paid attention to slave trade. People neglected agriculture, industry and legitimate trade.
- Art and craft such as pottery and weaving declined. This was because the products made were replaced with European finished goods.
- Insecurity that prevailed stopped people from carrying out agriculture. Crops and livestock were destroyed leading to famine.
- It benefited the Europeans. The majority in West Africa did not gain much from slave trade.
- It encouraged the development of coastal towns and ports such as Accra and Lagos.

5.

From Europe to Africa: Ships would carry traders and manufactured goods such as guns, gunpowder, clothes, beads and utensils.

From Africa to America: Africans slaves, sold ivory, bee-wax, honey and tortoise shells. Europeans would then head to America.

From America to Europe: Slaves in America would grow cash crops such as cotton, coffee, tea, sugar cane and tobacco. They would also exploit minerals such as iron ore, copper, gold and diamond. These raw materials would be shipped to Europe to feed their home industries.

6.

- It was found out that free labour was cheaper than forced labour.
- Campaigns from some humanitarians led to its abolition.
- Slaves in the plantations often rioted, killed their masters and destroyed their property.
- Industrial Revolution, human labour of slaves was no longer needed.
- It was the British national interest to abolish slave trade because if Trans-Atlantic Slave Trade continued, it would have reduced the growth of industries.
- The American Revolution of 1776 against the British colonial master undermined slave trade.

Unit 10

Concept of Human Rights, citizen duties and responsibilities and ways of preventing Human Rights violations

Key unit competence

At the end of three lessons, the learner should be able to explain the concepts of Human Rights, citizen duties and responsibilities, and suggest ways of preventing Human Rights violations. The main sub-topics to be covered in this unit are:

- Concept of Human Rights
- Ways of preventing Human Rights violations and gender based violence including rape and sexual abuse
- Basic Human Rights with a special focus on gender equality and children rights
- Citizen duties and responsibilities

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none">• Explain the concept of Human Rights .• State some cases of human rights violation.• Identify different ways of preventing cases of Human Rightsviolation.	<ul style="list-style-type: none">• Assess Human Rights notions at national and international levels by considering humanism in different societies.• Examine ways used in preventing Human Rights violation by referring to justice and democracy in societies and take appropriate action.	<ul style="list-style-type: none">• Appreciate the importance of Human Rights protection.• Show respect for every human being.• Show concern for Human Rights violation.• Practice the rights of the child in their daily life

	<ul style="list-style-type: none"> • Compare cases of human rights violation in different societies. • Analyse the consequences of forced labour on children in reference to our society. 	
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Emphasise key skills, values and attitudes to be attained at the end of the lesson.

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner’s Book, internet, pictures, maps, media, (newspaper and videos), tactile materials, jaws software, talking globes and tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

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

Generic competences

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

- (a) **Critical thinking:** This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning.
- (b) **Creativity and innovation:** This is thinking beyond what is provided in order to generate new ideas to enrich learning. It also includes generating new ideas and applying them in learning situations.
- (c) **Problem solving:** In some cases, the learner will be required to be resourceful by finding answers to questions and solutions to problems. This competence is also achieved when a learner is able

to explain phenomena based on findings from information gathered or provided.

(d) Communication skills:

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

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

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

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

Links to other subjects

This unit links well with Human Rights, Genocides and Holocaust in General Studies.

Assessment criteria

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

- (i) Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.
- (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.
- (iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.
- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each

- of the groups and grade them accordingly.
- (v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.
- *Genocide studies*: Remind the learners that there was violation of Human Rights during the 1994 Genocide against the Tutsi.

Safety

During some lessons of this unit, learners may be required to visit some institutions that promote Human Rights. Ensure their safety during such visits.

(b) Summative assessment (assessment of learning)

Learners should demonstrate the ability to explain the concept of Human Rights and citizen duties, and suggest ways of preventing Human Rights violations.

Cross cutting issues

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

- *Peace and values education*: Explain to the learners that when people's rights are respected in society, peace and mutual understanding prevail.
- *Gender*: Rights of all people must be protected regardless of a person's gender.
- *Inclusive education*: All children have the right to education regardless of their sexes or abilities. Children with disabilities must be accepted in learning institutions.

Introduction to the unit

Human Rights are rights which are inherent by the mere fact of being human. The concept of Human Rights is based on a belief. The belief is that every human being is entitled to enjoy his or her rights. The rights should be enjoyed without discrimination.

Concept of Human Rights and ways of preventing Human Rights violation

Learning objectives

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

- Explain the meaning of Human Rights
- Identify different ways of preventing Human Rights violation
- Show respect for every human being

by plenary discussion.

Preparation

You need to adequately prepare by reading widely about Human Rights and violation of Human Rights. You may invite a resource person to shed more light on Human Rights to the learners. Get a copy of the Universal Declaration of Human Rights charter and the Constitution of Rwanda.

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, pictures, maps, media, (newspaper and videos), tactile materials, jaws software, talking globes and tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Guide learners in their groups to do **learning activities 10.1** and **10.2** followed by plenary discussion.
- Guide learners to do application activity in their groups followed

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

New words

Guide the learners to learn the meanings of the words *inherent* and *sensitising*. Let them spell, pronounce and use the words correctly in a sentence.

Additional notes for the teacher

History of Human Rights

- The first written documents on Human Rights and freedom were published in England, and there after USA. It was *Magna Carta* or great charter (1217) that announced guarantees against the arbitrariness of the crown.
- The declaration of American independence on 4th July 1776 coincided with the proclamation of the Human Rights to be respected by the political powers.
- The declaration of human and citizen rights (France, 1789) and the claim for freedom during the 19th and 20th centuries broadened the field of Human

- Rights and defined economic and social rights.
- The United Nations (UN) charter signed on July 20th 1945 proclaimed the peoples trust for fundamental Human Rights, their dignity, and values and the equality of men and women as well as the nations, regardless of their sizes.
- The first act of the UN general assembly was the declaration of Human Rights on December 10th 1948.
- Denial of right to marry and have family:* Some are denied the right to marry persons of their choice. Denial of right to nationality; this is when people are denied their nationality or right to change their nationality.

Other forms of Human Rights violation are denial of the right to:

- Ownership
- Recognition by law
- Religion
- Meetings and associations
- Movement

Forms of Human Rights violation

- Denial of people’s civic and political rights:* This involves rights and freedoms to life, individual safety, torture and slavery; denial of people involvement in political activities, denial of people freedom of opinion, expression, thought, consciousness, religion and denial freedom for association.
- Denial of individual’s freedom and safety:* Citizens and their property should be protected by the state. Instead, they are unlawfully arrested, and their right to of privacy is infringed.
- Denial of right to privacy:* People are subjected to illegal interference in their private and family lives. They are barred from enjoying their honour and reputation.

Further activity

State various ways of preventing Human Rights violation.

Answers Further activity

- Educating people on such violations
- Reporting to the relevant authorities
- Starting centres/institutions that deal with Human Rights violations
- Punishing those who violate Human Rights

Follow-up activity

Identify various institutions that deal with Human Rights in your District.

Basic Human Rights with a special focus on gender equality and children right

Learning objectives

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

- Explain the basic Human Rights
- Practise rights of children in his/her daily life

Preparation

You need to adequately prepare by reading widely about Human Rights, paying attention to children rights and gender equality. You may invite a resource person to shed more light on Human Rights to the learners. Get a copy of the Universal Declaration of Human Rights charter and the Constitution of Rwanda.

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, pictures, maps, media, (newspaper and videos), tactile materials, jaws software, talking globes and tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Guide learners to form groups to do **learning activity 10.3** followed by a plenary discussion.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

Citizen duties and responsibilities

Learning objectives

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

- Explain the duties and responsibilities of citizens
- Perform his/her duties and as a Rwandan citizen

Preparation

You need to adequately prepare by reading widely about duties and responsibilities of a Rwandan citizen.

You may invite a resource person to shed more light on the sub-topic to the learners. Get a copy of the Constitution of Rwanda.

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, pictures, maps, media, (newspaper and videos), tactile materials, jaws software, talking globes and tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Guide learners do **learning activity 10.4** in groups followed by a plenary discussion.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

Follow-up activity

Explain how you can encourage fellow learners to respect Human Rights.

Diagnostic assessment

State the duties of Rwandans to their country.

Answers to Diagnostic assessment

- Obeying the law
- Paying taxes
- Defending the nation
- Serving in court
- Attending school

Answers to learning activity 10.1

1. Human Rights are rights which are inherent by the mere fact of being human. Every human being is entitled to enjoy his or her rights irrespective of colour, religion, sex, nationality. Human Rights belong to every person from the time of birth until death.
2. As a human being you must have the following
 - Food
 - Shelter
 - Clothes
 - Name
 - Education
 - Religion
 - Security

Possible answers to learning activity 10.2

1. Violation means denial, abused or disrespected
2. Human Rights violation is when Human Rights are disrespected or abused and ignored. This can be done directly or indirectly by individuals or actors like police, army and government officials
3. Let the students share the situations in which their friends' rights are disrespected.

End of unit assessment

1. Explain what is meant by the term 'Human Rights'.
2. State the principles of Human Rights.
3. Explain the various forms of Human Rights violations.
4. Discuss various ways of preventing Human Rights violation.
5. State five rights of children.

Answers to end of unit assessment

1. Human Rights are rights which are inherent by the mere fact of being human.
2.
 - **Indivisibility:** Human Rights are indivisible and interdependent.
 - **Participation:** People have a right to participate in decision making.
 - **Accountability:** Government must ensure the standards of rights are met.

- **Transparency:** Government be informed of government decisions that affect their lives.
 - **Non-Discrimination:** Human Rights must be guaranteed without discrimination of any kind.
3.
 - Denial of people's civic and political rights
 - Denial of individual's freedom and safety
 - People being denied the right to privacy
 - Some citizens being denied their rights to marry and family
 - Denial of right to nationality
 - People denied the right to ownership
 4.
 - Educating people on such violations
 - Reporting to the relevant authorities
 - Starting centres/ institutions that deal with Human Rights violations
 - Punishing those who violate Human Rights
 5.
 - Right to education from the state and parents
 - Right to good health
 - Right to basic education
 - Right of protection against any kind of harm such as physical assault
 - Right to play

Unit 11

Forms and principles of democracy

Key unit competence

At the end of six (6) lessons, the learner should be able to explain forms and principles of democracy

Brief introduction

This unit, 'Forms and principles of democracy', takes the learner through forms and principles of democracy. The main sub-topics to be covered in this unit are:

- Definition of democracy
- Principles of democracy
- Forms of democracy

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none">• Explain the concept of democracy.• Identify the principles of democracy.• Explain different forms of democracy.	<ul style="list-style-type: none">• Evaluate forms of democracy in accordance with leadership.• Analyse different principles of democracy and the role and relationship between three powers.• Compare different forms of democracy.	<ul style="list-style-type: none">• Appreciate the importance of democracy in the society.• Show concern for democratic practices.

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

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, documents such as sample ballot papers, maps, internet, films, media, (newspapers and videos), tactile materials, jaws software, talking globes maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

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

Generic competences

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

(a) Critical thinking: This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. It is also

the ability to make appropriate decisions based on experience and relevant learning.

(b) Creativity and innovation:

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

(c) Problem solving:

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

(d) Communication skills:

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

(e) Lifelong skills:

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

(f) Research skills:

This is being resourceful in finding answers to questions and solutions to

problems as well as producing new knowledge based on research of existing information and concepts and sound judgement in developing viable solutions.

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

Links to other subjects

This unit links well with democracy and good governance as taught in General Studies and Communication Skills.

Assessment criteria

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

- (i) Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.
- (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most

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

- (iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.
- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
- (v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

(b) Summative assessment (assessment of learning)

Learners should demonstrate ability to explain how democracy works, its forms and principles.

Cross cutting and emerging issues

As you teach this unit, remember to emphasise a number of cross cutting

and emerging issues. The issues you will tackle in this unit include:

- *Gender*: Rwandan parliament has both elected men and women. The rights of all Rwandans are respected including women and children.
- *Peace and Values Education*: Democracy promotes peace and moral values. It also emphasizes on living in a peaceful society.
- *Inclusive Education*: In democracy, all people's rights are respected and catered for irrespective of their disabilities.

Sensitise learners on the cross cutting issues associated with every lesson learnt.

Safety

During some lessons, the learners may be required to visit the National Electoral Commission (NEC) offices. Ensure that the learners are safe during the trip.

Introduction to the unit

The term democracy has its origin in Athenian government of Greece during their great civilisation. It means a form of leadership where people choose their leaders from amongst themselves without any form of coercion or intimidation. The learner will appreciate the role of elections in promoting democracy. It is important to ask the learner to mention some of the political parties in Rwanda.

Definition and principles of democracy

Learning objectives

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

- Define democracy
- Explain the principles of democracy, paying attention to three powers namely legislature, judiciary and executive
- Appreciate importance of democracy the society

Preparation

You need to have adequate information on democracy and its principles. Having books (other than the Senior 1 History and Citizenship book) or articles on democracy will be an added advantage to you. You also need to have contact with some civic educators and people who are well versed with democracy.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, maps to show the learners electoral boundaries, internet, charts, and braille materials for learners with visual impairment. Sign language

should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Guide the learners to form groups of not more than six learners to discuss **learning activities 11.1** followed by a plenary discussion
- Guide learners to individually do **application activity 11.1** and allow each to present to the class .
- You can also invite a civic educator or any other specialist to shed more light on democracy.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

New words

Guide the learners to learn the meanings of the words *coercion* and *intimidation*. Let them spell, pronounce and use the words correctly in a sentence.

Forms of democracy

Learning objectives

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

- Identify and explain various forms of democracy
- Compare different forms of democracy

Preparation

You need to have adequate information on democracy and its principles. Having books (other than the Senior 1 History and Citizenship book) or articles on democracy will be an added advantage to you. You also need to have contact with some civic educators and people who are well versed with democracy.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, maps to show the learners electoral boundaries, internet, charts, and braille materials for learners with visual impairment. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

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

- Guide the learners to form groups to discuss **application activity 11.2**.
- Guide the learners, as per their groups, to present their findings during plenary discussion.
- You can also invite a civic educator or any other specialist to shed more light on democracy.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

Follow-up activity

Find out from a current or former election official about his/her position and duty during elections.

Diagnostic assessment

1. Identify the three powers of the government.
2. State the major role played by the three powers of government.

Answers to Diagnostic assessment

1.
 - (i) Legislature
 - (ii) Judiciary
 - (iii) Executive

2.
 - Legislature makes and amends law.
 - Judiciary interprets law.
 - Executive implements law.

Answers to learning activity 11.1

1. The form of government in which people have the powers to choose their leaders is called a democratic government
2. Allow students to give their views.

Answers to application activity 11.2

If I become a leader, I will promote democracy in the following ways

- Encourage free and fair elections
- Encourage transparency
- Encourage gender equality
- Allow the rule of law
- Encourage freedom of speech

End of unit assessment

1. Define the term democracy.
2. Discuss the various forms of democracy you know.
3. Examine the advantages and disadvantages of democracy.
4. State the qualities of a good leader.
5. Explain the principles of democracy you know.

Answers to end of unit assessment

1. Democracy means a form of leadership where people choose their leaders from amongst themselves.

2.

(i) Direct democracy: In this case, all power is placed in the hands of an individual. When political decisions must be made, all members of an organised unit gather to vote.

(ii) Representative democracy: In this case, one person or a group of people is elected. They are assigned the task of making decisions on behalf of the citizens they represent.

3.

Advantages of democracy

(i) It enables people to air their views freely, that is, it promotes freedom of speech.

(ii) It enables people to choose leaders of their own choice.

(iii) It ensures responsibility on the part of the government. There is always a third eye watching.

Disadvantages of democracy

(i) Leadership is pegged on decision of the majority, a decision that may be wrong.

(ii) Election of a leader becomes a long and a tedious process because many people must be involved.

4.

- Responsible
- Transparent
- Approachable
- Understanding
- Competent
- Just

5.

- Citizen participation
- Equality
- Political tolerance
- Accountability
- Transparency
- Regular free and fair elections
- Economic freedom
- Control of the abuse of power
- Bill of rights
- Accepting the results of elections
- Human Rights
- Multi party system
- Rule of law

Unit 12

Identify oneself differently in reference to Rwanda

Key unit competence

At the end of two (2) lessons, the learner should be able to identify oneself differently in reference to Rwanda.

Brief introduction

This unit, 'Identify oneself differently in reference to Rwanda' takes the learner through various forms of identity in reference to Rwanda, roles of identity and importance of living together.

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

- Forms of identities
- Similarities and differences between identities
- Roles of identities
- Importance of living together

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none">• Explain different forms of identities by showing their similarities and differences.• Describe the importance of living together in harmony.	<ul style="list-style-type: none">• Examine different forms of identities by showing their similarities and differences.• Assess the role of identity in the society and show how it has helped people to live together in harmony.	<ul style="list-style-type: none">• Recognise different forms of identities and show respect for others and love for one another. This will develop spirit of nationalism and self-reliance.

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

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

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

Generic competences

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

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

(b) Creativity and innovation:

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

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

(d) Communication skills:

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

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

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

and concepts and sound judgement in developing viable solutions.

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

Links to other subjects

This unit links well with topic dealing with living together in harmony in General Studies, Social Studies and religious Education.

Assessment criteria

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

- (i) Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.
- (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find

out the attitude and values of the learners.

- (iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.
- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
- (v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

(b) Summative assessment (assessment of learning)

Learners should demonstrate ability to identify oneself differently in reference to Rwanda.

Cross cutting and emerging issues

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

- *Peace and values education:* Explain to the learners that identifying oneself in relation to Rwanda and living together in harmony are aimed at promoting peace in Rwanda.
- *Gender:* All Rwandans are supposed to identify themselves in relation to Rwanda without discrimination.
- *Standardisation culture:* The government has put ways of identifying oneself in relation to Rwanda in a standard form. All Rwandans identify themselves in the same way.

Safety

During some lessons, the learners may be required to do outdoor activities such as visiting learners from other schools. Ensure that the learners are safe during such visits.

Introduction to the unit

Identity is very important in every society. It promotes respect for others and love for one another. This will develop the spirit of nationalism and self-reliance. Rwandans can be identified by name, gender, age, Province and nationality.

Forms of identities/roles of identities

Learning objectives

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

- Examine and explain different forms of identities by showing their similarities and differences.
- Recognise different forms of identities and show respect for others and love for one another.

Preparation

You need to have adequate information on forms and roles of identities in Rwanda. Having books (other than the Senior 1 History and Citizenship book) or articles on forms and roles of identities in Rwanda will be an added advantage to you. You also need to invite a civic educator and people who are well versed with forms and roles of identities in Rwanda to shed more light on the topic.

Teaching/learning materials

During the delivery of this sub-topic, you will need Senior 1 History Learner's Book, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws

software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Guide learners to form groups to discuss **learning activity 12.1** and **application activity 12.1** followed by a plenary discussion.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

New word

Guide the learners to learn the meaning of the word *asylum*. Let them spell, pronounce and use the word correctly in a sentence.

Follow-up activity

Find out, from your classmate, who else you share more than three forms of identity.

Importance of living together in harmony

Learning objectives

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

- Describe the importance of living together in harmony.
- Appreciate the importance of living together in harmony.

Preparation

You need to have adequate information on the importance of living together in harmony. Having books (other than the Senior 1 History and Citizenship book) or articles on the importance of living together in harmony will be an added advantage to you. You also need to invite a civic educator/resource person to shade more light on the topic.

Teaching/learning materials

During the delivery of this sub-topic, you will need Senior 1 History Learner's Book, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Guide learners to individually do **learning activity 12.2** and share with the class

New word

Guide the learners to learn the meaning of the word *strife*. Let them spell, pronounce and use the word correctly in a sentence.

Further activity

State the conditions for one to be considered a Rwandan by nationality.

Answer to Further activity

- If both parents are Rwandans
- If that person was adopted by Rwandans
- On application, if one is married to a Rwandan
- Rwandans returning from asylum

Follow-up activity

Find out from the elders of your village/Cell how Rwandans were identified during the colonial era.

Answers to learning activity 12.1

In Rwanda one can identify him/herself by;

- Name
- Age
- Gender
- Province he or she comes from.
- Family

Possible answers to application activity 12.1

This programme was put forward by the National Unity and Reconciliation Commission (NURC). It was started to bring a lasting peace, unity and reconciliation after the 1994 genocide against the Tutsi

Answers to learning activity 12.2

The values I have acquired from my friends are:

- honesty
- Humble
- Caring
- Fairness
- Respect

2. invite the learners describe any difficult situation

End of unit assessment

1. Define the term 'identity'.
2. Explain how one can identify themselves in relation to the Rwandan society.
3. Discuss the importance of peaceful co-existence among Rwandans.
4. Describe the role of identities among Rwandans.

Answers to end of unit assessment

1. Dignity means controlled behaviour that makes people value and respect a person.
2. By name, gender, age, Province and nationality.
3.
 - Living together in harmony enables sharing of knowledge and skills among people. For example, students at school can share knowledge.
 - It also enables people to live and work together to achieve common goals.
 - It helps to avoid social strife and struggle among people of a given society or country.
 - Harmony creates happiness among residents. No one will harbour ill will towards other person. For instance, Muslims, Christians and

non-believers respect each other.

- It promotes socio-cultural activities such as communal work (*Umuganda*), inter-clan as well as cross religious marriages.
- It breeds a spirit of close cooperation among neighbours in times of need. People come together to help the needy. For example, constructing homes for the genocide survivors, bye-bye *nyakatsi* and constructing schools.
- It prevents political chaos and armed resistance as is common in many parts of Africa.
- Harmony is the foundation of self-reliance and independence among nations. It builds a strong spirit of patriotism as it has done in Rwanda.
- Harmony leads to economic and social development of the country. This includes development of infrastructure, education, trade and commerce.

4.

- It gives one a sense of belonging and pride of being identified as Rwandan.
- It creates and strengthens the spirit of patriotism among Rwandans. This especially applies to those who grew outside the country.
- Identifying one as Rwandan is a bond of togetherness among people especially among the youth. For example, the Makerere University Banyarwanda Students' Association (MUBSA).
- Identity helps people to keep the values of Rwanda as a nation. Examples of such values are self reliance, dignity and anti-corruption.
- Identity creates self-appreciation and hard work towards achievement of common goals of development for the nation. For example, *Umuganda* and contribution to the *Agaciro* development fund.

Unit 13

Forms, causes and consequences of conflict and violence

Key unit competence

At the end of three lessons, the learner should be able to analyse forms, causes and consequences of conflict and violence.

Brief introduction

The unit on 'Forms, causes and consequences of conflict and violence' takes the understanding of the meanings of conflict and violence; their forms, causes and consequences. The unit informs the learner about ways of managing conflict and violence.

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

- Conflict and violence
- Forms of conflict and violence including gender based violence and domestic abuse
- Causes of conflict and violence
- Consequences of conflict and violence
- Conflict management

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none">• Explain concepts of conflict and violence at the family, community and national level.	<ul style="list-style-type: none">• Analyse conflict and violence situations in Rwanda and show their influence.• Compare and contrast different forms of conflict and violence.	<ul style="list-style-type: none">• Show concern for having conflict and violence situations addressed.• Appreciate the importance of conflict management and transformation.

<ul style="list-style-type: none"> • Identify forms of conflict and violence at the family, community and national level. • Indicate the causes of conflict and violence. • Identify the consequences of conflict and violence. 	<ul style="list-style-type: none"> • Analyse causes of conflict and violence and show how they can be avoided. • Evaluate effects of conflict and violence in the society. 	<ul style="list-style-type: none"> • Show the impartiality in conflict solving. • Develop a sense of tolerance, resistance to negative peer influence, justice, fairness and law-abiding.
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Emphasise key skills, values and attitudes to be attained at the end of the lesson.

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner’s Book, internet, pictures, maps (newspapers and videos), tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

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

Generic competences

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

- (a) **Critical thinking:** This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning.
- (b) **Creativity and innovation:** This is thinking beyond what is provided in order to generate new ideas to enrich learning. It also includes generating new ideas and applying them in learning situations.
- (c) **Problem solving:** In some cases, the learner will be required to be resourceful by finding answers to questions and solutions to problems. This competence is also achieved when a learner is able to explain phenomena based on findings

from information gathered or provided.

- (d) Communication skills:** This involves comprehending language through listening and reading, using oral and written language to discuss, argue and debate a variety of themes in a logical manner and exchanging ideas confidently and effectively.
- (e) Lifelong skills:** This is described as coping with evolution of knowledge and technology advances for personal fulfilment. It is also exploiting all opportunities available to improve on knowledge and skills.
- (f) Research skills:** This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on research of existing information and concepts and sound judgement in developing viable solutions.
- (g) Cooperation:** Adapting to different situations including the world of work and practising respect for rights, views and feelings of others.

Links to other subjects

This unit links well with conflict transformation, wars and conflict in General Studies and Social Studies.

Assessment criteria

- (a) Formative and continuous assessment (assessment for learning)**
 - (i) Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.
 - (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.
 - (iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.

- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
 - (v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.
- *Peace and values education:* Tell the learners that conflict and violence interfere with peace. We should avoid or manage conflict and violence in order to promote peace.
 - *Environment and sustainability:* Tell the learner that environment is usually destroyed as a result of conflict and interest.
 - *Genocide studies:* Remind them that conflict and violence can lead to genocide such the 1994 Genocide against the Tutsi.

**(b) Summative assessment
(assessment of learning)**

Learners should demonstrate the ability to analyse forms, causes and consequences of conflict and violence.

Cross cutting issues

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

- *Financial education:* Explain to the learners that conflict and violence lead to destruction of property and social infrastructure such as roads and hospitals. When this happens, the government spends a lot of money in rehabilitating and re-investing in those destroyed facilities instead of setting new development. This leads to economic backwardness.

Safety

During some lessons of this unit, learners may be required to visit places that had been affected by conflict and violence. Ensure their safety during such visits.

Introduction to the unit

Conflict refers to a fight, struggle or direct opposition. It may also refer to disagreement or the general pattern of groups dealing with disparate ideas.

Violence is a behaviour or treatment in which physical force is exerted. The force is exerted with the purpose of causing damage or injury.

Conflict and violence are all together a public disorder that affect our societies both locally and

internationally. For example, the 1994 Genocide against the Tutsi led to the killing of more than one million people. The killing happened within 100 days. This brought untold stories in Rwanda, socially, economically and politically.

Forms of conflict and violence

Learning objectives

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

- Explain concepts of conflict and violence
- Identify/compare different forms of conflict and violence
- Analyse conflict and violence situations in Rwanda and show its influence

Preparation

You need to adequately prepare by reading widely about conflict and violence including their forms. You may invite a resource person (counsellor) to shed more light on the sub-topic to the learners.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, internet, pictures, maps (newspapers and

videos), tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Guide the learners to individually do **learning activity 13.2**.
- Guide learners to do **learning activity 13.1** in groups followed by a plenary discussion.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

New word

Guide the learners to learn the meaning of the word *defile*. Let them spell, pronounce and use the word correctly in a sentence.

Causes, consequences and conflict transformation

Learning objectives

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

- Indicate and analyse causes of conflict and violence, and show how they can be avoided
- Identify and evaluate effects of conflict and violence in the society
- Show impartiality in solving conflict
- Develop a sense of tolerance, resistance to negative peer influence, justice/fairness and; and be law-abiding.

Preparation

You need to adequately prepare by reading widely about causes, consequences and management of conflict and violence. You may invite a resource person (counsellor) to shed more light on the sub-topics to the learners.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, internet, pictures, maps, media (newspapers and videos), tactile materials, jaws

software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Guide learners to form groups to do **learning activity 13.3** and **application activity 13.1** followed by a plenary discussion.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

New words

Guide the learners to learn the meanings of the words *prospects* and *trauma*. Let them spell, pronounce and use the words correctly in a sentence.

Conflict transformation

Conflict refers to fight, struggle or direct opposition. It may also refer to

disagreement or the general pattern of groups dealing with disparate ideas.

Violence is a behaviour or treatment in which physical force is exerted for the purpose of causing damage or injury.

Conflict and violence is all together a public disorder that affect our societies both local and international. For example: the 1994 Genocide against the Tutsi where innocents Tutsi were killed by extremists Hutu, it is estimated that more than one million Tutsi died within 100 days. This brought untold stories in Rwanda, socially, economically and politically.

Further activity

State what can cause conflict between two friends.

Answers to Further activity

- Mistrust
- Failure to help the other during a problem
- Lying against the other

Follow-up activity

Form a group/club that will be resolving conflict amongst fellow learners.

Diagnostic assessment

Define the following terms:

- Conflict

- Physical violence

Answers to Diagnostic assessment

Conflict refers to a fight, struggle or direct opposition. It may also refer to disagreement or the general pattern of groups dealing with disparate ideas.

Physical violence is refers a treatment in which physical force is exerted with the purpose of causing bodily pain or injury.

Answers to learning activity 13.1

- Allow students to give many Possible answers to on what they think may have led Gatete's hatred to his neighbours
- Ask each student to give their lessons they have learnt from the story

Possible answers to learning activities 13.2

- Question 1. conflict refers to a fight, struggle or direct opposition. It may also refer to disagreement or the general pattern of groups dealing with disparate ideas.
- Violence is a behaviour or treatment in which physical force is exerted causing damage, injury or even death to the victim(s)

- For question 2 allow students to describe what they witnessed

Possible answers to learning activity 13.3

Gatete's habits will affect his family and the community in the following ways

- Displacement of the family to another place
- Under development of the community
- Death of people
- It may lead to divorce
- It creates enmity

Possible answers to application activity 13.1

Conflicts at school are solved through

- Through mutual understanding
- By involving elders in higher levels
- Taking the matters to the teachers
- By forgiving them

End of unit assessment

1. Explain what is meant by 'conflict' and 'violence'.
2. State some forms of violence and conflict in different societies today.
3. Discuss the causes of conflict and violence today.

4. Explain the impact of conflict and violence on the society.
5. Explain how conflict and violence can be resolved nationally and internationally.

Answers to end of unit assessment

1. **Conflict** refers to a fight, struggle or direct opposition. It may also refer to disagreement or the general pattern of groups dealing with disparate ideas. **Violence** is a behaviour or treatment in which physical force is exerted. The force is exerted with the purpose of causing damage or injury.
2.
 - Physical violence
 - Sexual violence
 - Armed conflict
 - Emotional or psychological conflict/violence
3.
 - Inequality
 - State collapse
 - Economic decline and economic shock
 - History
 - Scarcity of resources
 - Unemployment, lack of education and population pressure
 - The abuse of ethnicity
 - Availability of arms
 - Regional and interlocking conflicts

- The conflict cycle
- Inadequate and inappropriate mediation

4.

- Loss of human lives and civilian casualties
- Displacement
- Degradation of vulnerable groups
- Famine
- Destruction of infrastructure

5.

- Nationally
- Setting up local tribunals
- Letting the perpetrators to communal work
- Amnesty for reformers
- Setting up peace committees at village upwards level

Unit 14

Dignity and self-reliance in Rwandan society

Key unit competence

At the end of two (2) lessons, the learner should be able to explain dignity and self-reliance and their implication on Rwandan society

Brief introduction

This unit, 'Dignity and self-reliance in Rwandan society' takes the learner through measures that the government has put in place to achieve self-reliance. The learner is made aware of the meaning and importance of dignity and self-reliance. The main sub-topics to be covered in this unit are:

- Dignity and self-reliance
- Importance of dignity and self-reliance
- Measures to achieve self-reliance in Rwanda (home-grown solutions that contribute to self-reliance)
- Implication of dignity and self-reliance on Rwandan society

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none">• Explain the concepts of dignity and self-reliance.• Identify the measures put in place by the Government of Rwanda to achieve self-reliance.	<ul style="list-style-type: none">• Analyse dignity and self-reliance and their role in Rwandan nation building.• Assess the measures adopted by the Rwandan Government to achieve self-reliance and how it has been instrumental to achieve development.	<ul style="list-style-type: none">• Acknowledge the importance of dignity and self-reliance.• Recognise and advocate for home-grown solutions.• Develop a sense of patriotism, commitment, self-esteem and hardworking.

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

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, documents such as sample ballot papers, maps, internet, films, media, (newspapers and videos), tactile materials, jaws software, talking globes maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

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

Generic competences

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

- (a) Critical thinking:** This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning.
- (b) Creativity and innovation:** This is thinking beyond what is provided in order to generate new ideas to enrich learning. It also includes generating new ideas and applying them in learning situations.
- (c) Problem solving:** In some cases, the learner will be required to be resourceful by finding answers to questions and solutions to problems. This competence is also achieved when a learner is able to explain phenomena based on findings from information gathered or provided.
- (d) Communication skills:** This involves comprehending language through listening and reading, using oral and written language to discuss, argue and debate a variety of themes in a logical manner and exchanging ideas confidently and effectively.
- (e) Lifelong skills:** This is described as coping with evolution of knowledge and technology advances for personal fulfilment. It is also exploiting all opportunities available to improve on knowledge and skills.
- (f) Research skills:** This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on

research of existing information and concepts and sound judgement in developing viable solutions.

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

Links to other subjects

This unit links well with General Studies, Communication Skills, Kinyarwanda, French and English.

Assessment criteria

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

- (i) Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.
- (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.

- (iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.
- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
- (v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.

(b) Summative assessment (assessment of learning)

Learners should demonstrate ability to explain dignity and self-reliance and their implication on Rwandan society.

Cross cutting and emerging issues

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

- *Financial Education* as a cross cutting issue: Explain to the learners that good financial spending and management helps societies, nations and continents to be self-reliant. Therefore, we need to do away with lavish spending and extravagance in order to be self-supportive and self-reliant in Rwanda. Mention *Girinka*, *Ubudehe* and *Agaciro* Development Fund as examples.
- *Peace and values education*: Explain to the learners that peace is clearly critical for society to flourish and for every individual to focus on personal achievement and their contribution to the success of the nation. Therefore they must be keen and be vigilant in promoting peace in Rwanda so as to achieve self-reliance. Remind them of this cross-cutting issue when discussing *Abunzi*.
- *Inclusive Education as a cross-cutting issue*: Explain to the learners that every individual, disabled or not, should get equal opportunity to education in order to promote self-reliance in his/her country.
- *Environment and sustainability*: *Umuganda* helps in conserving the environment.

Safety

During some lessons, the learners may be required to do outdoor activities such as visiting some community projects such as *Girinka*. Ensure that the learners are safe during such visits.

Introduction to the unit

Dignity: It is a condition of being worth of respect, esteem or honour.

Self-reliance: This is a state of being independent in all aspects. The independence could be social, political and economic.

Explain to the learner that Rwanda has many initiatives such as *Girinka*, *Agaciro* Development Fund, *Kumerera*, *Umuganda* and *Ndi Umunyarwanda* that bring dignity to us and to the country at large. The learner should appreciate such initiatives and feel proud to Rwandan.

Measures to achieve dignity and self-reliance in Rwanda

Learning objectives

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

- Define/explain the concepts of dignity and self-reliance

- Identify and appreciate measures put in place by the Government of Rwanda to achieve dignity and self reliance

Preparation

You need to have adequate information on dignity and self-reliance on Rwandan society. Having books (other than the Senior 1 History and Citizenship book) or articles on dignity and self-reliance on Rwandan society democracy will be an added advantage to you. You also need to invite a civic educator and people who are well versed with dignity and self-reliance on Rwandan society.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, maps, pictures, internet and braille materials for learners with visual impairment. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

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

- Guide learners to do **learning Activity 14.1**. in groups and give them the opportunity to present

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

New words

Guide the learners to learn the meanings of the words *pilot programme*, *launched*, *accommodation* and *consensus*. Let them spell, pronounce and use the words correctly in a sentence.

Further activity

Explain the importance of cleaning of your own surroundings.

Answers to Further activity

- Keeps us away from diseases such as malaria and cholera
- Increases the beauty of our environment
- Conserves the environment
- Promotes carefulness/keenness and responsibility

Follow-up activity

Use internet or newspapers to find out the names of the following:

1. Minister for Youth and Information and Communication Technology
2. Permanent Secretary for Youth and Information and Communication Technology

Implication of dignity and self-reliance on Rwandan society

Learning objectives

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

- The implication of dignity and self-reliance
- Importance of dignity and self-reliance

Preparation

You need to have adequate information on dignity and self-reliance on Rwandan society. Having books (other than the Senior 1 History and Citizenship book) or articles on dignity and self-reliance on Rwandan society democracy will be an added advantage to you. You also need to invite a civic educator and people who are well versed with dignity and self-reliance on Rwandan society.

Teaching/learning materials

The following materials will help you during the lessons; Senior 1 History Learner's Book, maps, pictures, internet and braille materials for learners with visual impairment. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Guide learners in groups to do **learning activities 14.3 & 14.4** followed by a plenary discussion.
- Guide the learners to form groups of not more than six learners to do **application activities**.
- Guide the learners, as per their groups, to present their findings during plenary discussion.
- You can also invite a civic educator or any other specialist to shed more light on dignity and self-reliance on Rwandan society.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

Further activity

Explain the importance of dignity and self-reliance.

Answer to Further activity

- Lead to economic development
- Lead to respect from other people/nations
- Encourage hard work
- Reduce dependency on foreign aid
- Increase employment opportunities as most people will be self-employed.

Answers to learning activity 14.1

-Dignity: It is a condition of being worth of respect, esteem or honour.

-Self-reliance: This is a state of being independent in all aspects. The independence could be social, political or economic.

2.the four things that make me proud of Rwanda are;

- Good leadership

- Security
- good Infrastructures
- Cleanliness
- unity

Possible answers to learning Activity 14.2;

the activities that promote social and economic growth in Rwanda are

- Agriculture
- Umuganda
- Business
- Sports
- Music dance and drama
- Umuganura

Answers to learning activity 14.3 will come from the students because it is given to them as their assignment

Answers to learning activity 14.4 will be researched by the students on the internet

Answers to application activity 14.1 will come from the student's understanding of the national anthem so the teacher gives them opportunities to present to the class

End of unit assessment

1. Define the term 'dignity'.
2. Explain how dignity and self-reliance have been achieved in Rwanda.
3. Discuss the implication of dignity and self-reliance on your society.
4. State the meaning of 'self-reliance'.

Answers to end of unit assessment .

1. Dignity refers to a condition of being worth of respect, esteem or honour.
2. By starting programmes such as:
 - *Abunzi*
 - *Girinka* (one cow per poor family)
 - *Agaciro* Development Fund
 - *Itorero*
 - *Ubudehe*
 - *Kuremera*
 - *Umuganda* (National community service)
 - *Ishema ryacu*
 - *Gacaca* courts (officially closed)
 - *Ndi Umunyarwanda*

3.

- Brought, among Rwandans, a sense of togetherness and love for one another
- Encouraged Rwandans to develop their own country
- Promoted peace and stability among Rwandans
- Ended tribalism that was experienced in the 1950s and early 1990s
- Helped to reduce income inequalities among Rwandans
- Reduced the dependency ratio on the government
- Enabled Rwanda to provide basic services to its citizens

4.

Self-reliance is a state of being independent in all aspects. The independence could be social, political and economic.

Unit 15

Concept of disability and inclusive education

Key unit competence

At the end of two (2) lessons, the learner should be able to understand the concept of disability, types of disability and explore attitudes towards people with disability in Rwanda.

Brief introduction

This unit, 'concept of disability and inclusive education' takes the learner through the concept of disability. It enables the learner to understand various types of disability, their causes and consequences. It also reminds the learner on the need to advocate for people with disabilities at family, community and national level.

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

- Concept of disability
- Types of disability
- Causes and consequences of disability
- Attitudes and feelings towards disability in Rwanda

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none">• Explain the concept of disability.• Explain the causes and consequences of disability.	<ul style="list-style-type: none">• Apply knowledge towards the concept of disability in order to determine who is disabled.• Examine the causes and consequences of disability and how they can be avoided.	<ul style="list-style-type: none">• Acknowledge the raised awareness of disability.• Display tolerance and respect for all people to show concern for and acceptance of people with disabilities.

<ul style="list-style-type: none"> • Identify types of disability. • Explain people's attitudes towards disability in Rwanda. 	<ul style="list-style-type: none"> • Analyse the types of disabilities so as to put people with disability in different categories (mental and physical disabilities) • Assess different attitudes towards disability in Rwanda. 	<ul style="list-style-type: none"> • Appreciate the need to advocate for equality for people with disabilities at family, community and national level.
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Emphasise key skills, values and attitudes to be attained at the end of the lesson.

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning methods

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

Generic competences

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

- (a) **Critical thinking:** This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning.
- (b) **Creativity and innovation:** This is thinking beyond what is provided in order to generate new ideas to enrich learning. It also includes generating new ideas and applying them in learning situations.
- (c) **Problem solving:** In some cases, the learner will be required to be resourceful by finding answers to questions and solutions to problems.

This competence is also achieved when a learner is able to explain phenomena based on findings from information gathered or provided.

(d) Communication skills:

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

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

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

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

Links to other subjects

This unit links well with topics such as living together and Human Rights as taught in Social Studies and Communication Skills.

Assessment criteria

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

- (i) Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.
- (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.
- (iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic

- discussed. See their level of lifelong learning from their responses to the questions.
- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each of the groups and grade them accordingly.
 - (v) Allocate marks using the colours in the formative assessment criteria table given. Grade the learners from the way they will have scored here and in the various tests to assess skills and knowledge.
- *Peace and values education:* We should show love to those with disabilities as this will promote peace.
 - *Genocide studies:* Remind the learners that the 1994 Genocide against the Tutsi left some people disabled.

Safety

During some lessons, the learners may be required to do some sporting activities. Let all learners play together, but ensure their safety. Pay special attention to learners with disability.

(b) Summative assessment (assessment of learning)

Learners should demonstrate ability to understand the concept of disability and explore attitudes towards people with disability in Rwanda.

Cross cutting and emerging issues

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

- *Inclusive Education:* This unit basically talks about inclusive education. Remind the learners that Rwanda offers education to all learners without discrimination.

Introduction to the unit

Disability is an umbrella term covering impairments, activity limitations and participation restrictions. It is difficult for some people to carry out activities that a normal person does. This could be due to pre-existing or acquired conditions. Such people are said to be living with disability.

Concept, types, causes and consequences of disability

Learning objectives

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

- Explain the concept, types, causes and consequences of disability.
- Apply knowledge towards the concept of disability in order to determine who is disabled.
- Examine the causes and consequences of disability and how they can be avoided.
- Analyse the types of disabilities so as to put people with disability in different categories (mental and physical disabilities).
- Display tolerance and respect for all people to show concern for and acceptance of people with disabilities.
- Appreciate the need to advocate for equality for people with disabilities at family, community and national level.

Preparation

You need to have adequate information on concept of disability and inclusive education. Having books (other than the Senior 1 History and Citizenship book) or articles on disability and inclusive education will be an added advantage to you.

You also need to invite a resource person to shed more light on the topic to the learners.

Teaching/learning materials

During the delivery of these sub-topics, you will need Senior 1 History Learner's Book, internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Guide the learners to work on the **learning activities 15.1**, **15.2** and **15.3** in their groups
- Guide the learners, as per their groups, to present their findings during plenary discussion.
- Resource person's input.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the

class, as one of them leads the presentation.

New words

Guide the learners to learn the meanings of the words *amputated* and *vulnerability*. Let them spell, pronounce and use the words correctly in a sentence.

Attitudes and feelings towards disability in Rwanda

Learning objectives

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

- Explain people's attitudes towards disability in Rwanda.
- Appreciate the need to advocate for equality for people with disabilities at family, community and national level.

Preparation

You need to have adequate information on attitudes and feelings towards disability in Rwanda. Having books (other than the Senior 1 History and Citizenship book) or articles on attitudes and feelings towards disability in Rwanda will be an added advantage to you. You also need to invite a resource person to shed more light to the learners.

Teaching/learning materials

During the delivery of these sub-topics, you will need Senior 1 History Learner's Book, internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- Lead a whole class discussion to hear from the learners about their feelings towards disability.
- Questions and answers
- Resource person's input.

New word

Guide the learners to learn the meaning of the word *prejudice*. Let them spell, pronounce and use the word correctly in a sentence.

Answers to learning activity 15.1

Disability It is difficult for some people to carry out activities that a normal person does.

Inclusive education Inclusive education happens when children with and without disabilities participate and learn together in the same classes.

Possible answers learning activity 15.2

The pictures above show two different types of disabilities. One type is the physical disability and another is the sensory disability

Possible answers to Learning activity 15.3

- Stigma can be addressed by sensitizing people that disability is not inability. Everyone is equal according to the way he/she was created.
- Breaking up of families; this can be addressed by understanding, respecting and loving each other despite the way he/she is.
- Low self-esteem; this can be addressed by knowing that everyone is important in the community.

Further activity

As Senior One students, make an outreach programme. Reach out to any disabled persons from around your school. Help them to clean their environment and fetch water for them. Take time to interact with them.

Follow-up activity

Research on other consequences of disability.

Diagnostic assessment

Explain what the following types of disability:

- (a) Mental disability
- (b) Developmental disability

Answers to Diagnostic assessment

- (a) Mental disability refers to a psychological or behavioural condition that affects the brain.
- (b) Developmental disability refers to the disability that affects growth and development of a person.

End of unit assessment

1. Explain what is meant by 'people living with disability'.
2. Mention the types of disability we have in our communities.
3. State the causes of disability in most African countries today.
4. Discuss the consequences of disability in Rwanda today.
5. Explain your attitude and feelings towards disability in Rwanda.

Answers to end of unit assessment.

1. People living with disability are those who have conditions such as visual impairment which cannot allow them to carry out activities that a normal person does.
2.
 - Physical disability
 - Sensory disability
 - Mental disability
 - Developmental disability
3.
 - Accidents
 - War
 - Diseases
 - Birth related
 - Inherited disability
 - Injections and medicine
 - Natural disasters
 - Failure to immunise and vaccinate children
 - Poison
4.
 - Stigma
 - Discrimination
 - Break up of families
 - Low self-esteem
 - Exploitation
 - Vulnerability to diseases

Unit 16

Family and personal values

Key unit competence

At the end of six (6) lessons, the learner should be able to examine the various sources of sexual learning, the relationship between values and behaviour; and make decisions with individual values.

Brief introduction

This unit, 'family and personal values', takes the learner through understanding of values and its sources. It also enables the learner to know the meaning of gender and social construction of gender. Towards the end, it exposes the learner to concepts of Human Rights related to sexual and reproductive health.

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

- Definition of values
- Sources of values
- Sources of sexual learning
- Definition of gender
- Social construction of gender
- Concepts of Human Rights related to sexual and reproductive health

Knowledge, skills, attitudes and values to be developed

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

Knowledge and understanding	Skills	Attitudes and values
<ul style="list-style-type: none"> • Describe how families, peers, school, religious teachings, media and culture are sources of values and sexual learning; and the type of information learnt. • Differentiate how gender identities and roles are learnt. • Explain how Human Rights are applied in national and international documents to promote sexual and reproductive health and right. • Explain how tolerance and respect develops in relationships. 	<ul style="list-style-type: none"> • Describe how their own personal values in relation to range of sexuality and reproductive health issues. • Evaluate how cultural values affect male and female gender role expectations. • Demonstrate how to resist negative peer influence in their sexual decision making. • Describe Human Rights provisions in national sexual and reproductive health policies; and international conventions related to sexual and reproductive health. • Examine the bias related to disabilities prejudice, stigma, intolerance, harassment, rejection and bullying. 	<ul style="list-style-type: none"> • Appreciate the importance of standing for own values. • Show respect and fairness between boys and girls; men and women. • Show tolerance, and have respect for different values, beliefs and attitudes. • Appreciate and defend Human Rights related to sexual and reproductive health in national policies. • Stand up for people with disabilities.

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

Teaching/learning materials

During the delivery of this unit, you will need Senior 1 History Learner's Book, internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes maps and braille materials for learners who are visually impaired.

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

Teaching/learning methods

To teach this unit, you will be required to use learner centred methods. Interactive learning can be achieved through debating, brainstorming,

group discussions, inquiry, guided discovery, class discussions, plenary presentations, field visits/excursions, resource persons' presentations, question and answer sessions, and dramatisation.

Generic competences

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

- (a) Critical thinking:** This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. It is also the ability to make appropriate decisions based on experience and relevant learning.
- (b) Creativity and innovation:** This is thinking beyond what is provided in order to generate new ideas to enrich learning. It also includes generating new ideas and applying them in learning situations.
- (c) Problem solving:** In some cases, the learner will be required to be resourceful by finding answers to questions and solutions to problems. This competence is also achieved when a learner is able to explain phenomena based on findings from information gathered or provided.
- (d) Communication skills:** This involves comprehending language through listening and

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

- (e) Lifelong skills:** This is described as coping with evolution of knowledge and technology advances for personal fulfilment. It is also exploiting all opportunities available to improve on knowledge and skills.
- (f) Research skills:** This is being resourceful in finding answers to questions and solutions to problems as well as producing new knowledge based on research of existing information and concepts and sound judgement in developing viable solutions.
- (g) Cooperation:** Adapting to different situations including the world of work and practising respect for rights, views and feelings of others.

Links to other subjects

This unit links well with culture, gender in General Studies and effective communication; peace education and Human Rights, sexual behaviour and reproductive health in Social Studies, reproduction and reproductive health in Biology; the human body, organs, systems and their functions in SET.

Assessment criteria

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

- (i) Observe and listen as learners interact during group discussions and activities. From such, you can be able to gauge a learner's interpersonal skills, communication skills and their rate of critical thinking.
- (ii) You can gauge the knowledge learners have concerning the topic by asking them oral questions. This information will help you to know how to go about the lesson to ensure that learners get the most from it. Asking probing questions during the lesson will also help you to find out the attitude and values of the learners.
- (iii) Assess learners' responses to questions you will ask during teaching and while performing various activities and rate their attitude towards the topic discussed. See their level of lifelong learning from their responses to the questions.
- (iv) Put the learners into two groups (with weak and bright learners) and select specific questions for each

of the groups and grade them accordingly.

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

(b) Summative assessment (assessment of learning)

Learners should demonstrate ability to differentiate between gender and sex, gender construction and gender roles. They should also demonstrate ability to analyse Human Rights related to sexual and reproductive health policies.

Cross cutting and emerging issues

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

- *Gender*: This is discussed under the sub-topic 'social construction of gender'.
- *Peace and Values Education*: Tell the learners that peace is one of the values that we should always have.
- *Inclusive Education*: Let the learners understand/ know that the vision, mission and motto of their school encourage inclusive education.

They will realise this when they do **learning activity 16.1.**

- *Comprehensive sexuality education:* This is tackled exclusively under the sub-topics 'sources of sexual learning' and 'concepts of Human Rights related to sexual and reproductive health'. It is also tackled in **application activity 16.1.**
- Sensitise learners on the cross cutting issues associated with every lesson learnt.

Safety

During some lessons, the learners may be required to do some outdoor activities such as visiting a person living with HIV. Ensure that the learners are safe during the trip.

Introduction to the unit

Values are principles or standards of behaviour. They are one's judgment of what is important in life. Values also refer to important and lasting beliefs or ideals shared by the members of a culture. These ideals determine what is good or bad, desirable or undesirable.

Values have major influence on a person's behaviour and attitude. They serve as broad guidelines in all situations. There are various types of values namely:

- (i) Ethical or moral values
- (ii) Doctrinal or ideological (religious, political) values
- (iii) Social values
- (iv) Aesthetic values

Sources of sexual learning

Learning objectives

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

- Define values
- Describe how their own personal values in relation to range of sexuality and reproductive health issues.
- Appreciate the importance of standing for own values.

Preparation

You need to have adequate information on sources of values and sexual learning. Having books (other than the Senior 1 History and Citizenship book) or articles relevant to the sub-topic will be an added advantage to you. You also need to invite a resource person to shed more light on the topic.

Teaching/learning materials

During the delivery of this sub-topic, you will need Senior 1 History Learner's Book, internet, pictures, media, (newspapers and videos), tactile materials, jaws software,

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

Teaching/learning activities

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

- Guide learners to do **learning activity 16.1** in their groups and give them the opportunity to present.
- Guide the learners to form groups to discuss **learning activity 16.2**.
- Guide the learners to form groups of not more than six learners to discuss **learning activity 16.1** and **16.2**.
- Guide the learners, as per their groups, to present their findings during plenary discussion.
- Resource person's input.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

Further activity

Let learners do Activity 16.3 as a further activity.

Follow-up activity

Write an essay on the importance of teaching sexual education in schools.

Gender/social construction of gender

Learning objectives

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

- Differentiate how gender identities and roles are learnt.
- Evaluate how cultural values affect male and female gender role expectations.
- Show respect and fairness between boys and girls; men and women.

Preparation

You need to have adequate information on gender and social construction of gender. Having books (other than the Senior 1 History and Citizenship book) or articles on the sub-topic will be an added advantage to you. You also need to invite a resource person to shed more light on the sub-topic.

Teaching/learning materials

During the delivery of this sub-topic, you will need Senior 1 History Learner's Book, internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

You can organise a whole class activity to discuss the sub-topic. This can be achieved through having a question/answer session.

Resource person's input.

New word

Guide the learners to learn the meaning of the word *stereotypes*. Let them spell, pronounce and use the word correctly in a sentence.

Follow-up activity

Find out from your village the beliefs that people hold regarding gender roles.

Concepts of Human Rights related to sexual and reproductive health

Learning objectives

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

- Explain how Human Rights are applied in national and international documents to promote sexual and reproductive health and right.
- Describe Human Rights provisions in national sexual and reproductive health policies; and international conventions related to sexual and reproductive health.
- Appreciate and defend Human Rights related to sexual and reproductive health in national policies.

Preparation

You need to have adequate information on concepts of Human Rights related to sexual and reproductive health. Having books (other than the Senior 1 History and Citizenship book) or articles on the sub-topic will be an added advantage to you. You also need to invite a resource person to shed more light on the sub-topic.

Teaching/learning materials

During the delivery of this sub-topic, you will need Senior 1 History Learner's Book, internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

Teaching/learning activities

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

- You can organise a whole class activity to discuss the sub-topic. This can be achieved through having a question/answer session.
- Resource person's input.

New word

Guide the learners to learn the meaning of the word *coersion*. Let them spell, pronounce and use the word correctly in a sentence.

Possible answers to learning activity 16.1

- i. Values also refer to important and lasting beliefs or ideals shared by the members of a culture. These ideals determine what is good or bad, desirable or undesirable
- ii. Gender refers to either the male or female division of a species, especially
- iii. as differentiated by social and cultural roles and behavior
- iv. Reproductive health implies that people are able to have a responsible, satisfying and safer sex life. It also implies that they have the capability to reproduce

For learning activity 16.2 allow students to express their views in the values that are promoted in the school motto and vision

Possible answers to application activity 16.1

1. a. - sex education was taught in tradition Rwandan society through:
 - by parents
 - Traditional leaders
 - Sex education trainers
 - Aunties and uncles
 - Friends

- b. –sex education today is taught by
- health care providers
 - by sex councilors
 - by parents
 - through media like radios, TV, newspapers

End of unit assessment

1. Define the term ‘values’.
2. Mention various sources of values.
3. Explain what is meant by ‘sexual learning’.
4. Clearly explain the sources of sexual learning.
5. Explain the meanings of:
 - a) Sexual health
 - b) Reproductive health
6. State at least ten sexual rights.

Answers to end of unit assessment

1. Values are principles or standards of behaviour. Values also refer to important and lasting beliefs or ideals shared by the members of a culture.
2.
 - Genetics
 - Culture
 - Parents (family)
 - Friends and peers

- School
 - Media/press
3. Sexual learning refers to instruction on issues relating to human sexuality.
 4.
 - Informal sources such as a conversation with parents, friends, religious leaders, or through the media.
 - Formal sources such as schools or health care providers offer sex education lessons.
 5.
 - (a) Sexual health is a state of physical, mental and social well-being in relation to sexuality.
 - (b) Reproductive health is a state of physical, mental, and social well-being in all matters relating to the reproductive system, at all stages of life.
 6.
 - The right to sexual freedom
 - The right to sexual autonomy, sexual integrity and safety of sexual body
 - The right to sexual privacy
 - The right to sexual equity
 - The right to sexual pleasure
 - The right to emotional sexual expression

- The right to sexually associate freely
- The right to make free and responsible reproductive choices
- The right to sexual information based upon scientific inquiry
- The right to comprehensive sexuality education
- The right to sexual health care

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