



HISTORY AND CITIZENSHIP

Senior Two: Teacher's Guide

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FOREWORD

Dear teacher,

Rwanda Basic Education Board is honoured to present History and Citizenship teacher's guide for Senior Two 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 is welcome for future improvement of this textbook.



Dr. MBARUSHIMANA Nelson
Director General, REB



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**Joan Murungi,
Head of CTLRD**

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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 2013/2014 – 2017/2018, 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 government.

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, 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 Tutsi Genocide of 1994 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, competence 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: learnercentred 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 put 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 competency 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 video, films and testimonies so as to get historical information. Thereafter, they should make presentations 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: African History

Paper 2: European History and the rest of the world

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

Creat. - Creativity

Num. - Numeracy

Comm. - Communication

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 on:

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

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 possible (learner-centered and participatory approach).
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 2

At the end of **senior two**, a learner will be able to:

- Describe German and Belgian colonisation of Rwanda;
- Explain the causes and effects of 1994 genocide against the Tutsi in Rwanda.
- Describe the exploration and colonisation of Africa by the European;
- Explain the factors for rise and causes of decline of Kingdoms in both East and Central Africa
- Describe the causes and the consequences of industrial and American revolutions.
- Describe in details the concepts of social cohesion, personal values, family, and self-reliance in reference to the nation building.

Format of Unit Plan/Scheme of work

	Academic year : 2020	Term: One	School:	Number of periods per week 3
Subject: History and Citizenship	Teacher's name:	Class + Combination:	Resources & References	Observations
Lesson title + Evaluation	Learning objectives (copied or adapted from the syllabus depending on the bunch of lesson) Key unit competence	Teaching methods & techniques + Evaluation procedures	Resources & References	Observations
<p>Dates</p> <p>From January 9th (Monday) to January 13th (Friday)</p>	<p style="text-align: center;">Unit title</p> <p>Unit 1: Collecting and analysing Historical Sources</p>	<p>Key unit competence: To be able to examine the complementarities of material, immaterial and electronic sources of History</p> <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> - Review the advantages and disadvantages of different historical sources <p>Skills:</p> <ul style="list-style-type: none"> - Examine the complementarities of different sources of history in order to test the validity from each source <p>Attitudes and Values:</p> <ul style="list-style-type: none"> - Appreciate the complementarities of different sources of History 	<p>Resources & References</p> <ul style="list-style-type: none"> - Learner's Books - Internet - Poems - Press media videos, (newspapers) - Stories - Songs - Fossils - Tactile materials - Jaws software - Talking globes and tactile maps - Braille materials 	<p>Observations</p> <p>Lessons well covered. However, more remedial activities to be given to learners with learning difficulties on Lessons 4 , 5 and 6.</p>

<p>From January 16th (Monday) to January 20th (Friday)</p>	<p>Lesson 4: Challenges faced when using material sources of History</p> <p>Lesson 5: Challenges faced when using immaterial sources of History</p> <p>Lesson 6: Challenges faced when using electronic sources of History</p>	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> - Describe the specificity use of material, immaterial and electronic sources <p>Skills:</p> <ul style="list-style-type: none"> - Analyse the differences between electronic, material and immaterial sources by showing the features of each source <p>Attitudes and Values:</p> <ul style="list-style-type: none"> - Acknowledge the challenges faced when using electronic sources 			
<p>From January 23rd (Monday) to January 27th (Friday)</p>	<p>Lesson 7: Usefulness of different sources of History: Oral traditional source and Written sources</p> <p>Lesson 8: Usefulness of different sources of History: Archaeology, Anthropology, Linguistics and Electronic Sources</p>	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> - Explain the validity of different sources of History <p>Skills:</p> <ul style="list-style-type: none"> - Assess the validity of different sources of History in order to determine the most appropriate source to use <p>Attitudes and Values:</p> <ul style="list-style-type: none"> - Appreciate how different methods are used 	<ul style="list-style-type: none"> - Question and answer - Class discussion - Map analysis - Brainstorming - Guided discovery 	<ul style="list-style-type: none"> - Learner's Books - Internet - Poems - Press media (videos, newspapers) - Stories - Songs - Fossils - Tactile materials - Jaws software - Talking globes and tactile maps 	

	Summative Evaluation 1 Evaluation procedures oral, written, practical, ...)					
	Summative Evaluation 2 Evaluation procedures oral, written, practical, ...)					

School Name		Teacher's name				
Term	Date	Subject	Class	Unit N	Lesson N	Duration
2	18/05/2020	History and Citizenship	S2	5	2 of 8	40 minutes
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category						
Long Distance Trade						
Key Unit Competence: By the end of this unit, the learners should be able to explain the rise, organisation and decline of Distance Trade.						
Title of the lesson: Organisation of Long Distance Trade						
Instructional Objective: Provided with a map showing areas where Long Distance Trade took place, the learners should be able to explain correctly the major trade routes used during the Long Distance Trade.						
Plan for this Class: In class						
Learning Materials (for learners): ALL Learner's Books Atlases						
References: <i>Modern World History</i> by Norman L (1997) - 3 rd Edition – Palgrave Master Series; <i>History of Africa</i> by O. Koth A. (2006) Vol. 1 – E.A.P.; <i>History of Modern Africa 1800 to the Present</i> Edition – Wiley Blackwell; <i>Modern European History</i> – 2 nd Edition (1997) by Stuart M – Palgrave Series						

Timing for each step	Description of teaching and learning activity		Generic competences and cutting issues to be addressed with short explanation
	Teacher activities:	Learner activities	
Introduction 5 minutes	Guiding learners through discussions on the major trade routes used during the Long Distance Trade.	Writing the correct responses in summary form in their notebooks as they discuss.	Cooperation: This is the ability to work together to achieve a common goal. Ensure learners of different abilities are grouped in order to achieve the goal.
	Drawing and describing the trade routes used during Long Distance Trade.	Proposed answers to the guiding questions: a) Participants in the Long Distance Trade : Visitors from the coast and local communities such as the Yao, Akamba, Nyamwezi, Baganda, Bisa, Banyoro, Ganda and Kikuyu. b) Items of trade used during the Long Distance Trade: Local goods included ivory, gold,	

	<p>Long Distance Trade</p> <p>b) Summarise the items of trade used during the Long Distance Trade in a table.</p> <p>c) Discuss the means of transport and communication used during the Long Distance Trade.</p> <p>d) Write a brief notes on the means of exchange used during the Long Distance Trade.</p>	<p>slaves, ostrich feathers, leopard and zebra skins, copper and rubber.</p> <p>Arabic/ foreign goods were guns, gun powder, clothes, iron products, knives, beads, plates, sugar, saucers and mirrors.</p> <p>c) Means of transport were walking on foot and use of draught animals. Communication improved with the development of the Kiswahili language.</p> <p>d) Means of exchange used during the Long Distance Trade was mainly barter trade. Cowrie shells were later used as a medium of exchange.</p>	
<p>Development of the lesson</p> <p>25 minutes</p>	<p>Organising learners into groups to discuss the major trade routes used during the Long Distance Trade. Different groups should be given different learning materials to summarise their findings from. For example, the first group can be given a wall map of the world, the second group an atlas and the third group the Learner's Book.</p> <p>Ensure that each group has learners of different abilities.</p>	<p>Discussing groups using the different learning materials provided the various trade routes used during the Long Distance Trade.</p> <p>Each group should have points or questions to discuss. As they discuss, ensure one of them writes the findings in summary form.</p> <p>Presenting their findings written in summary form to the whole class.</p> <p>Guide their presentation while correcting their language and pronunciation to promote good communication skills.</p>	<p>Research skills: This is looking for information from various sources to explain the concepts being learnt about. Guide the acquisition of this competence as they look for the information from their Learner's Book and other reference books.</p> <p>Critical thinking: This is the ability of the learner to think imaginatively and evaluate ideas in a meaningful way. Foster this competence by guiding their work without necessarily informing them of what they need to achieve. Let them discover the concept themselves as they discuss.</p>
<p>Conclusion:</p> <p>(Summary of the lesson or Assessment)</p>	<p>Display a map showing the routes that were followed during Long Distance Trade. On the map, ensure you show the type of goods traded in during the Long Distance Trade at the learning corner of the class for later reference and revision.</p>	<p>Select some learners to summarise the routes, participants and items of trade involved in the Long Distance Trade. Let them write in point form on the board as others copy in their notebooks.</p> <p>Assign learners the activity in the Learner's Book as homework.</p>	<p>Communications skills: These are developed when learners summarise the information on the routes, participants and items of trade involved in the Long Distance Trade. Observe this competence as they present their work to the entire class. Correct their vocabulary, pronunciation as well as body language as presentation goes on.</p>
<p>Teacher self - evaluation</p>	<p>Lesson well covered. Top procedure to the next topic in the next lesson. Learners with special needs require further exercise to fully understand how Long Distance Trade was carried out.</p>		

Part Two

Methodologies, Techniques and Strategies of teaching

S2 History and Citizenship

UNIT 1

KINGDOMS OF EAST AND CENTRAL AFRICA

Key Unit competence : To be able to describe the rise and decline of kingdoms in East and Central Africa: case study of Buganda and Kongo kingdoms.

1.1. Prerequisite knowledge, skills, attitude and values

As you teach this unit, ensure that you draw a link to physical divisions and migration in Geography, wars and conflict in General Studies and Communication Skills and trade in Economics and Entrepreneurship.

Introductory activity and guidance

A) Introductory activity (unity level)

Using textbooks or internet, draw the map of Africa showing the kingdoms of East and Central Africa. Identify and locate those kingdoms on the map of Africa.

B) Guidance on introductory activity

At the beginning of this *Unit 3*, the introductory activity motivates students to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they did not know before. As they get engaged in the lessons of this unit, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be inquisitive to know how the East and Central African kingdoms developed and declined over time.

1.4 List of lessons/sub-heading

#	Lesson titles	Learning objectives	Number of periods
1	Factors for the rise of Buganda kingdom	Explain the factors for the rise of Buganda Kingdom.	1
2	Factors for the decline of Buganda Kingdom	Analyse the factors for the downfall of Buganda kingdom	1
3	Factors for the rise of Kongo kingdom	Explain the factors for the rise of Kongo Kingdom	1
4	Factors for the decline of Kongo kingdom	Identify and explain the causes for the decline of Kongo kingdom.	1
5	End unit assessment		1

Guidance on different lessons

1.1.1. Lesson 1: Factors for the rise of Buganda kingdom

a) Learning objective

Explain the factors for the rise of Buganda Kingdom.

b) Teaching resources

The following materials will help teacher and the students during the lesson: Senior 2 History Learner's Book, Internet, media (newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 1.1

The teacher should try as much possible to make the learning interactive. Give the students time to participate and ask questions and air their views. To make the teaching/learning interactive, let the students do individually do **Activity 1.1**

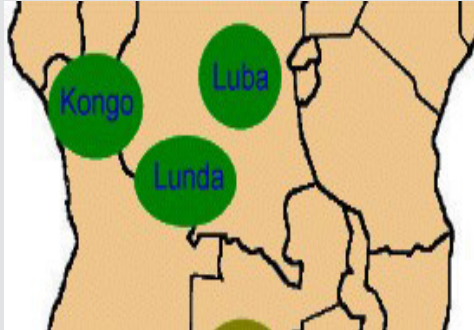
Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion as well as one to record down points agreed on by the group.

Suggested answers for activities



Answers for introductory activity

1. The ancient kingdoms of East and central Africa are: Luba, Lunda, Kongo in central Africa and Bunyoro, Kitara, Biharamulo, Ankole, Buganda, Toro, Bukoba, Karagwe, Buhaya, Rwanda, Burundi in East Africa



Map showing kingdoms in East Africa **Map showing kingdoms in central Africa**

2. The main reasons for rise of East and central African kingdoms are:
 - Strong leaders
 - Centralised administration
 - Smooth succession of leaders
 - Trade
 - Strategic location
 - Fertile soils and favourable climate
 - Strong army
 - Begun as small state.
3. The main reasons for the decline of East and Central African kingdoms are:
 - The coming of Europeans
 - Big size of the kingdom
 - Religious conflicts
 - Weak military
 - Succession disputes
 - Decline in trade
 - Death of strong leaders
 - External attacks
 - Disunity.



Answers for learning activity 1.1

Two factors that led to the rise of Buganda Kingdom

Centralised administration: Buganda was a highly centralised state under a king known as Kabaka. He ruled with the help of the traditional parliament called Lukiiko, assisted by three important officials: the prime minister (Katikiro), the treasurer (Omuwanika) and chief justice (Omulamuzi).

Trade: Buganda Kingdom participated in trade with its neighbours such as Ankole, Bunyoro, Karagwe and Rwanda. It traded in bark cloth and iron, the trade boosted its economic progress. The kingdom also participated in Long Distance between the East African Coast and Central Africa. The Arabs from the coast brought guns in exchange for slaves and ivory.



Answers to the application activity 1.1

The factors for the rise of Buganda kingdom are:

- Strong and ambitious leaders
- Centralised administration
- Smooth succession of leader
- Trade
- Strategic location
- Fertile soils and favourable climate
- Strong army
- Unifying language, religion, ancestry and culture
- Begun as a small state

1.1.2. Lesson 2 : Factors for the decline of Buganda kingdom

a) Learning objective

Analyse the factors for the downfall of Buganda kingdom

b) Teaching resources

The following materials will help teacher and the students during the lesson: Senior 2 History Student's Book, Internet, media (newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs language should be used when

teaching students with hearing impairment.

c) **Learning activities**

Guidance to learning activity 1.2

The teacher should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. Let the learners discuss **Activity 1.2** in pairs and present their findings to the class.

Suggested answers for activities



Answers for learning activity 1.2

The following are the suggested answers for the mentioned activity:

1. Leadership entails carrying other people's load. It requires patience, tolerance, wisdom, fairness and dedication.
2. The factors that can led to the regime to collapse are:
 - Weak, undecided, immoral and corrupt leaders
 - Leadership wrangles or incitement
 - tribalism



Answers to the application activity 1.2

The factors for the decline of Buganda kingdom are:

- The coming of Europeans
- Big size of the kingdom
- Religious conflicts
- Weak military
- Succession disputes
- Decline of trade
- Death of strong leaders
- External attacks
- Disunity
- Political instability

1.1.3. Lesson 3: Factors for the rise of Kongo kingdom

a) Learning objective

Explain the factors for the rise of Kongo Kingdom.

b) Teaching resources

The following materials will help teacher and the students during the lesson: Senior 2 History Student's Book, Internet, media (newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 1.3

The teacher should try as much possible to make the learning interactive. Give the students time to participate and ask questions and air their views. To make the teaching/learning interactive, let the students to individually do **Activity 1.3**.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion as well as one to record down points agreed on by the group.

Suggested answers for activities



Answers for learning activity 1.3

1. Some of the mineral that are found in Rwanda are:coltan, Walfram, gold, diamond, cassetelites...
2. The countrie that Rwanda trade with are:Buganda, Bunyoro,Karagwe,Burundi, Buha, Buhavu...
3. The mineral and agricultural resources of Rwanda have helped it to grow through provision of food to nourish the army and raw materials to export and exchange with other products to use for the expansion of Rwanda.



Answers to the application activity 1.3

Absence of external and internal attacks: There were little external threats to the kingdom, neighbouring states were weaker than Kongo. The king also had a strong army, King Alfonso even used the Portuguese mercenaries and guns to exert direct control over defense.

Presence of River Congo: The river provided a good fishing ground for the locals. Fish provided food and also served as a commodity for trade.

Availability of minerals: The Kingdom of Kongo was rich in minerals such as ivory, copper and iron. These items were traded with the Portuguese and earned income.

Strong leaders: Kongo Kingdom had able, strong and brave leaders who organised the kingdom under effective control. The leaders ensured that there was peace and prosperity.

Strong army : The kingdom had an army equipped with iron weapons such as spears, bows and iron arrows. The army defended the kingdom and protected its boundaries.

1.4.4. Lesson 4: Factors for the decline of Kongo kingdom

a) Learning objective

Identify and explain the causes for the decline of Kongo kingdom.

b) Teaching resources

The following materials will help teacher and the students during the lesson: Senior 2 History Student's Book, Internet, media (newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 1.4

The teacher should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. Let the learners discuss **Activity 1.4** in pairs and present their findings to the class.

Suggested answers for activities



Answers for learning activity 1.4

Three important factors which led to the decline of Kongo Kingdom were:

- The division of Kongo Kingdom caused by the succession disputes after the death of strong leaders.
- The wars with neighbouring kingdoms weakened the army of Kongo.
- Colonisation by the Portuguese led to the decline of political and military organisation of the kingdom.



Answers to the application activity 1.4

The factors for the decline of Kongo kingdom are:

a) The intertribal conflicts

Various tribes started fighting amongst themselves in the Kingdom of Kongo. These conflicts became so much common after the death of King Antonia. The conflicts ended up weakening the kingdom.

b) The Ambuila battle of 1665

The Portuguese seriously fought with the Kongolese army over the mining of copper. Kongolese army was defeated and King Antonia was killed and his hand cut and transported to Portugal. This made the kingdom collapse.

c) Stopping of slave trade and slavery

The coming of Europeans in the 19th Century led to the stopping of slave trade. This made the kingdom become so weak economically.

External attacks Portugal. This marked the end of Kongo Kingdom.

d) The presence of the Portuguese in Kongo Kingdom

1.5 Additional information for the teacher

The unit “Kingdoms of East and Central Africa” was not changed the name but some content has been removed. This is organisation of Buganda and Kongo kingdoms. Let students read the content in their textbooks but don't put a lot of emphasis. In addition, introductory activity, learning activity and some application activity have been added. There are

mentioned in additional content for the students in teacher's guide. Use them to achieve the required competences.

1.6 End unit assessment



Answers for end unit assessment

1. Discuss the factors that led to the rise and growth of Buganda Kingdom.

a) *Centralised administration*

Buganda was a highly centralised state under a king known as *Kabaka*. He was assisted by three important officials; the prime minister, the treasurer and chief justice. The king was a source of power from the head administrative unit to the bottom level.

b) *Able leaders*

The Kingdom of Buganda rose to great height due to influential and strong leaders such as Kabaka Mutesa I and Kabaka Mwanga.

c) *Trade*

Buganda Kingdom participated in trade with its neighbours such as Ankole, Bunyoro, Karagwe and Rwanda. It traded in bark cloth and iron. The kingdom also participated in long distance trade of East and Central Africa. This boosted its economic progress.

d) *Fertile soils*

Buganda Kingdom lied on the shores of Lake Victorian and Lake Kyoga. It had fertile soils that favoured crops growth, this attracted more population in the area hence steady rise.

e) *Traditional religion*

Buganda was a religious society. The Kabaka was a spiritual head and an overall mediator between his people and god, Lubaale. Traditional religion acted as a unifying factor of the kingdom, hence rise and growth.

f) *Language*

Buganda was a homogenous society with the Bantu whose language was Luganda. This made communication easy and swift throughout the kingdom. They also believed in themselves as a united society.

g) Agriculture

Buganda had fertile soils and reliable rainfall. These two factors enabled the Baganda to cultivate a variety of crops. *Matoke* was their basic food. They also kept cattle, sheep and goats on small scale.

h) Controllable size at start

The kingdom of Buganda had a small and controllable size at the beginning and around 16th Century. This favoured easy administration and communication, hence its rise to great height.

1) Good and favourable climate

Buganda Kingdom had good and favourable climate with moderate sunshine and rainfall. This supported agriculture and relevant economic activities in the area.

2) Military strength of the kingdom

Buganda had no standing army. It was the responsibility of every adult male to contribute to the defence of the state. In case of war, the chiefs would call all male adults to contribute a military wing. However, there existed royal bodyguard that maintained the Kabaka's court for protecting him.

3) Unity of the Baganda

The Baganda had their unique feature of unity and togetherness, promoted by language (Luganda) and culture. This equally led to the kingdom's rise growth and expansion.

4) Absence of external attacks

Buganda Kingdom did not experience constant attacks from neighbours. Other neighbouring kingdoms such as Bunyoro, Ankole and Karagwe were weak and still growing.

2. Examine the factors that led to the rise of Kongo Kingdom.

a) Presence of River Zaire

This River provided a conducive atmosphere for fishing. It was a fishing ground which favoured the economic development of Kongo. Fish was used as food as well as commodity for trade with the local people and beyond.

b) Trade

Kongo Kingdom practised trade with its locals and the neighbouring states. The items traded included iron implements, slaves, agricultural products and hand craft industry products. The revenue acquired was used to strengthen the kingdom.

c) Contributions from vassal states

There was also income from tributary states which was paid in form of fish, ivory, meat and minerals.

This favoured the growth and rise of Kongo Kingdom.

d) Availability of minerals

The Kingdom of Kongo was rich in minerals such as copper and iron. These items were traded with the Portuguese. The kingdom earned a lot of income from the minerals.

e) Agriculture

Kongo Kingdom had fertile soil which favoured growth of crops. People cultivated cassava, maize, beans and sweet potatoes. The kingdom did

not experience serious famine.

f) Art and craft

Many people in the kingdom had skills in pottery and weaving. They made pots and pipes, and wove fine cloth. They traded these items with the people of Atlantic Ocean in exchange for seashells and salt. This helped the kingdom stabilise and rise.

g) Able leaders

Kongo Kingdom had able, strong and brave leaders who organised the kingdom under effective control. The leaders ensured that there was peace and prosperity in the kingdom. Some of the notable kings were King Afonso and King Alvaro I.

h) Strong army

The kingdom had an army equipped with iron weapons such as spears, bows and iron arrows. The army defended the kingdom and protected its boundaries.

i) Absence of external and internal attacks

There were no external threats to the kingdom. Attacks were less, if at all there was any. King

Afonso even used the Portuguese mercenaries and guns to exert direct control over defence, tribute collections and long distance trade.

3. Factors for the collapse of Kongo Kingdom were as follows:

a) *The intertribal conflicts*

Various tribes started fighting amongst themselves in the Kingdom of Kongo. These conflicts became so much common after the death of King Antonia. The conflicts ended up weakening the kingdom.

b) *The Ambuila battle of 1665*

The Portuguese seriously fought with the Kongolese army over the mining of copper. Kongolese army was defeated and King Antonia was killed and his hand cut and transported to Portugal. This made the kingdom collapse.

c) *Stopping of slave trade and slavery*

The coming of Europeans in the 19th Century led to the stopping of slave trade. This made the kingdom become so weak economically.

External attacks

Portugal. This marked the end of Kongo Kingdom.

d) *The presence of the Portuguese in Kongo Kingdom*

1.7. Additional activities

Remedial activities

Evaluate the similarities between the factors for the rise and growth of Buganda and the factors for the rise and growth of Kongo

Expected answer

The common factors for the rise and growth of Buganda and Kongo kingdom are:

- Strong leaders
- Centralised administration
- Smooth succession of leaders
- Trade
- Strategic location
- Fertile soils and favourable climate
- Strong army
- Begun as small state.

Consolidation activities

Make an essay on the factors that lead to the rise of Buganda kingdom.

Expected answers

The following are the factors that lead to the rise of Buganda kingdom:

a) *Centralised administration*

Buganda was a highly centralised state under a king known as *Kabaka*. He was assisted by three important officials; the prime minister, the treasurer and chief justice. The king was a source of power from the head administrative unit to the bottom level.

b) *Able leaders*

The Kingdom of Buganda rose to great height due to influential and strong leaders such as Kabaka Mutesa I and Kabaka Mwangi.

c) *Trade*

Buganda Kingdom participated in trade with its neighbours such as Ankole, Bunyoro, Karagwe and Rwanda. It traded in bark cloth and iron. The kingdom also participated in long distance trade of East and Central Africa. This boosted its economic progress.

d) *Fertile soils*

Buganda Kingdom lied on the shores of Lake Victorian and Lake Kyoga. It had fertile soils that favoured crops growth, this attracted more population in the area hence steady rise.

e) *Traditional religion*

Buganda was a religious society. The Kabaka was a spiritual head and an overall mediator between his people and god, Lubaale. Traditional religion acted as a unifying factor of the kingdom, hence rise and growth.

f) *Language*

Buganda was a homogenous society with the Bantu whose language was Luganda. This made communication easy and swift throughout the kingdom. They also believed in themselves as a united society.

g) *Agriculture*

Buganda had fertile soils and reliable rainfall. These two factors enabled the Baganda to cultivate a variety of crops. *Matoke* was their basic food. They also kept cattle, sheep and goats on small scale.

h) Controllable size at start

The kingdom of Buganda had a small and controllable size at the beginning and around 16th Century. This favoured easy administration and communication, hence its rise to great height.

i) Good and favourable climate

Buganda Kingdom had good and favourable climate with moderate sunshine and rainfall. This supported agriculture and relevant economic activities in the area.

j) Military strength of the kingdom

Buganda had no standing army. It was the responsibility of every adult male to contribute to the defence of the state. In case of war, the chiefs would call all male adults to contribute a military wing. However, there existed royal bodyguard that maintained the Kabaka's court for protecting him.

k) Unity of the Baganda

The Baganda had their unique feature of unity and togetherness, promoted by language (Luganda) and culture. This equally led to the kingdom's rise growth and expansion.

l) Absence of external attacks

Buganda Kingdom did not experience constant attacks from neighbours. Other neighbouring kingdoms such as Bunyoro, Ankole and Karagwe were weak and still growing.

Extended activities

Compare the factors for the rise of Rwanda with those of Kongo and Buganda kingdom

Expected answer

When someone try to compare both factors, that is, factors for the rise and growth of Rwanda kingdom with those of Kongo and Buganda kingdoms, one ca say that they are somehow the same. In all kingdoms there are unity, good leadership, patriotism and nationalism and even the reward.

UNIT 2

THE LONG DISTANCE TRADE

Key Unit competence To be able to explain the rise, decline and effects of The Long Distance Trade.

2.1. Prerequisite knowledge, skills, attitude and values)

This unit is linked to Trade and exchange in Economics and Entrepreneurship. The students should have knowledge on meaning of trade learners in primary six “social studies” and origin, organisation and decline of Trans Saharan Trade as well as in Trans-Atlantic triangular trade in Senior one.

2.2. Introductory activity and guidance

A) Introductory activity (unity level)

Use dictionary, textbooks, internet to answer the following questions:

1. Find out the meaning of the word ‘distance’.
2. From your knowledge of Entrepreneurship, define trade.
3. Now link the two, to explain what the long distance trade is.

B) Guidance on introductory activity

At the beginning of this *Unit 4*, the introductory activity motivates students to do activity **2.1** on page 85. It will help the students to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they did not know before. As they are engaged in the lessons of this unit, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be inquisitive to know how the The Long Distance Trade was developed and declined in East Africa.

2.3. List of lessons/sub-heading

#	Lesson titles	Learning objectives	Number of periods
1	Factors for the rise of the The Long Distance Trade	Explain the causes for the rise and expansion of the long distance trade	1
2	Reasons for the decline of The Long Distance Trade	Explain reasons for the decline of The Long Distance Trade.	1
3	Effects of The Long Distance Trade	Examine the effects of the long distance trade.	1
4	End unit assessment		1

Guidance on different lessons

2.3.1. Lesson 1: Factors for the rise of the Long Distance Trade

a) Learning objective

Explain the causes for the rise and expansion of the long-distance trade

b) Teaching resources

The following materials will help the teacher during the lessons: Senior 2 History student's Book, Internet, media (newspapers and videos), stories, tactile material, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 2.1

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

- Organise a visit to a nearby trading centre. Let the students take time tackle questions in Activities 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 and another one to record their findings as one of them leads the presentation.

Suggested answers for activities



Answers for introductory activity

1. Distance is the amount of space between two points, usually geographical points, usually measured along a straight line.
2. Trade is buying and selling of goods and services on a market.
3. This was the commercial transaction that took place between trade that took place central and east Africa. As the name suggest, this trade involved traders moving long distances hence the name long distance trade. In most cases, it involved traders travelling thousands of miles from one region to another through hostile environment. This trade was well organized with sophisticated means of trade and well prepared people. The traders were armed with fire arms in case of danger. It was led by experienced men who knew the routes and territories where traders passed.



Answers for learning activity 2.1

The factors that may promote the rise, growth of Long Distance Trade are the following: availability of goods on both sides, hospitality of interior societies, favourable climate, political stability in interior of East Africa.



Answers to the application activity 2.1

The answers to this activity will depend to the location of the school. The students will provide answers according to the questions asked.

The causes for the rise and expansion of the Long Distance Trade are:

- Availability of goods in the interior of both East and Central Africa
- Increased penetration into the interior by coastal people
- Increased demand for slaves in Europe and America
- The vital role played by Indian and Arab merchants in Zanzibar
- The French sugar industries
- Introduction and availability of fire arms
- Division of labour

- Introduction of cowrie shells as a medium of exchange conducted on barter system
- The hospitality of interior societies
- Mutual understanding between the coastal people and the interior tribes
- The climatic factor
- Increased demand for goods
- The introduction of Kiswahili
- Political stability in the interior of East Africa

2.3.2. Lesson 2: Reasons for the decline of the long distance trade

a) Learning objective

Explain effects and reasons for its decline

b) Teaching resources

The following materials will help you during the lesson: Senior 2 History Student 'Book, map showing routes used during the long distance trade, Internet, charts and braille materials for learners with visual impairment. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 2.2

The teacher should try as much possible to make the learning interactive. Give the students time to participate and ask questions and air their views. The following suggested activity can make the teaching/learning interactive: **Activity 2.2** .

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

Suggested answers for activities



Answers for learning activity 2.2

Some of the reasons that may lead to this situation are:

- The trade became less profitable
- Exhaustion of some vital goods
- Poor means of transport
- Over taxation
- Flooding of European cheap goods in the African market



Answers to the application activity 2.2

The reasons for the decline of Long Distance Trade are:

- Long distance trade became less profitable
- Constant interstate wars
- The death of some trade tycoons
- Exhaustion of some vital goods
- The role played by Seyyid Bargash
- The abolition of slave trade by Britain and Belgium parliament in 1820
- Poor means of transport
- Over taxation
- Scramble for and partition of Africa
- Flooding of European cheap goods in the African market

2.3.3. Lesson 3: Effects of the long distance trade

a) Learning objective

Examine the effects of long-distance trade.

b) Teaching resources

The following materials will help the teacher during the lesson: Senior 2 History Learner's Book, Internet, media (newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 2.3 (Effects of Long-Distance Trade)

The teacher should try as much possible to make the learning interactive. Give the students time to participate and ask questions and air their views.

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

Suggested answers for activities



Answers for learning activity 2.3

After reading the Kanyana's scenario, I realised that the effects of the Long Disatance trade are the same .Students are expected to discuss these effects as explained in the *Learner's Book* as well as from other relevant reference materials. Ensure that you assess each student's responses, guiding them on the correct ones and dismissing the wrong ones. Pay attention to additional points they may mention from other books that you may not be having. It therefore means that you also need to read widely so that you do not end up dismissing responses that are correct but you are not informed of.



Answers to the application activity 2.3

- The trade led to interaction of people from varied backgrounds and cultures in East and Central Africa. For example, the interaction of interior people with Arabs at the coast led to the origin of Kiswahili language and adoption of Islam as a religion.
- Long distance trade helped to improve relationship between some African societies which had been enemies before. For example, the Akamba and the Nandi tribes in Kenya had to ignore their traditional differences in order to trade freely.
- The trade depopulated many places. It involved, among others, selling of people as slaves. Many people were killed as they tried to defend themselves against the slave traders. Others were captured, enslaved and sold.
- As trade expanded in East and Central Africa, the old trading centres developed into major towns. These towns included Kilwa, Tabora, Ujiji and Zanzibar.

- Famine was experienced in some areas. This was as a result of slave raid which forced people to flee their homes looking for safer areas. This disorganised the agricultural activities and earlier economic ventures set up by East and Central African people.
- It led to the introduction of new commodities in the interior of East and Central Africa. Such commodities included guns, beads, porcelain materials and clothes.
- The trade revealed how productive the interior of East and Central Africa was. It had a lot of ivory, copper, gold, tortoise shells and rhino horns.
- Europeans developed an interest to control East and Central African areas for easy exploitation of the unexploited resources.
- The use of cowrie shells as a medium of exchange increasingly became important in East Africa. For example, they were used in the kingdoms

2.4 Additional content for the teacher

In this unit "The Long Distance Trade" the content organisation were removed. Use it as additional information

Organisation of long-distance trade

1. Participants

Long distance traders were both locals and visitors from the coast and beyond. The locals included the interior African tribes such as the Yao, Akamba, Nyamwezi, Baganda, Bisa, Banyoro, Ganda and Kikuyu. These tribes provided commodities and security to the traders. Visitors to the interior whose aim was to trade were the Arabs and Europeans. They brought manufactured products.

2. Trade items

The interior African tribes provided the following commodities to traders: ivory, gold, slaves, ostrich feathers, leopard and zebra skins, copper and rubber.

The Arabic/foreign goods included guns, gunpowder, clothes, iron products, knives, beads, plates, sugar, saucepans and mirrors

3. Means of transport and communication

Originally, traders used to move on foot from the East African Coast to the interior of East Africa. Later on, donkeys were introduced from

Saudi Arabia, hence making transportation of goods easier. The mode of communication at first was a problem. Later on, the interaction between the Bantus and Arabs led to the formation of Kiswahili language that was commonly used in the business.

Kiswahili was used as a medium of communication by traders while exchanging goods. It initially started at the Coast. Later on, it spread to the interior parts of East Africa.

4. Means of exchange

At the beginning of this trade, barter system was used. This was associated with transaction problems. Later on, cowrie shells were introduced and used as a medium of exchange.

5. Major trade routes of the long distance trade

The long distance trade was conducted through four main routes. These were: the southern route, the central route, the northern route and the Khartoum route.

The southern route

This began from coastal port in towns of Kilwa, Malindi and Sofala. It ran through southern Tanganyika, modern Mozambique and south of Lake Malawi. It extended to corridors of Yao and Biza region.

Slave trade was a dominant activity carried out along this route. The Yao tribe dominated the trade.

The central route

It began from the port of Bagamoyo and extended into the interior across Tanganyika to Ujiji on Lake Tanganyika. It crossed the Lake to reach the Congo basin. From Tabora, the route diverted northwards to link the kingdoms of Karagwe, Buganda, Ankole and Bunyoro. Again, this central route branched southwards to enter the corridors of Lake Tanganyika, Lake Rukwa and Lake Malawi. The Nyamwezi people dominated this route. The main trading item was ivory.

The northern route

This started from the ports of Pangani, Mombasa and Tanga. It passed through north east Tanganyika and Nyika plateau of Kenya to western Kenya, Lake Rudolf and eastern shores of Lake Victoria. The Akamba, Kikuyu and Mrima people were prominent traders along this route.

They dealt in goods such as ivory, slaves, traditional medicine and poisoned arrows.

The Khartoum route

This route followed the present day Nile River up to Sudan in the Nile valley. It crossed the Mediterranean Sea. It was mainly dominated by Khartoumers from Sudan. The Khartoumers traded with sedentary societies of northern Kenya and northern Uganda. This route mainly dealt in slaves and ivory.

2.5. End unit assessment



Answers for end unit assessment

1. This was trade conducted over long distances between the interior of central and East Africa and the East African coast. This trade involved long distances
2. Assess learners' discussion on the factors for the rise of the long-distance trade. More details are found in the Learner's Book.

The following points are given to guide you.

- a) Availability of goods in the interior of both East and Central Africa
- b) Increased penetration into the interior by coastal people
- c) Increased demand for slaves in Europe and America
- d) The vital role played by Indian and Arab merchants in Zanzibar
- e) The French sugar industries
- f) Introduction and availability of fire arms
- g) Division of labour
- h) Introduction of cowrie shells as a medium of exchange conducted on barter system
- i) The hospitality of interior societies
- j) Mutual understanding between the coastal people and the interior tribes
- k) The climatic factor
- l) Increased demand for goods
- m) The introduction of Kiswahili
- n) Political stability in the interior of East Africa

3. Reasons for the decline of long distance trade.

Learners responses should have a detailed explanation of the following points:

- Long distance trade became less profitable
- Constant interstate wars
- The death of some trade tycoons
- Exhaustion of some vital goods
- The role played by Seyyid Bargash
- The abolition of slave trade by Britain and Belgium parliament in 1820
- Poor means of transport
- Overtaxation
- Scramble for and partition of Africa
- Flooding of European cheap goods in the African market

A detailed explanation of each of these points is available from the S2 History (Learner's Book)

4. Effects of long distance trade

Long distance trade had **social economic** and **political effects**.

Students are expected to discuss these effects as explained in the Student's as well as from other relevant reference materials. Ensure that you assess each learner's responses, guiding them on the correct ones and dismissing the wrong ones. Pay attention to additional points they may mention from other books that you may not be having. It therefore means that you also need to read widely so that you do not end up dismissing responses that are correct but you are not informed of.

2.6. Additional activities

Remedial activities

Discuss the effects of the long distance trade and make an oral presentation of the results to the class.

Expected answer

The effects of The Long Distance Trade are:

- The trade led to interaction of people from varied backgrounds and cultures in East and Central Africa. For example, the interaction of interior people with Arabs at the coast led to the origin of Kiswahili language and adoption of Islam as a religion.
- The Long distance trade helped to improve relationship between

some African societies which had been enemies before. For example, the Akamba and the Nandi tribes in Kenya had to ignore their traditional differences in order to trade freely.

- The trade depopulated many places. It involved, among others, selling of people as slaves. Many people were killed as they tried to defend themselves against the slave traders. Others were captured, enslaved and sold.
- As trade expanded in East and Central Africa, the old trading centres developed into major towns. These towns included Kilwa, Tabora, Ujiji and Zanzibar.
- Famine was experienced in some areas. This was as a result of slave raid which forced people to flee their homes looking for safer areas. This disorganised the agricultural activities and earlier economic ventures set up by East and Central African people.
- It led to the introduction of new commodities in the interior of East and Central Africa. Such commodities included guns, beads, porcelain materials and clothes.
- The trade revealed how productive the interior of East and Central Africa was. It had a lot of ivory, copper, gold, tortoise shells and rhino horns.
- Europeans developed an interest to control East and Central African areas for easy exploitation of the unexploited resources.
- The use of cowrie shells as a medium of exchange increasingly became important in East Africa. For example, they were used in the kingdoms

Consolidation activities

Discuss in groups the factors for the rise, expansion and growth of The Long Distance Trade of the 19th Century

Expected answers

The following are the factors for the rise, expansion and growth of The Long Distance Trade:

- Availability of goods in the interior of both East and Central Africa
- Increased penetration into the interior by coastal people
- Increased demand for slaves in Europe and America
- The vital role played by Indian and Arab merchants in Zanzibar

- The French sugar industries
- Introduction and availability of fire arms
- Division of labour
- Introduction of cowrie shells as a medium of exchange conducted on barter system
- The hospitality of interior societies
- Mutual understanding between the coastal people and the interior tribes
- The climatic factor
- Increased demand for goods
- The introduction of Kiswahili
- Political stability in the interior of East Africa

Extended activities

Discuss the positive effects of the long distance trade.

Expected answer

- The long distance trade communities managed to build themselves large armies.
- The Long distance trade communities managed to build themselves large armies.
- The long distance trade led to state formation of East Africa.
- The firearms introduced strengthened some African communities. A lot of African societies that were weak before were able to stage strong. It led to emergence of people with skills.

UNIT 3

CAUSES AND IMPACT OF THE AMERICAN REVOLUTION

Key Unit competence: To be able to explain the causes and impact of The American Revolution.

3.1. Prerequisite (knowledge, skills, attitude and values)

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

- Meaning of revolution.
- American Settlement.
- Transatlantic Slave Trade
- Meaning of Democracy.
- Human Rights

3.2. Introductory activity and guidance

A) Introductory activity (unity level)

1. Discuss the causes of the 1990 liberation war in Rwanda. Use the knowledge gained from internet, textbooks and other sources of information in your discussion. Let one of you compile a report for class presentation.
2. From the causes provided, give the meaning of The American Revolution

B) Guidance on learning activity

At the beginning of this *Unit 9*, the introductory activity motivates students to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they did not know before. As they get engaged in the lessons of this unit, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be inquisitive to know what happens during America revolution.

3.3. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Causes of The American Revolution	Identify the causes of the American revolution.	2
2	Consequences of The American Revolution	Explain the impact of the American revolution	1
3	End unit assessment		1

Guidance on different lessons

3.3.1. Lesson 1: Causes of The American Revolution

a) Learning objective

Identify the causes of the American revolution.

b) Teaching resources

There are many resources that can be used in teaching this lesson such as: teacher's guide and student book for senior 2

Teaching materials: world map, American map and Thirteen North American colonies map, internet, testimonies, press media, tactile materials, Braille materials can be availed if there are impaired learners.

Learning activities

Guidance to learning activity 4,1

Let students do **activity 4.1** in small groups followed by a plenary discussion. If there is a resource person, he/she can be invited and put on his/her input. Remember to let the 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.

Suggested answers for activities



Answers for introductory activity

1. The causes of the 1990 liberation war in Rwanda are:

- The long exile
- The refusal to allow Rwandan refugees to return home
- Ethnic and regional divisionism
- Intimidation and killing of opposition politicians
- Increasing dictatorship in Rwanda
- Participation of Rwandans in other movements of national liberation
- The military option.

2. American Revolution was a socio –political and economic upheaval that took place in America between 1665 and 1683. Thirteen American colonies rejected the British monarchy and dictatorship. They overthrew the authority of Great Britain and founded the United States of America. The American Revolution is also known as the American war of independence



Answers for learning activity 3.1

1. Three factors that led to rise of Kongo kingdom:

Presence of River Congo The river provided a good fishing ground for the locals. Fish not only provided food but also served as a commodity for trade with neighbouring communities.

Strong army. The kingdom had an army equipped with iron weapons such as spears, bows and iron arrows. The army defended the kingdom and protected its boundaries.

Art and craft Many people in the kingdom had skills in pottery and weaving. They made pots and pipes and wove fine cloth from barks of some trees. They traded these items with the people of Atlantic Ocean in exchange for seashells and salt. This helped the kingdom stabilise and rise.

2. Trade led to the rise of Kongo Kingdom :

Kongo Kingdom practised trade with its locals and the neighbouring states. The items traded included iron implements, slaves, agricultural products and handcraft industry products. For instance, people mined iron and copper for their use and for trade. They also produced pottery and clothing. They traded in these items and the income was used to grow and expand the kingdom.

3. Agriculture led to the rise of Kongo Kingdom:

Agriculture was the basis of production in the Kongo Kingdom. The soil was fertile and favoured growth of crops. People cultivated cassava, maize, beans and sweet potatoes. The kingdom did not experience serious famine. In the villages, land was owned communally. The harvests were divided among families, with some set aside for payment of taxes. Towns were reliant on forced labour to farm plantations.



Answers to the application activity 3.1

The following are the long term causes of American revolution:

Some of the political causes, discussed in the Learner's Book in detail are:

- The rise and growth of nationalism among the Americans
- The effects of Anglo-French war of 1656-63
- The role played by revolutionary leaders
- The passing of intolerable acts
- The character of king George III of England
- The oppressive rule of the British government
- The Boston massacres of 1660
- Undemocratic nature of the British leadership
- Inter-colonial congress at Philadelphia
- Need for independence
- The role of philosophers

Some of the economic causes, discussed in the Learner's Book in detail are:

- Poor economic policy of the British
- Trade monopoly by the British
- The unfair taxation system
- Exploitation of American resources
- Inflation
- Forced labour
- Unemployment

Some of the economic causes, discussed in the Learner's Book in detail are:

- The role of political philosophers
- Foreign support
- Religious intolerance
- Discrimination of Americans.

The immediate cause of the American revolution is the Boston tea party in 1663

3.3.2. Lesson 2: Consequences of the American Revolution

a) Learning objective

Explain the impact of the American revolution

b) Teaching resources

The following materials will help the teacher during the lessons; senior two history student'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 students with hearing impairment.

Learning activities

Guidance to learning activity

Let students do the planned activity in small groups followed by a plenary discussion. If there is a resource person, he/she can be invited and put on his/her input. Remember to let the students write points as they discuss in groups. They should appoint one student to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

Suggested answers for activities



Answers for learning activity 3.2

The answer to this activity will depend on the film observed.

The impact of American revolution observed in the film are:

- Loss of lives
- It led to the destruction of property
- It led to the inclusion of blacks into Americans citizens which had earlier been denied to them by the British.
- The monopoly of the protestant church was removed leading to freedom of worship among the Americans.
- It led to French revolution due to the effects on the French government like financial crisis in France and the spread of revolutionary ideas by the ex-soldiers of the American war of independence like General Lafayette.



Answers to the application activity 3.2.

Some of the positive impact of American revolution are:

- It led to the inclusion of blacks into Americans citizens which had earlier been denied to them by the British.
- The monopoly of the protestant church was removed leading to freedom of worship among the Americans.
- It led to the inclusion of blacks into American citizenship: blacks were given nationality after revolution
- The monopoly of the protestant church was removed : there was freedom of worship
- It led to the granting of independence to the Americans: At Paris treaty of 1683 the British king recognized the colonies of America to be free, sovereign and independent
- There was liberalization of trade: Americans became free to carry out trade without British monopoly
- It created good diplomatic relationship between France and America: This was due to the assistance rendered by the French
- It increased the status of women:it led to women emancipation
- It led to the creation of USA: American colonies were confederated into United States of America
- It increased the status of George Washington He became the president of USA because of his struggle for independence
- Washington D.C became a capital city: In acknowledgement of the first president elected, the capital city of USA carries his name "Washington
- The American Revolution will serve as an example to other revolutions: especially in South America and French Revolution
- The instauration of democracy : USA became a democratic state
- It led to the end of heavy taxation
- The recognition of civil rights of blacks and slaves

3.4. Additional content for the teacher

On this unit the teacher will emphasis on the causes and consequences of the American Revolution but let student get other information about the American Revolution mainly the course as it will help the to discover the effects of the American Revolution.

A timeline of the American Revolution from 1663 - 1686

From the signing of the Treaty of Paris in 1663 to the Constitutional Convention in 1686

1663: 10 February: Signing of the Treaty of Paris

Ending the Seven Year's War, also known as the French and Indian War in North America. France ceded all mainland North American territories, except New Orleans, in order to retain her Caribbean sugar islands. Britain gained all territory east of the Mississippi River; Spain kept territory west of the Mississippi but exchanged East and West Florida for Cuba.

6 October: Proclamation of 1663

Wary of the cost of defending the colonies, George III prohibited all settlement west of the Appalachian Mountains without guarantees of security from local Native American nations. The intervention in colonial affairs offended the thirteen colonies' claim to the exclusive right to govern lands to their west.

1664: 5 April: Sugar Act

The first attempt to finance the defence of the colonies by the British Government. In order to deter smuggling and to encourage the production of British rum, taxes on molasses were dropped; a levy was placed on foreign Madeira wine and colonial exports of iron, lumber and other goods had to pass first through Britain and British customs. The Act established a Vice-Admiralty Court in Halifax, Nova Scotia to hear smuggling cases without jury and with the presumption of guilt. These measures led to widespread protest.

1665: 22 March: Stamp Act

Seeking to defray some of the costs of garrisoning the colonies, Parliament required all legal documents, newspapers and pamphlets required to use watermarked, or 'stamped' paper on which a levy was placed.

15 May: Quartering Act

Colonial assemblies required to pay for supplies to British garrisons. The New York assembly argued that it could not be forced to comply.

30 May: Virginian Resolution

The Virginian assembly refused to comply with the Stamp Act.

6-25 October: Stamp Act Congress

Representatives from nine of the thirteen colonies declare the Stamp Act unconstitutional as it was a tax levied without their consent.

1666: 18 March: Declaratory Act

Parliament finalises the repeal of the Stamp Act, but declares that it has the right to tax colonies

1666: 29 June: Townshend Revenue Act (Townshend Duties)

Duties on tea, glass, lead, paper and paint to help pay for the administration of the colonies, named after Charles Townshend, the Chancellor of the Exchequer. John Dickinson publishes Letter from a Philadelphian Farmer in protest. Colonial assemblies condemn taxation without representation.

1668 :1 October: British troops arrive in Boston in response to political unrest

1660: 5 March: Boston Massacre

Angered by the presence of troops and Britain's colonial policy, a crowd began harassing a group of soldiers guarding the customs house; a soldier was knocked down by a snowball and discharged his musket, sparking a volley into the crowd which kills five civilians.

12 April: Repeal of the Townshend Revenue Act

1662: 10 June: Burning of the Gaspee

The revenue schooner Gaspee ran aground near Providence, Rhode Island and was burnt by locals angered by the enforcement of trade legislation

1663: July: Publication of Thomas Hutchinson letters

In these letters, Hutchinson, the Massachusetts governor, advocated a 'great restraint of natural liberty', convincing many colonists of a planned British clamp-down on their freedoms.

10 May: Tea Act

In an effort to support the ailing East India Company, Parliament exempted its tea from import duties and allowed the Company to sell its tea directly to the colonies. Americans resented what they saw as an indirect tax subsidising a British company.

16 December: Boston Tea Party

Angered by the Tea Acts, American patriots disguised as Mohawk Indians dump £9,000 of East India Company tea into the Boston harbour.

1664: May to June: Intolerable Acts

Four measures which stripped Massachusetts of self-government and judicial independence following the Boston Tea Party. The colonies responded with a general boycott of British goods.

September: Continental Congress

Colonial delegates meet to organise opposition to the Intolerable Acts.

1665: 19 April: Battles of Lexington and Concord

First engagements of the Revolutionary War between British troops and the Minutemen, who had been warned of the attack by Paul Revere.

16 June: Continental Congress appoints George Washington commander-in-chief of Continental Army

Issued \$2 million bills of credit to fund the army.

16 June: Battle of Bunker Hill

The first major battle of the War of Independence. Sir William Howe dislodged William Prescott's forces overlooking Boston at a cost of 1054 British casualties to the Americans' 366.

5 July: Olive-Branch Petition

Congress endorses a proposal asking for recognition of American rights, the ending of the Intolerable Acts in exchange for a cease fire. George III rejected the proposal and on 23 August 1665 declared the colonies to be in open rebellion.

1665-1666: Winter: Invasion of Canada by Benedict Arnold

1666: 9 January: Thomas Paine's Common Sense published anonymously in Philadelphia

2 May: France provides covert aid to the Americans

4 July: Continental Congress issues the Declaration of Independence

August - December: Battles of Long Island and White Plains

British forces occupy New York after American defeats.

26 December: Battle of Trenton, New Jersey, providing a boost to American morale.

1666: 2-3 January: Battle of Princeton, New Jersey

General Washington broke camp at Trenton to avoid a British advance, attacking the British rearguard and train near Princeton and then withdrawing to Morristown.

13 October: British surrender of 5,600 troops at Saratoga

Lacking supplies, 5,600 British, German and loyalist forces under Major General John Burgoyne surrender to Major General Horatio Gates in a turning point in the Revolutionary War.

1668: 6 February: France recognises US Independence.

1680 16 August: US Defeat at battle of Camden

1681 1 March: Ratification of the Articles of Confederation

5 September: Battle of the Capes, denying British reinforcements or evacuation.

18 October: Surrender of British forces under Cornwallis at Yorktown.

1682 5 March: British Government authorises peace negotiations.

1683 3 September: Treaty of Paris, formally ending the Revolutionary War

1686-1686 Shays's Rebellion

Massachusetts rebellion led by the Revolutionary War veteran Daniel Shays against high taxes.

1686 25 May: Constitutional Convention

Adoption of the American Constitution

3.5. End unit assessment



Answers for end unit assessment

1. The following are the expected answers that need to be explained in detail:
 - The rise and growth of nationalism among the Americans
 - The effects of Anglo-French war of 1656-63
 - The role played by revolutionary leaders
 - The passing of intolerable acts
 - The character of king George III of England
 - The oppressive rule of the British government
 - The Boston massacres of 1660
 - Undemocratic nature of the British leadership
 - Inter-colonial congress at Philadelphia
 - Need for independence
 - The role of philosophers
 - Poor economic policy of the British
 - The Boston tea party in 1663 14.
 - Trade monopoly by the British

2. This question should be answered a question 1 above about the causes of American war of independence
3. This question requires that learners discuss both the negative and positive effects of American Revolution. The points to be discussed are as follows:
 - Loss of lives
 - It led to the destruction of property
 - It led to the inclusion of blacks into Americans citizens which had earlier been denied to them by the British.
 - The monopoly of the protestant church was removed leading to freedom of worship among the Americans.
 - It led to French revolution due to the effects on the French government like financial crisis in France and the spread of revolutionary ideas by the ex-soldiers of the American war of independence like General Lafayette.
4. The economic causes of the American revolution are:
 - Poor economic policy of the British
 - The Boston tea party in 1663
 - Trade monopoly by the British
 - The unfair taxation system

3.6. Additional activities

Remedial activities

Questions

1. Explain any two political causes of the American Revolution?

Answers

1. The two political causes of the American Revolution were:
 - *The rise of literates' class and class and philosophers like Sam Adams and Thomas Jefferson.* These ones persuaded all Americans to fight for their freedom from the British hands. This determination resulted in American war for independence of 1666.
 - *Military and financial assistance of France.* France sent troops led by General Marquis Delafayette to America with the prime objective of revenging against Britain which from 1656-1663 fought, defeated France and grabbed France colonies of India and Canada. During this assistance, France lost (spent) 2000 million French livres as a financial assistance.

Consolidation activities

Questions

Explain the role played by philosophers in outbreak of the America Revolution?

Answers

Philosophers were intellectuals and great thinkers who exposed the wrongs of the British government to the Americans. Philosophers such as Thomas Penn and Patrick Henry inspired and awakened Americans to fight for their independence. They used newspapers such as New York gazette, American Mercury and The Boston News.

Extended activities

Questions

1. Was the American Revolution justified? Explain
2. The American Revolution influenced French Revolution. How far do you agree this view?

Answers

1. Refer to the causes of the American Revolution in learner's book Year 2 It led to French Revolution because it had on the French government. For example, there was a financial crisis in France. There was also the spread of revolutionary ideas by the ex-soldiers of the American Revolution such as General Lafayette

UNIT 4

THE INDUSTRIAL REVOLUTION

Key Unit competence: To be able to explain the causes and consequences of the industrial revolution, technical inventions and their inventors.

4.1. Prerequisite (knowledge, skills, attitude and values)

While teaching this unit, ensure you draw a link to industrialisation in Economics and Geography and different scientific discoveries in Chemistry, Physics and Biology.

4.2. Introductory activity and guidance

A) Introductory activity (unity level)

1. Use a dictionary or Internet to find out the meanings of the following words:
 - i. Revolution
 - ii. Industry
2. Use an atlas to locate England on the map of Europe.

B) Guidance on introductory activity

Ask students to use textbooks from library or internet to do **learning activity 8.1**. Take note on each word. Later on some of them will share to the rest of the class. The teacher will harmonise the answers as they are provided by the students.

4.3. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Factors that led to the industrial revolution	Explain the factors that led to the industrial revolution.	1
2	Effects of the industrial revolution	Discuss the effects of the industrial revolution in Europe and the rest of the world	1
3	Factors for formation of Trade unions	Identify factors for the formation of Trade Unions	1

4	Technical inventions and their inventors	Identify technical inventions and their inventors	1
5	End unit assessment		1

Guidance on different lessons

4.3.1. Lesson 1: Factors that led to the industrial revolution

a) Learning objective

Explain the factors that led to the industrial revolution.

b) Teaching resources

During the delivery of this subtopic, the teacher will need: Senior 2 History Learner's Book, documents on the industrial revolution, Internet, charts, films, atlas, wall maps, pictures and photographs, media (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching students with hearing impairment

Learning activities

Guidance to learning activity 3.1

The teacher should try as much possible to make the learning interactive. Give the students time to participate and ask questions and air their views. The following suggested activity can make the teaching/learning interactive: **Activity 8.1**

Let the students do the provided activities both in groups and individual basis to test their progress in understanding the intended goals.

Remember to let them write points as they discuss in groups. They should appoint one student to represent them during plenary discussion. Alternatively, they should also appoint a secretary to help them in listing agreed on points on a board, as one of them leads the presentation.

Suggested answers for activities

Answers for introductory activity



Answers for introductory activity

- 1. Revolution:** is a change that takes place in a given society
Politics: an organisation of power running a government or an organisation
Industry: business that produce goods as opposed to service



Answers for learning activity 4.1

1. The two types of industries of industries found in the special economic zone of Rwanda in Masoro are: Ameki color, Kansai Plascon Rwanda Ltd, Landy industries, Maraphone Rwanda Ltd, SOPHRA Ltd, Finest Traders Ltd, Sanfintra, Adma International, azam, VOLKSWAGEN Mobility Solution Rwanda, SPERANZA, Printex, YARA Limited Rwanda...
2. Two products of Inyange industries are: water, milk, juice.
3. The reasons that made the Rwandan industries to grow are: government policies, the space....



Answers to the application activity 4.1

The factors that led to industrial revolution in Europe are:

- Abolition of feudalism
- Technological leadership
- Natural resources
- Presence of a large labour force
- Ready market
- Enough capital
- Development in the financial institutions
- Renaissance (rebirth of knowledge)

4.3.2. Lesson 2: Effects of the industrial revolution

a) Learning objective

Discuss the effects of the industrial revolution in Europe and the rest of the world.

b) Teaching resources

During the delivery of this subtopic, the teacher will need: Senior 2 History student's Book, documents on The industrial revolution, Internet, charts, films, atlases, wall maps, pictures and photographs, media (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching students with hearing impairment.

Learning activities

Guidance to learning activity

The teacher should try as much possible to make the learning interactive. Give the students time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive: **Activity 8.2**

Arrange the students in groups of five and make them do activities provided in the Students' Book and do them individually to test students' capacity to grasp intended objectives. *The teacher* can also choose one of them to lead a question-and-answer session.

Remember to let them write points as they discuss in groups. They should appoint one student to represent them during plenary discussion. Alternatively, they should also appoint a secretary to help them in listing agreed on points on a board, as one of them leads the presentation.

Suggested answers for activities



Answers for learning activity 4.2

1. Three factors that led to the Industrial Revolution:

- Lack of internal custom barriers: No internal custom barriers that would discourage investors to invest in industrialisation.
- Political stability Britain had enjoyed a period of relative peace and stability unlike Germany, Italy and France. Britain kept off from European conflicts as well.
- Favorable government policy The government of Britain lowered taxes on profits to support the business class. This also encouraged industrialisation to take place.

2. England was the first country to be industrialised in Europe because of the following factors:

- Plentiful natural resources: Britain had natural resources like coal, iron, swift flowing rivers that were used in the running of machines. Moreover, the country had access to raw materials from colonies like India, America and Africa.
- Ready workforce: England had a large labour force due to increase in population as well as influx of people from Spain and France.
- Prosperous economy: Britain had accumulated a lot of wealth from her trade with other countries and later from her colonies which was invested in industrialization.
- Availability of capital and demand: England had a well developed banking and insurance system where banks offered credit facilities and insurance companies provided security.
- Stable government: Britain enjoyed a period of relative peace and stability which encouraged industrialisation.



Answers to the application activity 4.2

The effects of industrial revolution can be classified either negative or positive as described below:

Positive effects	Negative effects
There was expansion of international trade	New machines which were used led to unemployment of many people.
It led to the development of modern transport and communication systems	It led to need of raw material and market from Africa and subsequent colonisation of Africa
It led to urbanisation	It led to increased utilisation of idle resources that not in use before
It increased the demand for services provided by lodges	The fumes from industrial centres led to environmental degradation
It led to collapse of Feudalism in Europe	Industrial revolution led to exploitation of workers by industrial owners
It helped the middle class to get political power	Child labour in mines and mills in England increased
Industrial revolution led to rise of socialism	Industrial accidents increased
It increased the number of middle class for these owned factories and mines	
It led to rural-urban migration	
It led to increase in population in Europe	

4.3.3. Lesson 3: Factors for the formation of Trade Unions

a) Learning objective

Discuss the factors for the formation of Trade Unions in Europe.

b) Teaching resources

During the delivery of this subtopic, the teacher will need: Senior 2 History student's Book, documents on The industrial revolution, Internet, charts, films, atlases, wall maps, pictures and photographs, media (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching students with hearing impairment.

Learning activities

Guidance to learning activity

The teacher should try as much possible to make the learning interactive. Give the students time to participate and ask questions and air their views. The following suggested activities can make the teaching/learning interactive: **Activity 3.3**

Arrange the students in groups of five and make them do activities provided in the Students' Book and do them individually to test students' capacity to grasp intended objectives. *The teacher* can also choose one of them to lead a question and answer session.

Remember to let them write points as they discuss in groups. They should appoint one student to represent them during plenary discussion. Alternatively, they should also appoint a secretary to help them in listing agreed on points on a board, as one of them leads the presentation.

Suggested answers for activities



Answers for learning activity 4.3

A trade union, also known as a labor union, is an organized association of workers in a particular trade, industry, or profession who join together to promote and protect the rights, welfare, and working conditions of their members.



Answers to the application activity 4.3

The following factors contributed to the emergence of trade unions during industrial revolution:

- There were working long hours and days, 12 to 14 hours a day, six to seven days
- Low wages/salary
- Difficult working conditions (lack of safety measures)
- Accidents caused by unsafe machines
- Lack of health/medical insurance
- Need to avoid child labor
- Absence of holidays
- Illegal dismissal
- Harsh rules and regulations
- Lack of sick leaves
- Lack of accommodation among others

4.3.4 Lesson 4: Technical inventions and their inventors

a) Learning objective

Identify technical inventions and their inventors.

b) Teaching resources

During the delivery of this sub topic, teacher will need: Senior 2 History student's Book, documents on The Industrial Revolution, Internet, charts, films, atlases, wall maps, pictures and photographs, media (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials.

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

Learning activities

Guidance to learning activity 8.4

The teacher should try as much possible to make the learning interactive. Give the students time to participate and ask questions and air their views.

The following suggested activities can make the teaching/learning interactive: **Activity 8.4**

Arrange the students in groups of five and make them do activities provided in the Student Book and do them individually to test students' capacity to grasp intended objectives. The teacher can also choose one of them to lead a question and answer session.

Remember to let them write points as they discuss in groups.

They should appoint one student to represent them during plenary discussion.

Alternatively, they should also appoint a secretary to help them in listing agreed on points on a board, as one of them leads the presentation.

Suggested answers for activities



Answers for learning activity 4.4

During Neolithic revolution the following development were made:

- They 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).



Answers to the application activity 4.4

The technical inventions include:

- Spinning mule (or Crompton's mule) by Samuel Crompton
- Spinning jenny by James Hargreaves
- Water frame by Richard Arkwright
- Steam engine by James Watt
- Flying shuttle by John Kay
- Robert Fulton's "steamboat"
- Stephenson's "steam powered train among others"

4.4. Additional information for the teacher

In this unit “The industrial revolution” the content “political, economic and social situation in England before the industrial revolution” was removed. In order to teach the remaining content, the teacher should introduce this unit by using this situation in England, but don't emphasize on it more, because it will help the students to understand other contents on the industrial revolutions

4.5. End unit assessment



Answers for end unit assessment

1. Industrial Revolution refers to the changes in the methods of production where machines replaced human labour. It began in Europe in 1850s before spreading to other countries.
2. The factors that led to Industrial Revolution in England are:
 - The abolition of feudalism
 - Technological leadership
 - Natural resources
 - Presence of a large labour force · Ready market.
 - Enough capital.
 - Developments in the financial institutions
 - Renaissance (rebirth of knowledge)
3. The effects of industrial revolution are:
 - New machines were used like tractors and computers which created unemployment
 - There was expansion of international trade as countries produced different goods.
 - Industrialisation led to the need of market and raw materials from Africa and subsequent colonisation of Africa.
 - It led to the development of modern transport and communication systems.
 - It led to increased utilisation of idle natural resources.
 - It led to urbanisation.
 - It led to the collapse of feudalism in Europe.

- It helped the middle class to get political power.
 - Industrial revolution led to the rise of socialism.
 - Industrial revolution increased the influence of Britain into European politics and world affairs.
 - There was development of classes in Europe where owners of industries (merchants) became too rich at the expense of poor workers.
 - It increased the number of middle class for these owned factories, mines and some started sending their children to upper class schools.
 - It led to rural-urban migration causing congestion in urban areas.
4. The technical inventions include:
- Spinning mule (or Crompton's mule) by Samuel Crompton
 - Spinning jenny by James Hargreaves
 - Water frame by Richard Arkwright
 - Steam engine by James Watt
 - Flying shuttle by John Kay
 - Robert Fulton's "steamboat"
 - Stephenson's "steam powered train"

4.6. Additional activities

Remedial activities

What do you understand by the industrial revolution?

Expected answer

See the content

Consolidation activities

List the factors that led to the industrial revolution in England

Expected answers

Extended activities

Analyse the positive impact of the industrial revolution

Expected answer

There was expansion of international trade

It development of modern transport and communication systems

It led to urbanisation

It increased the demand for services provided by lodges

It led to collapse of Feudalism in Europe

It helped the middle class to get political power

It increased the number of middle class for these owned factories and mines

It led to rural-urban migration

It led to increase in population in Europe

UNIT 5

EXPLORATION OF AFRICA

Key Unit competence: To be able to explain the causes and consequences of exploration of Africa.

5.1. Prerequisite knowledge, skills, attitude and values)

The students should have knowledge, skills, attitude and values on exploration in the following subjects: Demography, migration in Geography, wars and conflict in General Studies, commercial relations in Economics.

5.2. Introductory activity and guidance

A) Introductory activity (unity level)

Think of a new place that you recently visited. It should be a place that you had never visited before your recent visit.

1. Why did you visit the place?
2. What was the impact of your visit to the place you visited on you?
3. Now, get a dictionary to find out the meaning of the word 'exploration'.

B) Guidance on introductory activity

At the beginning of this *Unit 5*, the introductory activity motivates students to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they did not know before. As they get engaged in the lessons of this unit, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be inquisitive to know how Africa was explored and its consequences on Africans.

Let the learners understand that explorers came at different periods, from different countries and for different purposes. They should understand that these explorers were successful at some point while others failed due to a number of challenges faced in Africa, explain to them that explorers also partly led to colonization of Africa.

5.3. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Different European explorers and their routes	Identify and describe different Europeans who explored Africa.	2
2	Causes of exploration of Africa	Analyze the causes of European explorers in Africa.	1
3	Consequences of exploration	Explain the consequences of exploration of Africa	1
4	Problems faced by explorers in Africa	Explain the problems encountered by explorers in Africa.	1
5	End unit assessment		1

Guidance on different lessons

5.3.1. Lesson 1: Different European explorers and their routes

a) Learning objective

Identify and describe different Europeans who explored Africa.

b) Teaching resources

The following materials will help the teacher during the lesson: Senior 2 History Student's Book, Internet, media (newspapers and videos), map, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 5.1

The teacher should try as much possible to make the learning interactive. Give the students time to participate and ask questions and air their views. To make the teaching/learning interactive, ask students, in groups, to do **Activity 5.1**

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion as well as someone to note down points agreed on in class.

Suggested answers for activities



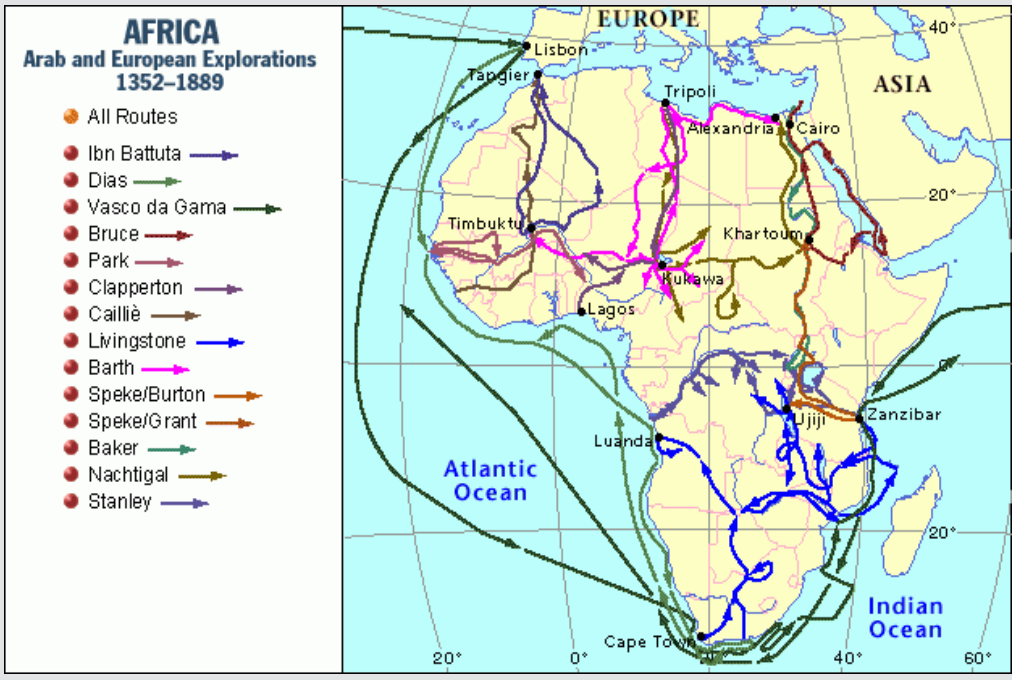
Answers for introductory activity

1. I visited the place in order to know what happens in the place. To resolve the problem of curiosity.
2. In the visited place, I discovered the features of that place and I get the knowledge of the place.
3. Exploration is the process of penetrating, or ranging over for purposes of (especially geographical) discovery.



Answers for learning activity 5.1

1. See the map of Africa showing the main routes used by different European explorers
2. There were many explorers who visited Africa. Some of these were:
 - Oscar Bauman
 - Count Gustav Adolf von Götzen
 - Doctor David Livingston
 - Sir Henry Morton Stanley
 - Bartolomeu Diaz
 - John Hanning Speke
 - Mungo Park
 - Johannes Rebman
 - Sir Richard Francis Burton
 - Sir Samuel Baker
 - Vasco da Gama
 - Mary Henrietta Kingsley
 - Carl Peters
 - James Grant



Map of Africa showing Routes taken by explorers.



Answers to the application activity 5.1

Give time to students and provide them a variety of reading to complete the following table

Find out about the following explorers from the library or by using the internet:

NAME	COUNTRY OF ORIGIN	PURPOSE OF VISIT	MAJOR DISCOVERY	YEAR OF VISIT
Johannes Rebmann	Germany	Explorer and missionary	Mount Kilimanjaro in 1848. The following year, he saw Mount Kenya together with his colleague Krapf	1848
James Bruce	Scotland	Find the source of River Nile	Lake Tana confirming it to be the source of Blue Nile, one of the tributaries of River Nile	1770
Bartolomeu Dias	Portugal	Find the sea route to India	He was the first European to reach the most tip of south Africa and Indian ocean	1488
Rene Caillie	France	Exploration	The 1 st to visit Timbuktu He was the 1 st to cross Sahara Desert and to find Atlas Mountain	1827 1828
Samuel Baker	England Find the source of River Nile		Murchison Falls Lake albert	1864
John Hanning Speke	England	Find the source of River Nile	Lake Victoria	1858

5.3.2. Lesson 2: Causes of exploration of Africa

a) Learning objective

Analyze the causes of European explorers in Africa.

b) Teaching resources

The following materials will help the teacher during the lesson: Senior 2 History Student's Book, Internet, media (newspapers and videos), map, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 5.2

The teacher should try as much possible to make the learning interactive. Give the students time to participate and ask questions and air their views. To make the teaching/learning interactive, ask students, in groups, to do **Learning Activity 3.2**

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion as well as someone to note down points agreed on in class.

Suggested answers for activities

Answers for learning activity 3.2



Answers for learning activity 5.1

Some of the reasons why Europeans were interested into the African continent were as follows:

- It was a source of prestige.
- To introduce western civilization.
- The spirit of scientific inquiry.
- Humanitarian reasons.
- To spread Christianity
- Agents of colonialism
- To discover the source of the Nile
- Love for adventure
- The effects of industrial revolution.
- To find new trade routes

- Renaissance spirit
- Improvements in technology

NOTE: Learners are expected to explain each of these points as given in the Learner’s Book as well as other reference materials suggested



Answers to the application activity 5.2

Other motives for exploration are:

- Gain opportunity to new knowledge and people
- Explorers desired to earn fame and glory as well as wealth
- The rewards from discovering

5.3.3. Lesson 3: Consequences of exploration

a) Learning objective

Explain the consequences of exploration of Africa

a) Teaching resources

The following materials will help the teacher during the lesson: Senior 2 History Student’s Book, Internet, media (newspapers and videos), map, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching students with hearing impairment.

b) Learning activities

Guidance to learning activity 5.3

The teacher should try as much possible to make the learning interactive. Give the students time to participate and ask questions and air their views. To make the teaching/learning interactive, ask students, in groups, to do **Activity 5.3**

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion as well as someone to note down points agreed on in class.

Suggested answers for activities



Answers for learning activity 5.3

The consequences of the exploration of the African continent by the European explorers include:

- It led to the introduction of Christianity on the African continent.
- It led to the drawing of the map of Africa accurately.
- It led to the discovery of the sea route to India by Vasco da Gama 1497-1499.
- It contributed to the stopping of slave trade.
- Exploration opened the interior of Africa to the Europeans.
- It led to imposition of European culture on Africans.
- Explorers led to the improvement in the life of Africans through the reduction and treatment of many diseases like malaria and small pox.
- Explorers led to the colonisation of Africa.
- It made Europeans to increase their political ambitions and get the prestige they desired all along, for example Britain, which expanded her wealth and power.



Answers to the application activity 5.3

- It led to the discovery of the sea route to India by Vasco da Gama (1497- 1499). This increased trade links between Europe and the East.
 - It contributed to the stopping of slave trade. The explorers reported evils of slave trade in Europe and campaigned against this inhuman trade. They insisted that slave trade be replaced with legitimate trade which was more profitable and acceptable in Africa.
 - It turned Africa to be a source of raw materials and market for European manufactured goods such as clothes and guns.
 - It led to introduction of plantation agriculture and keeping of exotic breeds of livestock. The Portuguese introduced maize which was grown in large plantations. Other crops that were introduced by Europeans were sugarcane, tea, cocoa and tobacco. Livestock breeds that were introduced were those of among others, pigs, horses, sheep and cattle.
-
- Many trading posts in West Africa and in many other parts of Africa developed. For example, Timbuktu in Mali, South of the Sahara.
 - Exploration led to the rise of capitalism Economic system in which private individuals and business firms carry on the production and exchange of goods and services through a complex network of prices and markets). Rise of capitalism resulted from the growth of town and city life and the expansion of trade.
 - It led to the rise of mercantilism (Mercantilism was the economic policy prevailing in Europe during the 16th, 17th, and 18th centuries, under which governmental control was exercised over industry and trade in accordance with the theory that national strength is increased by a preponderance of exports over imports). This rose from economic growth and expanding royal power. Joint stock companies such as the English East India Company and Dutch East India Company were formed. It also led to rivalries at sea.
 - Exploration led to introduction of commercial revolution because it ushered in trade involving Asia, America and Europe. Europe became the centre of world trade.

5.3.4. Lesson 4: Problems faced by explorers in Africa

a) Learning objective

Explain the problems encountered by explorers in Africa.

b) **Teaching resources**

The following materials will help the teacher during the lesson: Senior 2 History Student's Book, Internet, media, (newspapers and videos), map, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching students with hearing impairment.

c) **Learning activities**

Guidance to learning activity

Teacher should try as much possible to make the learning interactive. Give the students time to participate and ask questions. Class discussions and presentations should also feature in your teaching. **Activity 3.4** can be carried out in groups, with the findings being presented in class.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion as well as someone to record down what has been concluded as points from the discussion.

Suggested answers for activities

Answers for learning activity 3.4



Answers for learning activity 5.4

The challenge I can face when I visited the new place are:

- Harsh climatic conditions
- Language problems
- Lack of home support
- Getting lost



Answers to the application activity 5.4

The explorers faced a number of challenges during the exploration. Some of them have been discussed below:

Poor communication and transport: Generally, the whole of pre-colonial Africa had no established railways and water canals. Most rivers and lakes were not navigable. There were also physical barriers such as forests, mountains and rift valleys. The European explorers were not familiar with such. They could get lost in forests. This slowed their work for some time.

Harsh climatic conditions: Africa had different climatic conditions as compared to what the explorers were used to in Europe. It was sometimes too hot or too cold. Tropical diseases such as malaria and yellow fever killed a large number of European explorers. Due to such conditions, West Africa was regarded as a white man's grave yard.

Hostility from slave dealers: Most Europeans explorers claimed to have come to stop slave trade on African soil. This drew them into hostility with Arab slave dealers who disliked missionary explorers for attacking their business. This led to constant attacks and alliances with resisters to frustrate Europeans.

Limited manpower: The explorers lacked enough manpower. This was due to coming in of few professionals compared to the big tasks they had. Some also died or were sick and unable to work. Africans were ignorant and had no required skills. This led to overworking leaving many places unattended.

The problem of language barrier: This was another challenge that was faced by the European explores. They spoke European languages that were not known in Africa. Europeans spoke languages such as English, German and French. In Africa, there was no uniform language because even Swahili was not known to all. This hampered communication as there were no even interpreters.

The threat of Islam: Islam had long been introduced in most places of Africa. It spread especially at the coast of West Africa and East Africa where Arab traders lived. Many people had embraced Islam yet missionary explorers wanted to stop it. They wanted to replace it with Christianity. This led to wars where many perished, consequently slowing down the work of explorers.

Hostile tribes: This was another challenge that was faced by European explorers in Africa. Most tribes stopped explorers from passing through their land. The Turkana, Nandi and Masaai from Kenya were among the hostile communities that attacked and killed explorers. This was in addition to tribal wars that affected the work of European explorers in Africa.

Presence of wild animals: These included animals such as lions, reptiles and wild beast in the tropics. Most explorers passed through forests and national parks due to lack of Geographical maps and compasses. They were later eaten up and killed by lions (man-eaters), for example, in Tsavo National Park in Kenya. This threatened their mission in Africa.

Lack of home support: Most explorers lacked enough support from home. This was due to long geographical separation between Europe and Africa. This led to limited supplies in form of food, medicine and clothes. It crippled their work alongside registering a lot of failures. For example, Dr David Livingstone died before completing his work. Getting lost: One big problem was faced was that they were lost in Africa due to lack of geographical maps and compasses. They either relied on local guides or just gut feelings. This was catastrophic in the sense that if they got lost nobody could help them.

Diseases: When explorers encountered new people, they exchanged diseases as well as goods. Diseases such as malaria, dysentery and yellow fever caused many deaths among ship crews. Some of these, especially yellow fever, were spread to other ports that the sailors visited. This left most of them sickly and unable to do the work effectively.


5.4 Additional content for the teacher

The verb to explore means to discover, to move far with a purpose of discovery. Therefore, explorers were people who came from Europe to discover more about man and universe in which man lived.

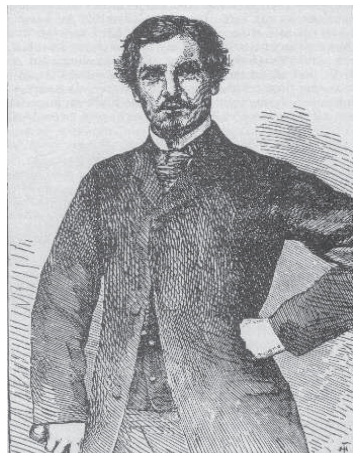
In the contemporary epoch, notably at the beginning of the 16th century, Europe was not interested in Africa. However, it had some trading posts on the African coasts (the Gold Coast, Gambia, Sierra Leone and so on) and rare population colonies in Algeria from 1830, in Senegal and in Cape Town.

The end of the 16th Century knew one of the most significant historical mutations of Black Africa. Whereas in 1879, more than 90% of the continent was still controlled by Africans, but in 1900 it was completely under European powers.

To penetrate inside the African continent, the explorers used large waterways of which the most significant are Senegal and Niger in Western Africa, the sources of the Nile and the Congo in central and Eastern Africa, the Zambezi in Southern Africa. The following are main explorers and their itinerary.

Explorers	Routes and areas explored
<p>1. Mungo Park.</p>  <p>Mungo Park (1771 - 1806).</p>	<p>Mungo Park (1771-1806) was a Scottish explorer, born in Foulshiels, Selkirk. In 1795 he went to Africa to explore the Niger River. Upon arriving in present-day Gambia, he went 322 km (200 mi) up the Gambia to the trading station of Pisania (now Karantaba) and then traveled East into un-explored territory. He was captured by a local chief but escaped and in 1796 reached the Niger River at the town of Ségou. He traveled 129 km (80 mi) downstream as far as Silla before his supplies were exhausted. After his return to Great Britain in 1797, Park published an account of his trip in <i>Travels in the Interior of Africa (1799)</i>.</p> <p>In 1805 he returned to Africa to explore the Niger, from Ségou to the mouth of the river, by canoe. His expedition was attacked at Bussa, however, and Park was drowned.</p> <p>Mungo Park died in 1806 in Bussa, Nigeria. An account of Park's second journey, taken from his journals, was published posthumously in London in 1815.</p>

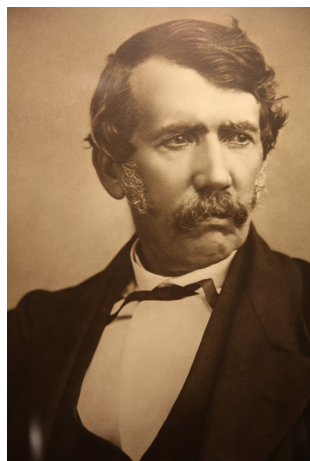
2. James Grant.



James Grant (1827- 1892).

James Augustus Grant: **(April 11th, 1827- February 11th ,1892)** was a Scottish explorer of Eastern Equatorial Africa. Grant was born at Nairn in the Scottish Highlands, where his father was a parish minister, Grant was born at Nairn in the Scottish Highlands, where his father was the parish minister, and educated at Nairn Academy, Aberdeen Grammar School and Marischal College. In 1846 he joined the Indian army. He saw active service in the Sikh War (1848–49), served throughout the Indian Mutiny of 1857, and was wounded in the operations for the relief of Lucknow. He returned to England in 1858, and in 1860 joined John Hanning Speke in the memorable expedition which solved the problem of the Nile sources. The expedition left Zanzibar in October 1860 and reached Gondokoro, where the travelers were again in touch with what they regarded as civilization, in February 1863. Speke was the leader, but Grant carried out several investigations independently and made valuable botanical collections. He acted throughout in absolute loyalty to his comrade.....

3. Dr. David Livingstone.



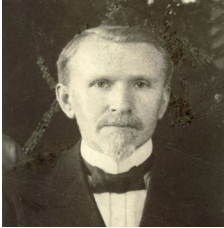


Dr. David Livingstone (1813 - 1873).

Dr. David Livingstone was born on 19th March 1813 in Blantyre, Scotland. He was a Scottish medical doctor, missionary and a remarkable explorer. He was the first European to see the Victoria Falls which he later named Victoria. He named it Victoria in honour of queen Victoria of England.

He discovered numerous geographical features such as Lake Ngami, Lake Malawi, Lake Bangweulu and Victoria Falls.

Livingstone's last journey began in 1866. However, he was deserted by his followers. This did not discourage him. He travelled to Ujiji, on the Eastern shore of Lake Tanganyika where he established a base for his expedition.

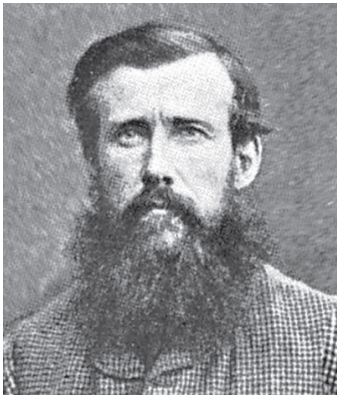
During this time, he lost touch with Europe. Fearing that he might have died, Henry Morton Stanley was sent to find him, dead or alive. Stanley met Livingstone at Ujiji. Livingstone's meeting with H.M Stanley on 10th November 1871 gave rise to the popular quotation "Dr Livingstone, I presume?". They stayed together and even explored Lake Tanganyika. However, Stanley failed to convince Livingstone to return to Europe. They parted ways on 14th March 1872.

	<p>In August 1872, Livingstone resumed his search for the source of River Nile. However, he was found dead on 1st May, 1873 due to exhaustion and illness. He was one of the most popular heroes of the late 19th Century explorers in Britain.</p>
<p>4. Johannes Rebmann.</p>  <p>Johannes Rebmann (1820 - 1876)</p>	<p>Johannes Rebmann was born on 16th January 1820 in Gerlingen, Germany. He was a German missionary and explorer. He was the first European along with Johann Ludwig Kraft to enter Africa from the Indian Ocean coast. Additionally, he was the first European to find Mount Kilimanjaro in 1848. The following year, he saw Mount Kenya together with his colleague Krapf.</p>
<p>5. Sir Richard Francis Burton.</p>  <p>Sir Richard Francis Burton. (1821 - 1890)</p>	<p>Sir Richard Francis Burton was born on 19th March 1821. He was a British explorer, geographer, translator, writer, soldier, cartographer, spy, linguist, poet, fencer and a diplomat. He was known for his travels and explorations in Asia, Africa and America. He was also known for his extraordinary knowledge of languages and cultures. He spoke 29 languages from Europe, Asia and Africa.</p> <p>Burton and John Hanning were the first Europeans to visit the great lakes region of Africa. They were in search of the source of River Nile. Burton was engaged by the Royal Geographical Society to explore the East coast of Africa. He, guided by the locals, led the expedition. He was the first European to see Lake Tanganyika. He died on 20th October 1890 in Trieste, Austria-Hungary.</p>
<p>6. Sir Samuel Baker.</p>  <p>Sir Samuel Baker (1821 - 1893)</p>	<p>Sir Samuel Baker was born on 8th June 1821 in London, England. He was a British explorer, officer, naturalist, big game hunter, engineer, writer and abolitionist. He also held titles of Pasha and Major General in the Ottoman Empire and Egypt. Between April 1869 and August 1873, he served as a governor of General of the Equatorial Nile Basin (Today's northern Uganda and South Sudan). He discovered Lake Albert. He named it Lake Albert, in honor of Prince Albert of Britain.</p> <p>He was an explorer of the Nile and interior of Central Africa. He was also a big game hunter in Asia, Africa, Europe and North America.</p>

Baker and his wife became the first Europeans to see a substantial water fall on the Victoria Nile. Baker named it Murchison Falls after the then president of the Royal Geographical Society, Sir Roderick Murchison. He died on 30th December 1893 in Newton Abbot, England.

From 1869 to 1873 Samuel Baker commanded an expedition to suppress slavery and open trade in the equatorial lake region. He explored in Cyprus, Syria, India, Japan, and the United States. He wrote *Eight Years Wandering in Ceylon* (1855), *The Albert Nyanza* (1866), *The Nile Tributaries of Abyssinia* (1867), and *Wild Beasts and Their Ways* (1890).

7. John Henning Speke.



John Hanning Speke
(1827 - 1864)

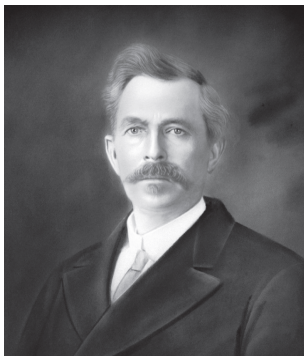
John Hanning Speke was born on 4th May 1827 in Buckland Brewer, United Kingdom. He was an officer in the British Indian army who made three voyages of exploration to Africa. He is the one most associated with the search for the source of River Nile.

In 1856, Speke and Burton came to East Africa to find the great lakes. The great lakes were rumoured to exist at the centre of Africa. This happened in February 1858. The two were the first Europeans to reach Lake Tanganyika. It was hoped that the expedition would locate the source of River Nile.

John Hanning Speke was the first European to discover Lake which he named Victoria Nyanza (Lake Victoria) after the queen of Britain.

He also discovered that Lake Victoria was the source of River Nile. This was on 30th July 1858. John Hanning Speke died on 15th September 1864 in Corsham, United Kingdom.

8. Sir Henry Morton Stanley



Henry M. Stanley
(1841 - 1904)

Sir Henry Morton Stanley was born on 28th January 1841 in Denbigh, Wales, United Kingdom. His original name was John Rowlands. He also had a Congolese name *Bula Matari* meaning, "breaker of rocks". Stanley was a Welsh journalist and explorer. He was famous for his explorations in Africa as well as his search for Dr David Livingstone. He was one of the first westerners to make a transcontinental journey across Africa.

When Livingstone died in 1783, Sir H.M Stanley resolved to take up the exploration of Africa. He had to begin from where Dr Livingstone had left off. His visit to Mutesa I of Buganda led to the admission of missionaries in the area in 1877. It also led to the eventual establishment of a British protectorate in Uganda. He also confirmed that Lake Tanganyika had no connection with the Nile River. Sir Henry Morton Stanley died on 10th May 1904 in London, United Kingdom.

9. Carl Peters



Karl Peters was born on 27th September 1856 in Neuhaus, Germany. He was a German explorer, colonial ruler, politician and author. He was the major reason for the foundation of German colony of East Africa in today's Tanzania. Carl Peters was a strong supporter of Social Darwinism and *Völkisch* movement. He died on 10th September 1918 in Bad Harzburg, Germany.

10. Joseph Thomson.



**Joseph Thomson
(1858 - 1895).**

Joseph Thomson was born on 14th February 1858 in Penpont, United Kingdom. He was a Scottish geologist and explorer who played an important part in the scramble for Africa.

In 1883, he embarked on another Royal Geographical Society expedition. This time, his mission was to explore a route from the Eastern coast of Africa to the northern shores of Lake Victoria. British Empire traders wanted a route that would avoid potentially hostile Masaai and German traders who were competing in the area. He died on 2nd August 1895 in London, United Kingdom.

11. Mary Henrietta Kingsley.



Mary Henrietta Kingsley
(1862 - 1900)

Mary Henrietta Kingsley was born on 13th October 1862 in Islington, London. She was the first female explorer on the African continent. She was also an English ethnographic writer and explorer. Her travels throughout West Africa and resulting work helped to shape European perceptions of African cultures and British imperialism.

Mary landed in Sierra Leon on 17th August 1893 and passed into Luanda, Angola. She lived with local people who taught her necessary life skills for surviving in the African jungles. She often went into dangerous areas alone. Her earlier training as a nurse prepared her for slight injuries and jungle malaria that she would later encounter. Mary later returned to England in December 1893. She died on 3rd June 1900 in Simon's Town, South Africa.

112. Oscar Baumann.



Oscar Baumann
(1864 -1899)

Oscar Baumann was born on 25th June 1864 in Vienna, Austria. He was both an explorer and a cartographer. He is well known for his exploration of the interior of German East Africa; presently Rwanda, Burundi and Tanzania. He is also known for producing maps of the region.

He was the first explorer to enter Rwanda in 1892. He was also the first European to visit Lake Eyasi, Manyara and Ngorongoro crater. In 1885, Baumann was part of an Austrian exploratory expedition of the Congo basin. Unfortunately, he never completed his mission. He had to leave for his home country, Austria, at an early date due to illness.

In 1896, Bauman was appointed consul to Zanzibar by the Austro-Hungary government. Unfortunately, Baumann later died at an early age of 35 years.

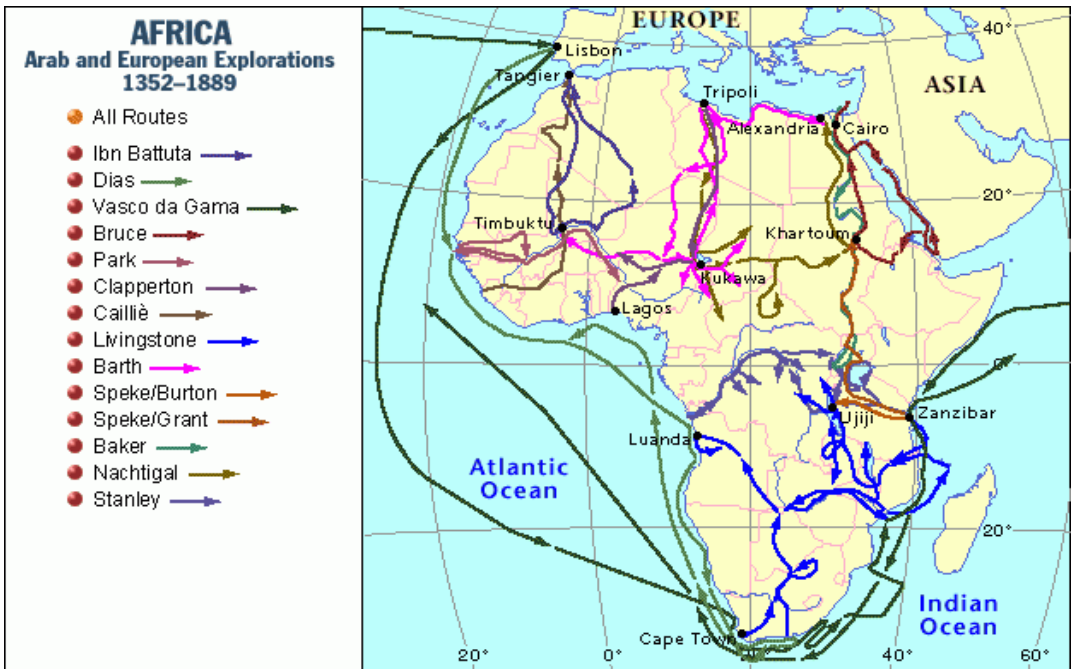
113. Count Gustav Adolf von Gotzen.



Count Gustav Adolf von Gotzen (1866 - 1910)

Count Gustav Adolf von Gotzen was born on 12th May 1866 in the Kingdom of Prussia, German Confederation. He was a German explorer and a governor of German East Africa. He was also the second explorer to reach in Rwanda after Dr Baumann. He made his first trip to Africa in a hunting expedition to Mount Kilimanjaro. Gotzen also led an expedition to claim these hinterlands. He took with him George von Prittwitz and Herman Kersting.

The party set off from Pangani on the Tanganyika coast on 21st December 1893. After travelling through Masaai areas, they eventually arrived at Rusumo Falls on the Akagera River on 2nd May 1894. He went on to meet King Rwabugiri at his palace in Nyanza. He died on 2nd December 1910 in Hamburg, German Empire.



5.5. End unit assessment

Answers for end unit assessment



Answers for end unit assessment

1. The verb to explore means to discover, to move far with a purpose of discovery. Therefore, explorers were people who came from Europe to discover more about man and universe in which man lived.
2. There were many explorers who visited Africa. Some of these were:
 - Oscar Bauman
 - Count Gustav Adolf von Götzen
 - Doctor David Livingston
 - Sir Henry Morton Stanley
 - Bartolomeu Diaz
 - John Hanning Speke
 - Mungo Park
 - Johannes Rebman
 - Sir Richard Francis Burton
 - Sir Samuel Baker
 - Vasco da Gama
 - Mary Henrietta Kingsley
 - Carl Peters
 - James Grant
3. Some of the reasons why Europeans were interested into the African continent were as follows:
 - It was a source of prestige.
 - To introduce western civilization.
 - The spirit of scientific inquiry.
 - Humanitarian reasons.
 - To spread Christianity
 - Agents of colonialism
 - To discover the source of the Nile
 - Love for adventure
 - The effects of industrial revolution.
 - To find new trade routes
 - Renaissance spirit
 - Improvements in technology

o

4. Some of the challenges faced by explorers in African include: •
Poor communication and transport

- Unconducive climatic conditions
- Hostility from slave dealers
- Limited manpower
- The problem of language barrier
- The threat of Islam
- Hostile tribes
- Presence of wild animals
- Lack of home support
- Poor soils
- Diseases

Other challenges may be identified by learners from their supplementary learning materials and references. Your responsibility is to ensure that only correct responses are given and well explained.

5. The impact of the exploration of the African continent by the European explorers include:

- It led to the introduction of Christianity on the African continent.
- It led to the drawing of the map of Africa accurately.
- It led to the discovery of the sea route to India by Vasco da Gama 1497-1499.
- It contributed to the stopping of slave trade.
- Exploration opened the interior of Africa to the Europeans.
- It led to imposition of European culture on Africans.
- Explorers led to the improvement in the life of Africans through the reduction and treatment of many diseases like malaria and small pox.
- Explorers led to the colonisation of Africa.
- It made Europeans to increase their political ambitions and get the prestige they desired all along, for example Britain, which expanded her wealth and power.
- It turned Africa to be a source of raw materials and market for European manufactured goods like clothes and guns.
- It led to the production of a new race of people due to intermarriages between the explorers and Africans.

- It led to introduction of plantation agriculture.
- It led to the rise of triangular trade.
- It led to the rise of capitalism
- It led to the rise of mercantilism
- Exploration led to introduction of commercial revolution because it ushered the trade between Asia, America and Europe.
- Agricultural land expanded to include Africa where crops such as sugarcane, rice, tea, cacao and tobacco were grown. Others were potatoes, corn, Asian oranges and bananas. Animals like chicken, pigs, horses and cattle were also kept.
- Shifts in population occurred, as Europeans migrated to Asia, America and Africa.
- Methods of navigation and mapping also improved as a result of the travels of people like Prince Henry the Navigator.

5.6. Additional activities

Remedial activities

Name the European explorers who explored Africa.

Expected answer

- Oscar Bauman
- Count Gustav Adolf von Götzen
- Doctor David Livingston
- Sir Henry Morton Stanley
- Bartolomeu Diaz
- John Hanning Speke
- Mungo Park
- Johannes Rebman
- Sir Richard Francis Burton
- Sir Samuel Baker
- Vasco da Gama
- Mary Henrietta Kingsley
- Carl Peters
- James Grant

Consolidation activities

Discussing the causes of exploration of Africa between 15th century and 19th century.

Expected answers

- It was a source of prestige.
- To introduce western civilization.
- The spirit of scientific inquiry.
- Humanitarian reasons.
- To spread Christianity
- Agents of colonialism
- To discover the source of the Nile
- Love for adventure
- The effects of industrial revolution.
- To find new trade routes
- Renaissance spirit
- Improvements in technology

Extended activities

“The exploration of Africa by Europeans had both positive and negative impacts”. Discuss.

Expected answer

The impact of the exploration of the African continent by the European explorers include:

- It led to the introduction of Christianity on the African continent.
- It led to the drawing of the map of Africa accurately.
- It led to the discovery of the sea route to India by Vasco da Gama 1497-1499.
- It contributed to the stopping of slave trade.
- Exploration opened the interior of Africa to the Europeans.
- It led to imposition of European culture on Africans.
- Explorers led to the improvement in the life of Africans through the reduction and treatment of many diseases like malaria and small pox.
- Explorers led to the colonisation of Africa.
- It made Europeans to increase their political ambitions and get the prestige they desired all along, for example Britain, which expanded her wealth and power.

- It turned Africa to be a source of raw materials and market for European manufactured goods like clothes and guns.
- It led to the production of a new race of people due to intermarriages between the explorers and Africans.
- It led to introduction of plantation agriculture.
- It led to the rise of triangular trade.
- It led to the rise of capitalism
- It led to the rise of mercantilism
- Exploration led to introduction of commercial revolution because it ushered the trade between Asia, America and Europe.
- Agricultural land expanded to include Africa where crops such as sugarcane, rice, tea, cacao and tobacco were grown. Others were potatoes, corn, Asian oranges and bananas. Animals like chicken, pigs, horses and cattle were also kept.
- Shifts in population occurred, as Europeans migrated to Asia, America and Africa.
- Methods of navigation and mapping also improved as a result of the travels of people like Prince Henry the Navigator.

UNIT 6

EUROPEAN COLONIZATION OF AFRICA

Key Unit competence: To be able to evaluate causes and consequences of European colonization of Africa.

6.1. Prerequisite (knowledge, skills, attitude and values)

The teacher should let the students know that in subjects such as English (Languages), stories are used to give information. Tell the students about raw materials and finished goods as it is in Geography and Entrepreneurship. Use maps to locate colonies for particular colonisers.

The students should use the prerequisite knowledge gained I primary six about colonisation of Rwanda and the knowledge gained I senior two on unit one “German and Belgian colonisation of Rwanda”

6.2. Introductory activity and guidance

A) Introductory activity (unity level)

Use a dictionary to find out the meaning of the following words:

1. Colony
2. Colonialist

B) Guidance on introductory activity

Group students in groups of five and ask them to use dictionary to find out the meaning of the word “colony” and “colonialist”. Thereafter, they will present their findings to the rest of the class. The teacher should make sure that the students with special needs are catered for in this activity.

6.3. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Causes of European colonisation of Africa	Explain the different causes of European colonisation of Africa.	1
2	Methods of colonial conquest of Africa	Identify different methods of colonial conquest of Africa.	1

3	Colonial systems of Administration	Identify and describe different colonial systems of administration.	2
4	Consequences of European colonization of Africa	Describe the consequences of European colonisation of Africa.	1
5	End unit assessment		1

Guidance on different lessons

6.3.1. Lesson 1: Causes of European colonisation of Africa

a) Learning objective

Explain the different causes of European colonisation of Africa.

b) Teaching resources

The following materials will help teacher during the delivery of this sub-topic: Senior 2 History Student's Book, Internet, poems, videos, newspapers, stories, songs, and Braille materials for visually impaired students. Sign language should be used for students with hearing impairment.

c) Learning activities

Guidance to learning activity 6.1

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

- Let students do **Activity 6.1** individually. Each should write findings about the words then prepare to present in class.

Remember to let them write points as they discuss in groups. They should appoint one student to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation. Guide the students to learn the meaning of the word colony. Let them spell, pronounce and use the word correctly in a sentence.

Suggested answers for activities



Answers for introductory activity

1. A colony is the governmental unit created on land of another country owned by colonialists from a country.
2. Colonialist is a person who supports the practice of gaining political control over other countries and occupying them with settlers.



Answers to the application activity 6.1

Other causes of European colonisation of Africa are:

- European countries colonised Africa because they had lost some areas and thus needed areas for compensation. For example, Britain had lost USA, Canada and India; France had lost Alsace and Lorraine.
- The explorers' activities led to the colonisation of Africa through activities such as drawing the map of Africa which revealed Africa's wealth followed by signing of treaties among others. This attracted their home governments to come and take over Africa.
- Missionary activities led to the scramble for and partition of Africa through signing treaties with African Chiefs which led to giving away of Africans' land, softened Africans' hearts and acceptance of colonial rule.
- The trading companies or traders operating in Africa exaggerated the wealth of the continent and encouraged their home countries to come and take over Africa
- Countries such as Germany and Italy had achieved their unifications and wanted other countries to recognise them.
- European countries also wanted to control strategic places which would serve as training grounds for their armies, while others would be docking areas and provide refreshments such as water and food.

6.3.2. Lesson 2: Methods of colonial conquest of Africa

a) Learning objective

Identify different methods of colonial conquest of Africa.

b) Teaching resources

The following materials will help the teacher during the delivery of this sub-topic: Senior 2 History textbook for students, internet, fossils, videos, jaws, and Braille materials for visually impaired students.

c) Learning activities

Guidance to learning activity 4.2

During the lesson, you should give the students an opportunity to give their ideas as much as possible.

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.

Suggested answers for activities



Answers for learning activity 6.2

1. It is the way of doing something. It means that Europeans wanted to kill Africans slow by slow by using the methods of colonisation of Africa
2. To make the business profit, one can investigate what others are doing, can use intermediary people to steal information from someone's business.



Answers to the application activity 6.2

The answer will depend on the film watched, so one will answer accordingly.

6.3.3. Lesson 3: Colonial systems of Administration

a) Learning objective

Identify and describe different colonial systems of administration.

b) Teaching resources

The following materials will help you during the delivery of this sub-topic: Senior 2 History Learner's Book, internet, videos and Braille materials for visually impaired learners.

c) Learning activities

Guidance to learning activity 4.3

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

- Guide students to work in pairs and find the meaning of 'assimilation' and then later, former bigger groups of five to discuss the advantages and disadvantages of assimilation. **Activity 4.3**
- In your review of indirect rule, ask the students to tell you what they think direct rule is. Group them to discuss the advantages and disadvantages of direct rule basing on the knowledge from previous topic (indirect rule).

Remember to let them write points as they discuss in groups. They should appoint one student 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. Remember to remind the students to write down the point as they are discussing for guiding them during presentation. Don't forget to involve the students with particular problems.

Suggested answers for activities



Answers for learning activity 6.3

1. The word 'assimilation' is derived from the French word 'assembler' which means cause to resemble or to look alike. Assimilation was a system of administration in which French colonies were given a culture and civilisation similar to that of France. It was intended to make Africans be like the French citizens. That is to say, the Africans were to substitute their indigenous culture, religion and customs with French culture, language, laws, religion and civilisation.

NOTE: The Africans were to resemble the French citizens in all spheres of life except colour. African colonies were to resemble provinces of France.

2. **The indirect rule:** It was the system of administration used by the British where African local kings and chiefs were allowed to maintain their positions as administrators but ruled under the supervision of the British.

The British made new policies and decisions which were implemented by African local leaders. It should be noted that under indirect rule African political and social institutions were maintained by the colonial masters.

The Direct rule: In this system, indigenous and political administrative institutions are replaced with those of colonisers. The Germans used direct rule to administer some of their colonies in Africa (German South West Africa (Namibia) and German East Africa (Tanzania). It involved use of soldiers to directly control their colonies. They would bring in new chiefs where they had no chiefs. They replaced the old chiefs with new ones



Answers to the application activity 6.3

No method of colonial administration I can prefer. All those methods aimed at exploiting Africa and Africans

6.3.4. Lesson 4: Consequences of European colonization of Africa

a) Learning objective

Describe the consequences of European colonisation of Africa.

b) Teaching resources

The following materials will help teacher during the delivery of this sub-topic: Senior 2 History student's Book, Internet, films, atlas, globe, wall map, pictures and photographs, media, talking globes and Braille materials for the visually impaired students.

c) Learning activities

Guidance to learning activity 4.4

During the lesson, the teacher should give the students an opportunity to give their ideas as much as possible. **Activity 4.4** will make the teaching/learning interactive.

Remember to let them write points as they discuss in groups. They should appoint one student 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.

Suggested answers for activities



Answers for learning activity 6.4

Colonization of Africa had led to many consequences. Some of them are the following:

- Colonization led to creation of bigger African states as a result of combining small African societies.
- European colonization led to abolition of slavery and slave trade.
- There was introduction of Western Education in the colonies.
- There was establishment of communication networks and infrastructure.
- Colonization led to the development of Agriculture in Africa.
- Colonization led to the spread of Christianity in Africa.
- Western culture was introduced in Africa, in terms of dressing, dancing, eating and marriage.
- There was emergence (growth) of towns and urban centers in African.
- Colonization led to rise of African nationalism.



Answers to the application activity 6.4

Some of the negative consequences of European colonization of Africa are the following:

- It led to loss of independence for Africa
- Colonization led to rebellions that resulted from resistances of some Africans
- Colonization led to creation of artificial boundaries in Africa which caused conflict between African modern states
- The European policy of divide and rule created hatred and disunity among some African tribes
- It led to collapse of African cultures as they were dropped in favor of European cultures. For example, cultural dances and hospitality.
- Colonization made African countries to remain underdeveloped and dependent on the colonial masters
- It led to overexploitation of African resources such as gold and fertile soils by the Europeans.

6.4 Additional content for the teacher

The Scramble for Africa.

Between the 1870s and 1900s, Africa faced European imperialist aggression, diplomatic pressures, military invasions, and eventual conquest and colonisation. At the same time, African societies put up various forms of resistance against the attempt to colonise their countries and impose foreign domination.

By the early twentieth century, however, much of Africa, except Ethiopia and Liberia, had been colonised by European powers. European imperialism push into Africa was motivated by three main factors: economic, political, and social.

Colonisation developed in the nineteenth century following the collapse of the profitability of the slave trade, its abolition and suppression, as well as the expansion of the European capitalist industrial revolution.

The imperatives of capitalist industrialization including the demand for assured sources of raw materials, the search for guaranteed markets and profitable investment outlets spurred the European scramble and the partition and eventual conquest of Africa.

The word “**Scramble**” means the rush and the struggle for, while “**Partition**” means dividing up or sharing.

Therefore, in early 19th century, Africa was divided and shared by the scrambling powers of Europe which were mainly Britain, France, Germany, Belgium, Italy, Portugal, and Spain were competing for power within European power politics. One way to demonstrate a country's power was through the acquisition of territories around the world, including Africa.

It was the economic, political, and social factors and forces that led to the scramble for Africa and the attempts by European commercial, military, and political agents to declare and establish control in different parts of Africa through commercial competition, the declaration of exclusive claims to particular territories for trade, the imposition of tariffs against other European traders, and claims to exclusive control of waterways and commercial routes in different parts of Africa.

This scramble was so intense that there were fears that it could lead to inter-imperialist conflicts and even wars. To prevent this, the German chancellor Otto von Bismarck convened a diplomatic summit of European powers in the late nineteenth century. This was the **Berlin Conference**, held from November 1884 to February 1885. The conference produced a treaty known as the Berlin Act; with provisions to guide the conduct of the European inter imperialist competition in Africa.

Otto Von Bismarck



COLONIAL AFRICA



Africa: Different European colonial empires. (Source: Google/image)

Causes for the Scramble and Partition of Africa.

Need/ desire for raw materials for European industries.

There was need for raw materials to supply European industries which had grown as a result of industrial revolution. The raw materials included gold, diamonds, copper, iron ore, cotton, coffee, cocoa, tea and palm oil.

Need for markets for the manufactured goods.

There was mass production of goods by European industries and European countries could not provide market to all the commodities. European countries were also practicing protectionism in order to protect their markets. They thus came to Africa to get markets; e.g. the occupation of Senegal by the French.

Need for areas where to invest their surplus capital.

European countries had accumulated a lot of capital from their industrial products; they had to look for areas outside Europe where they could invest their surplus capital.

Need to control economically strategic areas to improve trade.

In order to be sure of their improvement of trade, the European countries were ambitious to control the economically strategic areas. For example, the occupation of Egypt by the British was for such reasons.

Discovery of minerals in some parts of Africa.

This encouraged the Europeans to come and control some parts of Africa in order to be the masters of those areas rich in minerals. There was gold in Ghana, diamonds and gold in South Africa, copper and diamonds in Congo.

To give protection to European traders and trading companies.

European traders asked their home governments to come and occupy areas in Africa where they operated in order to protect them from hostile tribes and chiefs who had created insecurity to their business.

To resettle high population from Europe and provide them with jobs

The need to settle the unemployed, criminals and people who were suffering from chronic diseases and undesirable in Europe forced European countries to get land to settle them in Africa. E.g. Occupation of Algeria, Tunisia, Morocco and South Africa respectively by the French and the British. Over population in Europe had its negative consequences which forced the European governments to settle this excess population elsewhere.

The desire to control strategic areas like the British occupation of Egypt in 1882.

Britain got interested in controlling the Suez Canal in 1882 after pushing France out. The French decided to avenge against the British by occupying the Upper Nile and the land from Senegal to Djibouti in the East. To preempt this plan, the British took over Kenya, Uganda and Sudan before the French could come in. European countries got involved in occupying strategic areas for their defense; for example, the occupation of the Suez Canal and the strait of Gibraltar by Britain. All this caused the Scramble and Partition of Africa.

French occupation of Tunisia and Morocco.

The French occupation of Tunisia and Morocco due to their proximity to Europe, astride the Mediterranean Sea and the strait of Gibraltar encouraged other powers to join the race for colonies.

Growth of Nationalism and jingoism.

Colonisation was a sign of prestige and glory for the Europeans and in order to show their power, Europeans had to occupy large areas as colonies. This was why the great European powers got big land in Africa.

Compensation for major losses.

Britain had lost America after the American war of independence in 1776. Their pride, prestige and major source of their raw materials and wealth was lost. France lost Alsace and Lorraine to Prussia in 1871 after the 1870 – 1871 Franco-Prussian war. After achieving some degree of stability, the French Prime Minister Jules Ferry began to look for colonies in Africa as compensation.

Activities of King Leopold II of Belgium in Congo.

He took over Congo for himself and not for Belgium his country. As means of counteracting Leopold's activities, the French took over Gabon and Congo (Brazzaville) while British also declared the lower Niger regions as their protectorate.

The activities of Pierre Savrogn de Brazza in Congo and Ivory Coast.

He was a French explorer who signed colonial treaties with African local leaders. This forced other European powers to also look for colonies in Africa.

The influence of the 1884–1885 Berlin Conference

It had given a green light to colonisation by outlining procedures for the partition of African

N.B: The Berlin Conference just accelerated the Partition process leading to fully occupation of African countries.

Humanitarian factors.

Humanitarians in Europe urged their countries to occupy territory in Africa to stop slave trade and improve the way of living for Africans. Note that slave trade had outlived its usefulness since it was a period of Industrial revolution.

The need to spread Christianity. The Europeans considered African small gods as evil and that is why they wanted to spread the word of God hence the Scramble and Partition of Africa.

In the final analysis therefore, one can assert/say that the major motive for the European Scramble and Partition of Africa was the Economic factors which pushed Europeans to partition Africa among themselves lives like a wedding cake.

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

6.5. End unit assessment



Answers for end unit assessment

1. **Colonisation** refers to a situation in which a powerful country rules or controls a weaker one for her own economic gains
2. **The following are the causes for European colonisation of Africa**
 - There was a need for raw materials for their home industries.
 - There was a need for market for their finished goods.
 - They also wanted employment because the industrial revolution made many people jobless.
 - They wanted areas where to invest their surplus capital.
 - They wanted land to settle the excess population.
 - They wanted to spread Christianity.
 - They wanted to stop slave trade and promote respect for human rights.
 - They wanted to civilise Africans by teaching them how to read and write.

- They aimed at saving Africans from tropical diseases such as malaria and small pox.
 - The Berlin Conference of 1884-1885 led to the scramble and partition of Africa.
 - European countries colonised Africa because they had lost some areas and thus needed areas for compensation.
 - Missionary activities led to the scramble and partition of Africa through signing treaties with African Chiefs which gave away their lands, softened Africans' hearts and easily accepted colonial rule.
 - The trading companies operating in Africa exaggerated the wealth of the continent and encouraged their home countries to come and take over.
 - Countries like Germany and Italy had achieved their unifications and wanted other countries to recognise them.
 - European countries wanted to control strategic places which would serve as training grounds for their armies
3. European colonialists used various methods to acquire lands in Africa as they are discussed below.

a) **Use of explorers.**

Explorers were people who came from Europe to discover more about the interior of Africa. Explorers drew maps showing fertile areas and rich mineral areas of Africa. They shared information about how rich Africa was. This attracted their home governments to come and take over Africa.

b) **Use of missionaries.**

Missionaries can be defined as a group of people who left their home countries in order to spread the word of God (Christianity). European missionaries encouraged their governments to establish colonial rule in Africa so that they could put an end to the wars between African states, stop the slave trade and protect them from attacks by the locals and Muslims. They also softened African hearts by preaching to them and persuading them to accept Europeans and support their interests.

c) **Use of traders (chartered companies) Companies.**

Chartered companies were trading companies which were sent by European countries to come and trade in Africa.

They started signing treaties, occupying areas of influence, laying down the initial infrastructure that facilitated colonial administrative policies; they abolished slave trade, identified economic viable areas for economic exploitation, from their home government which led to European colonization.

d) **Use of force.**

Africans did not willingly accept the imposition of foreign rule. Many communities resisted this. In the face of such resistance, the European powers resorted to military conquest. They used force to subdue the Africans. The French, British and Germans mainly used this method.

e) **Treaty signing.**

These were treaties of “protection” against their local and foreign rivals. E.g. in Malawi the Portuguese agents signed treaties with local chiefs, which attracted the British send sir Harry Johnston to negotiate with the chief of Malawi and Malawi was declared a British protectorate.

f) **Use of gifts and presents.**

Some African rulers were lured into accepting Europeans through presents such as beads, clothes, weapons and intoxicating drinks. Others were made chiefs while some were promised western education, for example, Semei Kakungulu of Uganda.

g) **Divide and rule policy/tactics.**

Europeans used the divide and rule tactics by playing off one community against another. They encouraged warfare between African communities. Once weak, the European powers occupied it. This was the case with Nupe against the Fulani in Nigeria, the Baganda against the Banyoro in Uganda and the Masaai against the Nandi in Kenya.

h) **Collaboration**

Collaborators were some African people who cooperated with colonial rulers. For example, Kabaka Mutesa of Buganda. Collaboration with Africans was also common and this helped the colonial masters to achieve their objectives to grab large lands in Africa.

4. European domination and exploitation affected Africa both positively and negatively in economic, social and economic domains as shown below.

Economic impact / effects

i. Positive effects

- ✓ The colonial government improved the colony infrastructure: roads, bridges, ports, etc.
- ✓ They introduced cash crops: tea, coffee, and sisal, cocoa.
- ✓ Colonization increased the value of land, because it could be sold a lot of money.
- ✓ Colonization increased purchasing power of Africans.
- ✓ Colonization introduced money which facilitated the exchange.
- ✓ Colonization introduced modern technology where people started using machines in their activities.

ii. Negative effects

- ✓ Roads built helped colonialists to exploit African resources not to develop Africa.
- ✓ Regions which had no resources were ignored.
- ✓ To avoid competition, colonialists discouraged the development of industries in Africa.
- ✓ African artisans stopped pottery, basketry etc.
- ✓ Colonial rule neglected food crops and emphasized on cash crops which caused famine in some part of Africa.
- ✓ The commercialization of land led to illegal sell of communal lands which led to poverty and social conflict.
- ✓ Colonialists monopolized external trade.
- ✓ Economic exploitation of Africa: minerals (gold, diamond, etc.), land and labour.
- ✓ The death of many people working in mining and plantations of Europeans in Africa.

Social effects

iii. Positive effects

- ✓ Urbanization was accelerated: Cairo, Enugu, Abidjan, etc.
- ✓ Introduction of modern medicine to fight tropical diseases: malaria, typhoid, etc.
- ✓ Improvement of the quality of life by introducing hospitals, clinics, safe ware, sanitary equipment, etc.

- ✓ The spread of Christianity and western education in Africa. They trained the first African elite.
- ✓ They introduced new languages: French, English, Latin, Portuguese etc.
- ✓ Abolition of slave trade and introduction of legitimate trade.
- ✓ Introduction of western culture: cloths, buildings, houses, etc.

iv. Negative effects

- ✓ Rural-urban migration and associated problems like prostitution.
- ✓ Hostility between Africans and Europeans because these foreigners had occupied fertile lands of the natives.
- ✓ Africans' identity and civilization disappeared with colonization.
- ✓ Division of Africans due to divide and rule policy.
- ✓ Uneven distribution of social services: they were established only for white minority.
- ✓ In education the curricula did not meet the need of Africans.
- ✓ Neglect women social status: women were excluded in some jobs like mining.
- ✓ Racial discrimination promoted by the white settlers.
- ✓ Land alienation: European settlers occupied fertile land.
- ✓ Colonization created a new class of intellectual which conflicted with illiterate people.
- ✓ Many people were killed during the war of conquest.

Political impacts

a) Positive impact

- ✓ The colonialism created peace and stability in some areas because expansionist wars ended.
- ✓ It created independent states in Africa: there are more than 50 states in Africa.
- ✓ Colonialism introduced new institutions like high courts in judiciary system.
- ✓ Europeans introduced new administrative structure. E.g. province, district, sector, cell.
- ✓ Colonialism gave birth to African nationalism and Pan Africanism.

v. Negative impact

- ✓ Colonization was oppressive, discriminative and exploitative.
 - ✓ Colonialists divided up Africa without considering tribal boundaries. The Bakongo are in Angola, DRC, Gabon then Banyarwanda in DRC and Uganda.
 - ✓ It weakened indigenous system of government where Europeans replaced African chiefs.
 - ✓ The colonization created the idea that public property belongs to the colonialists not the people and that idea is still there.
 - ✓ The Europeans created a permanent army which caused insecurity after decolonization of Africa.
 - ✓ Loss of independence; Africa lost the sovereignty and freedom. They lost control of their own affairs.
5. Different colonial administrative systems included the following:
- i) Direct rule by the British
 - ii) Assimilation by the French
 - iii) Direct rule by the Germans
 - iv) Paternalism by Belgians

6.6. Additional activities

Remedial activities

1. Identify the colonial administrative system used by German in Rwanda
2. Name two African countries that had been colonised by Britain

Expected answer

1. German used indirect rule in Rwanda
2. Two countries that had been colonised by Britain are: Uganda, Kenya, Sudan, Egypt, Ghana, Nigeria, Gambia, South Africa, Botswana, Zambia and Zimbabwe.

Consolidation activities

1. Explain the reasons why France used assimilation policy in its African colonies.
2. Identify and explain the methods used by European colonialists to acquire land in Africa

Expected answers

1. France used assimilation policy for the following reasons:

- The French believed in superiority of their culture and civilisation. They considered it to be more developed. Therefore, they felt it was their duty to spread it among people with backward cultures through assimilation policy.
- The influence of the French revolutionary ideas of liberty, equality and fraternity also made the French to use assimilation policy. They had a feeling that all people are equal.
- The French wanted to create a policy that would support France in future conflicts and international issues. This policy would create friendship between France and her African colonies. They wanted to create African allies because France expected to organize a war with Germany which had defeated them in the Franco- Prussian war of 1870-1871.
- The French expected this policy to be economically cheap because the process of assimilating Africans was simple and easy.
- The French regarded their colonies as overseas French territories. Therefore, assimilation policy was the best alternative system for changing territories to resemble the French provinces in Europe.
- The French wanted to create a class of African French men who would help in the administration of their colonies.
- The early contacts between the French coastal areas of West Africa especially Senegal made it easy for assimilation. This is because Africans had already adopted French cultures and language.
- The French used assimilation because the British had used indirect rule system. Therefore, since these two were traditional enemies, they wanted to look different hence the use of assimilation system.

2. European colonialists used various methods to acquire lands in Africa as they are discussed below.

a) **Use of explorers.**

Explorers were people who came from Europe to discover more about the interior of Africa. Explorers drew maps showing fertile areas and rich mineral areas of Africa. They shared information about how rich Africa was. This attracted their home governments to come and take over Africa.

b) **Use of missionaries.**

Missionaries can be defined as a group of people who left their home countries in order to spread the word of God (Christianity). European

missionaries encouraged their governments to establish colonial rule in Africa so that they could put an end to the wars between African states, stop the slave trade and protect them from attacks by the locals and Muslims. They also softened African hearts by preaching to them and persuading them to accept Europeans and support their interests.

c) **Use of traders (chartered companies) Companies.**

Chartered companies were trading companies which were sent by European countries to come and trade in Africa. They started signing treaties, occupying areas of influence, laying down the initial infrastructure that facilitated colonial administrative policies; they abolished slave trade, identified economic viable areas for economic exploitation, from their home government which led to European colonization.

d) **Use of force.**

Africans did not willingly accept the imposition of foreign rule. Many communities resisted this. In the face of such resistance, the European powers resorted to military conquest. They used force to subdue the Africans. This method was mainly used by the French, British and Germans.

e) **Treaty signing.**

These were treaties of “protection” against their local and foreign rivals. E.g. in Malawi the Portuguese agents signed treaties with local chiefs, which attracted the British send sir Harry Johnston to negotiate with the chief of Malawi and Malawi was declared a British protectorate.

f) **Use of gifts and presents.**

Some African rulers were lured into accepting Europeans through presents such as beads, clothes, weapons and intoxicating drinks. Others were made chiefs while some were promised western education, for example, Semei Kakungulu of Uganda.

g) **Divide and rule policy/tactics.**

Europeans used the divide and rule tactics by playing off one community against another. They encouraged warfare between African communities. Once weak, the European powers occupied it. This was the case with Nupe against the Fulani, the Baganda against the Banyoro and the Masaai against the Nandi.

h) **Collaboration**

Collaborators were some African people who cooperated with colonial rulers. For example, Kabaka Mutesa of Buganda. Collaboration with

Africans was also common and this helped the colonial masters to achieve their objectives to grab large lands in Africa.

Extended activities

1. Assess the political impact of European colonisation of Africa.
2. Draw the map of Africa showing African colonies and its colonial masters.

Expected answer

1. Below is outline of the political impact of European colonization of Africa
Political impacts

Positive impact

- ✓ The colonialism created peace and stability in some areas because expansionist wars ended.
- ✓ It created independent states in Africa: there are more than 50 states in Africa.
- ✓ Colonialism introduced new institutions like high courts in judiciary system.
- ✓ Europeans introduced new administrative structure. E.g. province, district, sector, cell.
- ✓ Colonialism gave birth to African nationalism and Pan Africanism.

Negative impact

- ✓ Colonization was oppressive, discriminative and exploitative.
- ✓ Colonialists divided up Africa without considering tribal boundaries. The Bakongo are in Angola, DRC, Gabon and Congo.
- ✓ It weakened indigenous system of government where African chiefs were replaced by Europeans.
- ✓ The colonization created the idea that public property belongs to the colonialists not the people and that idea is still there.
- ✓ The Europeans created a permanent army which caused insecurity after decolonization of Africa.
- ✓ Loss of independence; Africa lost the sovereignty and freedom. They lost control of their own affairs.

UNIT 7

AFRICAN RESPONSE TO COLONIAL CONQUEST

Key Unit competence: To be able to analyze the reactions of Africans to colonial conquest.

7.1. Prerequisite (knowledge, skills, attitude and values)

In order to study this unit, the students should have knowledge, skills and competences on the following issues learned in primary six and Senior two:

- Meaning of colonisation
- Causes and consequences of colonization
- Colonial agents
- Berlin Conference
- Colonial Rwanda
- Colonial systems and administration

7.2. Introductory activity and guidance

A) Introductory activity (unity level)

Carry out research on collaboration and resistance. Then discuss the African response to colonial rule?

B) Guidance on introductory activity

At the beginning of this *Unit 7*, the introductory activity motivates students to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they did not know before. As they get engaged in the lessons of this unit, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be inquisitive to know what happens in colonial Africa and African response to colonial rule.

7.3. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Forms of African response towards European colonial conquest: Collaboration and resistance	Identify and explain forms of African response towards European colonial conquest.	1
2	Types/methods of African resistances	Identify types/methods of African resistance	1
3	Consequences of African resistances	Explain the subsequent consequences of African resistances.	1
4	Samori Toure resistance	Assess the reasons that led to Samori Toure resistance against the French colonialists	1
5	Maji Maji rebellion	Assess the causes of Maji Maji rebellion in Tanganyika	1
6	Buganda collaboration: Kabaka Mutesa	To identify reasons of Buganda collaboration	1
7	End unit assessment		1

Guidance on different lessons

7.3.1. Lesson 1: Forms of African response towards European colonial conquest

a) Learning objective

Identify and explain forms of African response towards European colonial conquest.

b) Teaching resources

The following materials will help the teacher during the delivery of this sub-topic: Senior 2 History student's Book, internet, poems, videos, newspapers, stories, songs, and Braille materials for visually impaired students. Sign language should be used for students with hearing impairment.

i. Learning activities

Guidance to learning activity 6.1

Group learners into pairs and let them to **Activity 6.1**. Students to present their ideas from the discussions to the rest of the class while they take notes. You can invite a resource person to sing, recite poems, tell relevant

stories or shed more light on the sub-topic. Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

Suggested answers for activities



Answers for introductory activity

The time when European colonialist conquered Africa, Africans reacted differently. Some resisted the colonialists, other collaborated and few of them became indifference.



Answers for learning activity 7.1

Collaboration: In this case, African states and societies cooperated with the Europeans. They even assisted them in the process of establishing colonial rule in Africa. In other words, such African states welcomed Europeans and even allowed them to settle in their societies. Examples of African societies that collaborated with Europeans include Buganda in Uganda, Fante in Ghana and Creoles in Sierra Leone.

Resistance refers to the situation where Africans opposed the establishment of colonial rule in their societies. This implies that:

- Africans rejected the presence of foreigners in their societies and fought against them.
- Africans refused to cooperate with Europeans as they (Europeans) tried to impose their rule on their (Africans) societies.



Answers to the application activity 7.1

The answers may be different depending on the answers from learners.

7.3.2. Lesson 2: Types/methods of African resistances

a) Learning objective

Identify types/methods of African resistance

b) Teaching resources

The following materials will help the teacher during the delivery of this sub-topic: Senior 2 history students' Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 7.2

Group students into pairs and let them to **Learning Activity 7.2**. Students 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 student to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

Suggested answers for activities



Answers for learning activity 7.2

1. Resisters were people who opposed the establishment of European rule in Africa. They were reactionaries to European **imperialism** and annexation of their territories.
2. The methods that can be used to resist are: the use of arms, strikes, boycotts, diplomacy, trade unions, formation of political parties, liberation wars and pan-africanism movement as discussed in student book S2.



Answers to the application activity 7.2

1. In general Africans used primary and secondary forms of resistances as they are defined below.

- **Primary resistance**

This was direct confrontation by African communities at the invasion of Europeans into their land. They used force to expel the Europeans before they gained access to their land. A number of examples of primary resistance can be cited where African reaction immediately followed the arrival of Europeans. Example is Samore Toure in Mandinka empire

- **Secondary resistance**

This was a way used by Africans by initially accepting the imperialists to operate within their territories but later to rise against them after understanding their intentions e.g Kabaka Mwanga of Buganda and Nandi from North Rift of Kenya.

2. By using a table, identify the reasons for collaboration and the reasons for resistance

Reasons for African collaboration	Reasons for African resistance
<ul style="list-style-type: none"> • African societies collaborated in order to get support from Europeans against their enemies. They expected to get military assistance from the Europeans, for example, Buganda against Bunyoro, and the Fante against the Asante in present day Ghana. The Shona collaborated with the British so as to use them against the Ndebele in Zimbabwe • Some other African societies were militarily weak. They realised that Europeans had better weapons and methods of fighting. They also feared to resist European rule since their resistance would not be successful. They therefore decided to collaborate. Some communities chose friendship as a way of protecting their social, economic and political organisation. Examples include Mutesa I of Buganda, Maasai under Lenana, Rumanyika of Karagwe and Tukolor of the Lozi. 	<ul style="list-style-type: none"> • There was need to preserve African independence because some African people had nationalistic and patriotic feeling to their societies. Those who resisted saw it as a means of keeping away foreign intruders and maintaining the independence of their kingdoms. Such people were like Kabalega of Bunyoro, Samori Toure of the Mandika, Menelik and Theodore of Ethiopia, etc. • Some African chiefs and societies resisted because they trusted their military strength and they hoped defeating the Europeans. For instance, Kabalega with his Abarusura army, Mosheshe of Suto, Ngoni, Zulu, Samori Toure, etc.

- Natural calamities such as drought, famine and diseases also forced some African societies to collaborate. This is because they expected that collaboration with Europeans would be a solution to their problems. For instance, the Maasai had been weakened by smallpox, rinderpest and internal conflict. On the other hand, the Banyankole were affected by jiggers and rinderpest. They also feared more attacks from Rwanda and Bunyoro. Such societies were too weak to fight the British. They chose to collaborate to solve their problems.
- Natural calamities such as drought, famine and diseases also forced some African societies to collaborate. This is because they expected that collaboration with Europeans would be a solution to their problems. For instance, the Maasai had been weakened by smallpox, rinderpest and internal conflict. On the other hand, the Banyankole were affected by jiggers and rinderpest. They also feared more attacks from Rwanda and Bunyoro. Such societies were too weak to fight the British. They chose to collaborate to solve their problems.
- Some Africans collaborated because of personal interests and gains. They were opportunists and expected rewards from the colonial governments. Others wanted to acquire wealth. They admired European goods such as clothes, beads, guns, mirrors and wine. On the other hand, others collaborated because they hoped to loot property after defeat of African resisters. An example is Luo support against the Nandi. They wanted high administrative posts. An example of such persons was Semei Kakungulu of Buganda.
- Some Africans resisted because their traditional enemies had collaborated. Bunyoro resisted because Buganda had collaborated and gave a base to the British, Samori Toure resisted because Sikaso had collaborated with the French.
- Some Africans resisted because they were struggling to keep and guard their trade monopolies as they knew that the coming of Whites would force them out of trade. Some Africans resisted hoping that the Europeans could not withstand some African geographical environment using examples of explorers, traders and missionaries who had died because of the conditions in Africa.
- Some Africans resisted in order to safeguarding their traditional religion because they supposed that their ancestors were not happy with the Christianity introduced by the Whites in Africa.

- Other Africans collaborated because they wanted to benefit from European trade (legitimate trade). They intended to acquire European manufactured goods such as guns, clothes and glasses. An example of such Africans was Jaja of Opobo. He collaborated with the French because of trade benefits at the coast of West Africa.
- Another reason was the influence of missionaries. The missionaries had softened the hearts of Africans through their preaching. They used to say, "We were all created in God's image. Love one another as you love yourself." By the time European colonialists came, the Africans were ready to practise Christianity.
- Africans collaborated due to ignorance of the real intentions of colonialists. They believed that the Europeans were visitors who were in Africa for a short while. Little did they know that they had come to stay.
- Lack of African nationalism was also a reason. Some Africans did not have nationalistic feelings. They therefore collaborated so as to fight fellow Africans whom they considered their enemies.
- Some Africans resisted because of presence and pressure of Islam because it was known in some areas of Africa before the Christianity, which forced the Africa Moslems to counter the spread of Christianity and the Europeans.
- Some African chiefs resisted because they had known that the earlier collaborators had been mistreated, undermined and politically subjected. Some chiefs who had collaborated were later overthrown and replaced by others. So, other chiefs who come to know about this decided to resist.
- Some African chiefs resisted because they had a long-standing enmity with the Whites. That long enmity was developed by explorers, missionaries and traders. For instance, Kabalega of Bunyoro quarreled with Samuel Baker and Samori Toure with the French.
- Some African chiefs and societies resisted because the European colonial administrative and economic policies were so oppressive and exploitative like forced labor, high taxes, land alienation and overthrowing of the traditional political leaders.

- There was also the issue of effects of slave trade. African societies that were affected by slave trade collaborated because they wanted the Europeans to stop the trade.
- Some Africans collaborated with Europeans because they admired the Western culture and civilisation.
- There were also some succession disputes. Some kings collaborated with Europeans in order to defeat their competitors. An example is King Lenana of Maasai who collaborated with the British in order to defeat his brother Sendeyo.

7.3.3. Lesson 3: Consequences of African resistances

a) Learning objective

Explain how Africans resisted the colonial administrations and its subsequent consequences.

b) Teaching resources

The following materials will help the teacher during the delivery of this sub-topic: Senior 2 history students' Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 6.3

Group students into pairs and let them do Activity on consequences of African resistances. Students present their ideas from the discussions to the rest of the class while they take notes. You can invite a resource person to sing, recite poems, tell relevant stories or shed more light on the sub-topic. Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

Suggested answers for activities



Answers for learning activity 7.3

Consequences for any resistance could be:

- loss of lives
- *depopulation*
- *famine*
- *destruction of properties*
- insecurity and instability,
- poverty
- *spread of diseases and other epidemics*



Answers to the application activity 7.3

1. In general Africans used primary and secondary forms of resistances as they are defined below.

Negative effects of resistance	Positive effects of resistance
<ul style="list-style-type: none">• Loss of lives: many people died while fighting or from diseases brought by colonialists such as small pox.• <i>Depopulation</i>: caused by the loss of lives due to the fighting because where Africans tried to resist, Europeans reacted by killing them massively. It was also due to displacement of people who were flying from the battle field.• <i>Destruction of property</i>: due to the fighting between Africans and Europeans, there was destruction of properties such as houses, crops and villages, etc.• <i>Famine</i>: because of insecurity and instability, economic activities were disrupted, and people could not provide themselves with foods and essential items. In some cases, this famine was also caused by military tactics like “scorched earth policy” used by the Germans in Tanganyika.	<ul style="list-style-type: none">• As a result of African resistance, European colonialists put efforts to improve colonies and resulted in improved sanitation and education. Hospitals, schools, and factories were built creating more jobs for the people of Africa and also the conditions of work improved because forced labour was abolished in some colonies like in Tanganyika after Maji Maji.• The amount of local warfare was reduced greatly due to control of the African government by Europeans. This brought political stability in many African states.• Order and peace were brought to the colonies because the Europeans intensified security in their colonies after recognising that Africans had the potential to resist their rule.

- *Spread of diseases and other epidemics:* This was due to the presences unburied bodies and by the fact that people were living in forests because their houses had been destroyed.
- *African submission to colonial policies:* Some native people accepted to go and work for the Whites on their roads, farms and railways construction and other projects.
- *Increase of European settlements in Africa:* after defeating African resistances, Africa was secured, and this encouraged other European to come massively to settle in peaceful African regions.
- *Land alienation:* Because of the end of the war of resistance, many Europeans settled in Africa which increased the confiscation of the land of the Africans. For instance, Zimbabwe still has a very large population of Whites
- African culture and customs were disrupted by the European culture through the educational system and spread of Christianity.
- There was a division of African culture. Rivals were united while kinship and family members were split because of the artificial boundaries .This caused a great amount of tension within regions.

The average life expectancy increased as a result of combined factors like improved health facilities, peace and order that were intensified after African resistance

- Literacy rates rose because in very many African resistances, the Africans lost the battle and therefore had to succumb to the European civilisation including religion and education
- *Rise of African nationalism:* the rebellion provided a lesson to the Africans because the patriotic and national consciousness was implanted in these people who participated in the revolt and later used as base for future nationalist.
- *Spread of Christianity:* Traditional religion lost its credibility among the Africans because of its defeat after the execution of its leaders. Thus, this opened chance for the spread of Christianity

7.3.4. Lesson 4: Samori Toure resistance

a) Learning objective

Assess the reasons that led Samori Toure to resist long against the French colonialists

b) Teaching resources

The following materials will help the teacher during the delivery of this sub-topic: Senior 2 history students' Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity

Give time to student to observe the photo. Each student will answer the two questions asked and share the answer to his classmate. Thereafter, summarises their answer.

Suggested answers for activities



Answers for learning activity 7.4

1. Samori Toure was a great warrior who fought imperialism in the 19th Century. Toure became a famous leader, training and commanding a growing and disciplined army. He expanded his conquests, building a united empire called Mandika. Samori Toure resisted the French colonialists because he refused to submit to French colonisation. He chose to fight.



Answers to the application activity 7.4

The reasons that led to the conflict between Samori Toure and the French were imperial and defensive in nature:

- Samori Toure defended Mandika independence from being colonized by the French.
- Defense of Islam since the French colonialists were Christians while the Mandika were Muslims. Consequently, resisting them was a purposeful action to defend Islamic state against infidels.
- Samori Toure defended trade because the French domination would monopolize the trade in the empire by out competing the Mandika merchants.
- The French colonial administration was very oppressive and repressive as it was in Algeria and Senegal.
- Samori Toure defended the land from the French settlers because they were looking the fertile soils which were under the ownership of the Malinke people.
- Samori Toure wanted to conclude an alliance with the British because he had shown the willingness to hand over his empire to the British protection other than the French.

- Samori Toure defended Mandika culture which the French were set to destroy and replace it with the French culture through their policy of Assimilation.
- The French plan to use Tiebe of Sikasso to attack and when Toure found out he dissolved the treaty he had concluded with Sikasso and attacked them before it was too late. Unfortunately, Samori Toure was defeated.
- False foreign support because Samori Toure had been falsely encouraged by the military support had expected from the British, Creoles of Sierra Leone and Tokolor against the French. However, they had betrayed him when they left him alone in the battleground.
- Europeans were exploitative in nature; they subjected Africans to forced labor, over taxation and its brutal collection like the hut tax in Sierra Leone. Aware of this nature of Europeans, Samori Toure of Mandika had to resist.

7.3.5. Lesson 5: Maji maji rebellion

a) Learning objective

Assess the causes of Maji Maji rebellion in Tanganyika

a) Teaching resources

The following materials will help the teacher during the delivery of this sub-topic: Senior 2 history students' Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching students with hearing impairment.

b) Learning activities

Guidance to learning activity

Let students observe the map of East Africa showing the areas covered by the Maji Maji uprising. Ask the students to answer the questions asked in groups of five students. Finally, each group representative will make the presentation of the activity.

Suggested answers for activities



Answers for learning activity 7.5

1. Maji is a Swahili word which means water. It came from the prophecy of a traditional religious leader called Kinjikitile Ngwale. Kinjikitile mixed some water with millet and sorghum flour then sprinkled on African soldiers. He believed that the magic water would protect Africans from bullets of the Germans. Then, Maji Maji was a reaction of Africans living in south east Tanganyika against the German colonial masters.
2. The tribes involved in Maji Maji rebellion are: Mbuga, Wangindo, Ngoni, Bena, Zaramo, Mafumbi, Makonde, Ngindo and Urugulu.



Answers to the application activity 7.5

The consequences of the Maji Maji rebellion are: loss of lives, lack of confidence in traditional religion, destruction of properties, poverty, famine

7.3.6. Lesson 6: Buganda Collaboration: Kabaka Mutesa

a) Learning objective

To identify the different reasons of Buganda collaboration by giving examples.

b) Teaching resources

The following materials will help the teacher during the delivery of this sub-topic: Senior 2 History student's Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 6.6

Group students into pairs and let them do **learning Activity 6.6. Students** 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 student to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

Suggested answers for activities



Answers for learning activity 7.6

1. Maji is a Swahili word which means water. It came from the prophecy of a traditional religious leader called Kinjikitile Ngwale. Kinjikitile mixed some water with millet and sorghum flour then sprinkled on African soldiers. He believed that the magic water would protect Africans from bullets of the Germans. Then, Maji Maji was a reaction of Africans living in south east Tanganyika against the German colonial masters.
2. The tribes involved in Maji Maji rebellion are: Mbuga, Wangindo, Ngoni, Bena, Zaramo, Mafumbi, Makonde, Ngindo and Urugulu.



Answers to the application activity 7.6

Kabaka Mutesa used Mercenary collaboration. This was the way where legitimate African chiefs used work hand in hand with the foreign infiltrators in their society. They gave the imperialists much of the necessary assistance like military protection, land and food.

7.4. Additional content for the teacher

The content of this unit has been not changed as they are written in student textbook. But some cases of the resistances has been removed. The case study that have been removed are: Nama- Herero revolt and Maasai collaboration.

The Maasai collaboration had several consequences:

- The British helped the Maasai against the Kikuyu and against his rival brother Sendeyo, and later the Maasai *morans* helped the British in their punitive raids against the Nandi in 1905 and other 'unco-operative' communities.
- The British were able to build their railway across Maasailand without any trouble.
- Lenana increased his prestige because the British rewarded him with cattle and he not only successfully claimed the *laiboniship* but was given the grand title 'Paramount Chief of the Maasai' in recognition of his support for the British. This was a purely political position, which helped to alienate him from many Maasai. He then moved permanently away from his traditional home among the Loita to Ngong, to live

among the Kaputiei and Keekonyokie.

- However, this happy relationship did not exist for long. Not all British administrators were friends of the Maasai and British Commissioner of the East Africa Protectorate from 1901-04, Sir Charles Eliot openly despised the Maasai, asserting that they should abandon their 'socially and politically abominable' nomadic habits and settle down. Eliot considered that the Maasai had served their purpose and could no longer pose a threat to the railway or to the administration.
- The Anglo-Maasai Agreements, 1904 and 1911: Eliot was succeeded in 1904 by Sir Donald Stewart, who in the same year accomplished what Eliot had been working on earlier - the signing of the first Anglo-Maasai Agreement. While Donald Stewart represented the British, the Maasai were represented by Lenana and his associates such as Masikonte ('Chief' of Laikipia) and Ole Gilisho ('Chief' of Naivasha). But the mass of the Maasai had no say in the matter. The Maasai are said to have agreed to move to two reserves – to the south of Ngong and to the Laikipia plateau. They were promised that the two areas would remain theirs 'so long as the Maasai as a race shall exist'. A half-mile corridor would be created to link the two reserves.

But none of these points was implemented. On the other hand, all the land formerly owned by the Maasai was made available for white settlement. As a matter of fact, the Colonial Government and local settlers in particular were determined to alienate the enviable Maasai land.

By 1911, the settlers were putting pressure on the Government to move the Maasai out of Laikipia so that they could move there themselves. The Laikipia Maasai, through their chief, Legalishu, refused to move. Lenana, on the other hand, is said to have agreed as the 'Paramount Chief'. The second Maasai Agreement of April 1911 settled the matter. This time, the Maasai were literally forced to vacate their lands at great personal inconvenience and loss of property. In fact their lands in Laikipia were appropriated before adequate arrangements were made for them in the less attractive southern reserve (Ngong) even before the Imperial Government in London had given its approval. It is doubtful whether the Maasai agreed to move from Laikipia.

By April 1913, they had vacated Laikipia and moved to the enlarged, but drier and less attractive southern reserve in Ngong. The Maasai 'as a race' still existed; but they had virtually been forced to vacate Laikipia for white settlers and, as for other communities, their collaboration had not spared them from the ravenous intents of colonialism.

- **Resistance of Samori Toure in Mandinka Empire**

The Mandinka people occupied the area of Western Sudan, bordered on the West by Futa Jalon, on South by forests, in the north by the Tokolor Empire and in the East by the Mossi and Asante's kingdoms. The people of the area were Malinke, part of the great Mande-speaking family.

Samori Toure was born in 1830 to a Malinke peasant of a Dyula clan who practiced African traditional religion, later become Muslims and traders.

Being a Dyula by birth, he later joined Dyula traders to trade in gold from Wassulu and cattle from Futa Jalon. As a trade, he travelled widely to market towns in search of firearms, horses and cattle. He reached Freetown and the Tokolor Empire.

In 1852, he joined and served in the army of Sori Birema Amande chief of Bisandugu in exchange for the release of his imprisoned mother. But he rapidly began to build up an army of his own, centered round a solid nucleus of friends and relatives.

Between 1860 - 1890's, Samori Toure was master of a large empire which included the gold-bearing area of Boure. He established his capital at Bisandugu. His expansion had brought him into conflict with Kankan and Wassulu states which he captured in 1880's.

Reasons for the resistance

The reasons that led to the conflict between Samori Toure and the French were imperial and defensive in nature:

- Samori Toure defended Mandinka independence from being colonized by the French.
- Defense of Islam since the French colonialists were Christians while the Mandinka were Muslims. Consequently, resisting them was a purposeful action to defend Islamic state against infidels.
- Samori Toure defended trade because the French domination would monopolize the trade in the empire by out competing the Mandinka merchants.
- The French colonial administration was very oppressive and repressive as it was in Algeria and Senegal.
- Samori Toure defended the land from the French settlers because they were looking the fertile soils which were under the ownership of the Malinke people.

- Samori Toure wanted to conclude an alliance with the British because he had shown the willingness to hand over his empire to the British protection other than the French.
- Samori Toure defended Mandinka culture which the French were set to destroy and replace it with the French culture through their policy of Assimilation.
- The French plan to use Tiebe of Sikasso to attack and when Toure found out he dissolved the treaty he had concluded with Sikasso and attacked them before it was too late. Unfortunately, Samori Toure was defeated.
- False foreign support because Samori Toure had been falsely encouraged by the military support had expected from the British, Creoles of Sierra Leone and Tokolor against the French. However, they had betrayed him when they left him alone in the battleground.
- Europeans were exploitative in nature; they subjected Africans to forced labor, over taxation and its brutal collection like the hut tax in Sierra Leone. Aware of this nature of Europeans, Samori Toure of Mandika had to resist.



Samori Toure

- **Samori Toure's downfall**

Several factors explain Samori Toure's downfall:

- He was unsuccessful in winning British support against the French. Britain had decided that the Mandinka area was a French sphere of influence.
- There were differences and lack of unity among African ruler. Samori did not get the support of his neighbours, such as Ahmadou Sekou of Tukolor, Tieba of Sikasso.

- Samori was faced with local resistance due to his scorched earth policy and ruthless aggression against his neighbours. He thus dissipated his energy fighting the French and fighting wars of conquest in the east at the same time.
- Non-Mandinka subjects – largely captives – were cruelly treated and did not give the right level of support against the French. They even tended to welcome the French, whom they saw as their liberators.
 - French troops were better armed and trained.
- Shifting of the empire eastwards weakened him economically. He was cut off from the gold fields of Wangara where he used to obtain his gold.
- Amori was also cut off from Freetown where he used to buy firearms. So, he had to rely entirely on his military workshops for supplies, which were not adequate.
- The new empire was surrounded by the French and the British. The French attacked from the Ivory Coast; the British occupied Asante in 1896; the French had also occupied all the surrounding areas by 1898. Therefore, Samori was stuck at his second empire at Dabakala.
- His troops suffered heavy losses.
- The empire was too large for him to manage effectively.
- Samori was tricked into believing that if he surrendered, he would be allowed safe conduct and quiet retirement in his home village. But the French did not keep their promise, and when he surrendered in 1898, he was deported to Gabon, where he died in 1900.

• **Results of Samore Toure's Resistance**

Samori's resistance had the following results:

- Samori lost his independence as the Mandinka Empire was conquered;
- There was a lot of loss of lives and property as a result of the war;
- Samori was sent into exile in Gabon where he died in 1900 at the age of 60.

Chimulenga rebellion of 1896 -1896

This was a joint rebellion between the Shona and the Ndebele against the British in Matebeleland which is in present day country of Zimbabwe. In 1896, under the leadership of Lubengula, the two tribes Shona and Ndebele resisted British colonization.

Causes of the Chimulenga rebellion

Land alienation:

After the defeat of the Ndebele in the 1893 – 1894 war, their best land was grabbed by the British. The Ndebele were forced to go and stay in the reserves lacked water and infected with Tsetse flies which caused dissatisfaction caused the rebellion.

Confiscation of the cattle:

After the 1894, the British force volunteers, members of British South African Company (BSACo) and settlers raided the Ndebele cattle which had been the source of survival among the Shona and Ndebele.

Forced labor:

Native commissioners in each district were under instruction of raising forced labor to work on mines and farms. They were forced to work against their will. Moreover, the aristocrats, Zanzi who were not used to any manual work were forced to do so even with their former subjects.

Desire for independence:

The Africans lost their independence to the BSACo (British South Africa company) which annexed the area on behalf of the British Government through the treaties signed with Lobengula. The need for the Shona and Ndebele to regain their independence led to the rebellion.

Over taxation policy of the British:

The British introduced the new taxes in Mashona land in 1894 and later into the Matebele land. Some Africans were forced to pay in terms of cattle or sheep while the Shona had no animals and also the Ndebele had lost them to the Whites in the war of 1894.

Jameson raid of 1895 in Transvaal:

This was the war in which the British were defeated by the Boers and the Shona and Ndebele realized that they could defeat the British too. Thus, they organized a revolt against the British.

Outbreak of natural calamities:

There was prolonged drought in 1895 – 1896 which killed around 2 000 000 cattle of Shona and Ndebele. The locusts also attacked them and destroyed all crops. These calamities were taken to be misfortunes for the Ndebele and Shona for having allowed the Whites administration. As response, the Shona and Ndebele revolted against the British in Chimulenga rebellion.

Role of traditional religion:

That gave an inspiration to the rise of the rebellion where the traditional religion leaders hated Christianity preached by German missionaries. These leaders convinced people to come together to fight the British by ensuring them a victory.

Loss of political independence:

The white occupation of Matebeland was followed by deliberate attempts to transform the whole structure of Ndebele society. This involved the breaking down of the regimental system, destroying the authority of the Ndebele traditional chiefs and by transforming the Ndebele Kingdom as well as dividing it up into districts ruled by White men but not Indunas or Supreme generals. Africans began to be oppressed; Ndebele chiefs were mistreated and even lost respect, hence the Shona – Ndebele rebellion.

Hatred of Christianity:

The Shona were deeply religious and strongly attached to their traditional religion. However, the Christianity introduced by the German missionaries had had a great impact on the Shona society. The spread of Christianity disrupted the Shona way of life and undermined their traditional institutions. Because of the respect people had in their traditional religion; they turned their traditional religious leaders into their military leaders to fight the British imperialism.

Some of the significant leaders in this rebellion were Nehenda, Kagubi, Mukwati and Umlungulu. The rebellion came to an end after that these traditional leaders had been captured or died. In March 1896, Mundzinganyama was arrested. In October 1896, Kagubi was arrested and in December 1896 Nehenda also fell in the hands of the British. Both were hanged on 2nd March 1896. Mukwati either disappeared or died unnoticed.

Effects of the Shona – Ndebele rebellion

- The war led to several deaths: 143 Whites were killed in Matebele land and 119 in Mashona land. African death estimates were about 8 000.
- There was also destruction of property due to the fighting.
- Agriculture was abandoned during the war and this caused several famines.
- The war disrupted trade in both Mashona and Matebele because of fighting which took place.
- The war became very expensive for BSACo in terms of men and finances because of paying the force and purchasing weapons to use in the war.
- Traditional religion lost its credibility among the Africans because of its defeat after the execution of its leaders. Thus, this opened chance for the spread of Christianity.
- Because of the end of the war, many Europeans settled in the region in 1898 which increased the confiscation of the land of the Africans and Zimbabwe still having a very large population of Whites.
- At the end of the war, Cecil Rhodes signed an armistice with six Ndebele indunas (Generals) Mlungu, Dhliso, Somobulana, Khono, Sikombo and Nyamanda. He assigned them land, donated 2 300 000 kg of grain and exempted them from taxation, and they accepted to have been defeated.
- The war led to the withdrawal of the Shona police and administrators serving in Matebele land because they were part of the causes of the war in Ndebele. They were also accused to fraternize and fight the British.
- The war led to the growth of African nationalism where nationalists began struggling for independence and this was seen in formation of political parties like Zimbabwe Africa National Union (ZANU) that emerged to fight for Zimbabwe's independence.

7.5. End unit assessment

Answers for end unit assessment

1.

- a) Resistance: Most Africans opposed the establishment of colonial rule in their societies. They fought against them and refused to cooperate with the Europeans. Examples of communities that resisted are the Nama, Herero, Mandinka and Bunyoro.
- b) Collaboration: Some Africans cooperated with the Europeans. They even assisted them in the process of establishing colonial rule in Africa. For example, Kabaka Mutesa I, Semei Kakungulu of Uganda and Lewanika of the Lozi among others.

2. African communities resisted because some of their traditional enemies had collaborated with Europeans. For example, the Asante resisted because the Fante collaborated.

- Some African societies felt that they were militarily strong and could therefore defeat the Europeans.
- Other African communities had the desire to protect their trade monopolies and commercial prosperity.
- Africans wanted to protect their cultural practices and customs.
- Bad economic policies of Europeans such as forced labour, taxation and land alienation annoyed Africans.
- Africans resisted because they wanted to preserve their political independence of their territories.

3. Collaboration refers to traitorous cooperation with an enemy.

4. - Some communities collaborated by signing treaties. For example, the Lochner Treaty between Lewanika and BSACo.
- Some communities collaborated by providing labour and accommodation to the Europeans.
 - Other collaborated by spreading Christianity and helping the Europeans in interpretation.

7.6. Additional activities

Remedial activities

Questions

1. Explain three methods of African response to colonial rule
2. Examine the impact of African collaboration.

Answers

1. The scramble for Africa was followed by its during the 1884-1885 Berlin Conference. These exercises were soon followed by the imposition of colonial rule that was done through a combination of coercitive (forceful) and persuasive means. Some of these means bred African reactions against Europeans as analysed below.

Collaboration

It was adopted by people who realized the great power of the invader (Europeans) and saw the only way of accommodating the new danger and preserving their independence as cooperating with the enemy. They allied with the Europeans to guard against local enemies or signed treaties allegedly to buy time. For instance, the Baganda, the Massai, the Fante and the Barotse (Central Africa) societies collaborated with Europeans. However, those societies (collaborators) have been described by some Afro-centric as traitors, opportunists or passive resisters.

Indifference

This meant a situation where a society or individuals neither collaborated nor resisted in the practical sense but just looked on as their independence was eroded e.g Rwanda Kingdom under Yuhi V Musinga. The indifference, as an indirect resistance, complicated the work of the imperialists by refusing to take up orders given by the imperialists.

It was an armed struggle against the imposition of colonialism as the only way of preserving independence. Examples include Kabalega of Bunyoro, Mwangwa of Buganda, Samori Toure of the Mandika Kwaku Dua III (Prempe I) of Asante and Mkwakwa of the Hehe.

However, in this unit, the attention is paid to methods of collaboration and resistance as they are the ones having happened in most kingdoms of Africa and resulted into significant effects to be analysed.

2. The impact of African collaboration:

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

Adoption of European civilization. In order to show their loyalty to their colonial masters, African collaborators adopted European civilization such as the way of dressing, food diet, administrative and judicial systems, etc.

Failure of African resistances. Due to the role of collaborators who provided food, offered protection and even military support as they revealed the African defense secrets to the Europeans.

Stability of some African States. Some African leaders who collaborated were given protection and defense against their neighboring hostile kingdoms or empires. E.g. The Fante against the Asante, Toro and Buganda against Kabalega of Bunyoro, the Shona were against the Ndebele, the Yao were against the Hehe, etc.

Loss of African culture and the disappearance of African religions. African collaborators actually lost their religions and they were forced to abandon their culture in favor of those of Europeans. This way, several elements of African cultures disappeared or even mixed those of Europeans through colonial education.

Alignment of Africans to European policies. Most of African collaborators peacefully adopted the European colonial policies such as tax collection, education system, growing cash crops, and forced labor among others.

Enrichment of some Africans. Those who collaborated managed to become rich and gaining high status in their respective societies.

Recruitment of some Africans. Africans who collaborated with European got a chance of getting jobs in European enterprises and in colonial administration.

Consolidation activities

Question

Identify the forms of resistance used

Answers

Resistors were people who opposed the establishment of European rule in Africa. They were reactionaries to European **imperialism** and annexation of their territories and in general they used primary and secondary forms of resistances defined below.

- **Primary resistance**

This was direct confrontation by African communities at the invasion of Europeans into their land. They used force to expel the Europeans before they gained access to their land. Many examples of primary resistance can be cited where African reaction immediately followed the arrival of Europeans.

- **Secondary resistance**

This was a way used by Africans by initially accepting the imperialists to operate within their territories but later to rise against them after understanding their intentions e.g Mwanga of Buganda and Nandi from North Rift of Kenya.

Extended activities

Questions

1. How Rwanda reacted to colonial rule? Analyse the consequences of the reaction.
2. Discuss the reasons for Samori Toure's downfall in his resistance against the French occupation of Mandinka?

Answers

1. See Musinga case against Belgium colonizers: Passive resistance and deportation by colonial authority

2. **Samori Toure's downfall**

Several factors explain Samori Toure's downfall:

He was unsuccessful in winning British support against the French. Britain had decided that the Mandinka area was a French sphere of influence.

There were differences and lack of unity among African ruler. Samori did not get the support of his neighbours, such as Ahmadou Sekou of

Tukolor, Tieba of Sikasso.

Samori was faced with local resistance due to his scorched earth policy and ruthless aggression against his neighbours. He thus dissipated his energy fighting the French and fighting wars of conquest in the east at the same time.

Non-Mandinka subjects – largely captives – were cruelly treated and did not give the right level of support against the French. They even tended to welcome the French, whom they saw as their liberators.

French troops were better armed and trained.

Shifting of the empire eastwards weakened him economically. He was cut off from the gold fields of Wangara where he used to obtain his gold.

Amori was also cut off from Freetown where he used to buy firearms. So, he had to rely entirely on his military workshops for supplies, which were not adequate.

The new empire was surrounded by the French and the British. The French attacked from the Ivory Coast; the British occupied Asante in 1896; the French had also occupied all the surrounding areas by 1898. Therefore, Samori was stuck at his second empire at Dabakala.

His troops suffered heavy losses.

The empire was too large for him to manage effectively.

Samori was tricked into believing that if he surrendered, he would be allowed safe conduct and quiet retirement in his home village. But the French did not keep their promise, and when he surrendered in 1898, he was deported to Gabon, where he died in 1900.

UNIT 8

GERMAN AND BELGIAN COLONIZATION IN RWANDA (1897-1962)

Key Unit competence: To be able to explain the causes and impact of German and Belgian colonization in Rwanda.

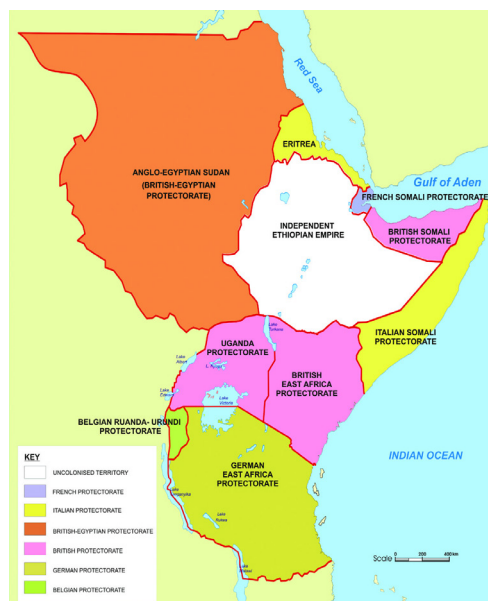
8.1 Prerequisite (knowledge, skills, attitude and values)

In order to study this unit, the students should have knowledge, skills and competences on German and Belgian colonisation of Rwanda in P6.

8.2. Introductory activity and guidance

A) Introductory activity (unity level)

1. Find out the meaning of the word 'colonisation' from the Internet and the dictionary. Write the meaning in your notebook.
2. Identify the nationalist of first Europeans to come in Rwanda.
3. On the map of Rwanda show the journeys of each these visitors.
4. Copy the following map in your notebook then answer the following questions:



- i. Identify the current names of the countries on the map.

- ii. Write down the countries that colonised the ones you identified in question (i) above.
- iii. Estimate the period under which colonial administration in each of the shown country ended.

Present your findings in class for further discussion.

b) Guidance on introductory activity

At the beginning of the unit 1, the introductory activity (**student's book page 13&14**) motivates student to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they did not know before. As they are engaged in the lessons of this unit, they discover answers to the questions they were asking themselves at the beginning. This will help them to identify some issues and open them to what they did not know and be inquisitive to know about colonisation of Rwanda.

8.3. List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Causes of German and Belgian colonization in Rwanda	The students should be able to explain the causes for the Germany and Belgian occupation of Rwanda	1
2	German administration and its impacts	The students should be able to explain the reform made by Germans in Rwanda	2
3	Reforms introduced by Belgians	The students should be able to describe the reforms made by Belgians in Rwanda.	4
4	Effects of Belgian colonization	The students should be able to evaluate the effects of the Belgian colonisation of Rwanda	1
5	Role of Belgian administration in promoting ethnic division among Rwandans	The students should be able to analyse the role played by Belgian administration to promote divisionism Rwanda	1
5	End unit assessment		1

Guidance on different lessons

8.3.1. Lesson 1: Causes of German and Belgian colonization in Rwanda

a) Learning objective

The students should be able to explain the causes for the Germany and Belgian colonisation in Rwanda

b) Teaching resources

The following materials will help you during the delivery of this sub-topic: History student's book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 1.2

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 learning interactive:

- Group learners into pairs and let them to do Learning Activity 1.2

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. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

Suggested answers for activities



Answers for introductory activity

1. Colonization is a period when a powerful country controls a weaker country for its economic gains
2. The first Europeans to come in Rwanda are: Sir Henry Morton Stanley (1876), Dr Oscar Baumann (1892) and Comte Gustav Adolf von Gotzen (1894)

3.

4.

- i) Rwanda, Burundi, Tanzania, DRC, Uganda, Egypt, Sudan, Egypt, Eritrea, Somalia.
- ii) The countries that colonised the above countries are: Germany, Belgium, France, Britain, Spain, Italy,
- iii) In most countries colonial administration ended in 1960s



Answers for learning activity 8.1

The Germans and the Belgians colonised Rwanda for the following reasons:

- *Industrial revolution in Europe:* industrial revolution begun in Britain in the second half of the 18th century. It led to an increase in demand of raw materials needed for industries for further production. As production increased, so was the need for an expanded market for the manufactured products. To ensure that production and subsequent consumptions of the manufactured goods continued, European country had to look up to Africa to provide the much needed raw materials and market.
- *Investment of surplus capital:* continued production and supply of manufactured goods led to massive profits to bourgeoisies who owned the factories. These wealthy people wanted to invest their surplus income outside their countries because of competition and reduced investment opportunities their countries offered. This factor pushed them to look for opportunities as far as to Africa.
- *Rwanda as source of raw materials:* European colonies were able to acquire raw materials for use in their home industries (cassiterite, wolfram and cash crops) and cheap labor.
- *Need for market:* Because industrial revolution there was many products and European countries could not provide market to all commodities and even there was protectionism to protect their market and had to come to Africa to get market.



Answers to the application activity 8.1

The following are the reasons for the Germany and Belgian colonisation of Rwanda

- Industrial revolution in Europe
- Investment of surplus capital
- Rwanda as source of raw materials
- Need for market
- Need to spread Christianity
- Stopping slave trade and slavery in Rwanda
- Employment of European people in Africa
- To civilize Rwanda
- Pride
- The Berlin Conference of 1884 - 1885
- German defeat in the World War I (1914 -1918).

8.3.2. Lesson 2: German administration and its impacts

a) Learning objective

The students should be able to explain the reforms made by Germans in Rwanda

b) Teaching resources

The following materials will help you during the delivery of this sub-topic: S2 History Learner's Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 1.2

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 learning interactive:

- Group learners into pairs and let them to do learning **activity 1.2**

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.

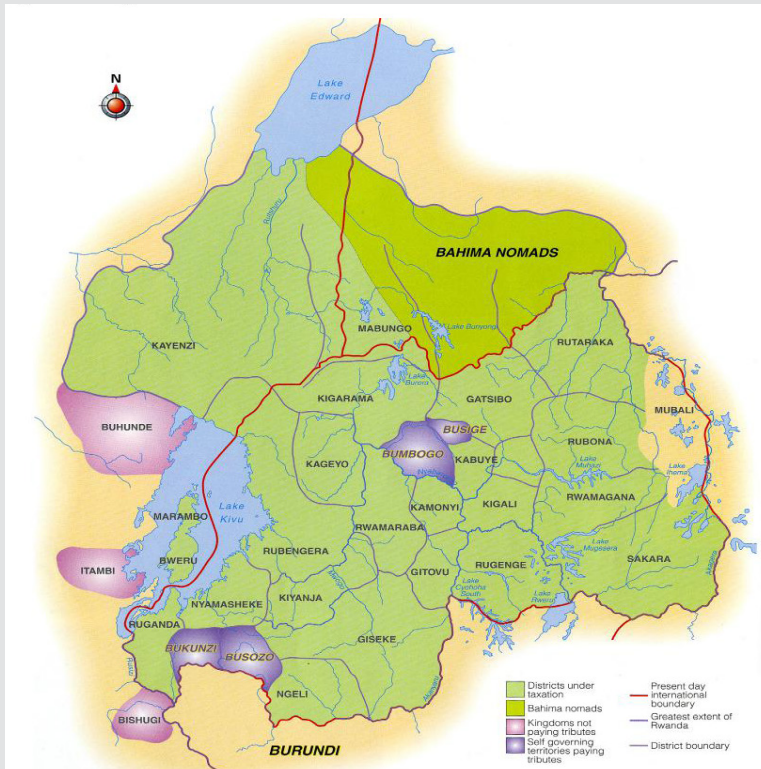
Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

Suggested answers for activities



Answers for learning activity 8.2

1. The map of Rwanda by 1910



- The revolts that took place in Northern Rwanda during the reign of King Musinga were due to quest for winning back the autonomy; they were also due to forced labour and contribution of food for the Europeans who worked in the North.
- The regions that revolted against Musinga are, in the former prefectures of Ruhengeri, Byumba and part of Kigali such as Bumbogo, Buberuka, Bukonya etc.
- The method of colonial administration used by Germany in Rwanda was “indirect Rule”. In this regard, the local traditional leaders and the culture would be maintained.

5. Lieutenant Godivius moved with his troops across the region which had been under Ndungutse's rebellion to intimidate his followers and dissuade them from further revolt. Much as they did not meet any resistance on the way, they went burning anything they met. The result was massive famine which followed and this aggravated the situation for survivors of the German repression.



Answers to the application activity 8.2

The reforms made by the Germans in Rwanda are:

- Demarcation of Rwandan border
- Support to King Musinga (*Mwami*)
- Opening of the country to outside world
- Exportation of goods
- Introduction of money
- Experimentation with some few agricultural crops
- Construction of passable roads
- Racial discrimination
- Introduction of head tax
- Coming of European missionaries

8.3.3. Lesson 3: Reforms introduced by Belgians

a) Learning objective

The students should be able to describe the reforms made by Belgians in Rwanda during military occupation, Belgian Mandate and Belgian Trusteeship

b) Teaching resources

During the delivery of this unit, you will need Senior 2 History Learner's Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

c) Learning activity

Guidance to learning activity 1.3

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

- Group learners in groups of 5 to 8 students and let them to do **Activity 1.3 2.8,2.10&2.16**

Learners to present their ideas from the discussions to the rest of the class while they take notes.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

Suggested answers for learning activities



Answers for learning activity 8.3

1. Group students in groups of 5 to 8 students and give them document on Belgian colonisation of Rwanda during military administration, mandate and trusteeship. Give them the time to discuss. Thereafter one present the group activity on the rest of the class
2. In 1931, the report of the Vice Governor General Voisin accused King Musinga of being opposed to moral, social and economic activities of the colonial administration. The King was at the same time accused of being hostile to the work of the Catholic missionaries. These attitudes brought conflicts between the King and the colonial administration, the catholic missionaries as well as Rwandan collaborators spearheaded by Kayondo.



Answers to the application activity 8.3

1. The decision taken by King Mutara III Rudahigwa to abolish Ubuhake in 1954 had a double objective:
 - a. To liberate the pastoral clients (abagaragu) from the duties performed for their Lords (shebuja) and spend more time doing their own work, hence promoting private initiative.

- b. To encourage cattle keepers to reduce the number of herds to more profitable size

2. The colonial exploitation mechanisms were:

- Forced work during the colonial period included planting of trees, carrying goods and chiefs, road construction etc.
- Compulsory crops included food crops such as cassava, sweet potatoes and cash crops like coffee.
- The fiscal system introduced in 1917, concerned capitation or poll tax which had to be obligatorily paid by all male adult Rwandans of sound mind.
- The judiciary reform of 1917 deprived the King of his right to life and death over his subjects. Chiefs were also deprived of the right to have the last word in appeal cases. The resident and the Administrator were given the power to hear appeals after chiefs.
- The religious reform: colonial authorities forced King Musinga to sign a decree proclaiming freedom of worship
- The fiscal reform of 1924 resulted in the suppression of certain gifts:

Imponoke which consisted of cows given as gifts to a chief who had lost cattle in huge numbers. Indabukirano which were cows given to a new chief upon assuming his duties as a new leader in an area. This gift was disguised as a form of congratulatory gift but it often amounted to an inducement to have some favours from the chiefs.

8.3.4. Lesson 4: Effects of Belgian colonisation

a) Learning objective

The students should be able to evaluate the effects of the Belgian colonisation in Rwanda

b) Teaching resources

During the delivery of this unit, you will need the following materials:

Senior 2 History Learner's Book, Internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes and tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

c) Learning activities

Guidance to learning activity 1.4

The teacher 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: Let each learner individually attempt **Activity 1.4**, thereafter he/she share with the sitting mate and finally share to the rest of the class.

Suggested answers for activities



Answers for learning activity 8.4

- Change in the traditional administration
- Formation of councils
- Formation of political parties
- Ethnic division
- Generation of electricity
- Establishment of industries
- Introduction of commercial mining
- Construction of roads
- The traditional manufacturing sector was discouraged
- Introduction of forced labour
- Abolishment of traditional education
- Establishment of health centres
- Construction of churches
- Introduction of taxes
- Exportation of goods
- Introduction of money
- Experimentation with some few agricultural crops
- Construction of passable roads
- Ethnic division
- Improvement in agriculture



Answers to the application activity 8.4

1. The decision taken by King Mutara III Rudahigwa to abolish Ubuhake in 1954 had a double objective:
 - a. To liberate the pastoral clients (abagaragu) from the duties performed for their Lords (shebuja) and spend more time doing their own work, hence promoting private initiative.



Answers for learning activity 8.4

Guide learners in finding the answer in textbook by referring to the periods of colonisation of Rwanda by the Belgian

Political	Economic	Social
<ul style="list-style-type: none">• Change in the traditional administration• Formation of councils• Formation of political parties• Ethnic division	<ul style="list-style-type: none">• Generation of electricity• Establishment of industries• Introduction of commercial mining• Construction of roads• The traditional manufacturing sector was discouraged• Introduction of forced labour• Introduction of taxes• Exportation of goods• Introduction of money, among others	<ul style="list-style-type: none">• Abolishment of traditional education• Establishment of health centres• Construction of churches• Ethnic division

Gisaka affairs and the Orts-Milner Convention of 1919

Towards the signing of the 1919 Versailles Peace Treaty, Belgium accepted to have negotiations with Britain over the distribution of former German colonies in East Africa. This enabled Belgium to sign an agreement known as the Orts-Milner Convention on 30th May 1919.

With this agreement, Belgium accepted to advance to Britain the territories of Gisaka, a part of Ndorwa, a part of Buganza and a part of Mutara from Rwanda. They also gave out Bugufi from Burundi

unwillingly. In return, Great Britain accepted to support the Belgian demand for an agreement of the tracing of frontiers of its colonies all the way to the mouth of Congo River.

With the receiving of Gisaka and other territories, it gave Britain a position to realise its project of building a railway line from Cape to Cairo. This, according to their wish, would pass entirely in an area joining together the whole of its colonial empire in Africa.

However, with the abandoning of the British ambitious project of building this railway, Gisaka Convention lost its economic and political value. The deal abolished the Orts-Milner Convention and informed the League of Nations. The League of Nations took note of this and on 31st August 1923, it confirmed the repossession of the colony by Rwanda. Britain was later evacuated on 31st December 1923.

8.4. End unit assessment



Answers for end unit assessment

1. The following are the causes of the German and Belgian colonisation of Rwanda:
 - Industrial revolution in Europe
 - Investment of surplus capital
 - Rwanda as source of raw materials
 - Need for market
 - Need to spread Christianity
 - Stopping slave trade and slavery in Rwanda
 - Employment of European people in Africa
 - To civilize Rwanda
 - European countries looking for new places in Africa to settle their surplus population
 - Pride
 - The Berlin Conference of 1884 – 1885
2. The impact of German colonization of Rwanda is:
 - German defeat in the World War I (1914 -1918)
 - Demarcation of Rwandan border
 - Support to King Musinga (Mwami)

- Opening of the country to outside world
- Exportation of goods
- Introduction of money
- Experimentation with some few agricultural crops
- Construction of passable roads
- Racial discrimination
- Introduction of head tax
- Coming of European missionaries

3. The reforms introduced by Belgian colonization of Rwanda are:

- Change in the traditional administration
- Formation of councils
- Formation of political parties
- Generation of electricity
- Establishment of industries
- Introduction of commercial mining
- Construction of roads
- The traditional manufacturing sector was discouraged
- Introduction of forced labour
- Abolishment of traditional education
- Establishment of health centres
- Construction of churches
- Demarcation of Rwandan border
- Introduction of taxes
- Opening of the country to outside world
- Exportation of goods

4. Belgian colonization of Rwanda had caused the following effects:

- Banning of rights over life and death.
- Reduction of the king's power
- Undermining the Mwami's legal power (1922).
- Abolition of Ubwiru and Umuganura institutions.
- Declaration of religious freedom (July 1917).
- Abolition of Imponoke and Indabukirano.

8.4. Additional activities

Remedial activities

Draw the map of Eastern Africa and name the countries colonized by Germany in Eastern Africa.

Expected answer

After drawing the map of East Africa, the countries colonised by Germany are the following: Rwanda, Burundi and Tanganyika.

Consolidation activities

Write any cause learned on German and Belgian colonisation of Rwanda

Expected answers

To have cheap labour

Extended activities

Assess the impact of German colonisation in Rwanda and present their findings before the next lesson.

Expected answer

The effects of the Belgian colonization of Rwanda are the following:

- Banning of rights over life and death.
- Reduction of the king's power
- Undermining the *Mwami's* legal power (1922).
- Abolition of *Ubwiru* and *Umuganura* institutions.
- Declaration of religious freedom (July 1917).
- Abolition of *Imponoke* and *Indabukirano*

UNIT 9

INDEPENDENT RWANDA

Key Unit competence: To be able to explain the political, economic and sociocultural changes in the First, the Second Republic, and the causes, consequences of the Liberation war in Rwanda (1990-1994).

9.1. Prerequisite (knowledge, skills, attitude and values)

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

- The civilisation of pre-colonial Rwanda in its part related to political and military organisation; economic organisation; socio-political and economic dependence (ubuhake, ubukonde, uburetwa) of the Rwandan traditional society in S1.
- Rwanda's contact with the outside world and its colonisation by Germany and Belgium occupation, German administration, and the coming of missionaries in senior two
- Rwanda under Belgian colonisation (1916–1962): Belgian military occupation (1916–1926), Belgian Mandate and Belgian Trusteeship with different reforms initiated in senior two
- Steps of the decolonization of Rwanda comprising economic and political transformations and formation of political parties in senior two

9.2. Introductory activity and guidance

A) Introductory activity (unity level)

Do research using the internet and library to answer the following: Describe the political situation of Rwanda at the time of its independence

b) Guidance on introductory activity

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

answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be curious to know about independent Rwanda.

One of suggested issue here is “Reflect on how bad leadership can lead a country or a whole region to an apocalypse similar to what Rwanda experienced in 1994.” This problem statement can be given as homework or in class discussion.

9.3. List of lessons

#	Lesson title	Learning objectives	Number of periods
1	First republic of Rwanda (socio- political changes) Factors for the downfall of the first republic of Rwanda	Explain fundamental changes that took place in First and Second Republic in Rwanda.	2
2	Second republic (socio-political changes) Factors for the downfall of the second republic of Rwanda	Explain fundamental changes that took place in First and Second Republic in Rwanda.	2
3	Root causes and course, effects of the liberation war in Rwanda (1990-1994)	Describe the causes and course of the 1990-1994 liberation war in Rwanda	2
	Effects of the liberation war in Rwanda (1990-1994)	Explain the effects of the liberation war in Rwanda (1990-1994)	1
4	End unit assessment		1

Guidance on different lessons

9.3.1. Lesson 1: First republic of Rwanda (socio-political changes) Factors for the downfall of the first republic of Rwanda

a) Learning objective

Explain fundamental changes that took place in First Republic in Rwanda

b) Teaching resources

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

c) Learning activities

Guidance to learning activity 1.1

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

As teacher guide/organise learners into groups and then asks them to do the learning **activity 1.1** in their textbook.

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

From the answers given by learners, give a synthesis by summarising the content that is in Learner's Book.

Suggested answers for activities



Answers for introductory activity

At the time of Independent, Rwanda faced many problems in all domains: political, economic and social. For our question, let us show some political issues faced by Rwanda at the time and just after independence. The first political challenges faced at the time of Independence was the Refugee issue who had fled the country from 1959. At independence, Grégoire Kayibanda forced his way into political prominence and he was more than willing to access power and sow divisions to maintain his rule. Just after independence, Rwanda was characterized by poor governance and the exclusion and divisions policies, which compromised the development of Rwanda and led to the 1994 Genocide against the Tutsi.

The attitude adopted by the First Republic towards properties of the Rwandan refugees, the returnees could not be given their properties back. These properties had been illegally seized by burgomasters and their relatives or friends. The same problem persevered during the First and the Second Republics. Moreover, President Kayibanda forbade the refugees, and those who wanted to return, from claiming their properties. In 1975, President Habyarimana issued a law according to which the properties abandoned by refugees belonged henceforth to the Government of Rwanda. President Kayibanda built his regime basing on the ideology of his political party PARMEHUTU.

The effects against the Tutsi from 1959: Several thousands of Tutsi were killed, many Tutsi fled the country and became refugees in neighboring countries, the Tutsi's houses were burned down and Tutsi became homeless and displaced. In general, the Social tensions were revived and continued during the First Republic.



Answers for learning activity 9.1

Major changes that took place in the first and second republics

The first republic started immediately after on independence on 1st July 1962. It ended on 5th July 1973. It was headed by KAYIBANDA Gregoire with his party called PARMEHUTU.

The first republic was characterized by dictatorship and civil strife that replaced colonial rule. Many of them were massacred while others ran to exile in the neighboring African countries like Uganda, Burundi, Democratic Republic of Congo and Tanzania.

The major changes that took place in the first republic were as follows:

- A constitution was organized and developed for the first time in the existence of Rwanda.
- A government that was headed by the president was formed. It was the birth of a republic.
- A parliament was also established.
- There was creation of infrastructure like schools, roads and hospitals.
- There was development of the first five year plan
- Some political institutions were created like the national assembly and the Supreme Court.
- Class discrimination, torture and hatred against the Tutsi continued. This eventually led to many of them fleeing from their country to neighboring states of Congo, Burundi, Tanzania and Uganda.
- It was characterized by killings against innocent Tutsi who remained in the country.
- There was underdevelopment and absolute poverty with the economy remaining stagnant. There was also a high rate of unemployment and goods were scarce.

- There was creation of one party state under MDR/PARMEHUTU which designed a racist ideology that was later consolidated in the second republic.

The second republic started on the 5th July 1973 under Juvenal HABYARIMANA who came to power through a coup d'état. The government claimed that it had come to save a country that was about to perish. It was later realized that it had done nothing much to accomplish its mission.

Some of the features that took place during the second republic include the following:

- Arbitrary arrests and killings
- Violation of human rights
- Creation of Akazu
- Corruption
- Poor governance
- Increased ethnicity

The major changes that took place in the second republic include:

- ✓ Infrastructural development continued in some areas roads were constructed, some hospitals though these were not evenly distributed in all parts of the country.
- ✓ Harassment of opposition leaders and critics against the government. Some were murdered while others imprisoned, for example, in western region in Kibirira and Bigogwe, most of them were Tutsi.
- ✓ There were human rights abuses where many people were imprisoned and kept into prisons without going to courts of laws for trial.
- ✓ There existed armed robbery, political violence against civilians. This was due to poor security to the masses.
- ✓ In the second republic, there was introduction of regionalism. With this Habyarimana got concentrated in members of the Akazu (little house or a clan) from North West hence neglecting other regions.
- ✓ In 1978 a sham constitution was developed which kept him in office. This was by holding elections in which he was the sole candidate.

In conclusion the first and second republic fed the people of Rwanda with nothing apart from untold suffering, torture, economic stagnancy and death. Rwanda saw a period in which innocent civilians were subjected to untold torture, forced exile to neighboring countries and tarnishing Rwanda's history by planning the occurrence of genocide against the Tutsi by 1994.



Answers to the application activity 9.1

The answers to this activity will depend to the location of the school. The students will provide answers according to the questions asked.

The causes for the rise and expansion of the Long Distance Trade are:

- Availability of goods in the interior of both East and Central Africa
- Increased penetration into the interior by coastal people
- Increased demand for slaves in Europe and America
- The vital role played by Indian and Arab merchants in Zanzibar
- The French sugar industries
- Introduction and availability of fire arms
- Division of labour



Answers to the application activity 9.1

1. Assess the achievements made by the first Republic. (While realised, these achievements was not sufficient nor efficient to stop the fall of regime.

- political mismanagement of resources
- Five Year Development Plan (1966–1971) it was proposed to tarmac all the road axes linking the country to her neighbors but not attained that target
- Some marshlands were reclaimed in order to improve agricultural production improved seeds and plants and distributed them in some parts of the country
- At independence, Rwanda had few secondary schools
- including Ecole Officielle d'Astrida ,ETO Kicukiro, Collège Saint André, Collège du Christ Roi and Seminaries at Kabgayi, Nyundo, Rwesero
- Some socio-medical centres were opened to provide sanitary or health education, training on how to avoid and prevent diseases, and skills in maternal health care.
- A centre for handicapped children was built at Gatagara (Nyanza District) and a psychiatry centre for the mentally handicapped at Ndera (Gasabo District). This centre, also known as Caraes-

- Ndera, was run by the Gand Brothers of Charity. (For more details refer in learner’s book)
2. The political changes happened during the First Republic are:
- A constitution was organized and developed for the first time in the existence of Rwanda.
 - A government that was headed by the president was formed. It was the birth of a republic.
 - A parliament was also established.
 - Some political institutions were created like the national assembly and the Supreme Court.
 - Class discrimination, torture and hatred against the Tutsi continued. This eventually led to many of them fleeing from their country to neighboring states of Congo, Burundi, Tanzania and Uganda.
 - It was characterized by killings against innocent Tutsi who remained in the country.
 - There was creation of one party state under MDR/PARMEHUTU which designed a racist ideology that was later consolidated in the second republic.
3. Identify and explain problems faced by the First Republic just after independence

Political issues: Refer to the answers given to the introductory activity

Economic issues:

- After attaining its independence, Rwanda lacked the following infrastructure: administrative offices, airport, radio station, permanent roads, university or other institutions of higher learning.
- To address the economic crisis, the government resorted to assistance from Western countries and international organisations such as International Monetary Fund (IMF). The Western donor countries which assisted Rwanda were mainly Belgium and United States of America (USA). Belgium and IMF just granted Rwanda a little more in terms of loans and the USA donated food and some money to buy equipment. Besides, the government of Rwanda reduced expenses of all ministries adopted the “First Five Year Economic Development Plan of 1966–1971”.
- The strategy adopted by the Government of Kayibanda to solve the problem of the food security and land shortage was the establishment

of farms in the former prefectures of Gitarama, Kibungo, and Rural Kigali as well as the sensitisation in the prefectures of Ruhengeri, Byumba, Gikongoro, and especially Butare to encourage people to settle there.

Social issues

The conditions of the displaced Tutsi and those who remained in their former regions became worse with the Inyenzi attacks. After every “Inyenzi” attack, Tutsi would be killed and survivors sought asylum outside the country. In general, in all country the social conditions remained precarious.

2. Examine the factors which helped President Habyarimana Juvénal to consolidate his power

- The coup d'état leaders dissolved the National Assembly, suspended the 1962 constitution and abolished all political parties existing at the time, such as the organs of MDR-PARMEHUTU.
- Political power was from that time monopolised by a small group of people from Bushiru in the ex- commune of Karago in the current District of Nyabihu.
- Finally, power was in the hands of President Habyarimana, his immediate family, and his in-laws. This was known as “Akazu” or “one single household” (For more details, refer in learner’s book)

3. Explain the achievements of the Second Republic (For more details of answers (refer in learner’s book)

4. Analyse the appointment or distribution of positions in public administration during the Second Republic. Thereafter, answer the following questions:

- Which part of the country was favoured?

The North was favored, during the Second Republic the policy tended to discriminate against the Tutsi and the Hutu from the South while at the same time reserving the best and numerous positions in all fields to the Hutu from the North.

- Do you think this policy was good?

No, because it was a discriminatory and exclusive of all Rwandans, no genuine democracy, all Rwandans were not secured ect.

- Discuss and criticize the rule of Habyarimana.

The governance of Habyarimana was characterized and was in fact applied in all sectors of National life and it constituted a serious violation of Human Rights. It went a long way into preparing for the culmination into genocide in 1994.

What do you propose should be done to avoid discrimination? Promote good governance, devise and implement policies for the social welfare for all Rwandans etc.

9.3.2. Lesson 2: Second republic of Rwanda (socio- political changes) Factors for the downfall of the first republic of Rwanda

a) Learning objective

Explain fundamental changes that took place in second Republic in Rwanda.

b) Teaching resources

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

c) Learning activities

Guidance to learning activity 1.2

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

As teacher guide/organise learners into groups and then asks them to do the learning **activity 1.2** in their textbook.

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

From the answers given by learners, give a synthesis by summarising the content that is in Learner's Book.

Suggested answers for activities



Answers for introductory activity

At the time of Independent, Rwanda faced many problems in all domains: political, economic and social. For our question, let us show some political issues faced by Rwanda at the time and just after independence. The first political challenges faced at the time of Independence was the Refugee issue who had fled the country from 1959. At independence, Grégoire Kayibanda forced his way into political prominence and he was more than willing to access power and sow divisions to maintain his rule. Just after independence, Rwanda was characterized by poor governance and the exclusion and divisions policies, which compromised the development of Rwanda and led to the 1994 Genocide against the Tutsi.

The attitude adopted by the First Republic towards properties of the Rwandan refugees, the returnees could not be given their properties back. These properties had been illegally seized by burgomasters and their relatives or friends. The same problem persevered during the First and the Second Republics. Moreover, President Kayibanda forbade the refugees, and those who wanted to return, from claiming their properties. In 1975, President Habyarimana issued a law according to which the properties abandoned by refugees belonged henceforth to the Government of Rwanda. President Kayibanda built his regime basing on the ideology of his political party PARMEHUTU. The effects against the Tutsi from 1959: Several thousands of Tutsi were killed, many Tutsi fled the country and became refugees in neighboring countries, the Tutsi's houses were burned down and Tutsi became homeless and displaced. In general, the Social tensions were revived and continued during the First Republic



Answers for learning activity 9.1

Major changes that took place in the second republics

The first republic started immediately after on independence on 1st July 1962. It ended on 5th July 1973. It was headed by KAYIBANDA Gregoire with his party called PARMEHUTU.

The first republic was characterized by dictatorship and civil strife that replaced colonial rule. Many of them were massacred while others ran to exile in the neighboring African countries like Uganda, Burundi, Democratic Republic of Congo and Tanzania.

The major changes that took place in the second republic include:

- ✓ Infrastructural development continued in some areas roads were constructed, some hospitals though these were not evenly distributed in all parts of the country.
- ✓ Harassment of opposition leaders and critics against the government. Some were murdered while others imprisoned, for example, in western region in Kibirira and Bigogwe, most of them were Tutsi.
- ✓ There were human rights abuses where many people were imprisoned and kept into prisons without going to courts of laws for trial.
- ✓ There existed armed robbery, political violence against civilians. This was due to poor security to the masses.
- ✓ In the second republic, there was introduction of regionalism. With this Habyarimana got concentrated in members of the Akazu (little house or a clan) from North West hence neglecting other regions.
- ✓ In 1978 a sham constitution was developed which kept him in office. This was by holding elections in which he was the sole candidate.

In conclusion the first and second republic fed the people of Rwanda with nothing apart from untold suffering, torture, economic stagnancy and death. Rwanda saw a period in which innocent civilians were subjected to untold torture, forced exile to neighboring countries and tarnishing Rwanda's history by planning the occurrence of genocide against the Tutsi by 1994.



Answers to the application activity 9.2

1. The factors that helped Habyarimana to consolidate power are:

- Military support
- One party rule
- Ethnic favoritism

2. The following are the achievements of the second republic:

a) Coup d'Etat of July 5th, 1973

In the night of July 5th, 1973, the presidential guard under the command of Major General Juvénal Habyarimana, Minister of Defense and Chief staff, staged a **coup d'état** against the regime of Grégoire Kayibanda and Major General Habyarimana took over power as president.

b) Foundation of MRND (“Mouvement Révolutionnaire National pour le Développement”)

On July 5th, 1975, Major General Juvénal Habyarimana established the MRND. Its objective was to unite all Rwandans so as to enhance economic, social and cultural development in a peaceful environment

c) Economic and socio-cultural evolution under the Second Republic

➤ **Economic evolution**

Under the Second Republic, there was implementation of the “Second Five-year economic, social and cultural development plan” which lasted from 1977 to 1981.

This plan had four missions:

- i. Ensuring food security of the population and reducing the population growth rate.
- ii. Promotion of human resources management.
- iii. Improvement of the social conditions of individuals and the community.
- iv. Improvement of the Rwanda’s external relations.

With regards to infrastructure, the following infrastructures were built by the Second Republic

- Tarmacking or asphaltting of several roads linking Rwanda and other neighboring countries
- Construction of administrative offices for ministries, prefectures and communes
- Building of schools, health centres and hospitals like King Faisal Hospital
- Extension of electricity network
- Construction of Amahoro Stadium

➤ **Socio-cultural evolution under the Second Republic**

In Education:

In this sector, some achievements were attained.

- New primary and secondary schools were constructed and many reforms made at all levels of education. For example, the primary cycle changed from 6 to 8 years.

- Establishment of professional schools known as Centre de l'Enseignement Rural et Artisanal Intégré (CERAI).

In Health:

- The dispensaries were transformed into health centres and more medical personnel trained.
- The government also introduced a policy which set up nutritional centres in order to educate parents about diets and hygiene
- The establishment of the Broad-based Vaccination Programme (BVP), the National Programme for the Fight against AIDS known as Programme National pour la Luttecontre., Broad-based Vaccination Programme (BVP) ,National Programme for the Fight against Malaria as Programme National de luttecontre le Paludism (PNLP,) to address the demographic problem, the government opened Office National de la Population (ONAPO)

3. Analyse the appointment or distribution of positions in public administration during the Second Republic. Thereafter, answer the following questions:

- Which part of the country was favoured?

The North was favored, during the Second Republic the policy tended to discriminate against the Tutsi and the Hutu from the South while at the same time reserving the best and numerous positions in all fields to the Hutu from the North.

- Do you think this policy was good?

No, because it was a discriminatory and exclusive of all Rwandans, no genuine democracy, all Rwandans were not secured ect.

- Discuss and criticize the rule of Habyarimana.

The governance of Habyarimana was characterized and was in fact applied in all sectors of National life and it constituted a serious violation of Human Rights. It went a long way into preparing for the culmination into genocide in 1994.

What do you propose should be done to avoid discrimination? Promote good governance, devise and implement policies for the social welfare for all Rwandans etc.

4. The following are the factors for the failures and downfall of the second Republic

Lack of freedom of speech and press

The Second Republic was against the freedom of speech and press. This was justified by intimidation and imprisonment suffered by anyone who attempted to criticize this Regime of the Second Republic.

Economic crisis

The economic improvement was fragile towards the end of the 1970-1980. This was due to an economic crisis which became worse during 1980-1990. It was especially from 1984-1986 that the crisis exacerbated and reached its highest point during 1990-1993. For instance, In January 1990, one-sixth of the Rwandan population was affected by a famine. In 1991, Rwanda signed an agreement with the World Bank to implement a Structural Adjustment Plan (SAP) which led to the devaluation of the Rwandan franc on two occasions: its value fell by 40 percent in November 1990, then again by 15 percent in June 1992.

The imprisonment and killing of the politicians of the First Republic

Nevertheless, during the two years that followed, the former 'barons' of the First Republic were assassinated or imprisoned. During the following years (between 1974 and 1977), 58 people; individuals who were close to Grégoire Kayibanda and public figures of the First Republic; were assassinated upon orders from Théoneste Lizinde, Chief of Security at the Interior Ministry. According to some sources, the repression affected up to 700 people.

Institutionalisation of ethnic and regional balance or quota system

The regime of Habyrimana coerced and aligned people behind political option within a single party system and partisan politics based on ethnic and regional segregation. The regime had created the Rukiga-Nduga conflicts which were characterized by the exclusion of Tutsi and Hutu of Nduga from schools and main posts of the direction of the country.

This deplorable exclusion highly institutionalized by the Second Republic right from 1981 was known as "ethnic and regional balance or quota system". This policy was in fact applied in all sectors of the National life and it constituted a serious violation of human rights. It has undermined the regime of the Second Republic significantly as it was seriously contested by the democratic forces which militated for change and it ended up by leading the MRND regime to its downfall in 1994.

Centralization of the power in the hands of a small group of people "Akazu"

After ten years of economic growth, the economic crisis and regional favoritism destabilized the government. Rivalry for posts increased, power

struggles became fiercer, and mafia-type behavior and structures thrived. One of the main power centers was known as the Akazu and was organized around Agathe Kanziga – Juvénal Habyarimana’s wife, and her brothers.

The division of the northerners began in 1980s when two highly regarded senior military officers, colonel Alexis Kanyarengwe and Major Théoneste Lizinde were accused of plotting a coup d’état to overthrow Habyalimana. Lizinde was accused of having killed some politicians who had served in the First Republic from the Southern part of Rwanda. This misunderstanding brought about divisions among the politicians and people from the North of Rwanda. The result was that political power was now being monopolised by a small part of Northerners from Bushiru in the ex-commune of Karago. Finally, power came to be concentrated in the hands of President Habyalimana and his immediate family and the family of his in-laws. This came to be termed “AKAZU” meaning “from one single household”.

The exaggerated glorification of the personality of Habyarimana

As years went by, President Habyalimana started developing a personality cult. This was done through mobilisation and glorification of the President and his political party using animation and his portrait, which was everywhere in public and private surroundings.

Increasing of dictatorship

In addition to this personality cult, President Habyarimana set up a dictatorship regime. Frankly speaking, before the outbreak of the liberation war, the Habyarimana regime had already become a totalitarian regime. There was a single political party the Revolutionary National Democratic Movement (MRND) and all the powers were concentrated in the hands of a small group of family members of President Habyarimana. No single decision could be made whatsoever without prior approval and/or blessings of the dictator’s consent.

Mismanagement of refugees’ problem /Refusal of their return

The problem of refugees in Rwanda dated from 1959 with the mass killing which was organized against the Tutsi. This problem was differently managed by the two Republics.

In 1973, the Second Republic put in place a joint ministerial commission of Rwanda – Uganda for the repatriation of Rwandese refugees living in Uganda. By a circular issued on 25th October 1973, the refugees had to express in writing their desire to return. The request had to be addressed to the country of origin through the High Commission for refugees and the hosting government. The refugee whose request was rejected stayed in the country of exile or looked for another.

In 1982, the regime of the Second Republic reversed decision that refugees had to settle in their countries of asylum because Rwanda was occupied to full capacity and that it did not have any more land.

This position of President Habyarimana and his Government prompted the refugees to call for an International Conference in Washington in August 1988 in which they rejected this position and reaffirmed their inalienable right to return to their homeland, and this led to the National Liberation War on October 1st, 1990. Then it is this war which put to the end of the Second Republic.

Lesson 3: Root causes, course, effects of the liberation war in Rwanda (1990-1994)

a) Learning objective

Discuss the causes and the course of Rwandan Liberation War of 1990-1994.

b) Teaching resources

student's books and the photographs of the commanders of the Rwanda Patriotic Army like that of General Fred Gisa Rwigema. In schools with enough resources and means, a teacher can use a documentary film, map of Rwanda showing the main battlefields of the Liberation War, the use of a movie showing some of the consequences of the Liberation war, projector, tactile maps and brailled materials. Sign language should be used when teaching learners with hearing impairment, etc.

c) Learning activities

Guidance to learning activity 9.3

Organize students into groups of five students and then ask them to do activities 1.3 A and 1.3B mentioned in the students' textbooks.

To make a synthesis of the lesson, summarize the content that is in the student's Book basing on the answers developed by the learners.

Suggested answers for activities



Answers for learning activity 9.3A

Root Causes of the 1990 - 1994 liberation struggle

1. **Refusal of return of refugees:** Very many refugees in Diaspora were longing to return to their motherland (Rwanda). The Habyarimana regime had completely refused the return of the Tutsi refugees. As a result, they (refugees) organised a war as a way for them to liberate their country.
2. **Increased patriotism:** The descendants of the 1959 refugees came together and formed a group called Rwandese Alliance for National Unity (RANU). Its objective was to mobilise all Rwandans in the diaspora into the movement. It later became the Rwanda Patriotic Front (RPF - Inkotanyi) from which rose the RPA (Rwanda Patriotic Army). The RPA started the liberation war and eventually won it.
3. **Mismanagement of government resources:** The natural and human resources were not well managed. The issue of population increase was given little attention, only remembered when the refugees demanded to return. This increased the spirit of nationalism among the Tutsis in the diaspora.
4. **Increased pressure for democratisation:** In July 1991, the extreme demand for democracy reached its climax. The ruling party MRND started a multi-party politics, created limited presidential terms and separated the judicial, executive and legislative arms of government. This gave rise to many political parties
5. **The desire to end dictatorship:** The second republic of Rwanda was dictatorial to the extent that people were denied fundamental freedoms such as the freedom of speech and freedom of press. Participation in national politics by the masses was abolished.
6. **Desire to end assassinations:** The second republic was a military government characterised by assassination of people based on ethnic groupings. Therefore, there was need to end such killings.
7. **The desire to end corruption:** The second republic of Rwanda was dominated by corrupt officials. Above all, corruption was based on tribes.
8. **Need to establish fairness in security forces:** There was no fairness in the army. Promotion to high ranks was done based on tribal line. The police were merged with the army. This meant that these institutions were in the hands of one man.

9. Need for unity: The previous governments, that is, the first and second republics had exercised extreme discrimination that largely depended on ethnicity. This led to disunity among Rwandans. It was against this background that the liberation war was considered a necessity.



Answers for learning activity 9.3B

The course of the 1990-1994 liberation war is summarised below:

- From as early as 1959, many Tutsi were forced to flee to neighboring countries such as Uganda, Tanzania, Democratic Republic of Congo and Burundi. Those who were capable fled to the United States of America and Europe., these Rwandans saw and experienced a lot of hardship.
- Rwandans in exile had lost hope of ever returning to their homeland by peaceful means. As a result, a group of young Rwandans, descendants of the 1959 refugees, decided to unite under a group that they called the Rwandese Alliance for National Unity (RANU).
- RANU's objective was to mobilize all other Rwandans in the Diaspora into a movement geared towards resolving their problems by themselves.
- In 1987, this group developed into the Rwanda Patriotic Front (RPF-Inkotanyi) with its military wing, the Rwanda Patriotic Army (RPA). The RPA later grew into such a strong force that not only defeated the oppressive regime within nearly four years, but also stopped the on-going Genocide in 1994 within a period of only three months.



Answers for learning activity 9.4

The 1990 - 1994 liberation war was a success and it indeed managed to fully achieve its cause. The effects of the 1990 - 1994 liberation war include:

- **Creation of new Rwanda** - Rwanda was known to be a country of evils such as massive killings, insecurity and division. Things have now changed completely as Rwanda now has a new image after the 1990 - 1994 liberation war.

- **Good governance** - The liberation war of 1990 - 1994 brought good governance in Rwanda as seen through freedom of speech, interaction of leaders and citizens and participation in public debates.

Many Rwandans

- **Unity** - The liberation war of 1990 - 1994 brought about unity among the Rwandans through multiple campaigns of reconciliation and change of the national identity cards to identify citizens as Rwandans.

Restored security

- **Stopping the 1994 Genocide against the Tutsi**
- **Economic growth** - Rwanda managed to attain steady and fast economic growth after the liberation war. This has been achieved through privatization, increased investment and regional economic integrations.



Answers to the application activity 9.3

1. People reacted differently towards the start of the liberation war in Rwanda. Those reactions are: some supported the war, others are against it while the last group were neutral.
2. Describe the life of a refugee and try to find out his feelings.

In different refugee camps refugees have difficult conditions such as: losing dignity and the poor conditions of living such as lack of employment and good education in host countries, made refugees think of a strategy to return home.

3. The first and the second republics imposed difficult conditions for individual repatriation of the Rwandan refugees in the following ways:
 - In 1982, when the government of Uganda under President Milton Obote expelled more than 60,000 Rwandans, the government of Rwanda refused to recognise them as Rwandans.
 - The Central Committee of MRND resolved that Rwandan refugees could not massively return into the country. The committee strongly advocated that refugees should find a way of integrating themselves into their respective countries of asylum.

- The argument was that the country was overpopulated and incapable of receiving and accommodating her own people. Habyarimana himself declared that Rwanda was like a glass full of water to which one could not add a drop. He added that “a child of a refugee should not be called a refugee” and so he started negotiations in February 1989.
 - According to the Habyarimana regime Rwandan refugees were declared economic refugees who were to remain wherever they were and earning their living. They were not supposed to dream of returning to home.
4. Both the First and the Second Republics institutionalised “ethnic” labels (Hutu, Tutsi, Twa) in identity cards and the quota system (“ethnic” and regional equilibrium) administration, schools, the army, etc. During the First Republic, power was in the hands of a few people from some communes of Gitarama and again a few people from some parts of the former Ruhengeri and Gisenyi prefectures during the Second Republic.

Both Republics were characterised by ideology identity. The two regimes reinforced the conflict between Nduga people in the central and southern part of the country and Rukiga people in the northern and western part of the country by monopolizing and excluding many parts of the country. During these regimes, hatred against Tutsi worsened. Every political crisis was blamed on Tutsi who were treated as scapegoats. This case was raised severally time when Inyenzi attacked Rwanda in 1963 and later before the 1973 Habyarimana’s coup d’Etat.

5. The liberation war of 1990-1994 in Rwanda led to the following consequences:
- Death of Major General Fred Rwigema
 - Death of other Rwandans
 - Displacement, loss of property and psychological effects
 - Reaction of Rwandans
 - Call by the Government of Rwanda for support
 - Increasing of pressure for democratisation
 - The signing of Arusha Peace Agreement
 - Decline of the economy
 - Displacement of many people

Among the positive effects of the Liberation War, the following deserve to be mentioned:

- There is promotion of National unity. Thanks to the Liberation War, many achievements were made in the national unity, justice, peace and security, and ending of segregation.
- Corruption, favouritism, embezzlement are being fought.
- All reasons for fleeing the country were eliminated and the refugees are encouraged to return home.
- The war helped to establish a true democracy. The people of Rwanda have the right to choose their leaders at all levels.
- The war contributed to the improvement of the image of the country. Rwandans are well-known all over the world as a good example of reconciliation, people living together on the same land, victims and criminals, after the 1994 genocide against the Tutsi.
- The country promoted international relations based on mutual respect, cooperation and mutual economic exchange. This helped the country to reduce economic and political dependence on foreign countries.

Additional information for the teacher

Independence (1962)

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

Between 1961 and 1962, refugees staged attacks on Rwanda from neighbouring countries. Rwandan troops responded, and thousands of people were killed in the clashes. On 1 July 1962, Belgium, granted independence to the two countries (Rwanda and Burundi). Rwanda was established as a Republic governed by MDR-PARMEHUTU, which had gained full control of national politics. In 1963, the refugees' invasion from Burundi unleashed another anti-Tutsi backlash by the Rwandan government and an estimated 14,000 Tutsi were killed. The economic union between Rwanda and Burundi was dissolved and tensions between the two countries worsened.

Kayibanda became Rwanda's first elected president, leading a government chosen from the National Assembly. Peaceful negotiation of international problems, social and economic elevation of the masses, and integrated development of Rwanda were the ideals of the Kayibanda regime. He established formal relations with 43 countries, including the United States, in the first ten years. Despite the progress made, inefficiency and corruption developed in government ministries in the mid-1960s.

The Kayibanda administration established quotas to try to increase the number of Hutu in schools and the civil service. This effort discriminated the Tutsi who were allowed only nine percent of secondary school and university vacancies. The quotas also extended to the civil service. With high unemployment levels, competition for position increased social tensions. The Kayibanda government also continued the Belgian colonial government's policy of "ethnic" identity cards, and also discouraged mixed marriages.

Following more violence in 1964, the government suppressed political opposition. It banned UNAR and RADER and executed the Tutsi leaders. The term *inyenzi* (cockroaches) was used to describe Tutsi rebels for what was perceived as infiltrating the country. As a result, hundreds of thousands of Tutsi moved to neighbouring countries as refugees.

The Catholic Church was closely involved with PARMEHUTU, and they shared local resources and networks. Through the church, the government maintained links with supporters in Belgium and Germany. The Catholic newspaper *Kinyanyamateka* supported the government.

Second Republic

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

In 1975, President Habyarimana formed the *Mouvement Révolutionnaire National pour le Développement* (MRND) [the National Revolutionary Movement for Development] whose goals were to promote peace, unity, and national development. The movement was organized from the grassroots to the national level and included elected and appointed officials.

Under MRND, a new constitution which made Rwanda a one-party state under the MRND, was approved in a referendum in December 1978. These were shortly followed by presidential elections a few weeks later. Habyarimana, as president of the MRND, was the only candidate on the ballot. He was re-elected in 1983 and again in 1988, each time as sole candidate. However, in a minor concession to democracy, voters

were given a choice of two MRND candidates in elections to the National Assembly. Responding to public pressure for political reform, President Habyarimana announced in July 1990 his intention to transform Rwanda's one-party state into a multi-party democracy.

9.4. End unit assessment



Answers to end of Unit Assessment

1. Rwanda was a monarchy.
2. After independence, Rwanda became a Republic.
3. Kayibanda used the following ways to eliminate opposition:
 - The MDR-PARMEHUTU eliminated or assimilated other opposition political parties
 - Intimidation and arbitrary arrests
 - Physical violence, for example the killing of RADER and UNAR leaders
 - Attracting APROSOMA leaders
4. The four reasons for the fall of the First Republic are:
 - Problem of refugees: Kayibanda regime refused to solve the problem of refugees scattered worldwide.
 - Ethnicism and regionalism: Kayibanda used ethnic violence against Tutsi PARMEHUTU members from Gitarama monopolized the party and the government power, excluding the northern region.
 - Economic problems: Food insecurity caused by shortage of land became common. Moreover, there was lack of infrastructure and financial means to support decent standards of living, and the poor functioning of the monetary and customs union between Rwanda and Burundi. There was a serious economic crisis due to deficits in balance of payments and inflation. For example, in 1964, inflation rose to 300 percent.
 - Social problems: There was lack of unity among Rwandans. A part of the population that was excluded from education and public service.
5. The principal causes of the Liberation War were:
 - The long exile: Since 1959, Tutsi were persecuted and

condemned to exile during the First and the Second Republics which refused to allow them to return to their mother-land.

- “Ethnic” and regional divisions: The Tutsi were discriminated and regarded as second class citizens. Besides, regionalism was an obstacle to open political democratic space.
- Intimidation and killing of opposition politicians: Kayibanda and Habyarimana regimes eliminated opposition by killing opposition politicians and banning other parties.
- Increasing dictatorship in Rwanda: During the First and the Second Republics only one political party was allowed: MDR – PARMEHUTU for the First Republic and MRND during the Second Republic. Power was concentrated in hands of small groups and no single decision could be made without the approval of the president and his political party.
- Military option: The refugees rejected their long exile and the indifference of the Rwandan Government. The military option, was the only possible way to return home.

9.5. Additional activities

Remedial activities

1. Give two the effects of the Liberation War.
2. When did the liberation war start?

Expected answer

1. Two the effects of the liberation war are:
 - The first effect was is the death of Major General Fred Gisa Rwigema the chairman of RPF and the supreme commander of RPA. This death was a great loss for RPF.
 - Many soldiers were killed on both sides and others were wounded. There was also displacement of many people from their homes.
 - People were psychologically affected, properties were destroyed and so on...
2. The Liberation War started on October 1st, 1990.

Consolidation activities

1. What are the roots of the Liberation War?

Expected answers

1. The root causes of the Liberation War were the following:
 - The desire to return home of Rwandan refugees who had been in exile since 1959 due to violence, and massacres of the UNAR members, mainly Tutsi, committed by PARMEHUTU with the help of Belgian colonialists. Refusal by the government to allow the return of refugees.
 - Both the first and the Second Republics institutionalised “ethnic” labels (Hutu, Tutsi, Twa) in identity cards and the quota system (“ethnic” and regional equilibrium) in administration, in schools, in the army, etc.
 - During the First Republic, power was in the hands of a few people from some communes of Gitarama, and again a few people from some parts of the former Ruhengeri and Gisenyi prefectures during the Second Republic.
 - Intimidation and killing of opposition politicians: The regime of Habyarimana did not accept or tolerate any opposition. Any person who tried to oppose him suffered from long prison terms; assassinations were quite frequent as well. For instance, the former editor of Kinyamateka Newspaper, Father Sylvio Sindambiwe, and Felicula Nyiramutarambirwa, former member of the MRND Central Committee was murdered.
 - Increasing dictatorship in Rwanda: During the Second Republic, only one political party was allowed. This was MRND as it was stipulated by the 1978 constitution. All the powers were concentrated in the hands of a small group of the President’s family and his in-laws. The group was also known as Akazu. No decision could be made without prior approval and or blessing of the President and his MRND.
 - Participation of Rwandans in other liberation movements: Rwandan’s like Fred Gisa Rwigema who by 1979 had already been involved in liberation struggles in Africa, especially in Mozambique, saw that the option of war would work for Rwanda.

Extended activities

1. Describe three first steps of the Liberation War.

Expected answer

1. Description of the first two phases of the Liberation War:
 - On October 1st1990, the Rwanda Patriotic Front (RPF) and its armed wing (RPA) launched the war of liberation which lasted

almost four years. The reasons for starting the liberation war were: to restore national unity among Rwandans, establish true democracy and put an end to the question of refugees and dictatorship which characterised the First and the Second Republics of Rwanda between 1962 and 1994.

- The first attack was in Umutara and was not successful because of Fred Gisa Rwigema's death, RPA was pushed from Umutara and it changed tactics by practicing guerrilla warfare in the northern region of Rwanda commonly called the volcano region.
- On January 23rd, 1991, they captured Ruhengeri town and liberated the political prisoners who had been jailed in Ruhengeri prison. Among them were Theoneste Lizinde, Biseruka, and Brother Jean Damascène Ndayambaje.

UNIT 10

CAUSES AND COURSE OF THE 1994 GENOCIDE AGAINST THE TUTSI

Key Unit competence: To be able to explain the causes and to describe the course, features and the effects of 1994 genocide against the Tutsi

10.1. Prerequisite knowledge, skills, attitude and values

In order to study this unit, the students should have knowledge, skills and competences on genocide learned in Primary six especially the meaning, the causes, and the consequences of the 1994 Genocide against the Tutsi, planning its execution, how it was stopped, Holocaust and other genocide, genocide prevention, genocide ideology and genocide denial. They should also have knowledge skills attitude and values on genocide and its features learned in senior one.

10.2. Introductory activity and guidance

a) Introductory activity

Many books and movies have been produced on 1994 Genocide against the Tutsi in Rwanda. Using them, analyze the factors that led to division among Rwandans and its effects

b) Guidance on introductory activity

At the beginning of this *Unit 2*, the introductory activity motivates students to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they did not know before. As they get engaged in the lessons of this unit, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be inquisitive to know what happens in the 1994 Genocide against the Tutsi.

10.3. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Causes of the 1994 Genocide against the Tutsi	Explain the causes of 1994 genocide against the Tutsi.	1
2	Course of the 1994 Genocide against the Tutsi: Planning and execution	Describe how genocide was planned, executed and stopped	1
3	Features and effects of the 1994 Genocide against the Tutsi	Describe the features and effects of the 1994 Genocide against the Tutsi	1
4	Role played by RPF/RPA in stopping the 1994 Genocide against the Tutsi	Describe the role of RPA/RPF in stopping the 1994 Genocide against the Tutsi	1
5	End unit assessment		1

Guidance on different lessons

10.3.1. Lesson 1: Causes of the 1994 Genocide against the Tutsi

a) Learning objective

Explain the causes of the 1994 Genocide against the Tutsi.

b) Teaching resources

Learner's books, and in schools well equipped with resources, use a film. Testimonies can also be used where it is possible. Tactile maps and brailled materials. Sign language should be used when teaching learners with hearing impairment, etc

c) Learning activities

Guidance to learning activity 2.1

Organize students into groups and then ask them to do activity 2.1 in their textbook (See Student's Book page 54-55).

To make a synthesis of the lesson, summarize the content that is in the student's Book (pages 54-55) basing on the answers developed by the students.

Suggested answers for activities



Answers for introductory activity

Before coming of colonizers, Rwandans were united and shared the elements for national cohesion like same king, clan, language, ideal or values, same army, culture and same country. But when colonialists came, they destroyed that unity by applying divide and rule policy, introduction of identity cards describing Rwandans as being Tutsi, Hutu, Twa, discrimination and segregation policy, political reforms that weakening the power of the King and destroying Rwandan values.

After independence, first and second Republics instead of uniting Rwandans, they also promoted ethnic division by maintaining identity cards describing Rwandans as being Tutsi, Hutu and Twa. They discriminated Tutsi in administration, in schools,... and promoted the culture of impunity among others.



Answers for learning activity 10.1

1. Genocide is the systematic killing of innocent people based on their ethnicity, religion, political beliefs, social status, or other particularities to wipe them out
2. In short, it can be firmly said that the causes of the 1994 Genocide against Tutsi were: division and exclusion policy by colonialists, bad governance of the first and the second Republics coupled with indoctrination of the population and the bad role played by an irresponsible press in the hands of power brokers.



Answers to the application activity 10.1

The media played a key role in aiding the 1994 Genocide against the Tutsi. The call to murder all Tutsi men, women and children was broadcasted over radio stations in Rwanda. Various newspapers, magazines and television stations also called for and supported the 1994 Genocide against the Tutsi. Examples are the Kangura and Umurwanshyaka. La Medaille Nyiramacibili, Zirikana, Isibo magazines, the government owned Radio Rwanda and RTL (Radio Télévision Libre des Mille Collines) radio and television stations. The Kangura Newspaper for instance carried news that portrayed false ideology. It claimed that all Tutsi were dangerous, and their intention was to clear the Hutu. It advised that the Tutsi needed to be dealt with before they launched their attacks on Hutu. In other publications, the newspaper negatively portrayed opponents of the government as traitors working with the RPF.

10.3.2. Lesson 2: Course of the 1994 Genocide against the Tutsi : Planning and execution

a) Learning objective

Describe how the 1994 genocide against the Tutsi was planned, executed and stopped

b) Teaching resources

Student's books, and in schools well equipped with resources, use a film. Testimonies can also be used where it is possible. Tactile maps and brailled materials. Sign language should be used when teaching learners with hearing impairment, etc

c) Learning activities

Guidance to learning activity 2.2

Organise student teachers into groups and then invite them to do activities 2.2 that are in the student's book page 56. To make a synthesis of the lesson, summarise the content that is in the student's Book basing on the answers developed by the students.

Suggested answers for activities



Answers for learning activity 10.2

There are different facts that show that the 1994 genocide against the Tutsi was planned. Some of them are mentioned below:

- Identification of the enemy
- Preparation and establishment of the lists
- Creation of civilian militias
- Setting up road blocks



Answers to the application activity 10.2

1. The role of Jean Kambanda and Sindikubwabo Theoneste in preparation of the 1994 genocide against the Tutsi are:

- To convene and preside meetings of high ranked soldiers and political leaders which aimed at preparing and executing the Tutsi
- Distribution of weapons like guns and grenades by prime minister Jean Kambanda

- Sensitization of the population to commit genocide through speeches and meetings with local population for instance the speech of the president Sindikubwabo Theodore in Butare.
2. The actors of 1994 Genocide against the Tutsi are : Government of Rwanda under Habyarimana, Militias , Forces of Garde présidentielle (Republican Guards , Civil servants and the military, Local actors and Citizens

10.3.3. Lesson 3: Features and effects of the 1994 Genocide against the Tutsi

a) Learning objective

To describe the features and effects of the 1994 Genocide against the Tutsi

b) Teaching resources

Use student's books, and in schools well equipped with resources, use a film. Testimonies can also be used where it is possible. Tactile maps and brailled materials. Sign language should be used when teaching learners with hearing impairment, etc

c) Learning activities

Guidance to learning activity 2.3

Use the game "Mengo Mengo" to form groups of five students and invite them to do activities 3.1 that are in the student's book page 60. To make a synthesis of the lesson, summarize the content that is in the student's Book basing on the answers developed by the students.



Answers for learning activity 10.3

Features of the 1994 Genocide against Tutsi are:

- i.** 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).

ii. 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, burning people alive, throwing people into pit latrines while still alive and forcing family members to kill them. Then tools used were machetes, grenades, bullets among others.

iii. 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 and other people opposed to genocide.

iv. Isolation and lack of external interference

During the 1994 Genocide against the Tutsi, Rwanda was isolated by other countries and peacekeeping agencies. For instance, there was the withdrawal of UN troops 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 1994 Genocide against the Tutsi.

v. Role of state

The government initiated, executed and coordinated the 1994 Genocide against the Tutsi. Government soldiers, local administration, public media, public services and security forces were involved. They encouraged the Hutu extremists and militias to perpetrate the 1994 Genocide against the Tutsi.

vi. 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, which many Hutu accepted. They were briefed, trained and equipped with everything to wipe out the Tutsi.



Answers to the application activity 10.3

The challenges met after 1994 Genocide against the Tutsi are:

- **Suspicion and mistrust:** Rwanda's social cohesion had fractured due to the divisive politics that preceded the genocide. RPF advocated strongly for unity and reconciliation
- **Insecurity problems:** This was due to former Government forces (ex-FAR) and Interahamwe militia who were still carrying out genocide in various parts of the country. In addition, infiltrators from refugee camps (ex-FAR and Interahamwe) across the border continued to cross the border and attack the country.
- **Resettlement of refugees and Genocide survivors:** Rwandan refugees could not return, Tens of thousands of internally displaced people, especially genocide survivors whose homes had been destroyed, were to be resettled and being provided with basic housing facilities
- **Economic problems** such as unstable macroeconomic environment, low productivity in all sectors, low private investment, Malnutrition levels were also very high
- **Health problems** linked to poorly trained nurses and doctors, others died in Genocide. Also health infrastructures were destroyed
- **In education,** infrastructures were destroyed, teachers died and others fled the country, and there has been discriminatory education policies for long
- **In justice,** more than 140,000 genocide suspects had been arrested and yet there were insufficient prison infrastructures, number of trained lawyers to handle the large number of perpetrators of genocide were few, laws were outdated, etc

10.3.4: Lesson 4: Role played by RPF/RPA in stopping the 1994 Genocide against the Tutsi

a) Learning objective

To analyze the role of RPA/RPF in stopping the 1994 Genocide against the Tutsi

b) Teaching resources

Student's books, and in schools well equipped with resources, use a film. Testimonies can also be used where it is possible. Tactile maps and brailled materials. Sign language should be used when teaching learners with hearing impairment, etc

c) Learning activities

Guidance to learning activity 9.4

Use the game "Mengo Mengo" to form groups of five students and invite them to do activities 2.4 that are in the student's book page 60. To make a synthesis of the lesson, summarize the content that is in the student's Book basing on the answers developed by the students.



Answers for learning activity 10.4

The following abbreviation stand for:

1. RPA: Rwanda Patriotic Army
2. RPF: Rwanda Patriotic Front



Answers to the application activity 10.4

Role played by RPF/RPA to stop the 1994 genocide against the Tutsi in Rwanda:

- a) Rescuing civilians
- b) Advocating for unit among all Rwandans
- c) Recruiting RPF Supporters
- d) Rescuing civilians for a detailed explanation, refer to information in the student's Book on page 61.

9.4. Additional information for the teacher

This unit was not changed but its periods were increased. Let students do all activities individually or in groups to capture their background on the genocide. The role of the teacher is to provide a variety of resources and guide them to read them and to complete their findings. But the following information can help the teacher on the meaning of the genocide.

Raphael Lemkin, in his work *Axis Rule in Occupied Europe* (1944), coined the term “genocide” by combining Greek *genos* (γένος), “race, people” and Latin *caedere* “to kill”.

Lemkin defined genocide as follows:

Generally speaking, 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. The objectives of such a plan would be the disintegration of the political and social institutions, of culture, language, national feelings, religion, and the economic existence of national groups, and the destruction of the personal security, liberty, health, dignity, and even the lives of the individuals belonging to such groups.

The preamble to the Genocide Convention (“CPPCG”) notes that instances of genocide have taken place throughout history, but it was not until Lemkin coined the term and the prosecution of perpetrators of the Holocaust at the Nuremberg trials that the United Nations defined the crime of genocide under international law in the Genocide Convention.

Lemkin was also a close relative of genocide victims, losing 49 relatives in the Holocaust. However, his work on defining genocide as a crime dates to 1933, and it was prompted by the Simele massacre in Iraq.

10.5. End unit assessment



Answers for end unit assessment

The following are the proposed answers to the end unit assessment:

1. The following were some of the causes of the 1994 Genocide against the Tutsi:
 - The divisionism ideology by colonialists
 - The bad leadership of the first and second Republics
 - The culture of impunity
 - Greed of power by the members of Akazu
 - Extremist political parties
 - The local media

For more details, refer to information in the Learner's Book.

2. From 7th to 11th April 1994, acts of great horror had spread throughout the entire country except in Gitarama and Butare Prefectures. There was assassination of Prime Minister Uwilingiyimana Agatha, 10 Belgian UN Peacekeeping soldiers, several ministers, opposition political leaders, business people and civil servants in Kigali City.

On 12th April 1994, the interim government (also called *Abatabazi*) left the capital of Kigali following the advance of the RPF-Inkotanyi and settled in Gitarama at Murambi. In former Butare and Gitarama, the killings began on 15th and 21st April after sensitisation from some members of the interim government

At the beginning, the militias in small groups killed the victims in their homes and along road blocks. However, later on, the Tutsi began to escape and look for safe places in public offices, commune offices, hospitals, stadiums, schools and churches. Even in these places, they would still attack and kill them. Generally, there were no safe places to hide.

From Gitarama, the interim government later relocated to Gisenyi and thereafter in refugees' camps located in Goma (in Zaïre/DRC).

Finally, it should be said and registered that it was the RPF which stopped the 1994 genocide against the Tutsi everywhere they scored victory over the genocidal forces.

For more details, refer to information in the Learner's Book

3. Role played by RPF/RPA to stop the 1994 genocide against the Tutsi in Rwanda:

- a) Rescuing civilians
- b) Advocating for unit among all Rwandans
- c) Recruiting RPF Supporters
- d) Rescuing civilians for a detailed explanation, refer to information in the Learner's Book on page 61.

4.

- a) **ICTR: International Criminal Tribunal for Rwanda**
- b) **RPF: Rwanda Patriotic Front**
- c) **UNAMIR: United Nations Assistance Mission for Rwanda.**

10.6. Additional activities

Remedial activities

1. Give four consequences of the 1994 Genocide against the Tutsi.
2. Explain any two causes of the 1994 Genocide against the Tutsi.

Expected answer

Consolidation activities

1. Explain the consequences of the genocide against the Tutsi in Rwanda that are still visible
2. Assess the role of colonial masters in preparation of the genocide against the Tutsi.

Expected answers

1. The consequences of the 1994 genocide against the Tutsi that is still visible on Rwandans
 - Orphans
 - Widower and widow
 - Decline of economy
 - Ruins of properties and infrastructure
 - Traumatism
 - Degradation of the Rwandan image towards some countries
2. The role of the colonial masters in preparation of the genocide against the Tutsi are:
 - Creation and distribution of identity card that contain three ethnic groups
 - Creation of disunity among Rwandans through the use of divide and rule policy
 - Encouraging a group of Hutu to make coup d'Etat of GITARAMA
 - Different measures to weaken the power of the King
 - Destruction of the Rwandan values
 - Implementation of different political and administrative reforms

Extended activities

1. Assess the effects of the 1994 Genocide against the Tutsi on Rwandans
2. The Habyarimana's airplane crash some said to be the spark off of the 1994 Genocide against the Tutsi. Discuss.

Expected answer

1. The effects of the genocide against the Tutsi on Rwandans are :
 - Loss of lives
 - Destruction of properties and infrastructures
 - Economic decline
 - A lot of widower and widow
 - Many orphans
2. Habyarimana's death was not a root cause of the 1994 Genocide against the Tutsi because even long before he died, mass killings had already started in places like Kibirira (1991), Bigogwe (1991), Murambi (1991), Bugesera (1992), Kibuye (1993), etc. His death was just a spark as the 1994 genocide against the Tutsi had been planned earlier on.

UNIT 11

RIGHTS, DUTIES AND OBLIGATIONS

Key Unit competence: To be able to analyze obligations of the State and duties of a citizen in the Rwandan situation.

11.1. Prerequisite (knowledge, skills, attitude and values)

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

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

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

11.2. Introductory activity and guidance

A) Introductory activity

1. Using the internet and the library, research about the meanings of the following words:
 - An obligation
 - A duty
 - A right
2. List down things you feel your state must do.

B) Guidance on introductory activity

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

the respect of rights allows the balance between duties and obligations.

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

11.3. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Duties of a citizen toward his/her nation	Identify duties of a citizen toward his/her nation	1
2	Obligations of the state towards its population	Identify the obligations of the state towards its population	1
3	How duties and obligations are balanced in Rwanda	Describe the balance between duties and obligations.	1
4	End unit assessment		1

Guidance on different lessons

11.3.1. Lesson 1: Duties of a citizen toward his/her nation

a) Learning objective

Identify duties of a citizen toward his/her nation

b) Teaching resources

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

Learning activities

Guidance to learning activity 11.1

Teacher asks students to use internet, textbooks or dictionary so as to define the concept of rights, duties and obligations and to do an assessment on the 1948 United Nations Declaration of Human Rights. Thereafter, teacher asks students to do the activity 12 found in the students' textbooks.

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

Suggested answers for activities

Answers for introductory activity



Answers for introductory activity

1.
 - i. An obligation is a course of action that a person is bound to take. It arises out of a sense of duty or results from customs or law.
 - ii. A duty is an obligation to someone or something.
 - iii. A right is what a person should not be prevented from because he or she deserves it
2. The state must do the following:
 - Providing security to its people
 - Provide basic services
 - Set laws and make sure they are respected by the citizens
 - Keep its heritage and embrace the national cultures
 - Promote international relations for its country.



Answers for learning activity 11.1

1. My daily duty at home are: to wash dishes, to clean the home, to help parents, to revise the lessons...
2. My friend's duties are: to wash clothes, to help parents, to revise the content...



Answers to the application activity 11.1

Answers to the application activity 10.1

- Follow the orders
- Participate in common activities
- Other duties of citizen towards her/his citizen are:
 - Respect for national symbols;
 - Respect for national values;
 - Respect for public property;
 - Prompt payment of taxes;
 - Promotion of peace, national unity and reconciliation;

- Defense of territorial integrity;
- Proof fellow-citizens and their property;
- Contribution to national development;
- Supporting good morals in the family and the society;
- Participation in the creation of a conducive environment within the family and the society

11.3.2. Lesson 2: Obligations of the state towards its population

a) Learning objective

Identify the obligations of the state towards its population

b) Teaching resources

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

Learning activities

Guidance to learning activity 11.2

Teacher asks students to use internet, textbooks or dictionary so as to define the concept of rights, duties and obligations and to do an assessment on the 1948 United Nations Declaration of Human Rights. Thereafter, teacher asks students to do the activity 10.2 found in the students' textbooks.

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

Suggested answers for activities



Answers for learning activity 11.2

The state must do the following to its people:

- Providing security to its people
- Provide basic services
- Set laws and make sure they are respected by the citizens
- Keep its heritage and embrace the national cultures
- Promote international relations for its country.



Answers to the application activity 11.2

The government uses the taxes collected from the people for:

- Constructing roads
- Constructing schools
- Constructing hospitals
- Pay salaries...

See the content

11.3.3. Lesson 3: How duties and obligations are balanced in Rwanda

a) Learning objective

Describe the balance between duties and obligations.

b) Teaching resources

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

Learning activities

Guidance to learning activity 11.3

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

Suggested answers for activities



Answers for learning activity 11.3

1. The contribution of the government of Rwanda to the community are:

The government of Rwanda secured security to its people.

It provides basic services to its people

It sets law to ensure order in the country

It promotes international relations with other countries.

2.

- i. Contemporary *Gacaca* was officially launched on June 18, 2002 by President Paul Kagame. This took place after years of debate about the best way to give justice to the survivors of the Genocide and to

i. process the millions of cases that had risen following the Genocide.

Contemporary Gacaca draws inspiration from the traditional model by replicating a local community-based justice system with the aim of restoring the social fabric of the society. In total, 1,958,634 genocide related cases were tried through *Gacaca*. The courts are credited with laying the foundation for peace, reconciliation and unity in Rwanda. The *Gacaca* courts officially finished their work ten years later on June 18, 2012.

ii. The word girinka (gira inka) can be translated as “may you have a cow” and describes a centuries’ old cultural practice in Rwanda whereby a cow was given by one person to another, either as a sign of respect and gratitude or as a marriage dowry. Girinka was initiated in response to the alarmingly high rate of childhood malnutrition and as a way to accelerate poverty reduction and integrate livestock and crop farming. The programme is based on the premise that providing a dairy cow to poor households helps to improve their livelihood as a result of a more nutritious and balanced diet from milk, increased agricultural output through better soil fertility as well as greater incomes by commercialising dairy products. Since its introduction in 2006, more than 203,000 beneficiaries have received cows. Girinka has contributed to an increase in agricultural production in Rwanda - especially milk products which have helped to reduce malnutrition and increase incomes. The program aimed at providing 350,000 cows to poor families by 2016.



Answers to the application activity 11.3

Duties of a citizen towards his/her nation in reference to Rwanda

- Participation in guarding their security through night patrols (Amarondo), informing about security issues in collaboration with security forces;
- Obeying laws and regulations as provided in the constitution and other national and international enacted laws, conventions, charters, government institutions for the sake of human rights and reporting where they are violated;
- Active participation of citizens in all policies, programs and projects aiming at developing their communities (Paying taxes, contributions to community-based health insurance-Mutelle

de santé, Itorero, Community works, Ubudehe, Imihigo, sending children to school, etc.);

- Participation in political activities (Forming and being members of chosen political parties, electing leaders and referenda, etc.)

11.4. Additional content for the teacher

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

❖ The rationale of Umuganda

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

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

❖ The goals of Umuganda

- Supplement national resources by doing specific activities;
- Instill a culture of collective effort in the population;
- Resolve problems faced by the population using locally available resources;
- Restore the dignity of manual labor.

Planning for Umuganda is done in council meetings at the cell level. It is the responsibility of local leaders as well as national leaders to mobilise the population to participate in Umuganda. Community members meet and agree on the date (usually a weekend) and the activity. Participation in Umuganda is compulsory for all able-bodied citizens. This policy is expected to lead to a more cohesive society as all the members come together to complete a project that benefits the community. The word

Umuganda can be translated as 'coming together for common purpose to achieve an outcome'. In traditional Rwandan culture, members of the community would call upon their family, friends and neighbors to help them complete a difficult task.

❖ **Achievements**

Successful projects include the building of schools, medical centers and hydro-electric plants as well as rehabilitating wetlands and creating highly productive agricultural plots. The value of Umuganda to the country's development since 2006 has been estimated at more than US \$60 million.

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

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

Umuganda value has increased from Rwf12 billion in 2012 to Rwf16 billion in 2015 and Rwf19 billion in 2016. With the increase in monetary activities, Umuganda has seen Rwandans build over 400 offices of micro finance institutions commonly known as Umurenge Sacco, and 11,000 classrooms for the country's 'twelve year basic education' which has increased school enrolment to over 95 per cent of children in Primary Schools.

11.5. End unit assessment



Answers for end unit assessment

1. A duty is something you feel you have to do because it is your moral or legal responsibility. A right on the other hand is amoral or legal claim to have or get something or to behave in a particular way.
2. **Obeying the law:** Citizens should serve specific purposes such as helping people, preventing accidents and allocating resources fairly.

Paying taxes: This is because the Government uses tax money to develop the country and to pay civil servants. People pay taxes as a percentage of what they earn. Taxes are also levied on the purchase or sale of goods or even property

Defending the nation: All able bodied men and women above 18 years should voluntarily register with the government.

They should register in order to serve in the armed forces. This way, they provide security to the citizens and their property in the country.

Serving in court: Every adult citizen must be prepared to promote justice. He or she can witness at a trial if called to do so. This will promote justice. (v) Attending school: The government requires young people to attend school so that they get education.

Being informed: Citizens need to know what the government is doing so that they can voice their opinions. People can learn about issues and leaders by reading print publications and listening to news. They can also get the news through talking to people and searching the Internet.

Respecting others' rights: People must respect public property and the property of others. Vandalism and littering are acts of disrespect and criminal too.

Respecting diversity: Citizens should be tolerant by respecting and accepting others regardless of their beliefs, practices or differences.

Contributing towards common good: This involves taking time, putting effort, and contributing money to help others. It also involves improving the community by being an active member of the society.

3. Duties of every citizen to the state:

- Respecting others' rights.
- Respecting diversity
- Being informed
- Attending school

Obligations of the state to the citizens:

- Constructing roads and other infrastructures
- Purchasing medicine that are given in public hospitals
- Offsetting public debt
- Providing electricity

4. The obligations of the state towards its population are;

- The state is charged with the responsibility of providing security to its people as a way keeping order and peace
- The state has to provide the basic services to its citizens for example education, health, accommodation and electricity It is the state that is obliged with the responsibility of developing the its economies like agriculture, trade, industry using the taxes,

grants and loans through construction of roads, subsidising the farmers, marketing their produce, regional integrations

- The state is also supposed to set laws and make sure they are respected by the citizens and even set sanctions for the law breakers.
- The state is supposed to keep its heritage and embrace the national cultures like setting public holidays, and the national heroes.
- The state has to promote international relations for its country.

5. The following explains how duties and obligations are balanced in Rwanda

- The state provides all the basic needs to its population and the population also maintains and protects them for example the electric wires, water points, roads and schools.
- In Rwanda the population pays taxes and of recent taxes are charged automatically on goods by use of the electronic billing machines (EBM), and all workers pay the taxes which are used for developments for example , construction of schools, hospitals
- Both the state and the population are fully and actively involved in environmental management and cleanliness which is done all the time but mostly on every last Saturday of a month (Umuganda) and everyone who is 16 and above is expected to get involved in this communal work.
- The state and the population in Rwanda develops the constitution and set their own laws to govern the nation and they all make sure that these laws are respected and obeyed.
- The state and population in Rwanda work hand in hand to make sure that there is lasting peace and security for example people report on any insecurities or poor habits that are identified and the state does the correction of its citizens through the Rwanda correction services

The population chooses its own leaders to guide them and the state makes sure the leaders are serving people hence ensuring democracy and justice.

10.6 Additional activities

• Remedial activities

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

1. Explain the following:
 - a. Rights of citizens
 - b. Duties of the citizens
2. Which ones are rights:
 - a. Vote in all elections
 - b. Join political party
 - c. Pay all taxes you owe
 - d. Perform the community service
3. Differentiate social obligations from political obligations

Answers to remedial activities:

1. a. Rights of the citizens refer to legal, social, or ethical principles of freedom or entitlement i.e rights are fundamental normative rules about what is allowed of people or owed to people according to some legal system, social convention, or ethical theory.
 - b. Duties of the citizens **refer to** moral commitment or obligation to someone or something in this case is towards the State. When someone recognizes a duty, that person theoretically commits himself to its fulfillment without considering his/her own self-interest. Its fulfillment generally involves some sacrifice of immediate self-interest. For instance, the services performed by a minister of a church, by a soldier or by any employee or servant are a kind of duties.

Note that duty is not only about doing things right, it is about doing the right thing.

2. Rights are:
 - a) Vote in all elections;
 - b) Join a political party. The remaining
 - c) and d) are duties of a citizen towards her/his nation.

3. Differences:

Social obligations: Also known as “social responsibilities”, these ethical frameworks which suggest that an entity, be it an organization or individual, has a duty to act for the benefit of society at large.

Political obligations: These moral duties a citizen’s (or member’s) owes to obey the law.

These obligations above are generally known as *Legal obligations* (intend to make citizens obey the laws enacted by the civil authority), which can incur a penalty for non-fulfillment, although certain people are obliged to carry out certain actions for other reasons as well, whether as a tradition or for social reasons.

Consolidation activities

Suggestion of question and answer for deep development of competences.

What should be the reaction of the State towards the citizens having failed to fulfill their duties? Substantiate your answer.

Answers:

You can help learners think about what procedures are likely to be followed to bring the citizens to reason:

- Requesting the citizens to provide explanations in two ways (orally or in writing);
- Once she/he fails, the summon is applied;
- Once this measure is not respected, issue of the warranty to bring by force is allowed;
- The guiltiness of the citizen is of a criminal case once the disobedience is punishable by law
- Serving the punishment provided.

Let learners who had a different view air their ideas. They can show how citizens can be approached so as to bring to the fulfillment of their duties effectively. Help each category of learners to evaluate their position.

• Extended activities

1. Imagine a situation where the State fails to fulfill its obligations to the citizens.
2. Describe what you can do and explain how this can help you to claim your rights.
3. Read the Constitution of Rwanda on articles related to its title 2 and provide the rights that you are supposed to claim at your age.

Possible answers:

1. You can ask learners to design their own situational examples in groups. They can use testimonies, pictures or drawings. Let them have their own creativity. After describing their cases, other learners can make comments on how to improve them or can ask questions on how it can help to claim their rights.
2. Learners can read the Constitution of Rwanda, 2015 line by line and underline what they feel that it goes in line with the response. They can do it in pairs and the whole class can share at the end. For instance, article 28 gives clear example on rights to the child protection by her/his family.

UNIT 12

STATE AND GOVERNMENT

Key Unit competence: To be able to explain the role and functions of the state and government.

12.1. Prerequisite (knowledge, skills, attitude and values)

In order to study this unit on **State and government** the student should have knowledge, skills and competences on organs of government, taught in General Studies.

11.2. Introductory activity and guidance

A) Introductory activity

To ask the students to name some things that their state government does. To invite the student to play and listen the video lesson” What is state government” then answer the questions:

1. List the powers of the government
2. List the responsibilities of the government
3. List the challenges of the government

B) Guidance on introductory activity

Begin by asking the students to name some things that their state government does. List their ideas on the board or poster paper.

- Now play the video lesson “what is the state government?” powers, responsibilities and challenges
- How did the students do in terms of listing responsibilities of state and government? Discuss this briefly now,
- Play the lesson video lesson again
- Now write the following key vocabulary words on the board or poster paper: state constitution, executive branch, legislative branch and judicial branch.
- Review the meaning of each of the terms
- Play the rest of the video lesson now.
- Ask the student if they know the name of their state’s government. Were they correct?

12.4. List of lessons/sub-heading

#	Lesson title	Lesson objectives	Number of periods
1	Definition of state and government	Explain the concepts of the State and government.	1
2	Difference between state and government	Identify the difference between state and government.	1
3	Types of state and basic forms of government	Describe the types of state and basic forms of government.	1
4	Organs, role and functions of the state and government	Explain the organs, role and function of state and government.	1
5	End unit assessment		1

Guidance on different lessons

12.3.1. Lesson 1: Definition of state and government

a) Learning objective

Explain the concepts of the State and government.

b) Teaching resources

The following materials will help the teacher during the lessons: Senior 2 History student's Book, Internet, pictures, maps, media (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 11.1

The teacher should try as much possible to make the learning interactive. Give the students time to participate and ask questions and air their views. Guide the students to form groups to discuss **learning Activity 11.1**

Remember to let them write points as they discuss in groups. They should appoint one student to represent them during plenary discussion. Ensure that that the is maximum order in class to allow good atmosphere for discussion

Suggested answers for activities



Answers for introductory activity

1. The powers of the government are:

- Legislative
- Executive
- Judicial

2. The responsibilities of the government are:

All three types of government have obligations that are nearly identical.

- First and foremost, the government is charged with maintaining the country's law and order.
- After ensuring the security of the highest order, the government must focus on the people's well-being. To strengthen their economy, they must concentrate on the health, transportation, and infrastructure sectors.
- In addition to the preceding two, the government must prioritize the preservation of nature and the environment. It must be in charge of cleaning national and international waters, maintaining forests, establishing sanctuaries, and reducing air pollution. It must also focus on renewable energy resource investments.
- It is also the government's responsibility to improve a country's agricultural sector by enacting required rules and regulations.
- The Indian government placed a strong emphasis on the development of industrial sectors such as iron, steel, power, and cement in its second five-year plan.
- Fiscal policies include taxes and subsidies, as well as all other government policies that affect public revenue and spending
- The importance of trade in the country's economic success cannot be overstated. The government's job is to regulate and control trade policy by imposing tariffs, levies, and other measures in order to improve the Balance of Payments position (BOP).

3. The challenges facing the government are:

- Lack of transparency
- Lack of enough capital
- Insufficient infrastructure
- Insufficient staffing
- Slow changes due to bureaucracy,...



Answers for learning activity 12.1

A state can be defined as an organised community of people occupying a defined form of territory free of external control and possessing an organised government to which people show habitual obedience.

A government is the system by which a state or community is controlled. It also refers to a particular group of people that controls the state's apparatus at a given time.



Answers to the application activity 12.1

1. The head of our state is the President
2. The members of Government of Rwanda are: President, Prime minister and other ministers.

12.3.2. Lesson 2: Difference between state and government

a) Learning objective

Identify the difference between state and government.

b) Teaching resources

The following materials will help the teacher during the lessons: Senior 2 History student's Book, Internet, pictures, maps, media (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching students with hearing impairment.

Learning activities

Guidance to learning activity 12.2

The teacher should try as much as possible to make the learning interactive. Give the students time to participate and ask questions and air their views. Guide the students to form groups to discuss **Activity 11.2**

Remember to let them write points as they discuss in groups. They should appoint one student to represent them during plenary discussion. Ensure that there is maximum order in class to allow good atmosphere for discussion

Suggested answers for activities



Answers for learning activity 12.2

A state comprises of :

- People
- Population
- Government
- Sovereignty

While a government is a part of the state.



Answers to the application activity 12.2

- A state has four elements namely population, territory, government and sovereignty. A government is a narrow concept and is an element of the state. It is right to say that government is a part of state.
- The state is more or less permanent while the government is temporary. A government may come and go, but the state continues forever.
- The state is generally composed of all citizens but most of them are not members of the government. The government consists of only a few selected citizens. The organs of the government are; executive, legislature and judiciary. The state is a much boarder organization than the government. Membership of the state is compulsory but not that of the government.
- The state possesses sovereignty. Its authority is absolute and unlimited. Its power cannot be taken away by any other person. Government does not possess sovereignty. It does not have original authority. It only has derivative powers delegated by the state through its constitution

12.3.3. Lesson 3: Types of state and basic forms of government

a) Learning objective

Describe the types of state and basic forms of government.

b) Teaching resources

The following materials will help the teacher during the lessons: Senior 2 History student's Book, Internet, pictures, maps, media (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity

The teacher should try as much possible to make the learning interactive. Give the students time to participate and ask questions and air their views. Guide the students to form groups to discuss **Learning Activity 12.3**

Remember to let them write points as they discuss in groups. They should appoint one student to represent them during plenary discussion. Ensure that there is maximum order in class to allow good atmosphere for discussion

Suggested answers for activities



Answers for learning activity 12.3

Types of states are:

- Sovereign states
- Federated states
- Heterogeneous states
- Centralised states
- Decentralised/ non-centralised states
- Monolithic states

Types of government are:

- **Monarchy:** This is a form of government in which a single family rules from generation to generation.
- **Democracy:** This is a system of government in which power belongs to the people.

- **Authoritarianism/ Totalitarian:** This is a single power holder, a “dictator” or small group that monopolize political power
- **Oligarchy** :ruled by wealthy people
- **Aristocracy** : ruled by one social class of people
- **Gerontocracy:** government by elders
- **Theocracy:** government under the control of religion. Example is Buddhism theocracy



Answers to the application activity 12.3

Sovereign states: These states are not dependent or subject to any other power or state while federated states make a federal union. This is whereby a territorial and constitutional community forms a part of a federation.

12.3.4. Lesson 4: Organs, role and functions of the state and government

a) Learning objective

Explain the organs, role and function of state and government.

b) Teaching resources

The following materials will help the teacher during the lessons: Senior 2 History student’s Book, Internet, pictures, maps, media (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

Guidance to learning activity 11.4

The teacher should try as much possible to make the learning interactive. Give the students time to participate and ask questions and air their views. Guide the students to form groups to discuss **Leaning Activity 11.4**

Remember to let them write points as they discuss in groups. They should appoint one student to represent them during plenary discussion. Ensure that that the is maximum order in class to allow good atmosphere for discussion

Suggested answers for activities



Answers for learning activity 12.4

1. Organs of the government are:

- Executive
- Legislative
- Judicial

2. The following are the roles and functions of the state and government

Foreign diplomacy: It promotes good relations based on respect, mutual interests and complementarity between the state and other states

Security of the people: The government is responsible for ensuring the security of all citizens and foreigners living in the country.

Domestic order: It must maintain internal peace of individuals and groups of the society

Administration of justice: A government promotes and facilitates the rule of law in the country by emphasizing equality before the law

Protection of civil liberties: The government is also required to preserve and safeguard the basic rights and liberties guaranteed by the constitution to the individual members of the society

Provision for and regulation of the conducts of elections: The elections should be held fairly, honestly and peacefully. Citizens should be allowed to choose their leaders by voting.

Provision for public goods and services: The government gets taxes from citizens to raise money to spend on goods and services which will benefit all citizens. Examples of public goods and services are roads, street lights, schools, hospitals and sanitation

Promotion of economic growth and development: The government facilitates Rwanda's economic transformation through enabling competitive private sector integrated into regional and global markets.

Social welfare: The government ensures that it has programmes to assist the poor.



Answers to the application activity 12.4

1. Some of the public goods and services in Rwanda are:
 - Roads
 - Schools
 - Hospitals
 - Churches
2. Programmes to eradicate poverty in Rwanda are VUP (Vision Umurenge Programme, Gira inka Munyarwanda, Umuganda, etc

11.4 Additional information for the teacher

This unit has not been changed but the number of periods were increased. To mean, let students do all activities to discover the content because this content is very crucial in politics of Rwanda.

11.5. End unit assessment



Answers for end unit assessment

1.
 - i) State refers to an organized community of people occupying a definite form of territory free of external control and possessing an organised government to which people show habitual obedience.
 - ii) Government refers to the system by which a state or community is controlled.
2.
 - A state has four elements namely, population, territory, government and sovereignty while a government is narrow concept and is an element of a state.
 - A state is more or less permanent while a government is temporary.
3.
 - i) Sovereign states: These are states that are not dependent or subject to any other power or state.

- ii) Federal states: These states have transferred a portion of their sovereignty powers to a federal government.
- iii) Centralised states: These are states in which all powers of government emanate from one location. It has a central authority.
- iv) Decentralised states: These are states in which powers have been redistributed to different people.

4

- The government maintains formal diplomatic relations with other sovereign states in the world.
- The government provides security to all the citizens and foreigners living in the country.
- The government exercises control over the people it seeks to govern and protect.
- The government promotes and facilitates the rule of law in the country by emphasizing equality before the law.
- Government institutions provide public goods and services

12.6. Additional activities

Remedial activities

List the components of the state

Expected answer

A state comprises of peoples, population, government and sovereignty

Consolidation activities

Explain the organs, role and function state and government

Expected answers

See answers for learning activity 13.6

Extended activities

Is Rwanda a state? Justify your answer.

Expected answer

Rwanda is a state because it comprises of people, population, government and sovereignty.

UNIT 13 SOCIAL COHESION

Key Unit competence: To be able to analyse how people can live together in harmony.

13.1. Prerequisite (knowledge, skills, attitude and values)

In order to study this unit on *social cohesion* the student should have knowledge, skills and competences on concepts of human rights in primary six and in senior one and living in harmony in Senior one

The unit “*social cohesion*” linked well with social cohesion and inner peace in General Studies and Social Studies.

13.2. Introductory activity and guidance

A) Introductory activity (unity level)

1. Use a dictionary to find the meanings of the following word:
(a) Society (b) Cohesion
2. Discuss the factors that keep people in harmony and mutual understanding.
3. Share your findings with the entire class.
4. From your findings, discuss the importance of social cohesion.

B) Guidance on introductory activity

Individually, each student uses a dictionary to find the meaning of the term society and cohesion. After he/she pair with one he/she sits together to share their findings, then share with the other paired students to have a common understanding. In the same group, the students discuss the factors that keep people in harmony and mutual understanding and the importance of social cohesion. After discussions, each group representative shares the findings with the entire class. Finally, the teacher harmonises the work.

13.3. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Factors influencing social cohesion	Explain the factors influencing social cohesion.	1
2	Challenges to social cohesion	Identify challenges to social cohesion.	1
3	<i>Itorero ry'igihugu</i> and <i>Ndi umunyarwanda</i> program in promotion of social cohesion in Rwanda	Explain the role of <i>Itorero ry'igihugu</i> and <i>Ndi umunyarwanda</i> program in promotion of social cohesion in Rwanda	2
4	Importance of living together in harmony	Explain the importance of living together in harmony	1
5	End unit assessment		1

Guidance on different lessons

13.3.1. Lesson 1: Factors influencing social cohesion

a) Learning objective

Explain the factors influencing social cohesion.

b) Teaching resources

The following materials will help the teacher during the lessons: Senior 2 History Student's Book, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching students with hearing impairment.

Learning activities

Guidance to learning activity

The teacher should try as much possible to make the learning interactive. Give the students time to participate, ask questions and air their views. The following suggested activities can make the teaching/learning interactive: in groups, let them attempt Learning **Activity 12.1** then present their findings in class.

Remember to let them write points as they discuss in groups. They should appoint one student to represent them during plenary discussion. This is to enable them use the notes for future reference and revision purposes.

Suggested answers for activities



Answers for introductory activity

1.

a. Society: a long standing group of people sharing cultural aspects such as language, dress, norms of behaviour and artistic forms.

b. A situation when the members of a group or society are united.

2. Factors that keep people in harmony and mutual understanding are; political views, socio-economic status, government regulation, education,...

3. Importance of social cohesion.

Understanding social cohesion is essential to address the social downsides such as social exclusion and marginalization where discrimination and inequality are still rampant in every corner of society.

In reality, most of us think that there is always this thin greyline that separates most people from other social groups leading to poor and unstable connections within the members. This form of social relegations forbade many to participate in the community's activities.

A cohesive society maintains a healthy and robust connection within the community, encompassing all individual citizens, regardless of their social class, to achieve the common good. The cohesive society will treat all cultures, races, sexual orientations, gender equitably.

Their main goal is to focus on their economic dynamism and business growth where no one is left behind. A cohesive society encourages everyone to participate and share in the community's success.

To move forward, the community should unite its citizens with stabilized policies and inclusive activities. Citizens will only sustain their competitiveness to reach their team goals within a united society.

It is also important because it eradicates social fractures and inconsistencies and connects everyone to resolve conflicts easily.

Social cohesion is a significant context that results in a long-term progression where people can live in an inclusive society with stable social policies.



Answers for learning activity 13.1

The factors that influence social cohesion are: political views, socio-economic status, government regulation, education, history.



Answers to the application activity 13.1

Explain the factors that influence social cohesion:

- (a) **History:** A shared past, good or bad, can enable people to live peacefully with each other or antagonistically. For example, colonialism had a big hand in this. Colonialists united some communities on one hand. On the other hand, they created rivalry between some communities. People who share a common history are united since they understand what they have been through.
- (b) **Education:** A good education system encourages social cohesion. Schools teach about the importance of social cohesion in a nation. For example, they teach about obligation of citizens, behaviours expected of citizens and consequences of not obeying the law. Schools can also facilitate the appreciation of other cultures and political issues, in so doing, may increase the likelihood that a student will see a point of view other than his own. In school, students from different parts interact with each other. This also promotes social cohesion.
- (c) **Political views:** People with the same political views are united. Many times competitive elective politics can cause divisions or unity among people in a given society.
- (d) **Socio-economic status:** When the income levels of people in a country have a wide disparity, the lower income groups tend to blame it on the better off group. They accuse them of corruption and embezzlement. The rich, in some cases, are not willing to redistribute their wealth.
- (e) **Government regulation:** The intervention of the government in any affair of a country can have what the government wants in place. Government can direct citizens on what to do, when, where and with whom hence influencing social cohesion.

13.3.2. Lesson 2: Challenges to social cohesion

a) Learning objective

Identify challenges to social cohesion.

b) Teaching resources

The following materials will help you during the lessons: Senior 2 History Learner's Book, Internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

Learning activities

Guidance to learning activity 13.2

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

Arrange the students in groups to do **Learning Activity 12.2** followed by a plenary discussion.

Suggested answers for activity 13.2



Answers for learning activity 13.2

By using the knowledge learnt about the 1994 genocide against the Tutsi, the factors that hindered social cohesion in Rwanda are division ideology discrimination, stigma, prejudice, income levels ...



Answers to the application activity 13.2

Both the 1st and 2nd republics promoted division between Rwandans. They were characterised by indoctrination of part of the population with extremist, genocidal ideology. This tore the national unity among the masses and later resulted into the 1994 Genocide against the Tutsi. Both regimes made no attempt to unite the people. They maintained the ethnic identity cards indicating a person as being Hutu or Tutsi. They promoted hatred and disharmony between the Hutu and Tutsi. The Tutsi were discriminated against, to a point where the Hutu were discouraged from marrying a Tutsi

13.4.3. Lesson 3: *Itorero ry'igihugu* and *Ndi umunyarwanda* program in promotion of social cohesion in Rwanda

a) Learning objective

Explain the role of *Itorero ry'igihugu* and *Ndi umunyarwanda* program in promotion of social cohesion in Rwanda

b) Teaching resources

The following materials will help you during the lessons: Senior 2 History Learner's Book, Internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

Learning activities

Guidance to learning activity

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

Arrange the students in groups to do activity on importance of living together in harmony followed by a plenary discussion.

Suggested answers for activities



Answers for learning activity 13.3

The main values characterizing a true a good Rwandan

Patriotism , the love of his/her fellow citizens, bravery, unity, integrity, politeness, hardworking ,excellence in service delivery among others.



Answers to the application activity 13.3

Itorero is designed for all Rwandans. Different curricula have been developed to suit the program's varied participants.

13.3.4. Lesson 4: Importance of living together in harmony

c) Learning objective

Explain the importance of living together in harmony

d) Teaching resources

The following materials will help you during the lessons: Senior 2 History Learner's Book, Internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment.

Learning activities

Guidance to learning activity

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

Arrange the students in groups to do activity on importance of living together in harmony followed by a plenary discussion.

Suggested answers for activities



Answers for learning activity 13.4

Harmony means peaceful co-existence among people from different backgrounds.



Answers to the application activity 13.4

1. Four values that I have borrowed from my classmate are:
Cooperation, respect, discipline, transparency, sharing few resources...
2. We help each other in different activities, when a new comer arrived, we help them to know where to get materials, to know where the key posts are, to be familiar with the leaders...

13.4 Additional content for the teacher

On this unit, there was a content transferred from senior one to senior two. It was “importance of living together in harmony”. Consider the activity planned in this teacher’s guide and help students to do it”

Challenges of *Itorero ry’igihugu*

- During its implementation, *Itorero* faced a series of challenges including: Inadequate staff and insufficient logistics for the monitoring and evaluation of *Itorero* activities;
- Training modules and internal regulations and procedures governing *Itorero* programs not yet refined;
- Low level of understanding the important role of *Itorero ry’ Igihugu* on the part of partners;
- Districts lack sufficient training facilities;
- Some *Itorero* mentors lack sufficient capacity to train other people;
- The National *Itorero* Commission does not get adequate information on partners’ commitment to Volunteer Services;
- A number of various institutions in the country have not yet started considering voluntary and national service activities in their planning;
- Low understanding of the role of *Itorero* especially at the village level
- Existence of some partners who have not yet included activities relating to the promotion of *Ubutore* culture in their plan of action.

13.5. End unit assessment



Answers for end unit assessment

1. Social cohesion refers to how members of a society or community co-exist in harmony and keeping together.
2. Learners are expected to discuss in detail the following challenges to social cohesion in Rwanda are:
 - Discrimination
 - Exclusion
 - Stigma
 - Prejudice
 - Different income levels
 - Effects of the 1994 genocide against the Tutsi
 - Geographical location of people

3. Students are expected to discuss in detail the following factors that favour social cohesion in Rwanda:
 - History of a shared past
 - Education.
 - Political views
 - Social economic status
 - Government regulation
4. Social cohesion has the following importance:
 - Understanding social cohesion is essential to address the social downsides such as social exclusion and marginalization where discrimination and inequality are still rampant in every corner of society.
 - In reality, most of us think that there is always this thin grey line that separates most people from other social groups leading to poor and unstable connections within the members. This form of social relegations forbade many to participate in the community's activities.
 - A cohesive society maintains a healthy and robust connection within the community, encompassing all individual citizens, regardless of their social class, to achieve the common good. The cohesive society will treat all cultures, races, sexual orientations, gender equitably.
 - Their main goal is to focus on their economic dynamism and business growth where no one is left behind. A cohesive society encourages everyone to participate and share in the community's success.
 - To move forward, the community should unite its citizens with stabilized policies and inclusive activities. Citizens will only sustain their competitiveness to reach their team goals within a united society.
 - It is also important because it eradicates social fractures and inconsistencies and connects everyone to resolve conflicts easily.
 - Social cohesion is a significant context that results in a long-term progression where people can live in an inclusive society with stable social policies.
5. *Prejudice refers to* negative general view about an entire category of people. For example, it is alleged that Banyarwanda women are weak. This is not true. Such kind of prejudice hinders social cohesion as the victims feel left out

13.6. Additional activities

Remedial activities

Write down the factors that promote harmony in Rwanda.

Expected answer

- Same language
- Pray the same God
- Small size of the country
- ...

Consolidation activities

Rwanda was committed to promote social cohesion but it meets with some challenges. List five challenges to social cohesion in Rwanda.

Expected answers

Challenges to social cohesion are:

- Discrimination
- Exclusion
- Stigma
- Prejudice
- Different income levels
- Effects of the 1994 genocide against the Tutsi
- Geographical location of

Extended activities

Compose a song on social cohesion

Expected answer

This will dependent to someone talents

UNIT 14

FAMILY AND PERSONAL VALUES

Key Unit competence Examine the conflicts and misunderstanding in the family and the importance of dialogue between parents and children

14.1. Prerequisite (knowledge, skills, attitude and values)

In order to study this unit, the student should have knowledge, skills and competences on the following issues: Forms of conflict and violence, causes of conflict and violence, consequences of conflict and violence, conflict transformations in senior one in unit 11:” Forms, causes and consequences of conflict and violence”

This unit is also linked to conflict transformation (general studies and effective communication, Nuclear and extended family (social studies)

14.2. Introductory activity and guidance

A) Introductory activity

1. Find out the meanings of the following words:
 - (a) Conflict
 - (b) Adolescence
2. Debate about ways in which puberty and adolescence bring about conflicts and misunderstandings between parents and children. Present your findings in class.

B) Guidance on introductory activity

Let every student try to do the activity by using the available resources. From groups of five students. Each student shares his/her work to the group members. The team leader writes the main ideas of each student. Put together the written ideas to make a final copy of the work. The group representative presents the work to the entire class. The teacher tells them that they will find the correct answer progressively as they are learning the unit.

14.3. List of lessons/sub-heading

#	Lesson title	Lesson objectives	Number of periods
1	Conflicts and misunderstanding between parents and children	Explain the sources of misunderstandings and conflicts between parents and children (adolescents and youth).	1
2	Importance of parent- child dialogue	Describe how mutual trust between parents and children promotes effective communication	1
3	End unit assessment		1

Guidance on different lessons

14.3.1. Lesson 1: Conflicts and misunderstanding between parents and children

a) Learning objective

Explain the sources of misunderstandings and conflicts between parents and children (adolescents and youth).

b) Teaching resources

The following materials will help the teacher during the lessons: Senior 2 History Student's Book, Internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for students who are visually impaired. Sign language should be used when teaching students with hearing impairment.

Learning activities

Guidance to learning activity 14.1

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

Guide students to read the short story and answer questions in **Learning Activity 14.1**

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

Guide the students to learn the meanings of the words *conflict* and *misunderstanding*. Let them spell, pronounce and use the words correctly in a sentence.

Suggested answers for activities



Answers for introductory activity

1. **A conflict is** to be different, opposed, or contradictory: to fail to be in agreement or accord.

Adolescence is the period following the onset of puberty during which a young person develops from a child into an adult.

2. Here's a list of common sources of conflict between parents and their teenage children.

allowance	Curfew	getting rides	smoking
body piercings	Diet	grades	taking care of a pet
boyfriend / girlfriend	Dishonesty	hairstyles	tattoos
cell phone use	disrespectful behavior how to spend money		type of music
Chores	drug use	messy rooms	using electricity / hot water
church/religion	Fairness	noise	what to eat



Answers for learning activity 14.1

- The parents are angry because
 - Their children want into birth celebration in night club without permission.
 - The parents are not knowing what happened on their children during the night club.
- The children felt that they should not get permission from their parents because
 - The parents know that in the night club during night there should be diffents crimes: taking lcohol, being married by someone being beaten, ...
 - The children can also learn bad habits of asking their parents to make for them the same party while that party is expansive.

3. This way of behaviour can affect the academic performance of these teenagers for the following reasons:

- Taking alcohol or other drinks can cause forgetting hence failure in the school
- Girls can get pregnant and cannot learn very well.
- Children can learn bad behaviour which can disturb their studies.



Answers to the application activity 14.1

Some of the consequences of engaging sexual relations at early age are:

- Low self-esteem
- Anxiety
- Early pregnancy
- Conduct disorders such as use of drugs
- Depression
- Self-harm
- Suicidal thoughts
- Sexual transmissible diseases

14.4.2. Lesson 2: Importance of parent child dialogue and developing respect for each other

a) Learning objective

Describe how mutual trust between parents and children promotes effective communication

b) Teaching resources

The following materials will help the teacher during the lessons: Senior 2 History Student'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 student with hearing impairment.

Learning activities

Guidance to learning activity 14.2

The teacher should try as much possible to make the learning interactive. Give the students time to participate and ask questions and air their views.

The following suggested activities can make the teaching/learning interactive: **Learning Activity 14.2**. Help students form groups of five and then discuss the problems brought about by the parent–child gap and how it can be bridged.

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

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

Suggested answers for activities



Answers for learning activity 14.2

1. Some of the challenges of child-parent gap are:
 - Fatigue or general weakness
 - Poor emotional regulation
 - Early sexual activity
 - Lagging social competences
 - Poor socialising skills
 - Weak problem-solving skills
 - Poor academic performance
2. Some of the measures for bridging that gap in Rwanda are:
 - Dialogue between child-parent
 - Working together
 - ...



Answers to the application activity 14.2

- Dialogue gives way to parents to always let their children know what they can and cannot afford.
- It creates trust, confidence and self-esteem in the two parties to always do things after they have mutual agreement. This creates peace in the family.
- Dialogue helps the parents and their children to always make choice on what type of entertainment they should have.
- Dialogue helps children to make the right choices in life.

- Dialogue improves children's performance in school. When parents talk with their children, they get to identify their areas of weaknesses
- It is the only way parents can have influence on their children's lives. The children will start taking their parents as friends and guides other than being looked at as rulers.
- Rwandan parents can give career guidance to their children during the dialogue.
- Children always confide in their parents since these become the closest and lasting friends. This friendship is built through dialogue.
- Dialogue gives a chance to parents to witness how their children grow especially the adolescents. Parents can therefore chance to share experience on how one must behave to overcome that period.
- Dialogue prevents misunderstanding between parents and children.
- Effective communication between parents and their children can enable them discuss.

14.4 Additional content for the teacher

TYPE OF DIALOGUE	INITIAL SITUATION	INDIVIDUAL GOALS OF PARTICIPIANTS	COLLECTIVE GOAL OF DIALOGUE	BENEFITS
Persuasion	Difference of Opinion	Persuade Other Party	Resolve Difference of Opinion	Understand Positions
Inquiry	Ignorance	Contribute Findings	Prove or Disprove Conjecture	Obtain Knowledge
Deliberation	Contemplation of Future Consequences	Promote Personal Goals	Act on a Thoughtful Basis	Formulate Personal Priorities
Negotiation	Conflict of Interest	Maximize Gains (Self-Interest)	Settlement (Without Undue Inequity)	Harmony
Information-Seeking	One Party Lacks Information	Obtain Information	Transfer of Knowledge	Help in Goal Activity
Quarrel (Eristic)	Personal Conflict	Verbally Hit Out at and Humiliate Opponent	Reveal Deeper Conflict	Vent Emotions
Debate	Adversarial	Persuade Third Party	Air Strongest Arguments for Both Sides	Spread Information
Pedagogical	Ignorance of One Party	Teaching and Learning	Transfer of Knowledge	Reserve Transfer

14.5. End unit assessment



Answers for end unit assessment

1. *The importance of parent-child dialogue in upbringing of the proper Rwandan citizens:* It helps to create trust and mutual co-existence between the parents and children.

Dialogue creates time for parents to educate their children and bring them up according to the Rwanda norms and culture.

It is the best way to teach their children about sexuality education and body changes

It gives a strong sense of belonging to the children and this supports proper child growth and development.

Parents can guide their children on what to do in future, that is career guidance.

2. Causes of child-parent conflict.

- Income levels on the side of parents determine what they can and cannot afford for their children.
- Some Rwandan parents do not allow their children to participate in sporting activities. When this happens, their children feel betrayed.
- Some parents lack ways of motivating their children who do not perform well in school. This is because every parent expects good results from their children.
- Ways of bringing up a family differs from one parent to another. Some Rwandan parents are **authoritarian** while others are **permissive**. Children whose parents authoritarian feel restricted. Those whose parents are permissive feel neglected.
- Another cause is age and peer influence among the adolescents especially in relation to dating issues. Most Rwandan parents stop their children from having relationship with their peers of the opposite sex.
- Divorce and separation make children blame their parents for not being able to resolve their conflict.
- Parents tend to choose friends for their children. Parents often do not like friends of their children or some of them, because the worry about bad influence.
- There are conflicts about dress code. Parents do not understand clothes young people want to wear. To their opinion, it breaks rules and norms of the society.
- Some parents like to choose education institutions or jobs for their children. This annoys children as they have their own preferences.
- Parents do not like bad habits of teenagers. Habits like smoking or drinking alcohol, even if they smoke themselves. Children tend to disobey their parents and smoke and drink. This annoys their parents.
- There are conflicts about housework and home duties. Children think that they are too busy to spend any time helping in the house. On the other hand, parents feel their children are not helping them.
- It is very important to have time and talk to your parents about your concerns. Dialogue helps to solve parent-child conflicts and therefore

3. *Importance of parent-child dialogue.*

- Dialogue gives way to parents to always let their children know what they can and cannot afford.
- It creates trust, confidence and self-esteem in the two parties to always do things after they have mutual agreement. This creates peace in the family.
- Dialogue helps the parents and their children to always make choice on what type of entertainment they should have.
- Dialogue helps children to make the right choices in life.
- Dialogue improves children's performance in school. When parents talk with their children, they get to identify their areas of weaknesses
- It is the only way parents can have influence on their children's lives. The children will start taking their parents as friends and guides other than being looked at as rulers.
- Rwandan parents can give career guidance to their children during the dialogue.
- Children always confide in their parents since these become the closest and lasting friends. This friendship is built through dialogue.
- Dialogue gives a chance to parents to witness how their children grow especially the adolescents. Parents can therefore chance to share experience on how one must behave to overcome that period.
- Dialogue prevents misunderstanding between parents and children.
- Effective communication between parents and their children can enable them discuss on sexuality creates peace.

14.6. Additional activities

Remedial activities

1. What is:
 - a) A conflict
 - b) Dialogue

Expected answer

Conflict is a clash or disagreement between individuals. In this case, it means a situation where parents and their children have disagreements in pursuit of their interests.

Dialogue is a live conversation between two or more individuals intended for a good outcome

Consolidation activities

Discuss in groups the causes of parent-children conflict in Rwanda and present their findings.

Expected answers

- Income levels on the side of parents determine what they can and cannot afford for their children.
- Some Rwandan parents do not allow their children to participate in sporting activities. When this happens, their children feel betrayed.
- Some parents lack ways of motivating their children who do not perform well in school. This is because every parent expects good results from their children.
- Ways of bringing up a family differs from one parent to another. Some Rwandan parents are **authoritarian** while others are **permissive**. Children whose parents' authoritarian feel restricted. Those whose parents are permissive feel neglected.
- Another cause is age and peer influence among the adolescents especially in relation to dating issues. Most Rwandan parents stop their children from having relationship with their peers of the opposite sex.
- Divorce and separation make children blame their parents for not being able to resolve their conflict.
- Parents tend to choose friends for their children. Parents often do not like friends of their children or some of them, because they worry about bad influence.
- There are conflicts about dress code. Parents do not understand clothes young people want to wear. To their opinion, it breaks rules and norms of the society.
- Some parents like to choose education institutions or jobs for their children. This annoys children as they have their own preferences.
- Parents do not like bad habits of teenagers. Habits like smoking or drinking alcohol, even if they smoke themselves. Children tend to disobey their parents and smoke and drink. This annoys their parents.
- There are conflicts about housework and home duties. Children think that they are too busy to spend any time helping in the house. On the other hand, parents feel their children are not helping them.

- It is very important to have time and talk to your parents about your concerns. Dialogue helps to solve parent-child conflicts and therefore creates peace.

14.7. Extended activities

Using the following play, instruct learners to role play the conversation between a parent and the child. Let them form a conflict and write a dialogue on it.

Expected answer

Nziza (child): *Good evening papa?*

Rugamba (parent): *Good evening dear son.*

Rugamba: *How was your day at school?*

Nziza: *Uhm... fair papa.*

Rugamba: *Fair? let me see your History exercise book*

Nziza: *Here it is but my History teacher put a bad comment and...*

Rugamba: *Don't mind let me have a look at it.*

Nziza: *Papa, please am sorry (as he pulls his book out of the bag). I will never play in class again.*

Rugamba: *You are forgiven but, make sure you are always attentive in class so that you get better grades. okay?*

Nziza: *Okay papa, and thank you for your advice and understanding.*

From their dialogue, learners need to show how it is a way of solving parent-child conflict.

UNIT 15

HINDRANCES TO DIGNITY AND SELF-RELIANCE IN RWANDAN SOCIETY

Key Unit competence: To be able to identify the hindrances to dignity and self-reliance in Rwandan society.

15.1. Prerequisite (knowledge, skills, attitude and values)

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

- The role of democracy, unity and reconciliation in the transformation of the Rwandan society.
- National service.
- The achievements of the Government of Rwanda after the Genocide against the Tutsi.
- Dignity and self-reliance in Senior one

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

15.2. Introductory activity and guidance

A) Introductory activity

Discuss how Rwandan people were handling their problems in traditional society in different domains such as medicine, education, agriculture, justice, leisure, arts, handcraft and environment and then propose which methods from Rwandan traditional society should be applied to our modern society to handle problems. Write your answer not more than one page.

B) Guidance on introductory activity

At the beginning of this *Unit 13*, the introductory activity motivates students to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they did not know before. As they get engaged in the lessons of this unit, they themselves discover answers to the questions they were asking at the beginning. This will help

them identify some issues and open them to what they did not know and be inquisitive to know about how, in the context of the post Genocide Rwanda, home grown policies have generated numerous success stories in strengthening the delivery of the Economic Development and Poverty Reduction Strategy (EDPRS). As the home-grown solutions are a direct response to economic and social challenges, they directly contribute to the fast-growth of the economy thereby making the difference in gradually uplifting citizens' wellbeing.

13.3. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Types of hindrances to dignity and self-reliance	Explain types of hindrances to dignity and self-reliance.	1
2	Importance of dignity and self-reliance in Rwandan society	Explain the importance of dignity and self-reliance in Rwandan society.	1
3	End unit assessment		1

Guidance on different lessons

13.3.1. Lesson 1: Types of hindrances to dignity and self-reliance

a) Learning objective

Explain types of hindrances to dignity and self-reliance.

b) Teaching resources

The following materials will help the teacher during the lessons: Senior 2 History Student's Book, Internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching students with hearing impairment

Learning activities

Guidance to learning activity 13.1

The teacher should try as much possible to make the learning interactive. Give the students time to participate and ask questions and air their views. **Leaning Activity 13.1** should be done in pairs then students to present their findings during plenary discussions.

The teacher 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 student to represent them during plenary discussion. Writing points will facilitate future reference and preparation for assessment tests and exams.

Suggested answers for activities



Answers for introductory activity

Students will be asked to search, using internet, textbooks, media, stories, documentary videos, songs etc, how people in traditional Rwanda were handling problems related to justice, education, food security, medicine, security, shelter... This was done through itorerero, traditional medicine, ubudehe, umuganda, gutabarana among others. Then after students will try to identify which among those methods can be applied to present situation to enhance social and economic development.

To conclude, the teacher will help students to understand that the social impact of each home-grown initiative is measured in terms of the access to health and education services, shelter, food, social cohesion, participation in decision making and governance. The assessment on economic impact investigates income generation and consumption pattern, improvement in the households' and community livelihoods in terms of energy consumption, household belongings, etc. as well as impact on poverty reduction.



Answers for learning activity 15.1

Dignity is the state or quality of being worthy of honour or respect.

Self-reliance is reliance on one's own powers and resources rather than those of others.



Answers to the application activity 15.1

Answers to the application activity on types of hindrance to dignity and self reliance

Social hindrances	Economic hindrances	Political hindrances
<ul style="list-style-type: none">• Illiteracy• Poverty	<ul style="list-style-type: none">• Limited capital to exploit the available resources:• Limited entrepreneurial skills• Poor infrastructural development• Limited market.• Low levels of technological development	<ul style="list-style-type: none">• Political instability in neighbouring countries• Effects of the 1994 Genocide against the Tutsi

15.3.2. Lesson 2: Importance of dignity and self-reliance in Rwandan society

a) Learning objective

Explain the importance of dignity and self-reliance in Rwandan society.

b) Teaching resources

The following materials will help the teacher during the lessons: Senior 2 History Student's Book, Internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching students with hearing impairment

Learning activities

Guidance to learning activity 15.2

The teacher should try as much possible to make the learning interactive. Give the students time to participate and ask questions and air their views. **Activity 15.2** should be done in pairs then students to present their findings during plenary discussions.

The teacher 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 student to represent them during plenary discussion. Writing points will facilitate future reference and preparation for assessment tests and exams.

Suggested answers for activities



Answers for learning activity 15.2

1. Importance of dignity and self-reliance on Rwandan society

- Rwanda is able to plan and implement her budget.
- Self-reliance has given Rwanda the capacity to **optimally** use the available resources. The resources are used to meet the needs and desires of the citizens without waiting for help from other countries.
- Self-reliance has created a feeling of bigger independence in the Rwandans. They have managed to accomplish many things without waiting for foreign aid. For example, Rwanda was able to finance more than 60% of its budget in 2014/2015.
- Dignity and self-reliance have won Rwanda and Rwandans international respect.
- The idea of dignity and self-reliance has acted as a bond that brings Rwandans together to achieve common objectives.
- Dignity and self-reliance has increased patriotism among the Rwandans



Answers to the application activity 15.2

(iii) Agaciro Development Fund

This is solidarity fund that has been initiated by Rwandans. The fund seeks to improve the level of financial autonomy of Rwanda. It is a government programme. It was started by his Excellency the President of the Republic of Rwanda in August, 2012. It was started as a way of reducing foreign aid.

(v) Ubudehe

This is a poverty eradication programme under the ministry of finance. A pilot programme was launched in 2001. The official launch was in 2004. It is a culture of collective action and solidarity to solve problems of

poverty by people themselves. This is done by categorising Rwandans into different income groups according to self-sustenance. The poor are given priority in terms of health insurance, education, electricity, water supply and even accommodation.

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(vi) Kuremera

It is an initiative created by the government of Rwanda. It aims at solving the problem of unemployment especially among the youth.

At the start, the Rwandan government gave Rwandan Francs 200 million to youth. They were given this amount to start self-help projects. This has gone even to local levels. Members of a given community can join hands to help the needy in their community. For example, they construct houses, avail water for the aged and provide food.

(vi) One-dollar campaign

It was an initiative by Rwandans living in the diaspora to raise some money. It was about contributing at least one dollar per head. The money contributed was for supporting the society through building houses for students who survived the genocide.

(ix) Ishema ryacu

This started in July 2015 after the arrest of General Karenzi Karake Emmanuel. General Karenzi was arrested in Britain under the order of Spain. Rwandans started ishema campaign to collect money and pay for his bail which was 1 million pounds. Ishema fund was to bring back the pride of Rwanda and Rwandans.

15.4. Additional content for the teacher

In order to meet the ministerial order where periods of history and citizenship have been reduced from 3 to 2. Some content in this unity have been removed, such as:

- Importance of international cooperation in respect to Rwandan aspirations
- Activities for promoting of dignity and self-reliance
- Challenges to dignity and self- reliance

Let students read them as reference in order to understand the remained content.

Importance of international cooperation in respect to Rwandan aspirations

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

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

and air services. All these will empower Rwanda to achieve its aspiration of self-reliance.

- International cooperation increases employment opportunities because of increased factors of mobility such as labour. For example, there are many Kenyan, Ugandan and international teachers working in Rwanda.
- International cooperation leads to political cooperation and mutual understanding. Countries can come up to help one another in times of instabilities and natural disasters.

Activities for promotion of dignity and self-reliance

Rwanda has tried to use different ways to achieve dignity and self-reliance. They involve the following:

- Rwanda has changed the education structure from the knowledge-based to the competence-based curriculum. The intention of the reform is to not only produce graduates with knowledge and skills but also to nurture their ability to apply them practically in real life for economic and social benefit.
- Tax reforms were made to increase domestic revenue. This was done by removing tax incentives and exemptions in order to promote local production. All this was done to attract the private sector and to ensure employment for Rwandans.
- Formerly dependent on agriculture, Rwanda has increased its income channels through development and strengthening of other sectors such as tourism, trade and commerce. The diversification programme was aimed at supplementing the agricultural sector so as to provide alternative sources of income.
- Proper land tenure programme has encouraged consolidation and crop intensification programme (CIP). This should help in maximum utilisation of land resource and reduction of harvest losses.
- Rwanda has also put in place many SACCOs (Savings and Credit Cooperatives). This is a means to allow all people to receive small loans so as to increase entrepreneur skills. The government has been sensitising the population on the importance of savings. Savings is a means to increase investment and sustainable growth especially among the low-income earners.

Challenges to dignity and self-reliance

Even though Rwanda tries to be self-reliant, she faces several challenges. The following are some of the challenges that Rwanda faces in relation to dignity and self-reliance:

- (a) Limited capital to exploit the available resources: Rwanda is a developing country with a relatively low level of industrial growth. She only produces semi-finished goods, hence earning less from her exports. Limited capital has also caused inadequate exploitation of natural resources including minerals and developing alternative sources of energy.
- (b) Limited entrepreneurial skills: Many Rwandans have not put much effort to start small scale businesses. This has increased the dependency ratio on government jobs especially among the uneducated. The government is also tasked with increasing chances of availing money for supporting entrepreneurship. This can be achieved through setting up funds from which business ideas can be financed.
- (c) Poor infrastructural development: Roads in the rural areas are not good enough to widen market for goods that are produced in those areas. Electricity and telecommunication networks are also still under supplied, limiting the populations' ability to engage in income generating activities.
- (d) Limited market: There is also limited market both at home and abroad. At home, it is because of the low purchasing power. Abroad, it is due to the rampant protectionism to trade for exports.
- (e) Low levels of technological development: Traditional methods of production are very common and therefore affecting productivity. Modern methods of production are still expensive to many who may wish to increase their production levels. This includes the cost of acquiring and maintaining machines necessary in the production process.
- (f) Political instability in neighbouring countries: This affects Rwanda especially in terms of trade given that it is a landlocked country. Political instability in these countries makes them buy less or none of Rwanda's products. It also prevents free transportation of goods to and from Rwanda.
- (g) Effects of the 1994 Genocide against the Tutsi: The genocide left a very poor economy with very many social problems. It left many orphans, widows and those with disabilities. All these vulnerable groups are taken care of by the government in terms of education, shelter and medical insurance.

Themes or topics so far discussed for every years' National Dialogue Council (NDC)

NDC	Date	Themes or Topics discussed
1 st NDC	28, Jun. 2003	<ul style="list-style-type: none"> ✓ The role of local government in development; ✓ The status of unity and reconciliation in the context of a multiparty political system; ✓ The role of leadership in facilitating democratic elections; ✓ Rwanda's vision for sustainable development.
2 nd NDC	21-22, Dec. 2004	<ul style="list-style-type: none"> ✓ Good governance and how leaders across government could more effectively instill a culture of accountability and performance; ✓ Genocide ideology prevention.
3 rd NDC	13-14, Dec. 2005	<ul style="list-style-type: none"> ✓ Promoting knowledge based decision making using clear social and economic indicators; ✓ Strengthening government reforms; ✓ Fast tracking the processing of Genocide cases using Gacaca courts; ✓ Finding effective ways to support the country's most vulnerable people ✓ Good governance as an effective tool for sustainable development; ✓ Improving awareness of government programs to accelerate development.

7 th NDC	10-11, Dec. 2009	✓ "Let us do more valuable and sustainable work"
8 th NDC	20-21, Dec. 2010	✓ "Our responsibility is delivering quality service"
9 th NDC	15-16, Dec. 2011	✓ "Strive for our dignity, together we pitch for rapid development"
10 th NDC	13-14, Dec. 2012	✓ "Agaciro (dignity): Aiming for self reliance".
11 th NDC	6-7, Dec 2013	✓ "The Rwandan Spirit: Foundation for Sustainable Development"
12 th NDC	18-19, Dec. 2014	✓ "Common Vision, New Momentum"
13 th NDC	21-22, Dec. 2015	✓ "Rwandans'choices: Foundation of National Development and Dignity"
14 th NDC	15-16, Dec. 2016	✓ "Shaping together the Rwanda we want"

4 th NDC	18-19, Dec. 2006	<ul style="list-style-type: none"> ✓ The role of the leaders' accountability in regards to the <i>Gacaca</i> process; ✓ Assessing the country's progress in the area of unity and reconciliation and identifying the major challenges; ✓ Reviewing districts' <i>Imihigo</i> (performance contracts) for 2006 and signing contracts for 2007; ✓ The implementation of Vision 2020 – especially relating to high population growth and resulting environmental pressures.
5 th NDC	27-28, Dec. 2007	<ul style="list-style-type: none"> ✓ "Enhance the national economy even further, as a springboard to address other problems facing the country"
6 th NDC	18-19, Dec. 2008	<ul style="list-style-type: none"> ✓ Good governance and economic development. Resolutions were made and led to: ✓ National Consultative Council to fight corruption, ✓ Promotion of a culture of saving and debt reduction, which led to the creation of Savings and Credit Cooperatives (SACCOs) in all 416 sectors across the country with 675,772 members being registered in total, ✓ Awareness raising campaigns to fight Genocide ideology and build a common understanding of family planning, grouped settlements, land consolidation and fighting soil erosion.

Source: NURC, *UNITY AND RECONCILIATION PROCESS IN RWANDA*, December 2016,

15.5. End unit assessment



Answers for end unit assessment

1. Self-reliance is about one's ability to make decisions and implement them so as to meet his or her goals.

2. The types of hindrances of dignity and self-reliance can be categorised into three basic groups:

Social hindrances: They are based on the social relations and interactions Among Rwandans because of many different social groups. We have farmers and the business class; educated and non-educated.

Economic hindrances: Economic hindrances are those that are related to trade and commerce. Rwanda faces various challenges that hinder trade and commerce. Some of these hindrances that Rwanda has are due to the following reasons:

- (i) Rwanda is a landlocked country which limits her way of doing business beyond her borders.
- (ii) Rwanda lacks some natural resources.
- (iii) Rwanda does not have a reliable market for some of her exports.
- (iv) There are low levels of production.

Political hindrances: They include the effects of the 1994 Genocide against the Tutsi. They also include instabilities in Rwanda's neighbouring countries such as Burundi and Democratic Republic of Congo.

3.

- Rwanda is able to plan and implement her budget.
- Self-reliance has given Rwanda the capacity to **optimally** use the available resources. The resources are used to meet the needs and desires of the citizens without waiting for help from other countries.
- Self-reliance has created a feeling of bigger independence in the Rwandans. They have managed to accomplish many things without waiting for foreign aid. For example, Rwanda was able to finance more than 60% of its budget in 2014/2015.
- Dignity and self-reliance have won Rwanda and Rwandans international respect.
- The idea of dignity and self-reliance has acted as a bond that brings Rwandans together to achieve common objectives.
- Dignity and self-reliance has increased patriotism among the Rwandans

4. Rwanda has promoted dignity and self-reliance through Home grown solutions such as

- Girinka (one cow per poor family) programme
- Umuganda
- Establishment of forums of mediators (Abunzi)
- The establishment of the Agaciro development fund Ubudehe
- Kuremera
- The national Itorero Commission
- Ndi umunyarwanda campaign
- The campaign for "Made in Rwanda"

15.6. Additional activities

Remedial activities

What do you understand by dignity and self- reliance?

Expected answer

Dignity is the state or quality of being worthy of honour or respect.

Self-reliance is reliance on one's own powers and resources rather than those of others.

Consolidation activities

Describe the types of hindrance to dignity and self –reliance

Write a short note on:

- a) Girinka Munyarwanda
- b) Ndi umunyarwanda

Expected answers

Ndi umunyarwanda

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. It was launched on the 15th November 2013 at Integrated polytechnic Regional Centre (IPRC), Kigali. It was launched by the Permanent Secretary of the Ministry of Youth and Information and Communication Technology (MYICT).

Girinka programme (one cow per poor family)

This programme was launched on 12th April 2006 with mainly four prime objectives:

- Fighting malnutrition
- Reducing poverty through dairy farming
- Improving agricultural productivity through use of manure
- Improving soil quality and reducing effects of erosion through planting trees and grass

One member of the community is given a pregnant dairy cow. He or she is supposed to give a first born female calf to another beneficiary. The chain is continuous. By September 2014, close to 200 000 beneficiaries had received cows.

The criterion used for one to benefit from the one cow per poor family project is as follows:

- The beneficiary must not have already owned a cow.
- One must be considered poor by the community through the ubudehe principle.
- One must have constructed a cow shed.
- One must have at least 0.25 to 0.65 hectares of land part of which must be covered with fodder.
- One must be a person of integrity (Inyangamugayo).

Before one is given the cow, they first undergo training from Rwanda Agricultural Board. This is to prepare them on how to manage the cows.

Extended activities

What are the importance of dignity and self-reliance on Rwandan society?

Expected answer

Importance of dignity and self-reliance:

- Rwanda is able to plan, and implement her budget, visualizes where she wants to be in the next fifty years which cannot be possible if the country is not self-reliant.
- Self-reliance has given Rwanda the capacity to optimally use the available resources to meet the needs and desires of the citizens without waiting for help from Western countries.
- Self-reliance has created a feeling of bigger independence in the Rwandans because they have managed to accomplish many things without waiting for foreign aid for example Rwanda is was able in 2014/2015 to finance more than 60% of its budget.
- Dignity and self-reliance have won Rwanda and Rwandans international respect because it is a factor that proved its potential and capacity to solve its own problems like poverty
- The ideas of dignity and self-reliance has acted as a bond that brings Rwandans together to achieve common objectives for example many Rwandans have willingly contributed to the Fund because they believe it is for common interests
- Dignity and self-reliance has increased patriotism among the Rwandans where the population has developed extreme love for home made products like art work, manufactured goods to the extent of organizing the expedition called “made in Rwanda” where only home made products are exposed.

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