



History and Citizenship

Senior 3

Teacher's Guide

©2024 Rwanda Basic Education Board. All rights reserved.

This book is a property of the Government of Rwanda.

Credit must be given to REB when it is quoted.

Foreword

Dear teacher,

Rwanda Basic Education Board is honoured to present History and Citizenship teacher's guide for Senior Three that 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, 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 that enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.
- To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it. Even though this teacher's guide contains the answers for all activities given in the learner's book, you are requested to work through each question and activity before judging learner's findings.

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

Dr. MBARUSHIMANA Nelson

Director General, REB



Acknowledgements

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

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

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

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

Joan Murungi,

Head of CTLRD



Table of contents

| | |
|---|------------|
| Foreword | iii |
| Acknowledgements | v |
| General Introduction | 1 |
| UNIT 1: THE 1789 FRENCH REVOLUTION | 16 |
| 1.1 Key Unit competence | 16 |
| 1.2 Prerequisite (knowledge, skills, attitude and values) | 16 |
| 1.3. Introductory activity and guidance | 16 |
| 1.4. List of lessons | 17 |
| 1.5. Additional content/text for student and teacher | 24 |
| 1.6. End of unit assessment | |
| 1.7. Additional activities | 31 |
| UNIT 2: COLONIAL REFORMS AND THEIR CONSEQUENCES ON AFRICAN SOCIETIES | 34 |
| 2.1 Key Unit competence | 34 |
| 2.2 Prerequisite (knowledge, skills, attitude and values) | 34 |
| 2.3. Introductory activity and guidance | 34 |
| 2.4. List of lessons | 35 |
| 2.5. Additional content/text for student and teacher | 41 |
| 2.6. End of unit assessment | |
| 2.7. Additional activities | 45 |
| UNIT 3: CAUSES AND EFFECTS OF THE FIRST WORLD WAR | 48 |
| 3.1 Key Unit competence | 48 |
| 3.2 Prerequisite (knowledge, skills, attitude and values) | 48 |
| 3.3. Introductory activity and guidance | 48 |
| 3.4. List of lessons | 49 |
| 3.5. Additional content/text for student and teacher | 64 |
| 3.6. End of unit assessment | 72 |

| | |
|---|------------|
| 3.7. Additional activities | 74 |
| UNIT 4: BETWEEN TWO WARS | 76 |
| 4.1 Key Unit competence | 76 |
| 4.2 Prerequisite (knowledge, skills, attitude and values) | 76 |
| 4.3. Introductory activity and guidance | 76 |
| 4.4. List of lessons | 77 |
| 4.5. Additional content/text for student and teacher | 86 |
| 4.6. End of unit assessment | 87 |
| 4.7. Additional activities | 90 |
| UNIT 5: CAUSES AND EFFECTS OF THE SECOND WORLD WAR | 93 |
| 5.1 Key Unit competence | 93 |
| 5.2 Prerequisite (knowledge, skills, attitude and values)..... | 93 |
| 5.3. Introductory activity and guidance | 93 |
| 5.4. List of lessons | 94 |
| 5.5. Additional content/text for student and teacher | 102 |
| 5.6. End of unit assessment | 104 |
| 5.7. Additional activities | 106 |
| UNIT 6: CAUSES OF DECOLONIZATION IN AFRICA: CASE STUDY OF GHANA AND KENYA..... | 108 |
| 6.1 Key Unit competence | 108 |
| 6.2 Prerequisite (knowledge, skills, attitude and values) | 108 |
| 6.3. Introductory activity and guidance | 108 |
| 6.4. List of lessons | 109 |
| 6.5. Additional content/text for student and teacher | 112 |
| 6.6. End of unit assessment | 114 |
| 6.7. Additional activities | 117 |

| | |
|---|------------|
| UNIT 7: PROCESS of DEMOCRATIZATION | 120 |
| 7.1. Key unit competence | 120 |
| 7.2. Prerequisite (knowledge, skills, attitudes and values) | 120 |
| 7.3. Introductory activity and guidance | 120 |
| 7.4. List of lessons | 121 |
| 7.5. Additional informational for the teacher | 125 |
| 7.6. End of unit assessment | 127 |
| 7.7. Additional activities | 128 |
| | |
| UNIT 8: CONSEQUENCES OF THE 1994 GENOCIDE AGAINST THE TUTSI..... | 131 |
| 8.1 Key Unit competence | 131 |
| 8.2 Prerequisite (knowledge, skills, attitude and values) | 131 |
| 8.3. Introductory activity and guidance | 131 |
| 8.4. List of lessons | 132 |
| 8.5. Additional content/text for student and teacher | 142 |
| 8.6. End of unit assessment | 143 |
| 8.7. Additional activities | 145 |
| | |
| UNIT 9: NATIONAL AND INTERNATIONAL HUMAN RIGHTS INSTRUMENTS AND THE PROTECTION OF HUMAN RIGHTS | 149 |
| 9.1 Key Unit competence | 149 |
| 9.2 Prerequisite (knowledge, skills, attitude and values) | 149 |
| 9.3. Introductory activity and guidance | 149 |
| 9.4. List of lessons | 150 |
| 9.5. Additional content/text for student and teacher | 159 |
| 9.6. End of unit assessment | 162 |
| 9.7. Additional activities | 166 |

| | |
|--|------------|
| UNIT 10 : NATIONAL LAWS IN CONFLICT TRANSFORMATION..... | 169 |
| 10.1. Key unit competence | 169 |
| 10.2. Prerequisite (knowledge, skills, attitudes and values)..... | 169 |
| 10.3. Introductory activity and guidance | 169 |
| 10.4. List of lessons..... | 170 |
| 10.5. Additional informational for the teacher | 175 |
| 10.6. End of unit assessment | 176 |
| 10.7. Additional activities | 178 |
| | |
| UNIT 11 : FACTORS FOR NATIONAL INDEPENDENCE..... | 180 |
| 11.1. Key unit competence | 180 |
| 11.2. Prerequisite (knowledge, skills, attitudes and values)..... | 180 |
| 11.3. Introductory activity and guidance | 180 |
| 11.4. List of lessons | 181 |
| 11.5. Additional content | 186 |
| 11.6. End of unit assessment | 200 |
| 11.7. Additional activities | 201 |
| | |
| UNIT 12 : UNDERSTANDING RWANDA IN REFERENCE TO ITS LOCATION IN THE REGION | 203 |
| 12.1. Key unit competence | 203 |
| 12.2. Prerequisite (knowledge, skills, attitudes and values)..... | 203 |
| 12.3. Introductory activity and guidance | 203 |
| 12.4. List of lessons..... | 204 |
| 12.5. Additional informational for the teacher | 208 |
| 12.6. End of unit assessment | 209 |
| 12.7. Additional activities | 210 |
| | |
| UNIT 13 : CONCEPT OF DISABILITY AND INCLUSIVE EDUCATION | 212 |
| 13.1. Key unit competence | 212 |
| 13.2. Prerequisite (knowledge, skills, attitudes and values)..... | 212 |
| 13.3. Introductory activity and guidance | 212 |

| | |
|---|------------|
| 13.4. List of lessons..... | 213 |
| 13.5. Additional informational for the teacher..... | 219 |
| 13.6. End of unit assessment..... | 219 |
| 13.7. Additional activities..... | 222 |
| UNIT 14 : TOLERANCE AND RESPECT..... | 224 |
| 14.1. Key unit competence..... | 224 |
| 14.2. Prerequisite (knowledge, skills, attitudes and values)..... | 224 |
| 14.3. Introductory activity and guidance..... | 224 |
| 14.4. List of lessons..... | 225 |
| 14.5. Additional informational for the teacher..... | 234 |
| 14.6. End of unit assessment..... | 234 |
| 14.7. Additional activities..... | 236 |
| References | 239 |

General Introduction

Introduction to the new Curriculum

This Teacher's Guide of S3 encompasses different parts or sections. The first section is about the general introduction to the Teacher's Guide. In this part, methodological notes are provided and it includes the general guidelines on principles of competence-based approach to learning and assessment. The second section is made up of the content map while third section is about the sample of a lesson plan.

The content map comprises of the following elements: number of periods in each unit, key unit competence, number of lessons, equipment and learning and teaching materials required, activities and techniques, generic competences practiced, cross cutting issues to be addressed and assessment strategies of the key unit competence.

The fourth section contains the development of all the units and the structure of each unit which include the following: unit title, key unit competence, prerequisite of the unit, cross-cutting issues to be addressed, generic competences to be developed, vocabulary or key words, guidance on the problem statement, attention to special educational needs, list of lessons, and the lesson development. At the end of the units, there is summary of the unit, additional information, end of unit assessment, remedial activities and extended activities. The last and the fifth section is made up of references.

General Guidelines on Principles of Competence-Based Approach to Learning and Assessment

Active techniques to be used in developing competences

1. Group work

In teaching and learning history, group work refers to a multiplicity of techniques in which two or more learners are assigned a task that involves collaboration and communication. In the classroom, learners usually work in groups of 2 to 6.

Group work is used to motivate learners, encourage active learning, and develop key critical thinking, communication, and decision-making skills.

For example, in Senior Three, while teaching the failures and reasons for the fall of the First Republic from Unit One entitled Independent Rwanda, group work is one of the appropriate techniques that can be used. Through group work, learners discuss and exchange ideas. Therefore, they make a common understanding about the reasons for the decline of the First Republic by 1973.

How to apply this technique in teaching history?

- To be successful by using group work in teaching history, as a teacher you are advised to do the following:
- Plan the exercise carefully to make sure that all learners contribute.
- Decide what you want them to produce.
- Arrange how the groups will give feedback.
- Decide how many will work together.
- Decide who will be working together.
- Give learners roles/jobs within the group.
- Arrange a stop signal.
- Teach learners what noise level is appropriate.
- Give a time target.
- Monitor the groups.

- Assess the work done by the group.

2. Discussion

Discussion, as applied in learning history, is a technique that promotes interaction between learners themselves on one side and between learners and you the teacher on the other side. This technique engages learners in higher thinking skills, cognition, application, analysis, synthesis and evaluation. It helps to check what has been learned, explore knowledge or opinion and give chance to learners to express themselves and evaluate ideas.

Most of time, this technique is used after class presentation in order to share the ideas with the whole class, evaluate and make synthesis.

For the success of this technique, guide learners in the following ways:

- Plan to answer a series of questions asked by their classmates.
- Everyone must follow the rules of procedure like respect of one's opinion and keeping silent while someone is exposing his or her idea.
- You should assume a background position, not a leadership role.
- Make a follow up of interesting ideas to help learners understand the key points.
- Focus on the objectives.
- Write down the main ideas on the chalkboard or paper in order to come up with general synthesis.

3. Debate

A debate is a formal argument or discussion of a question with two or more opposition speakers and often ending with a vote.

A debate helps learners develop the skills of public speaking, research, free expression, time management, critical thinking and summarising the material for delivery. Academically, debate helps

to acquire new vocabularies through research and from other debaters.

To apply this technique in teaching and learning history, a teacher should make sure that you have chosen a motion, and both opposers and proposers should be selected. Consequently, a chairperson, a timekeeper and secretary must be also selected.

The chairperson's roles are to direct the discussion and ensure that order prevails, secretary records points discussed and therefore should be quick when speakers are expressing points. The timekeeper guides speakers on amount of time to use and therefore should have a signal and a watch.

Example of motion in Learner's Book of Senior Three: "Was colonisation beneficial for Africans or not?"

4. Roles play

Role-playing is another history teaching technique in which one learner can explore the thoughts and feelings of another historical person by responding and behaving as that person would in a simulated situation. One of the reasons role-play can work so well is because of the power of placing oneself in another's shoes. It can involve pairs, groups, or the whole class.

This technique provides opportunities for learning in both the affective domain, where emotions and values are involved, as well as in the cognitive domain where experiences are analysed.

There are seven main steps you need to observe when preparing to use a role-play:

1. Select or develop the role-playing scenario: Teacher's preparation
2. Tell learners what they will be doing and why.
3. Select participants and explain their roles.

4. Explain what you expect from the audience.
5. Give learners time to prepare.
6. Commence the role-play.
7. Discuss, evaluate and debrief.

For example, in teaching Unit 3 about European Domination and Exploitation of Africa in the 19th Century, one group of learners can play as colonialists who have to enforce the colonial exploitation policies like forced labour while another group are the Africans who should implement these policies.

5. Field visits

In field visits, learners go outside the classroom to observe a historical site, museum, memorial sites, and monuments or to hear information from resource persons. To use this technique in history, there are two main stages to be followed: Before the visit, the teacher and learners:

- agree on aims and objectives
- gather relevant information prior to visit
- brainstorm on key questions and share responsibilities
- discuss materials needed and other logistical issues;
- discuss and agree on accepted behaviours during the visit.

After the visit:

- De-brief and discuss what was learnt and observed
- Evaluate all aspects of visit
- Receive and analyse reports, presentations prepared by learners.

For example, while learners learn about Unit 2, the consequences of the 1994 Genocide against the Tutsi, they can visit the Kigali Genocide Memorial Centre at Gisozi.

6. Case study

Case study as a learning technique is a story either based on real events, or from a construction of events which could reasonably take place. It involves issues or conflicts which need to be resolved.

The information contained in a case study can be complex or simple. Present a problem situation and indicates how to proceed.

For example, while teaching history in Senior Three about the Second World War, in its sub-topic form of the causes of the Second World War, you can use an extract of text showing the tension between European countries before the outbreak of the Second World War.

Learners read or listen to it, discuss about it and give the appropriate answers to the related questions.

7. Learning corner/ centre

Place questions in different corners of the classroom. Groups of 3–6 learners move from corner to corner as per signal given you. They discuss and write an answer to each question taking into account answers already written by previous groups.

The use of different coloured markers for each group helps to see what each group wrote for each question. Ideas for each question are discussed in plenary to come up with some conclusions at the end.

8. Brainstorming

This is the term given to any discussion during which learners' express ideas freely. It is a way of listening to as many solutions as possible in a short period of time.

It is an important method for learning / teaching creative thinking in history. It allows learners to work together to create ideas. It also has a place in decision making and helps to increase the range of facts taken into account in reaching a decision. It is best used with

groups of between 5 – 20 learners.

To use this technique, some guidelines should be taken into consideration:

- There must be an active participation by all members; no discussions, criticisms, compliments or other comments during the brainstorming stage.
- Start by reviewing the rules, sets a time limit; states and explains the question.
- Encourage every learner to speak without fear and new ideas can be used to generate new points of view.
- Record all ideas as they are provided on the chalkboard or paper. Do not allow criticisms, judgment or laughing at poor answers.
- After brainstorming, guide learners to recognise the ideas; this can be used to generate more ideas.
- Finally, guide learners to draw a conclusion.
- It can be used to all topics in history and sometimes it can be combined with other techniques like discussion and group work.

9. Research work

Research work is a process of steps used to collect and analyse information to increase our understanding of a topic or issue. It consists of three steps: pose a question, collect data to answer the question and present an answer to the question.

In History, a learner or group of learners is given a research topic and they have to gather information by reading textbooks, journals, and newspapers, using audio-visual sources or asking experienced people. Thereafter, learners analyse and discuss the gathered information and then present the results to the class.

General Guidelines on Assessment in History Subject

Assessment is regarded as those formal and informal procedures that teachers and learners employ in gathering information on

learning and making judgment about what learners know and can do. As opposed to the misconception most people have always had that assessment comes after teaching, assessment is an integral part of teaching and learning.

Competence-based assessment is an assessment process in which a learner is confronted with a complex situation relevant to his/her everyday life and asked to look for a solution by applying what has been learnt (knowledge, skills, competences and attitudes). Evidence of learning is then collected and used as the basis on which judgments are made concerning learners progress against fixed performance criteria.

Before any assessment is carried out, teachers should be clear about why they should assess, what should be assessed, when it should be assessed and how to do the assessment. This will depend on whether assessment is formative or summative.

Types of assessment

Formative assessment is daily monitoring of learning to provide ongoing feedback that teachers can use to improve their teaching and learners use it to improve their acquisition of competences.

In the competence-based curriculum, formative assessment measures a learner's ability with respect to a criterion or standard. Therefore, it is used to determine what learners can do, rather than how much they know, or how they compare with peer groups. It is also used to see how well learners have mastered knowledge, skills, competences and attitudes as specified in the instructional objectives.

Summative assessment is used to evaluate learner learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period, such as the end of a project, unit, course, term, school year and cycle.

Summative assessment is chiefly concerned with judgment of work in terms of units of work completed, and attempts to determine if goals of the unit, course or Programme have been attained. So, it comes at the end of the unit, course or programme. Summative assessment is also used for selection, guidance on future courses, certification, promotion, curriculum control, and accountability.

Guidelines to be followed in answering essay questions in History

Introduction

When planning to give an assignment question to learners, provide them with the following instructions:

- What the question means.
- What it is asking you to do.

Read the question several times and consider any implicit assumptions behind the question. Define the key words (use a dictionary if necessary) and look for any words that focus or restrict the area you need to examine in your answer.

Underline the key words or phrases in your question. Use the context around each key word to help you understand what is required, for example, 'discuss briefly' as compared to 'discuss in the context of...' Also bear in mind that some words may have slightly different meanings depending on the discipline in which they are used. If in doubt, check with a subject specific dictionary or your tutor.

The following list provides an explanation of some common question words

| | |
|--------------------|---|
| Verb | What is asked to do |
| Account for | Give reasons for; explain (note: give an account of; describe). |

| | |
|----------------------------------|---|
| Analyse | Break the information into constituent parts; examine the relationship between the parts; question the information. |
| Argue | Put the case for or against a view or idea giving evidence for your claims/reasons for or against; attempt to influence the reader to accept your view |
| Balance | Look at two or more viewpoints or pieces of information; give each equal attention; look at good and bad points; take into account many aspects and give an appropriate weighting to those aspects. |
| Be critical | Identify what is good and bad about the information and why; probe, question, identify inaccuracies or shortcomings in the information; estimate the value of the material. |
| Clarify | Identify the components of an issue/topic/problem/; make the meaning plain; remove misunderstandings. |
| Compare | Look for similarities and differences between; perhaps conclude which is preferable; implies evaluation. |
| Conclude/draw conclusions | The end point of your critical thinking; what the results of an investigation indicate; arrive at a judgement by reasoning. |
| Contrast | Bring out the differences. |

| | |
|-----------------------------------|--|
| Criticise | Give your judgement on theories or opinions or facts and back this by discussing evidence or reasoning involved. |
| Define | Give the precise meaning. Examine the different possible or often used definitions. |
| Demonstrate | Show clearly by giving proof or evidence. |
| Describe | Give a detailed, full account of the topic. |
| Determine | Find out something; calculate. |
| Develop an opinion/ a view | Decide what you think (based on an argument or evidence). |
| Discuss | Investigate or examine by argument; debate; give reason for and against; examine the implications of the topic. |
| Elucidate | Explain and make clear. |
| Evaluate/weigh up | Appraise the worth of something in the light of its truth or usefulness; assess and explain |
| Examine | Look at carefully; consider. |
| Explain | Make plain and clear; give reasons for |
| Give evidence | Provide evidence from your own work or that of others which could be checked by a third party to prove/justify what you say. |

| | |
|------------------------|--|
| Identify | Point out and describe. |
| Identify trends | Identify patterns/changes/ movements in certain directions (e.g. over time or across topics/ subjects). |
| Illustrate | Explain, clarify, make clear by the use of concrete examples. |
| Interpret | Expound the meaning; make clear and explicit, giving your own judgement. |
| Justify | Show adequate grounds for decisions, a particular view or conclusions and answer main objections likely to be made to them. |
| Outline | Give a short description of the main points; give the main features or general principles; emphasise the structure, leaving out minor details. |
| Prove | Show that something is true or certain; provide strong evidence (and examples) for. |
| Review | Make a survey examining the subject carefully; similar to summarise and evaluate. |
| State | Present in a brief, clear form. |
| Summarise | Give a concise account of the chief points of a matter, removing unnecessary detail. |

| | |
|-------------------|---|
| Synthesise | Bring elements together to make a complex whole, draw together or integrate issues (e.g. theories or models can be created by synthesising a number of elements). |
| Trace | Follow the development of topic from its origin. |

List of equipment needed for the subject

In order to attain to all goals, it is important to have at least the basic materials like the following:

- Paper and pens
- A wall map of the traditional Rwanda,
- A wall map of Africa
- School or Public library access
- Relevant pictures and photographs
- Globe
- Atlas
- Learner's book
- Chalkboard illustrations
- Dictionaries
- Rwandan constitution
- Charter of United Nations Organisation

- Document on Universal declaration of Human rights
- Audio sources like radio recordings
- Films and videos (audio –visual source)
- Historical sites
- Memorial sites
- Braille
- Museum
- Tale, tactile maps, stories and testimonial
- Testimonies of Genocide survivors and perpetrators,
- Films of genocide (seven days in Kigali), Poems, Songs
- Supplementary booklets on Egyptian civilisation, (The supplementary materials will support textbooks by providing a brief history of each of the above civilisation)
- Posters of traditional tools e.g. Arrows spears, Shield, Sword, ramming rod and Axe
- Relevant newspapers and magazine cuttings
- School surroundings and its neighbourhood

Guidance on what to do if these materials are not available

Some materials are so important required like Atlas, Learner's Book, etc. while others could be replaced according to their availability to different areas in the country.

For example, if you cannot easily find a film, you can use a recording from radio, using testimonies.

If there is no a wall map or Atlas, you can draw such map on

chalkboard. Where it is not possible to find pictures or portraits, you can describe the persons so that learners can get an idea about those persons.

If you cannot find the posters of tradition tools, you can draw them and then learners observe them and do the asked activity.

It would be better for schools near the historical sites, memorial sites and museum to visit them than to use other illustrations because it enables learners meet with some specialists and have more information which can widen their knowledge and competences.

A Sample Lesson Plan

A lesson plan is the teacher's road map of what learners need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will need to first identify the learning objectives of that topic to be achieved in that lesson.

Then, you design appropriate teaching and learning activities for the teacher and learners respectively. This is how you can be sure to obtain feedback on student learning.

The lesson plan helps the teacher conduct his or her lesson in an orderly way and it allows learners to know what they are going to be learning and how it fits into the syllabus.

Learners also feel that the lessons are handled in a logical order. Having a good lesson plan will also increase confidence in the teacher. In addition, a detailed plan clearly demonstrates that the teacher has taken time, as well as, put in the thought and effort into making the lesson.

UNIT 1:

THE 1789 FRENCH REVOLUTION

1.1 Key Unit competence

To be able to explain the causes and consequences of the 1789 French Revolution.

1.2 Prerequisite (knowledge, skills, attitude and values)

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

- Industrial revolution
- American Revolution or the American war of Independence).
- Effects of American Revolution both in America and in the rest of the world
- Era of enlightenment and its effects

1.3. Introductory activity and guidance

a. Introductory activity (unity level)

Using the internet or the library research on the 1789 French Revolution and describe the characteristics of the Ancient regime before 1789.

b. Guidance on introductory activity

Give an activity that requires students to be interested to know what happens or will happen in this unit and help them to be passionate to know, by the end of the unit, what they thought was not possible at the beginning. As they get engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they didn't know and be inquisitive to know about the 1789 French revolution.

One of the suggested problem statements here is the following: “Make a synthesis of the causes and consequences of the 1789 French Revolution”. This problem statement can be given as homework or in class discussion.

1.4. List of lessons

| # | Lesson title | Learning objectives | Number of periods |
|---|-------------------------------|--|-------------------|
| 1 | Causes of French Revolution | Identify the causes of the French Revolution. | 2 |
| 2 | Effects of French Revolution | Explain the consequences of the French Revolution. | 1 |
| 3 | End of Unit assessment | | 1 |

Guidance on different lessons

Lesson 1: Causes of the 1789 French Revolution

a. Learning objective

Identify the causes of the 1789 French Revolution.

b. Teaching resources

Student’s books, a map of France and in schools with enough use a projector, a computer and its accessories. Tactile maps and brailled materials. Sign language should be used when teaching students with hearing impairment, etc.

c. Learning activities

Guidance to learning activity 1.1

Organize students into groups and then invite them to do activity 6.1 in the student's book.

Synthesis

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.

Suggested answers for activities

Answers for introductory activity

The ancient regime/Bourbon monarch had very poor practices. The government ran systems that were so chaotic in virtually all areas. It closed its doors to political reform, which was taking place in other parts of Europe, especially Britain. The king enjoyed absolute power and cared less about what took place among the population. Common citizens had no say or share in the government. The peasants were underprivileged while the educated were unhappy with their exclusion from official position at the head of the army, the navy and the diplomatic service.

Answers for learning activity 1.1

The outstanding causes were as follows:

- **The existing government:** It had very poor practices. The government ran systems that were so chaotic in virtually all areas. It closed its doors to political reform, which was taking place in other parts of Europe, especially Britain. The king enjoyed absolute power and cared less about what took place among the population. Common citizens had no say or share in the government. The peasants were underprivileged while the educated were unhappy with their exclusion from official position at the head of the army, the navy and the diplomatic service.

- **The influence of the philosophers:** The ideas of the philosophers of the Enlightenment period had great influence over the middle class and other people of the French society. Ideas of key outstanding personalities such as Voltaire, Diderot, Montesquieu and Rousseau had a strong impact on the people. According to the people, it was time such great ideas were put in practice. This was part of the causes of the French revolution.
- **Example of the American Revolution:** America provided a practical example of how a revolution could be organized and its benefits. The French rulers had supported the Americans against their masters, the British. She did this to revenge her loss of colonies in Canada and India to the British during the seven-year war (1756–1763).

When Americans won, the French rulers were happy about the victory. Little did they know that it could influence a revolution in France. French soldiers who participated in the war were influenced by oppressive democratic ideas. They reflected on why the Americans rose up in arms against the British. It dawned on them that the conditions back in France were worse and equally oppressive. Americans rose against heavy taxation, yet the French were also heavily taxed by the government.

- **Bankruptcy of the French government:** The French government, as we have already observed, had been bankrupt for many years before the revolution. This was caused by the luxurious lifestyle of the kings and members of the royal family. Exemption of the nobility, higher clergy and -the church from taxation led to loss of Canada and India to Britain. French involvement in the American War of Independence also contributed to its bankruptcy. All these forced the government to live on debts, which were a costly affair altogether. The bankrupt government could not provide essential services to its citizens.
- **The bankruptcy made successive government ministers for finance to advise on taxing the exempted groups:** This was first never supported by the king (due to opposition from the groups concerned) but the worsening economic

conditions, made the king to accept the idea in May 1789. To enforce the recommendation, a meeting of the estates-general was to be summoned. It was this meeting that began a revolution. The third class had to be handled well for things to move according to plan. This meant removing some of the burden of taxation from their shoulders and putting it onto those of the first and second classes. This was not to be.

- **Character of King Louis XVI:** Louis XVI was weak and indecisive. His personality contributed to the revolution. Louis XVI was inconsistent in his actions.

At every stage in the revolution he encouraged reform and then drew back. This was dangerous and things were made worse because he was influenced by his wife, Marie Antoinette. Being an Austrian, she was viewed with contempt because it was the French alliance with Austria which made France to fight in the seven-year war, which led to the loss of Canada and India. Marie Antoinette had partly contributed to the people's hatred of her. She was ignorant of the need for reform and was unsympathetic to her people's situation at the time. The queen is said to have misadvised the king into making unpopular decisions.

- **Inflation:** There was high inflation which led to increase in the price of various goods.

However, the rise in prices did not have a corresponding increase in salaries. The result was widespread poverty among the peasants.

- **Bad weather of 1788:** Climate equally contributed to the revolution. There was bad weather in 1788 which ruined the harvest. This eventually raised the prices of maize, bread and other foodstuff, bringing about widespread starvation. There also followed a severe winter in early 1789, which besides the unbearable cold conditions froze all rivers and ports in the country.

The result was even greater distress. Coupled with a treaty France had signed with Britain in 1786, which allowed cheap British manufactured goods into France in return for corresponding concessions on French wine, there was much suffering in the society. Unemployment increased and people moved to towns, hoping to get better conditions. These people brought into being the characteristic Paris mob of the revolution – idle, desperate, ready to cheer on the most extreme measures and destined to sway the fortunes of events on several vital occasions.

All these factors jointly contributed to the breakout of the revolution in 1789. The process began with the king's, summoning of the Estates-General meeting on 5 May 1789

Note: There are other causes, students can check in student book

Answers to the application activity 1.1

1. The philosophers were great thinkers who were highly educated in world affairs and put their ideas in writing, condemning the social, political and economic situation in France. They attacked and exposed the wrongs of French society and created the French revolutionary spirit among the peasantry and middle classes.
2. The causes of the 1789 French revolution can be classified into different categories:

Political causes

- Despotism (Dictatorship)
- Absence of constitutionalism
- Unfair judicial system
- The miseries in the army
- The unfair administrative structure
- character of the king Louis XVI
- Class division
- The role of philosophers / Great thinkers

- The role of the Queen (Marie Antoinette)
- Influence of England
- The American war of independence or American Revolution
- The calling for the Estate general meeting on 5th May 1789 led to the French Revolution

Socio-economic causes

- Unfair land ownership system
- Unfair taxation system
- Financial crisis (bankruptcy)
- Dismissal of reformists that is financial ministers
- The effects of natural disaster or calamities /winter season.
- Religious intolerance

Lesson 2: Effects of French Revolution

a. Learning objective

Explain the consequences of the 1789 French Revolution.

b. Teaching resources

Students' books. In schools with enough resources, use a projector, a computer and its accessories. Tactile maps and brailled materials. Sign language should be used when teaching students with hearing impairment, etc.

c. Learning activities

Guidance to learning activity 41.2

Organize learners into groups and then invite them to do learning **activity 1.2.** that is in the learner's book.

Synthesis

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.

Suggested answers for activities

Answers for learning activity 1.2

The following are the positive effects of the 1789 French revolution on France and Europe:

- The 1789 French Revolution destroyed the Bastille and this symbolized the end of despotism on 14th July 1789.
- It revived the French parliament (National Assembly or General meeting on May 5th, 1789) which had last sat 175 years before in 1614.
- The revolutionaries succeeded in spreading the French revolutionary principles of equality, liberty and fraternity beyond French borders.
- The French Revolutionaries passed a radical law known as “civil constitution of the clergy” which allowed freedom of worship in France and ended Catholic Church dominance.
- The national assembly produced a new constitution in November 1791.
- The French Revolution ended feudal privileges on August 4th, 1789 in the assembly at Versailles. Land that belonged to the Catholic Church and the nobles was nationalized and given to the landless peasants at cheaper prices.
- It led to the declaration of rights of Man and citizen on August 27/1789.
- Multiparty politics was achieved in France with various political parties or clubs like: Jacobin, Girondins, Feuillants, Montagnards and Cordeliers.
- The royalists guards were replaced by the national guards after the storming of the Bastille on July 14th, 1789.
- It ended dictatorship/despotism in France after the formulation of a new constitution.
- The revolutionaries introduced reforms in education systems. Polytechnic schools were built to train and produce skilled labor. Secondary schools were built and old ones rehabilitated.

Answers to the application activity 1.2

1. The financial crisis led to the French Revolution in the following ways:
 - People lost confidence in the government and wished it could be removed.
 - When the government failed to pay back the money to the middle class, the people decided to remove the government.
 - That crisis led to inflation and unemployment which forced people into the revolution.
2. Capable financial ministers such as Turgot and Necker were dismissed and this worsened the financial crisis. They had suggested reforms which included taxing the wealth of the nobles and the clergy, but the queen advised the king to expel them. This led to the revolution against Louis XVI and his wife Marie Antoinette in 1789.

1.5. Additional content/text for student and teacher

1.5.1. Additional information for the teacher

Prelude to the French Revolution: monarchy in crisis

As the 18th Century drew to a close, France's costly involvement in the American Revolution and extravagant spending by King Louis XVI (1754–1793) and his predecessor had left the country bankrupt. In addition to the royal coffers being depleted, two decades of poor cereal harvests, drought, cattle disease and skyrocketing bread prices had created unrest among peasants and the urban poor. Many expressed their resentment toward a regime by rioting, looting and striking.

In 1786, Louis XVI's controller general, Charles Alexandre de Calonne, proposed a financial reform package that included a universal land tax from which the privileged classes would no longer be exempt. To garner support for these measures and forestall a growing aristocratic revolt, the king summoned the Estates General (les états généraux) – an assembly representing France's clergy, nobility and middle class—for the first time since 1614. The meeting

was scheduled for May 5, 1789. In the meantime, delegates of the three estates from each locality were required to compile lists of grievances (cahiers de doléances) to present to the king.

The French revolution at Versailles: Rise of the Third Estate The population of France had changed considerably since 1614. The non-aristocratic members of the Third Estate now represented 98 per cent of the people but could still be outvoted by the other two bodies.

In preparation for the May 5 meeting, the Third Estate began to mobilise support for equal representation and the abolition of the noble veto powers. In other words, they wanted voting by head and not by status. While all of the orders shared a common desire for fiscal and judicial reform as well as a more representative form of government, the nobles in particular were not ready to give up the privileges they enjoyed under the traditional system.

By the time the Estates General convened at Versailles, the highly public debate over its voting process had erupted into hostility between the three orders defeating the original purpose of the meeting and the authority of the King who had convened it. On June 17th, the Third Estate met alone and formally adopted the title of National Assembly. Three days later, they met in a nearby indoor tennis court and took the so-called Tennis Court Oath (serment du jeu de paume), vowing not to disperse until constitutional reform had been achieved. Within a short time, most of the clerical deputies and 47 liberal nobles had joined them, and on June 27th Louis XVI grudgingly absorbed all three orders into the new assembly.

The French Revolution hits the streets: The Bastille and the great fear

On June 12, as the National Assembly continued to meet at Versailles, fear and violence raged the capital. Though enthusiastic about the recent breakdown of royal power, Parisians panicked as rumours

of an impending military coup began to circulate. A popular insurgency escalated on July 14th when rioters stormed the Bastille fortress in an attempt to secure gunpowder and weapons. Many consider this event, now commemorated in France as a national holiday, as the start of the French Revolution.

The wave of revolutionary fever and widespread hysteria quickly swept the countryside. Revolting against years of exploitation, peasants looted and burned the homes of tax collectors, landlords and the seigniorial elite. Known as the Great Fear (*la Grande peur*), the agrarian insurrection propelled the growing exodus of nobles from the country. The National Constituent Assembly decided to abolish feudalism on August 4, 1789, by signing what was later called the “death certificate of the old order.”

The French Revolution’s political culture: drafting a constitution

On August 4th, the Assembly adopted the Declaration of the Rights of Man and of the Citizen, a statement of democratic principles grounded in the philosophical and political ideas of thinkers like Jean-Jacques Rousseau (1712–1778). The document proclaimed the Assembly’s commitment to replace the *Ancien Régime* with a system based on equal opportunity, freedom of speech, popular sovereignty and representative government.

The drafting of a formal constitution proved much more of a challenge for the National Constituent Assembly, which had the added burden of functioning as a legislature during harsh economic times. For months, its members wrestled with fundamental questions about the shape and expanse of France’s new political landscape. For instance, who would be responsible for electing delegates? Would the clergy owe allegiance to the Roman Catholic Church or the French government? How much authority would the king retain after a failed attempt to flee in June 1791? On September 3rd, 1791, France adopted her first written constitution, establishing

a constitutional monarchy in which the king enjoyed royal veto power and the ability to appoint ministers. This compromise did not sound well with radicals like Maximilien de Robespierre, Camille Desmoulins and Georges Danton. These began drumming up for popular support for a more republican form of government and the trial of Louis XVI.

The French Revolution turns radical: terror and revolt

In April 1792, the newly elected Legislative Assembly declared war on Austria and Prussia, where it believed French émigrés were building counterrevolutionary alliances. It also hoped to spread its revolutionary ideals across Europe through warfare. Meanwhile, the political crisis took a radical turn at home when a group of insurgents led by the extremist Jacobins attacked the royal residence in Paris and arrested the king on August 10th, 1792. The following month, amid a wave of violence in which Parisian insurrectionists massacred hundreds of accused counterrevolutionaries, the Legislative Assembly was replaced by the National Convention, which proclaimed the abolition of the monarchy and the establishment of the French Republic. On January 21st, 1793, the National Convention had King Louis XVI, condemned to death for high treason and crimes against the state and sent to the guillotine. His wife Marie-Antoinette (1755–1793) suffered the same fate nine months later.

Following the king's execution, war with various European powers and intense divisions within the National Convention the French Revolution entered its most violent and turbulent phase. In June 1793, the Jacobins seized control of the National Convention from the more moderate Girondins and instituted a series of radical measures. These measures included the establishment of a new calendar and the eradication of Christianity. They also unleashed the bloody Reign of Terror (la Terreur), a 10-month period in which thousands of suspected enemies of the revolution were guillotined. Many of the killings were carried out under orders from Robespierre.

Robespierre dominated the Committee of Public Safety until his own execution on July 28, 1794. His death marked the beginning of the moderate phase in which the French people revolted against excesses of the Reign of Terror.

The French Revolution ends: Napoleon's rise

On August 22, 1795, the National Convention, composed largely of Girondins who had survived the Reign of Terror, approved a new constitution that created France's first bicameral legislature. Executive power was in the hands of a five-member Directory ("Directoire") appointed by parliament. The royalists and Jacobins protested the new regime but were swiftly silenced by the army, now led by Napoleon Bonaparte.

The Directory's four years in power were riddled with financial crises, popular discontent, inefficiency and, above all, political corruption. By the late 1790s, the directors relied almost entirely on the military to maintain their authority and had ceded much of their power to the generals in the field. On November 9th, 1799, Bonaparte staged a coup d'état, abolishing the Directory and appointing himself France's "first consul." The event marked the end of the French Revolution and the beginning of the Napoleonic era, in which France would come to dominate much of continental Europe.



1.6. End of unit assessment

Answers for end of unit assessment

1. Characteristics of the ancient regime in France before 1789 are:

French rule under the ancient regime was characterised by despotic kings, especially from the time of Louis XIV. The administration was characterised by dictatorship, nepotism and abuse of human rights. The king's powers were absolute and could not be questioned. He was the law and the law was himself, and that was why he

boasted that “the thing is legal because I wish it to be”, “the state is myself!” There was no written constitution, no democracy, and no fair representation in the parliament. Even the King’s ministers had unlimited powers through “lettre – de – cachet” (arrest warrant with imprisonment without trial), which caused a lot of suffering to the French people, forcing them to join the French revolution.

2. The role of the French philosophers in the outbreak of the French Revolution in 1789 is as follows:

The philosophers were great thinkers who were highly educated in world affairs. They put their ideas in writing, condemning the social, political and economic situation in France. They attacked and exposed the wrongs of the French society and created the French revolutionary spirit among the peasants and middle classes.

3. The French society was divided into three social classes; the clergy, the nobles and middle class with the peasants.

The clergy and nobles were enjoying a lot of privileges like owning a large tracts of land, dominating the key government posts; being exempted from taxes, forced labour, and military conscription; could not be imprisoned; could be promoted in the army; were entitled to education to be judged by special courts, to extract tributes from the peasants, to have the rights to get pensions; to enjoy all forms of freedom; to have slaves; to stay in the King’s palace; and had the right move with weapons in public.

The peasants and the middle class were 23 million out of 25 million, but were denied to all sorts of freedom, were subjected to forced labour, unfair taxation, imprisoned without trial, and were denied promotion in the army and higher education.

The middle class, the bourgeoisie, was composed of teachers, lawyers, doctors, scientists and industrialists and they had the problem that despite their education, they were excluded from top posts in the government and in the army. They had also to lend money to the

government and were not sure of recovering that money. By 1789, they had read and interpreted the work of philosophers which forced them to fight against the ancient regime.

4. Positive effects of the French revolution of 1789 are as follows:

- The 1789 French revolution destroyed the Bastille as a symbol of despotism on 14th July, 1789.
- The revolutionaries succeeded in spreading the French revolutionary principles of equality, liberty, and fraternity beyond French borders.
- The French revolution brought freedom of worship in France and ended Catholic Church dominance in state affairs.
- It ended feudal privileges on August 4th, 1789. The land that belonged to the Catholic Church and the nobles was nationalised and given to the landless peasants at cheaper prices.
- Multiparty politics was achieved in France with various political parties or clubs like Jacobins, Girondins, Feuillants, Montagnards and Cordeliers.
- The national assembly produced a new constitution in November 1791.
- It ended despotism in France.

5. Below are the negative effects of the 1789 French Revolution:

- It led to terrible loss of lives and destruction of property.
- The revolution led to serious financial collapse and decline due to numerous wars which France fought with the rest of Europe.
- It forced many French people into exile in Austria, Russia and Italy where they came to be known as the émigrés.
- The 1789 French revolution led to the outbreak of the 1830 and 1848 revolutions in Europe that left a lot of lives and properties destroyed.

6. The financial crisis led to the French revolution in the following ways:

- People lost confidence in the government and wished it could be removed.

- When the government failed to pay back the money it had borrowed from the middle class, the people decided remove the government.
- The crisis led to the inflation and unemployment, which forced people into the revolution.
- It forced the King to call the Estates General meeting which started the revolution.

1.7. Additional activities

Remedial activities

1. Mention two causes of the French Revolution.
2. Give three effects of the French Revolution.

Expected answer

1. Two causes of the French Revolution are:
 - The role played by the French philosophers
 - Unfair land ownership
 - Weakness of the monarchy
2. Three effects of the French Revolution are:
 - The July 1790 Civil Constitution of the Clergy which was passed during the French revolution made the Catholic Church and the state enemies.
 - It spoilt the diplomatic relations between France and her neighbours like Prussia, Austria, Russia and Britain due to the mistreatment of King Louis XVI.
 - The 1789 French revolution inspired the outbreak of the 1830 and 1848 revolutions in Europe.

Consolidation activities

1. Analyse five causes of the French Revolution.
2. Identify three effects of the French Revolution.

Expected answers

1. Five causes of the French Revolution are the following:
 - Influence of England: England provided an example to the French society. By 1750, she had modernised and had the best parliament, a good constitution and she had an independent Judiciary as well as freedom of religious practices. In addition to a better political environment, England became a reference

for political philosophers who based their arguments on Britain. Many French people desired the life of England and wanted to put it into practice through the 1789 French Revolution.

- Dismissal of the financial reformers: Capable financial controllers, Turgot and Necker, were dismissed and this worsened financial crisis in France. They had suggested reforms of taxing the wealth of the nobles and the clergy, but the Queen advised the King to expel them because they had attacked financial mismanagement at the royal palace. This led to the revolution against the King Louis XIV and his wife Marie Antoinette in 1789.
 - Role of the French philosophers: The philosophers were great thinkers who were highly educated in world affairs who put their ideas in writing, condemning the social, political and economic situation in France. They attacked and exposed the wrongs of the French society and instilled a revolutionary spirit among the French peasants and middle classes.
 - Unfair land ownership: The land was unfairly distributed among the nobles and the clergy at the expense of the majority peasants. The church also owned 20 per cent of the land, which it rented to the peasants. So, the peasants survived as tenants on their landlord's estates who exploited them. This is one reason why they demanded for reforms in the revolution of 1789.
 - Unfair taxation system: By 1789, the taxation system of France was unfair. The poor peasants were forced to pay a lot of taxes like salt tax, church tax, property tax, road tax, tithe and customs duty while the rich nobles and the clergy were exempted from taxation. The peasants, tired of this unfair taxation system rose up in the French revolution.
2. These are three effects of the French revolution:

The French revolutionaries passed a radical law known as “Civil Constitution of the Clergy” and brought freedom of worship in France and ended the Catholic Church dominance in state affairs. The national assembly produced a new constitution in November 1791.

The French revolution ended feudal privileges on August 4th 1789 in the assembly at Versailles. Land that belonged to the Catholic Church and the nobles was nationalised and given to the landless peasants at cheaper prices.

It led to the declaration of rights of man and citizens on August 27th 1789. The document abolished the social class divisionism, which had existed in France during the Bourbon monarchy (ancient regime) and this brought equality among French citizens. It also declared that all men were equal before the law.

Extended activities

1. Describe the characteristics of the ancient regime in France before 1789.

Expected answer

The characteristics of the ancient regime in France before 1789 are:

Despotism (Dictatorship): The administration of Bourbon monarchy is characterized by **nepotism, corruption, sectarianism, abuse of human right, absence of democracy and above all despotism.**

Absence of constitutionalism: The rights of people were not represented at all and there were not **checks and balance** to excessive powers of the monarchs. The French masses had no choice but to use a revolution as the only way to better the lives.

Unfair judicial system: The bourbon monarchy had no fair judicial system. For instance, by 1789 there existed **360 feudal courts** of law in different parts of France

The miseries in the army: The army of peasantry origin hated the unfair procedures of promotion in which the nobles were the beneficiaries of the higher ranks.

The unfair administrative structure: The political administrative structure favoured the nobles and the clergy at the expense of the peasants and the middle class.

UNIT 2:

COLONIAL REFORMS AND THEIR CONSEQUENCES ON AFRICAN SOCIETIES.

2.1 Key Unit competence

To be able to evaluate political, economic and socio-cultural colonial reforms and their consequences on African societies.

2.2 Prerequisite (knowledge, skills, attitude and values)

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

- Colonial systems of administration.
- Consequences of European colonization
- Colonial masters and their colonies.
- Different colonial administrative methods.
- African states that were not colonized.

2.3. Introductory activity and guidance

a. Introductory activity (unity level)

Use internet or the library, to carry out research on the reforms introduced by the European colonialists and their consequences on African Societies. Thereafter, prepare a document to submit to the teacher and present the results of your research to the class

b. Guidance on introductory activity

Start with an activity that requires students to be fascinated to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they get engaged in the lesson, they themselves discover answers to the questions they were

asking at the beginning. This will help them identify some issues and open them to what they didn't know and be curious to know about colonial reforms and their consequences on African societies.

One of suggested problem statement here is the following: "Identify the changes brought by colonial European powers and their effects on African continent." This problem statement can be given as homework or in class discussion.

2.4. List of lessons

| # | Lesson title | Learning objectives | Number of periods |
|---|---|---|-------------------|
| 1 | Political, economic and socio-cultural colonial reforms | Describe political, economic and socio-cultural colonial reforms. | 2 |
| 2 | Consequences of colonial reforms on African societies | Explain consequences of colonial reforms on African societies. | 1 |
| 3 | End of Unit assessment | | 1 |

Guidance on different lessons

Lesson 1: Political, economic and socio-cultural colonial reforms

a. Learning objective

Describe political, economic and socio-cultural colonial reforms.

b. Teaching resources

students' books. In schools with enough resources, deliver the lesson by using a projector, a computer and its accessories. 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 invite them to do **activity 2.1** that is in the students' book.

Synthesis

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.

Suggested answers for activities

Answers for introductory activity

colonialism **introduced a dual economic structure within the African economy.** It also brought about disarticulation of African economy, education, trade, market, transport and currency institution. Colonialism made African colonies dependent by introducing a mono- cultural economy for the territories

Colonialism **made African colonies dependent by introducing a mono- cultural economy for the territories.** It also dehumanized African labour force and traders. It forced Africans to work in colonial plantations at very low wages and displaced them from their lands.

Answers for learning activity 2.1

Colonial agents in Africa had effects on Africa's political, economic, religious and social formations. These effects were both negative and positive. Some of them have been analyzed below:

Promotion of agriculture: Various colonial agents introduced plantation farming, where crops such as coffee, cotton and tea.

Land alienation: European colonial agents and their associated companies' grabbed land belonging to natives where churches, schools, hospitals and administration centres were set up and pushed them in reserve camps

Introduction of forced labour: As a result of inadequate labourers, European agents resorted to forcing Africans to provide free labour commonly known as *ishiku* in Rwanda..

Unfair taxation: In order to raise strong tax revenue, Europeans introduced a variety of taxes, including gun tax and hut tax to meet administration costs and revenue.

Introduction of industries: Many of these relied on raw materials from cash crops and minerals and built in areas where white settlers lived. These were to exploit Africans.

Introduction of legitimate trade: Slave trade made Africans to lose their able-bodied men to slave traders. With colonization, slave trade was replaced with trade in goods and services.

Infrastructural development: The companies and missionaries embarked on the construction of roads and railway lines in areas that had minerals and plantation farms to enable the whites to trade.

Massive exploitation of minerals: The explorers located and settled in places with raw minerals and fertile soils. This encouraged the coming of many white settlers to exploit these resources.

Creation of import and export economy: Import and export was a type of trade started and promoted by colonial agents. Africans previously practiced subsistence farming for home consumption. This was replaced by cash crops such as coffee, sugarcane and tea which they could not eat.

Promotion of education: The missionaries in Africa introduced formal education which replaced informal education that was used in pre-colonial societies in Africa. However, this education was meant to train Africans who would assist colonialists

Spread of Christianity: Africa was believed to be a ‘pagan’ continent, prompting the evangelicals in Europe to come and spread the gospel and to baptize the converts in the name of God.

Improved health standards in Africa: Various European agents in collaboration built health centres, including dispensaries and hospitals in different places. For example, they build Kigali hospital in Rwanda and Mulago and Mengo hospitals in Uganda

Answers to the application activity 2.1

1. The following are some of the political changes put in place by the colonial governments in their African colonies:
 - New laws were made to weaken the power of African leaders.
 - Local armies were suspended and colonial police and army were introduced,
 - European political and judicial systems were applied in the colonies.
 - New political institutions were Created similar to those of Europe in colonies. These included the parliamentary and governmental system.
 - The European electoral system was also introduced and political African political African parties were created in order to implement these reforms.
2. Land alienation refers to the confiscation of land belonging to Africans by European colonisers. In practice, Africans were chased from their land and forced to settle in reserves, leaving their fertile plots of land to Europeans. In settler colonies like Kenya, South Africa, Rhodesia, Algeria, Angola and Mozambique Africans were affected by this policy.
3. In Rwanda, forced cash crop growing was applied, especially in coffee growing. Coffee was a colonial crop because it was meant for export and the colonial power promoted it seriously. It was in this context that in 1931, the cultivation of coffee was made compulsory and systematic. Each peasant farmer had to plant least 54 trees of coffee, sub-chiefs 250 and chiefs 1000 trees.
4. The education system was promoted (formal education)

with the introduction of the modern education. There was construction of schools and teaching of reading, writing, arithmetic etc.

5. Modern medical systems were introduced to replace the traditional ones. Hospitals, health Centres, and dispensaries were built and campaigns of vaccination against diseases like polio, measles, pneumonia, etc. were launched.

Lesson 2: Consequences of the colonial reforms on African societies

a. Learning objective

Explain consequences of colonial reforms on African societies.

b. Teaching resources

Student's books. In schools with enough resources, use a projector, a computer and its accessories. Tactile maps and brailled materials. Sign language should be used when teaching students with hearing impairment etc.

c. Learning activities

Guidance to learning activity 2.2

Organize students into groups and then invite them to do **activity 2.2** that is in the students' book.

Synthesis

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

Suggested answers for activities

Answers for learning activity 2.2

- Colonization led to creation of bigger African states as a result of combining small African societies by the colonialists. This resulted into unity of Africans.
- Colonial reforms led to abolition of slavery and slave trade among African societies.

- There was introduction of Western Education in the colonies which brought new scientific knowledge and languages
- There was establishment of communication networks and infrastructural facilities such as roads and railways in African colonies.
- The colonial reforms led to the development of agriculture through introduction of new crops like coffee, cotton, cocoa, rubber and sugar cane.
- Colonial reforms led to the spread of Christianity in Africa..
- There was emergence of towns and urban centers during the colonial period.
- Colonial reforms led to rise of African nationalism where Africans wanted to rule themselves instead of being ruled by Europeans.
- Colonial reforms opened up parts of African continent to the outside world.
- Colonization led to loss of independence for many African communities
- Colonial reforms opened up the relationships between the Africans societies and the outside world. However these relations were based on exploitation of Africa.
- The reforms led to rebellions that resulted from resistance by some Africans. Examples of such rebellions were the Maji Maji in Tanzania. Many Africans lost their lives in these wars.
- Colonial reforms led to creation of artificial boundaries in Africa which caused conflict between African modern states.
- The colonial reforms divided many communities which were initially co-existing, causing inter-ethnic conflicts. This also created hatred and disunity among Africans.
- It led to loss of good African culture as Africans took up the Western culture,. Examples include cultural dances, hospitality and traditional foods.
- Colonization made African countries to remain underdeveloped and dependent on the colonial masters.

Answers to the application activity 2.2

See the answers of learning activity 2.2

2.5. Additional content/text for student and teacher

2.5.1 Additional information for the teacher

The effects of World War II in Africa

Africans resisted colonial rule from the onset, trying to hold on to their land, but were not strong enough to defend themselves against European conquest. As a result, most of Africa had been colonised by 1900. Only Ethiopia and Liberia remained free. After the First and Second World Wars, colonial control of the continent began to fall apart. This was the result of a new political climate, the rise of nationalism and the launching of independence campaigns in various colonies as well as the new domestic priorities in the post-war period for colonial rulers.

The climate before World War II

By the early 1900s European countries had succeeded in establishing their control in Africa. In some cases, like the Igbo people of Nigeria, colonial rule was established in 1910 shortly before the First World War in 1914.

Colonial rule in Africa is studied in two periods, divided by the First and Second World Wars. Africa's involvement in these two wars helped to fuel the struggle for independence from colonial rule. This was partly because participation of Africans in these wars exposed them to ideas of self-determination and independent rule.

The First World War changed things in Europe and Africa. It destroyed the European economy. To rebuild their economies, the Europeans turned to Africa's mineral and agricultural wealth. Europe's growing interest in Africa's minerals led to her expansion into the interior. The great depression that followed the First World War worsened

the already failing economies of Europe. The exploitation of mineral wealth from Africa required the reorganisation of colonial rule, which meant that the autonomy that chiefs and kings in Africa had maintained over the years would be increasingly dissolved to make room for a more 'progressive' form of government. The result of these changes was that land was taken away from Africans and given to white settlers and colonial companies, like the British South African Company, for farming and mining. This was also largely because, the presence of Europeans was increasing, since by this time colonial officers were chosen according to the requirements of colonial civil administration. Experts were called in to help in the improvement of areas like agriculture and the collection of taxes from Africans.

After the war, colonial governments began to introduce agricultural reforms aimed at improving the revenues collected from African farmers. African societies were deeply affected by these changes because most of them were still dependent on agriculture for survival. Africans were now forced to sell their crops to colonial markets at lower prices. The colonial market would in turn sell the crops to an international market at a much higher price. Colonies made a lot of profit in this way. Many African farmers and rulers blamed the colonial government for decreasing profits and as a result, people began to demand an end to colonial rule.

After World War II

Colonial Developments in the Gold Coast

After the Second World War, colonial governments became increasingly aware that colonial rule could not be maintained forever. They were under pressure to justify why they were keeping African societies under their rule despite the United Nations declaration that all people have the right to self-determination. Africans had the right to be free and independent from colonial rule. Therefore colonial governments had an obligation to co-operate.

Colonial governments responded by saying that Africans were being prepared for future self-government, but many of them were not ready to hand over rule to Africans. Most European governments thought that colonial rule would end much later. In colonies like Angola, Mozambique, Algeria, and Kenya, African people were forced to fight wars to win their independence.

As part of the steps toward African self-governance, colonial governments began to invest in education in the colonies. This resulted in a growing number of young educated black people whose social and political mobility was restricted by colonial rule. These growing numbers of educated elites were frustrated with the limited prospects under the colonial state and driven to fight for an end to colonial rule. Self-rule became the slogan. Kwame Nkrumah, the first President of Ghana (the former Gold Coast), changed that slogan to 'independence now'. He captured the aspiration for self-rule with his popular slogan: "seek first the political kingdom, and the rest shall follow". What he meant was that independence from colonial rule was the only way to guarantee a better life for all Ghanaians.

In response to these growing demands for self-rule, the British colonial government introduced the Burns constitution in 1946. The Burns constitution, based on the Westminster model, incorporated the elites, chiefs and kings of Ghana into the colonial government. The majority of the people, many of them blue-collar workers, were excluded from government. Though rejected by Kwame Nkrumah's party, the Burns constitution proved an important step towards independent Ghana's constitution.



2.6. End of unit assessment

Answers for end of unit assessment

Answers to the end of unit assessment (See Learner's Book)

1. The colonial economic reforms were the following:
 - Taxation: This was the main method of generating revenue needed to run colonial administration. The commonest taxes were the hut and gun taxes.
 - Forced cash crop growing: This included growing of rubber, pyrethrum, coffee, and cotton under the supervision of Europeans. These cash crops consisted of raw materials for industries in Europe.
 - Land alienation: This was a form of African exploitation, especially in Kenya Highlands and Mozambique.
 - Massive exploitation of minerals: This was done in many parts, for example at Kilembe in Uganda; Witwatersrand in South Africa; Katanga in Congo; and Musha, Rutongo and Rwinkwavu in Rwanda. This led to the influx of white settlers who embarked on excessive exploitation of these resources.
 - Legitimate trade: This was introduced to replace slave trade that had caused human suffering. It involved trade in European goods like guns, beads, and clothes in exchange for gold, copper, ivory, coffee, etc.
 - Beginning of import and export economy: This led to the exploitation of Africans. Exported raw materials had less value than finished imported European products.
 - Development of road and railway transport: This connected the interior of African colonies to the coast.
2. The colonial social reforms were as follows:
 - Western education was largely left to Christian missionaries. Africans were given rudimentary skills to serve as lower cadres of colonial rule known as "colonial auxiliaries"
 - The new social class of the elite: These were trained in European ways. This made some of them agents of colonial exploitation.

- Social sciences such as psychology, political science, literature and history were neglected in order to keep Africans away from forming revolutionary movements against exploitative and oppressive policies. Africans were taught arithmetic, Bible study, reading, and writing of European languages.
 - In Rwanda only the sons of chiefs had access to education.
3. The effect of the colonial reforms on Africa societies were as follows:
- Africans were forced to move from their fertile lands to allow European to practice extensive agriculture. Others were forced to go to work in the mines.
 - There was overexploitation of Africans through taxation and forced labour.
 - There was development of communications lines including roads, airport, and rail ways which opened Africa to the outside world, hence improving trade with other countries
 - The introduction of western education led to the creation of a new social class of the elite whose first role was to be collaborators.
 - The introduction of cash crops for the benefit of European industries made Africans, neglect local food crops leading to food shortages

2.7. Additional activities

Remedial activities

1. Give two colonial economic reforms introduced in Africa.
2. Mention three consequences of colonial reforms on African societies.

Expected answer

1. Two colonial economic reforms introduced in Africa were taxation and forced cash crop growing.
2. Three consequences of colonial economic reforms on African societies were: resettlement of Africans, dependence of African economies and over exploitation of Africans.

Consolidation activities

1. Analyze three consequences of colonial reforms on African societies

Expected answers

1. Three consequences of colonial reforms on African societies are the following:
 - Political consequences: In case of resistance, African leaders were exiled or banned and replaced by others who were deemed to be more loyal.
 - African societies responded to colonial reforms by active resistance. Some societies or individual leaders picked up arms to fight these reforms. This was because Africans had got fed up with the policies of the colonialists.
 - The reforms led to the birth and growth of African nationalism which culminated in the recovery of independence of most African countries in the 1960s.
 - Modernisation of agriculture: African agriculture became modernised through the introduction of modern techniques of farming such as selected seeds of food crops, crop rotation, application of organic manure etc. Besides, schools teaching modern agriculture were introduced.
 - Westernised “African elites”: Europeans constructed schools through which they started initiating and educating the Africans in European “civilisation”. This colonial education had the aim of training the Africans to be colonial collaborators. Africans were taught to write, read and count and initiated in European languages.
 - In addition, a new class of Africans who were assimilated into the culture of Europeans emerged. This class enjoyed more privileges than other Africans. For instance, they could live, visit European places and study in the schools of European children.

Extended activities

1. Assess two colonial reforms introduced in Africa.

Expected answer

1. Two colonial reforms introduced in Africa by colonisers were the following:
 - Massive exploitation of minerals: The explorers located places with minerals. This led to the coming of many white settlers who embarked on excessive exploitation of these resources. Examples include Kilembe mines in Western Uganda, Witwatersrand and Transvaal in South Africa, Katanga in Congo, and in Togo. This eventually led to mineral exhaustion in many parts of Africa.
 - In Rwanda, mining started in 1923. The important minerals were tin, Colombo-tantalite, niobium and tungsten, gold wolfram and other minerals associated with tin. The mines were located in Gatumba, Musha, Rwamagana, Rwinkwavu, Rutongo, Nyungwe, Gifurwe, and other places.
 - Promotion of education system: The colonial education system was largely left to Christian missionaries. In the colonial schools, Africans were given skills to serve as lower cadres of colonial rule known as “colonial auxiliaries”. The main products of these schools best suited the posts of clerks. They did not train engineers, doctors and other professionals.
 - This education system produced a class of people trained in European ways of life, who exploited their fellow Africans.
 - In Rwanda, priority in education was given to the sons of chiefs. In French, Portuguese and Italian colonies education used purposely to assimilate Africans.
 - Subjects such as psychology, political science, literature and history were neglected in order to keep Africans away from forming revolutionary movements against exploitative, and oppressive colonial policies. To colonialists, the best subjects for Africans were Bible study, reading, and writing

UNIT 3:

CAUSES AND EFFECTS OF THE FIRST WORLD WAR

3.1 Key Unit competence

To be able to explain the causes and effects of the First World War.

3.2 Prerequisite (knowledge, skills, attitude and values)

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

- The Franco-Prussian War of 1870–1871
- The creation and development of alliance system including Triple Alliance and Triple Entente.
- The 19th Century nationalistic movements in Europe.
- Economic imperialism among European countries
- Decline of the Ottoman Empire

3.3. Introductory activity and guidance

a. Introductory activity (unity level)

Examine the causes and effects of the First World War, present your results to the class

b. Guidance on introductory activity

Begin with an activity that requires students to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they get engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they didn't know and be inquisitive to know about the causes and effects of the First World War.

One of suggested problem statement here is the following: “Analyse the causes and effects of the First World War.” This problem statement can be given as homework or in class discussion.

3.4. List of lessons

| # | Lesson titles | Learning objectives | Number of periods |
|---|-------------------------------|--|-------------------|
| 1 | Causes of the First World War | Describe both long term and immediate causes of the First World War. | 2 |
| 2 | Effects of the First World | Explain the effects of the First World War. | 1 |
| 3 | Versailles Treaty | Analyse the aims, achievements and failures of the Versailles Peace Treaty | 2 |
| 4 | League of Nations | Analyse the aims, achievements and failures of the League of Nations | 2 |
| 5 | End of Unit assessment | | 1 |

Guidance on different lessons

Lesson 1: Causes of the First World War

a. Learning objective

Describe both long term and immediate causes of the First World War.

b. Teaching resources

Student's books, and a world map and in schools with enough resources, use a projector, a computer and its accessories.

Tactile maps and brailled materials. Sign language should be used when teaching students with hearing impairment, etc.

c. Learning activities

Guidance to learning activity 3.1

Organize students into groups and then invite them to do learning **activity 3.1** that are in the learner's book.

Synthesis

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

Suggested answers for activities

Answers for introductory activity

Causes of the First World War

In the background there were many conflicts between European nations. Nations grouped among themselves to form military alliances as there were tension and suspicion among them. The causes of the First World War were:

1. Conflict between Imperialist countries: Ambition of Germany

- Conflict between old imperialist countries (Eg: Britain and France) vs new imperialist countries (Eg: Germany).
- Germany ship – Imperator.
- German railway line – from Berlin to Baghdad.

2. Ultra Nationalism

- Pan Slav movement – Russian, Polish, Czech, Serb, Bulgaria and Greek.
- Pan German movement.

3. Military Alliance

- **Triple Alliance or Central Powers (1882)** – Germany, Italy, Austria-Hungary.
- **Triple Entente or Allies (1907)** – Britain, France, Russia.

Note: Although Italy was a member of the Triple Alliance alongside Germany and Austria-Hungary, it did not join the Central Powers, as Austria-Hungary had taken the offensive, against the terms of the alliance. These alliances were reorganised and expanded as more nations entered the war: Italy, Japan and the United States joined the Allies, while the Ottoman Empire and Bulgaria joined the Central Powers.

4. International Anarchy

- Secret agreement between Britain and France allowing Britain to control Egypt and France to take over Morocco. Germany opposed, but settled with a part of French Congo.
- Hague conference of 1882 and 1907 failed to emerge as an international organisation.

5. Balkan Wars

- Many Balkan nations (Serbia, Bulgaria, Albania, Greece and Montenegro) were under the control of Turkey. They defeated Turkey in the First Balkan War. The subsequent war was between the Balkan countries themselves – Eg: Serbia vs Bulgaria.
- Defeated countries like Turkey and Bulgaria sought German help.

6. Alsace-Lorraine

- During German unification, Germany got Alsace-Lorraine from France. France wanted to capture Alsace-Lorraine back from Germany.

7. Immediate Cause: assassination of Francis Ferdinand

- Austrian Archduke Francis Ferdinand was assassinated by a Serbian native (in Bosnia). Austria declared war on Serbia on 28th July, 1914. [Reason for assassination: Annexation by Austria the Bosnia-Herzegovina, against the congress of Berlin, 1878]

Consequences of First World War

1. Rule of King ended in Germany: Germany became a republic on November 1918. The German Emperor Kaiser William II fled to Holland.
2. Around 1 crore people were killed.
3. Unemployment and famine.
4. Epidemics.
5. The fall of Russian empire after October revolution (1917) which resulted in the formation of USSR (1922)
6. Emergence of USA as a super power.
7. Beginning of the end of European supremacy.
8. Japan became a powerful country in Asia.
9. Poland, Yugoslavia and Czechoslovakia became new independent states.
10. Baltic countries – Estonia, Latvia and Lithuania – became independent.
11. Rule of Ottomans came to an end in Turkey.
12. New boundary lines were drawn for Austria, Germany and Turkey.
13. Strengthened independence movements in Asia and Africa.
14. League of Nations came into being.
15. Germany had to return Alsace-Lorraine to France.
16. German colonies were shared.
17. Germany gave up Saar coal field.
18. Germany gave up Polish corridor, and made city of Danzig independent.
19. Monarchy was abolished in Germany, Austria, Hungary, Turkey and Russia.
20. The harsh clauses of the Treaty of Versailles finally resulted in the second world war.

Answers for learning activity 3.1

1. Conflict is a serious disagreement or argument, typically a protracted one. A War is a state of armed conflict between different countries or different groups within a country.
2. See answer for introductory activity

Answers to the application activity 3.1

Immediate Cause: assassination of Francis Ferdinand

Austrian Archduke Francis Ferdinand was assassinated by a Serbian native (in Bosnia). Austria declared war on Serbia on 28th July, 1914. [Reason for assassination: Annexation by Austria the Bosnia-Herzegovina, against the congress of Berlin, 1878]. The assassination of Francis Ferdinand can or cannot cause the war. It can dependent to the interest of some countries. The war existed but it didn't cause the world war.

Lesson 2: Effects of the First World

a. Learning objective

Explain the effects of the First World War.

b. Teaching resources

Student's books. In schools with enough resources, use a projector, a computer and its accessories. Tactile maps and brailled materials. Sign language should be used when teaching students with hearing impairment, etc.

c. Learning activities

Guidance to learning activity 3.2

Organize students into groups and then invite them to do learning **activity 3.2** in the student's book.

Synthesis

To make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the students.

Answers for learning activity 3.2

Consequences of First World War

- Rule of King ended in Germany: Germany became a republic on November 1918. The German Emperor Kaiser William II fled to Holland.

- Unemployment and famine.
- Epidemics.
- The fall of Russian empire after October revolution (1917) which resulted in the formation of USSR (1922)
- Emergence of USA as a super power.
- Beginning of the end of European supremacy.
- Japan became a powerful country in Asia.
- Poland, Yugoslavia and Czechoslovakia became new independent states.
- Baltic countries – Estonia, Latvia and Lithuania – became independent.
- Rule of Ottomans came to an end in Turkey.
- New boundary lines were drawn for Austria, Germany and Turkey.
- Strengthened independence movements in Asia and Africa.
- League of Nations came into being.
- Germany had to return Alsace-Lorraine to France.
- German colonies were shared.
- Germany gave up Saar coal field.
- Germany gave up Polish corridor, and made city of Danzig independent.
- Monarchy was abolished in Germany, Austria, Hungary, Turkey and Russia.
- The harsh clauses of the Treaty of Versailles finally resulted in the second world war

Answers to the application activity 3.2

See the answer on learning activity 3.2

Lesson 3: Versailles Treaty

a. Learning objective

Analyze the aims, achievements and failures of the Versailles Peace Treaty

b. Teaching resources

Student's books. In schools with enough resources, use a projector, a computer and its accessories. Tactile maps and brailled materials. Sign language should be used when teaching students with hearing impairment, etc.

c. Learning activities

Guidance to learning activity

Organize students into groups and then invite them to do learning **activity 3.3** that is in the student's book.

Synthesis

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 3.3

Versailles peace treaty was signed because of the following reasons:

- To maintain lasting peace in the world
- To look for ways of punishing Germany and her allies
- To promote political integrity of independent states
- To reduce production of dangerous weapons
- To redraw the map of Europe
- To set up a body for maintaining international peace

Answers to the application activity 3.3

1. The aims of the Versailles Peace Treaty include the following:
 - To maintain lasting peace in the world
 - To look for ways to punish Germany and her allies
 - To promote the political integrity of independent states.
2. The achievements of the Versailles Peace Treaty were the following:

- The Versailles Peace Treaty destroyed the German arms and her army was reduced to 100,000 soldiers to prevent her military aggression.
 - The treaty granted independence to some states like Yugoslavia, Serbia, Montenegro, Poland, and Czechoslovakia.
 - The treaty came up with a disarmament policy and although it was only applied on defeated powers, it helped in maintaining world peace.
3. The failures of the Versailles Peace Treaty were the following:
 - The war reparations of 6.6 billion for pounds were impossible for Germany to pay.
 - The disarmament policy was also unfair because it was only Germany to be disarmed while other European powers were busy manufacturing weapons.
 - Germany's loss of territories in Europe and Africa lead to the loss of raw materials and markets, leading to economic decline in Germany.
 4. The following are the consequences of the 1919 Versailles Peace Treaty on Germany:
 - The landlocked Poland was granted a corridor to the Port of Danzig in the Baltic sea through Germany.
 - The Germans who were greatly inspired by Adolf Hitler attacked and opposed the Weimar Republic leaders for having accepted the treaty whose the terms were unfair and harsh on Germany. It demilitarised the Rhinelands and all the fortifications that Germany had already made on the banks of the Rhine were destroyed.
 - The treaty forced the defeated Germany to give back Schleswig to Denmark, Alsace and Lorraine mineral provinces to France.

Lesson 4: League of Nations

a. Learning objective

Analyze the aims, achievements and failures of the League of Nations

b. Teaching resources

The teaching resources can include students' textbooks, computer, internet, and Braille materials should be availed if there are impaired students.

c. Learning activities

Guidance to learning activity

In this lesson, the teacher divides the students into different groups and provides them with textbooks and other readings related to the origins of the League of Nations, its objectives, organization, achievements, weaknesses and factors that led to its downfall. Thereafter, he or assigns them the task students to do the learning activity provided in teacher's guide. After having done this activity, students present their works to the whole class. The teacher harmonizes the different presentations and helps the students come up with a summary of the lesson taught.

Answers for learning activity 3.4

The genesis of the creation of the League of Nations

The League of Nations was the first worldwide intergovernmental organization whose principal mission was to maintain world peace. It was founded on 10 January 1920 following the Paris Peace Conference that ended the First World War.

The concept of a peaceful community of nations had been proposed as far back as 1795, when Immanuel Kant's Perpetual Peace: A Philosophical Sketch outlined the idea of a league of nations to control conflict and promote peace between states

International co-operation to promote collective security originated in the Concert of Europe that developed after the Napoleonic Wars in the 19th Century in an attempt to maintain the status quo between European states and so avoid war.

This period also saw the development of international law, with the first Geneva Conventions establishing laws dealing with humanitarian relief during wartime, and the international Hague Conventions of 1899 and 1907 governing rules of war and the peaceful settlement of international disputes.

At the start of the First World War, the first schemes for an international organization to prevent future wars began to gain considerable public support, particularly in Great Britain and the United States. Goldsworthy Lowes Dickinson, a British political scientist, coined the term “League of Nations” in 1914 and drafted a scheme for its organization.

In 1915, a similar body to the Bryce group proposals was set up in the United States by a group of like-minded individuals, including William Howard Taft. It was called the League to Enforce Peace and was substantially based on the proposals of the Bryce Group. It advocated the use of arbitration in conflict resolution and the imposition of sanctions on aggressive countries.

In the course of the diplomatic efforts surrounding World War I, both sides had to clarify their long-term war aims. By 1916 in Britain, the leader of the Allies, and in the neutral United States, long-range thinkers had begun to design a unified international organization to prevent future wars.

When David Lloyd George took power in December 1916, there was widespread discussion among intellectuals and diplomats of the desirability of establishing such an organization. Wilson, president of USA, himself included in his Fourteen Points in January 1918 a league of nations to ensure peace and justice.

In London, British foreign secretary, Arthur Balfour, commissioned the first official report into the matter in early 1918, under the initiative of Lord Robert Cecil. The British committee was finally appointed in February 1918. It was led by Walter Phillimore. The recommendations

of the so-called Phillimore Commission approved by the British government, and much of the commission's results were later incorporated into the Covenant of the League of Nations.

The French also drafted a much more far-reaching proposal in June 1918; they advocated annual meetings of a council to settle all disputes, as well as an "international army" to enforce its decisions.

The two principal drafters and architects of the covenant of the League of Nations were the British Politician Lord Robert Cecil and the South African statesman Jan Smuts. Smuts' proposals included the creation of a Council of the great powers as permanent members and a non-permanent selection of the minor states. He also proposed the creation of a Mandate system for captured colonies of the Central Powers during the war. Cecil focused on the administrative side and proposed annual Council meetings and quadrennial meetings for the Assembly of all members. He also argued for a large and permanent secretariat to carry out the League's administrative duties.

The first meeting of the Council of the League of Nations took place on 16 January 1920 in the Salle de l'Horloge at the Quai d'Orsay in Paris and the first meeting of the Assembly of the League of Nations took place on 15 November 1920 at the Salle de la Réformation in Geneva.

Answers to the application activity 3.4

1. Analyze two factors that led to the downfall of the League of Nations.

Two factors that led to the collapse of the League of Nations are the following:

Exclusion of small countries from the League of Nations contributed to its downfall. The basis on which the League of Nations was built was weak and dangerously contradictory because only the big

powers were represented while the small powers were left out. Without the support and sympathy of the majority countries of the world, the League was bound to fail.

Over reliance of the League of Nations on Britain and France also contributed to its failure. The League was over dependant on Britain and France for funding, leadership, decisions and direction and yet these countries had their own individualistic ends to pursue. Above all these powers were preoccupied with the reconstruction of their shattered economies. They minded less about the League of Nations.

2. Discuss three weaknesses of the League of Nations.

Three weaknesses of the League of Nations are as follows:

- The difference in ideologies of members states of the League was also a source of problem, while some members were capitalist (Britain, France, Germany, etc.), others (like Russia) were socialists and communists, others like Britain and France were democratic nations.
- The League was not worldwide in its membership, i.e. it was dominated by European countries like Britain and France. Such a League required having members in Asia and Africa if it was to be successful.
- The League lacked the military power that would enforce her decisions. It failed to create a joint international force to maintain world peace and for checking the actions of the aggression. It failed to control against the withdrawal of her members, i.e. member states were free to join and withdraw without any penalties, and e.g. Germany withdrew in 1933 and immediately embarked on the serious programme of re-arming herself. Other country members such as Italy, Japan and Brazil also left the League of Nations. In addition, although the American President Woodrow Wilson was the principal initiator of the creation of the League of Nations, his country was not a member of this organization. He met an opposition on the Congress formed its majority by Republicans while he was a democrat. This was a great loss for the League of Nations and this situation weakened heavily the Organization.

3. Evaluate two social achievements of the League of Nations

Two social achievements of the League of Nations are the following:

The League of Nations also achieved valuable economic and social work. It set up a slavery commission that declared slave trade and slavery illegal and anti-social internationally. It also effectively solved the problem of drug trafficking by setting up anti-slavery commissions and encouraging member states to cooperate in stopping slave trade.

Moreover, the health organization of the League of Nations organized medical assistance and the distribution of vaccines to combat epidemics like syphilis, leprosy, cholera, dysentery and malaria which had swept Europe.

The League of Nations achieved success in dealing with matters of human welfare, for example, the International Labour Organization (ILO) was formed to improve general conditions of workers.

The League of Nations recorded success in looking after refugees. World War I had a problem of caring and settling millions of prisoners of war and by 1934; the League of Nations had provided assistance to people of such category.

1. The following are the organs of the League of Nations

Its main organs were the following:

- General Assembly
 - Council of the League
 - Secretariat
 - Permanent Court of International Justice
 - Commissions and committees
2. League of Nations (LON) registered political, social and economic achievements as discussed below

In 1925 the Locarno conference was held and the Locarno treaty signed by Germany, Britain, Belgium, Italy and France. By this treaty, Germany was admitted to the LON in 1926 and this restored world peace.

The international court of justice was set up at the Hague and by 1939 had mediated the signing of about 400 agreements and settled 70 cases of international concern.

The LON succeeded in preparing Iran, Yugoslavia, Turkey, Hungary, Romania and Czechoslovakia, among others, for independence by 1932.

It established the International Labour Organisation (ILO) which improved the general living conditions of employees in several countries.

In 1926 the LON solved border conflicts between Greece and Bulgaria by asking the Greeks to withdraw and pay compensation.

The LON settled the First World War refugees and the internally displaced people by providing various forms of assistance to them.

In 1924 the LON set up a slavery commission that declared slave trade and slavery illegal and antisocial internationally.

The health organisation of the LON organised for medical assistance and the distribution of vaccines to combat epidemics like syphilis, cholera, dysentery, and malaria which had swept Europe.

The LON set up a mandate commission for effective administration of the former German colonies in Africa.

The League member states set up a committee responsible for monitoring and discouraging the production, transportation, selling and consumption of harmful drugs like opium, marijuana and cocaine.

3. After scoring many achievements, the first LON also registered the following failures:

- It failed to ensure world disarmament when it was unable to disarm victorious powers like France, Britain, USA and Russia but only disarmed Germany, a defeated power.
 - It failed to form a joint international army that would be used in checking the activities of dictators and aggressors.
 - It failed to prevent the 1931 Manchuria crisis whereby Japan invaded the Chinese province of Manchuria and went unpunished.
 - It failed to prevent the economic depression of 1929–1935 which had many negative effects like inflation, unemployment, famine, etc in many countries.
 - It failed to win USA membership and the absence of USA in the LON weakened the organisation economically and militarily.
 - It failed to establish a strong organisation with clear membership principles and thus, a state would join and leave the LON with a lot of ease i.e. Italy, Japan, Germany and Russia had left by 1936.
 - It failed to follow up the payment of the war **indemnity** imposed on Germany which Hitler stopped paying immediately after rising to power in 1933.
 - It failed to establish financial sources of its own and depended on handouts from its member states which sometimes delayed consequently delaying its activities and interventions.
 - It failed to stop Italy's invasion of Ethiopia in 1935. Italy under Mussolini invaded and occupied Ethiopia but the LON never took steps to punish Italy.
 - The invasion of Poland by Hitler from Germany that resulted in the outbreak of 1939–1945 World War was mainly due to the weakness and the failure of the LON which was not able to stop it and negotiate peaceful solutions.
4. Because of its weaknesses, the League of Nations also failed to preserve peace during the inter-war period of 1920–1939 due to the following reasons:
- It was linked to the unpopular 1919 Versailles Peace Treaty.
 - It lacked an international army that would have been used to fight dictators like Mussolini and Hitler.
 - The USA refused to join the LON although its foundation was proposed and supported by the US president.

- The great economic depression of 1929–1935 made it difficult for most of the member states to meet their financial obligations to the League.
- It lacked enough finances of its own which made it hard to execute its duties properly and impartially.
- It had a weak administrative set up. For example, the secretary general had limited power.
- It was very slow in decision making.
- It had no mechanism to control the entry and exit of the state members.
- Its member states promoted national rather than international interests.
- The appeasement policy of France and Britain from 1935 which allowed Adolf Hitler to expand German territory undermined the league's operations and made it impossible to succeed

3.5. Additional content/text for student and teacher

3.5.1. Additional content/text for student

The League of Nations

The League of Nations was an international peace keeping body formed after the First World War. It formally came into existence on January 10, 1920. It began with 42 member states but the number increased to 55 by 1926 when Germany was admitted. In Africa, its members were South Africa, Egypt, Ethiopia and Liberia. The official languages of the LON were English, French and Spanish.

Headquarters were located in Geneva, Switzerland a neutral State. The League of Nations is the first international organisation that was deliberately created to maintain peace and security in the world.

The origins of the League of Nations

The League of Nations was an integral part of the Treaty of Versailles. It is often spoken of as being the brainchild of the US President W. Wilson. However, although Wilson was certainly a great supporter

of the idea of an international organization for peace, the League was the result of a coming together of similar suggestions made during the First World War by a number of world statesmen.

Lord Robert Cecil of Britain, Jan Smuts of South Africa and Leon Bourgeois of France put forward detailed schemes as to how such an organisation might be set up. Wilson's contribution was to insist that the League covenant (the list of rules by which the League was to operate) should be included in each of the separate peace treaties. This ensured that the League actually came into existence instead of merely remaining a topic of discussion.

Objectives of the League of Nations

The aims and objectives of the League of Nations were as follows:

To solve international disputes diplomatically through conferences and negotiations before the disputes could explode into war;

To restore and preserve world peace by preventing war: This was to be through collective security. If one country attacked another member state, the members would act together to restrain the aggressor;

To promote international cooperation: This was partly because one of the major causes of the Great War was due to rivalry among European countries which had led to the two antagonistic military alliances;

To find solutions to the problems caused by the war: Many people had been wounded without shelter, food, clothing and medicine. Social and economic infrastructures in many countries were destroyed. The League of Nations therefore intended to mobilise funds to help the victims of war;

To preserve the territorial integrity and independence of member states: Member countries were not to interfere in the internal affairs

of other countries and no power was to interfere in the internal affairs of another country;

To control the arms race, limit production of the disastrous military weapons and enforce general disarmament of all countries to the lowest levels possible. The arms manufacture was to be restricted to the lowest point consistent with national safety;

To look after the mandate states: These were the former colonies and territories of the defeated members of the triple alliance which were placed under the mandate of the League of Nations;

To abolish slave trade and slavery in the world: Slavery caused human suffering and misery and dehumanised the victims;

To improve the conditions of workers in the world: The working conditions in many industrialised countries were so poor that international intervention was necessary;

To promote and enforce international justice and to control trafficking and consumption of dangerous or harmful drugs: These included marijuana, opium and cocaine;

To suppress Sea pirates who were a threat to international trade on big waters like the Mediterranean Sea, black sea and the Pacific Ocean;

To work out a plan for repatriating and resettling refugees or people displaced by the First World War.

Achievements of the League of Nations

After some initial troubles, the League of Nations seemed to be functioning successfully during the 1920s. It solved a number of minor international disputes. It managed to solve border conflicts between Greece and Bulgaria by demanding that the Greeks withdraw and pay compensation.

The League of Nations also achieved valuable economic and social work. It set up a slavery commission that declared slave trade and slavery illegal and anti-social internationally. It also effectively solved the problem of drug trafficking by setting up anti-slavery commissions and encouraging member states to cooperate in stopping slave trade.

Moreover, the health organisation of the League of Nations organised medical assistance and the distribution of vaccines to combat epidemics like syphilis, leprosy, cholera, dysentery and malaria which had swept Europe.

The League of Nations achieved success in dealing with matters of human welfare, for example, the International Labour Organisation (ILO) was formed to improve general conditions of workers.

The League of Nations recorded success in looking after refugees. World War I had a problem of caring and settling millions of prisoners of war and by 1934; the League of Nations had provided assistance to people of such category.

The League of Nations recorded success in maintaining peace by solving political conflicts that involved smaller powers for example, in 1920, the League of Nations solved the conflict between Sweden and Finland, where the countries claimed the Aaland Island, and the League of Nations ruled that the island belonged to Finland.

In 1921, the League intervened in the conflict between Germany and Poland over the important industrial area of Upper Silesia. The League divided the territory between the two countries.

When Turkey claimed the province of Mosul- part of the British mandate territory to Iraq, the League intervened and ruled in favour of Iraq.

The League of Nations monitored and controlled mandated states by sending questionnaires to mandated states asking them how they are controlled by the new colonial masters.

The League of Nations made an achievement in disarming Germany, which helped in reducing Germany's supremacy.

The financial commission of the League of Nations succeeded in negotiating for loans for the reconstruction of the economy of Austria after World War I.

Failures and weaknesses of the League of Nations

The failures and weaknesses of the League of Nations are the following:

The League of Nations failed in its mission to ensure world disarmament, i.e. it failed to disarm victorious powers like France, Britain and Russia. It was only successful in disarming Germany.

The Italian invasion of Abyssinia/Ethiopia was a violation of the League of Nations rules and regulations. The League tried half-hearted sanctions and in the end recognised a decision that placed the whole of Abyssinia under Italy.

The League of Nations failed to ensure against aggression as an instrument of policy. It failed to restrain Japanese aggression against China and her eventual occupation of the rich Chinese province of Manchuria.

In its early days, membership of the League was restricted. Germany and Italy were denied membership for fear aggression. Russia was sidelined on grounds that it would spread socialism. Therefore, since its early days of formation, the League was merely an Anglo-French affair.

The difference in ideologies of members states of the League was also a source of problem, while some members were capitalist (Britain, France, Germany, etc.), others (like Russia) were socialists and communists, others like Britain and France were democratic nations.

It also had a weak administrative set up. The secretary general had limited powers and therefore he/she could not do much to enforce the League's aims and resolutions.

The League was not worldwide in its membership, i.e. it was dominated by European countries like Britain and France. Such a League required having members in Asia and Africa if it was to be successful.

The League lacked the military power that would enforce her decisions. It failed to create a joint international force to maintain world peace and for checking the actions of the aggression.

It failed to control against the withdrawal of her members, i.e. member states were free to join and withdraw without any penalties, e.g. Germany withdrew in 1933 and immediately embarked on the serious programme of re-arming herself. Other country members such as Italy, Japan and Brazil also left the League of Nations.

In addition, although the American President Woodrow Wilson was the principal initiator of the creation of the League of Nations, his country was not a member of this organisation. He met an opposition on the Congress formed its majority by Republicans while he was a democrat. This was a great loss for the League of Nations and this situation weakened heavily the Organisation.

During the German invasion of Poland which led to the Second World War, the League was not even consulted, and it was unable to exert the slightest influence to prevent the outbreak of the war. After December 1939, it did not meet again and it was dissolved in 1946.

Factors that led to the downfall of the League of Nations

Exclusion of small countries from the League of Nations contributed to its downfall. The basis on which the League of Nations was built was weak and dangerously contradictory because only the big

powers were represented while the small powers were left out. Without the support and sympathy of the majority countries of the world, the League was bound to fail.

Over reliance of the League of Nations on Britain and France also contributed to its failure. The League was over dependant on Britain and France for funding, leadership, decisions and direction and yet these countries had their own individualistic ends to pursue. Above all these powers were preoccupied with the reconstruction of their shattered economies. They minded less about the League of Nations.

Withdraw of USA from the League of Nations also contributed to its failure. This left the League without a planner since Woodrow Wilson the founder was from USA. As a matter of opinion, the withdrawal of USA was a major blow because the country to which millions of people looked to for guidance, protection and economic support left the people and the world without guidance and at the greatest hour of need. It was unfortunate.

The League also lacked collective military strength and administrative power to enforce its resolutions and decisions agreed upon. The countries which disobeyed the resolutions of the world body could not be punished because the League lacked the necessary military force to do so.

There was no mutual unity among the members of the League of Nations in handling the problems of the organisation. This always brought disagreements among the member states and the League continued in failing to get solutions to the problems. For example, the Italian rape of Ethiopia tested the readiness of the League members to go to war just for the sake of principle.

The armament policy by the member states also contributed to the failure of the League of Nations. The deliberate refusal by some countries to reduce national armament to the lowest point consistent with national safety made other countries to regain

arms production which frustrated the helpless League and led to the Second World War.

The initial exclusion of Germany and Russia which were major world powers rendered the League of Nations weak and contributed to its downfall. Although these countries were later admitted in 1926 and 1934 respectively, the damage had already been done. If the League of Nations was to effectively work and succeed, it needed the genuine support of these two world powers right from its inception.

The world economic depression of 1929 also contributed to the collapse of the League of Nations. The depression caused unemployment and very poor standards of living which in turn led to the rise of extremist characters like Hitler and Mussolini. These repeatedly violated the resolutions of the League which revealed its weaknesses.

Inadequate resources to run the activities of the League also made it hard for the League to carry out its activities hence failure.

The League of Nations was too closely linked to the Versailles treaty and this made it lack respect in the eyes of many peoples of the world.

The rigidity of the council which required unanimous decisions by all the permanent members before any decision is taken, was also a big blow to the League. This made it difficult to get unanimous decisions and take action against any aggressor nation. Such acts weakened the League of Nations and led it to its collapse.

3.5.2. Additional information for the teacher

On this unit the “causes and the consequences of the first world war” some content was added. It is the League of Nations. The teacher should teach it as it is planned in this teacher’s guide. The learning

activity and the application activity of this lesson are planned in this teacher's guide.

Learning activity on League of Nations

Carry out a research on internet or in the school library and briefly explain the genesis of the creation of the League of Nations.

Application activity on League of Nations

1. Analyse two factors that led to the downfall of the League of Nations.
2. Discuss three weaknesses of the League of Nations.
3. Evaluate two social achievements of the League of Nations



3.6. End of unit assessment

Answers for end of unit assessment

1. The two antagonists (opposing alliances) during First World war were:

The Allies also called the Triple Entente: Britain, France and Russia

The central Powers or Triple Alliance: Germany, Austria-Hungary and Italy.

2. The main causes of the First World War were:
 - Lack of an international peace keeping body because the Congress system which would have solved a local affair between Austria and Serbia had collapsed in 1914.
 - Economic competition among European countries mostly between Germany, France and Britain led to problems like the Moroccan crisis in 1906 and 1911 when Germany lost Morocco to France.
 - Alliance system
 - Rapid spread of industrialization, especially in Germany
 - Growth of intense nationalism
 - The Arms race or military rivalry among European nations
3. The economic consequences of the first World war in Europe

- It led to destruction of property and life.
 - Germany lost rich territories.
 - It led to women emancipation.
 - It led to the decline of triple alliance members.
 - German military equipment was confiscated.
 - German was asked to pay compensation of 6.6 billion pounds..
 - It led to the problem of unemployment in Germany and in Britain.
 - It led to the great changes in the political map of Europe.
 - The provinces of Alsace and Lorraine were handed over back to France.
 - It led to the rise of Fascism in Italy and Nazism in Germany.
4. The objectives of the Versailles Peace Treaty in Europe were:
- To maintain lasting peace in the World
 - To look for ways of punishing Germany and her allies
 - To promote political integrity of independent states
 - To reduce production of dangerous weapons
 - To redraw the political map of Europe
 - To set up a body for maintaining international peace
 - To free the different races dominated by Germany.
5. The main achievements of the League of Nations were:
- The International Labour Organisation (ILO) was formed to improve the general condition of workers.
 - It put in place ways of looking after refugees.
 - It provided assistance to people.
 - It recorded success in health by disease control.
 - It also organised campaigns against malaria, leprosy, rabies and syphilis.
 - It recorded success in maintaining peace by solving political conflicts that involved small powers.
 - It monitored and controlled mandated states.
 - It helped in reducing Germany's supremacy.
 - It affectively solved the problem of slavery and drug trafficking.

3.7. Additional activities

Remedial activities

1. Give three causes of the First World War.
2. Identify three weaknesses of the 1919 Versailles Peace Treaty.

Expected answer

1. Three causes of the First World War are the following:
 - Lack of an international peace keeping body because the Congress System which would have solved a local affair between Austria and Serbia had collapsed in 1914,
 - The alliance system initiated by Bismarck such as Triple Alliance and Triple Entente, were formed for defensive purposes, but thereafter became hostile to each other, leading to the First World War.
 - Economic competition among European countries mostly between Germany, France and Britain created problems like the Moroccan Crises in 1906 and 1911 when Germany lost Morocco to France,
2. Three weaknesses of the 1919 Versailles peace treaty are as follows:
 - The treaty was imposed on Germany because Germany was only invited to sign without participating in the negotiations.
 - It was too harsh on Germany in terms of disarmament which encouraged Adolf Hitler to rise up and start an arms race that led to the Second World War.
 - It forced Germany to pay huge sums of war reparations in forms of physical goods like ships, chemicals, cattle and agricultural products, plus 6.6 billion pounds. This led to unemployment in Germany and economic depression.

Consolidation activities

1. Assess two effects of the First World War

Expected answers

2. Two effects of the First World War are the following:
 - The rise of dictators like Benito Mussolini in Italy and Adolf Hitler in Germany.
 - The rise of Japan and USA as superpowers.
 - Enrichment of certain countries like Canada, Brazil, Mexico and Argentina.

Extended activities

1. Analyse the immediate cause of the First World War.
2. Examine two achievements of the 1919 Versailles Peace Treaty.
3. Assess two effects of the 1919 Versailles Peace Treaty on Germany.

Expected answers

1. Sarajevo incident of June 28th, 1914 was the immediate cause of First World War. On this day Franz Ferdinand, the heir to the Austrian throne, was assassinated together with his wife Sophia at Sarajevo by a Serbian Gravrilo Princip. Austria was already sick with Serbian nationalism and decided to use the incident to punish Serbia, causing the World War.

2. Two achievements of the 1919 Versailles Peace Treaty are the following:

The 1919 Versailles Peace Treaty ended the First World War and brought relative peace in Europe during the inter-war period from 1919 up to 1939.

The Versailles Peace Treaty granted independence to states like Yugoslavia, Serbia, Montenegro, Poland, and Czechoslovakia.

3. Two effects of the 1919 Versailles Peace Treaty on Germany are the following:

- The Germans who were greatly inspired by Adolf Hitler attacked and opposed the Weimar Republic leaders for having accepted the treaty whose terms were unfair and harsh on Germany.
- It demilitarised the Rhine lands and all the fortifications that Germany had already made on the banks of the Rhine were destroyed beyond repair.

UNIT 4:

BETWEEN TWO WARS

4.1 Key Unit competence

To be able to explain the causes and effects of the 1929 economic crisis and the rise of totalitarian regimes in Europe: Fascism and Nazism

4.2 Prerequisite (knowledge, skills, attitude and values)

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

- Effects of the First World War
- The US stock exchange market system;
- The policy of protectionism
- Effects of the First World War;
- The gold standard system;
- The weakness of the League of Nations

4.3. Introductory activity and guidance

a. Introductory activity (unity level)

Using internet or library research explain the World between Two Wars

b. Guidance on introductory activity

Provide an activity that requires students to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they get engaged in the lesson, they themselves discover answers to the questions they were asking

at the beginning. This will help them identify some issues and open them to what they didn't know and be inquisitive to know about the world situation between the two world wars.

One of suggested problem statement here is the following: "Account for the rise and downfall of the totalitarian regimes in Europe and be able to compare and contrast Fascism and Nazism". This problem statement can be given as homework or in class discussion.

4.4. List of lessons

| # | Lesson titles | Learning objectives | Number of periods |
|---|--|--|-------------------|
| 1 | Causes , effects and measures to overcome the World Economic Crisis of 1929-1933 | Explain the causes, effects and measures to overcome the 1929 -1933 Economic Crisis. | 4 |
| 2 | Totalitarian regimes in Europe: Fascism and Nazism | Describe the rise and downfall of the totalitarian regimes in Europe. | 3 |
| 3 | End of Unit assessment | | 1 |

Guidance on different lessons

Lesson 1: Causes, effects and measures to overcome the World Economic Crisis of 1929-1933

a. Learning objective

Explain the causes, effects and measures to overcome the 1929 -1933 Economic Crisis.

b. Teaching resources

Students 's books. In schools with enough resources, use a projector, a computer and its accessories. Tactile maps and brailled materials. Sign language should be used when teaching students with hearing impairment, etc.

c. Learning activities

Guidance to learning activity 4.1

Organize students into groups and then invite them to do the learning **activity 6.1** that is in the student 's book.

Synthesis

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.

Suggested answers for activities

Answers for introductory activity

In the history of the 20th century, the **interwar period** lasted from 11 November 1918 to 1 September 1939 (20 years, 9 months, 21 days), the end of the First World War to the beginning of the Second World War. The interwar period was relatively short, yet featured many significant social, political, and economic changes throughout the world. Petroleum-based energy production and associated mechanisation led to the prosperous Roaring Twenties, a time of both social mobility and economic mobility for the middle class. Automobiles, electric lighting, radio, and more became common among populations in the developed world. The indulgences of the era subsequently were followed by the Great Depression, an unprecedented worldwide economic downturn that severely damaged many of the world's largest economies.

Politically, the era coincided with the rise of communism, starting in Russia with the October Revolution and Russian Civil War, at the end of World War I, and ended with the rise of fascism, particularly in Germany and in Italy. China was in the midst of half-a-century of instability and the Chinese Civil War between the Kuomintang and the Chinese Communist Party. The empires of Britain, France and others faced challenges as imperialism was increasingly viewed negatively in Europe, and independence movements emerged in many colonies; for example the south of Ireland became independent after much fighting.

The Ottoman, Austro-Hungarian, and German Empires were dismantled, with the Ottoman territories and German colonies redistributed among the Allies, chiefly Britain and France. The western parts of the Russian Empire, Estonia, Finland, Latvia, Lithuania, and Poland became independent nations in their own right, and Bessarabia (now Moldova and parts of Ukraine) chose to reunify with Romania.

The Russian communists managed to regain control of the other East Slavic states, Central Asia and the Caucasus, forming the Soviet Union. Ireland was partitioned between the independent Irish Free State and the British-controlled Northern Ireland after the Irish Civil War in which the Free State fought against “anti-treaty” Irish republicans, who opposed partition. In the Middle East, both Egypt and Iraq gained independence. During the Great Depression, countries in Latin America nationalised many foreign companies, most of which were American, in a bid to strengthen their own economies. The territorial ambitions of the Soviets, Japanese, Italians, and Germans led to the expansion of their domains.

The period ended at the beginning of World War II

Answers for learning activity 4.1

The following are the causes of the world economic depression:

The impact of World War I: The war was very destructive in nature. Many industries were destroyed war. The War indemnity charged on the defeated powers like Germany, Hungary, Austria, and Bulgaria weakened their economy.

Domestic overproduction

Poor distribution in income

Most profits of industries were not equally shared by the workers; The employers were determined to continue taking huge profits while minding less on the workers who refused to continue working.

Collapse of international trade

The rise of young and weaker states after world War :These states could not support themselves financially.

General decline in agriculture: This was due rural-urban migration throughout the world, specifically in USA and other European countries..

Failure of the League of Nations to carry out proper trade policy

Poor trade policy after World War I also contributed to the economic depression. The defeated powers were not allowed to export their products even though they could import goods from other bigger nations.

Increased population with limited welfare services

The Wall Street crash of 24th October 1929: When people in Europe got the news about the Wall Street crash, they quickly withdrew their savings. All investment plans were put off.

High interest rate charged on foreign aid

Reduced efficiency in the European labour force: This came as a result of World War I where many able bodied people were killed. This affected efficiency in factory production

Effects of the 1929 - 1935 economic crisis

Trade protectionism (Economic nationalism): Economic protectionism is the economic policy of restraining trade between states (countries) through methods such as tariffs on imported goods, restrictive quotas, and a variety of other government regulations.

The stock market wall crash sunk millions of dollars: This belonged to investors who had paid high prices for their shares anticipating higher profits.

Gold standards were neglected

Closure of industries: The economic depression led to collapse of industries which affected many sectors of the economy. Due to low purchasing power by many people in Europe, some factories had to be closed.

The fall in prices affected the production process

The 1933 Economic Recovery Acts were instituted: Under the scheme of Farmers Relief Acts, farmers were compensated with higher prices, especially those who had produced less output.

The national Industrial Recovery Act of 1933 tried to maintain workers by provision of a permanent wages that was to come monthly.

It led to closure of banking institutions: The news about the Wall Street Crash made many customers withdraw their savings from the Bank. This forced banks to close down as they could no longer continue bank operations without capital.

It led to collapse of capital markets; The economic depression led to collapse of industries and other capital markets. This was because industries were operating at a loss

It made the League of Nations unpopular: The League of Nations failed to provide immediate practical solutions to this deepening crisis.

New economic blocks or co -operations were formed: These were to overcome economic deepening trend in U.S.A and European states. These include SIETCO, EEC and later E.U. In 1933, The Scandinavian Countries formed OSLO block while Americans developed a regional integration between North and South America to combat the economic depressions.

It led widespread unemployment

World aggression increased

Powerful countries of the world undertook to solve their economic problems by launching aggressive expeditions on weaker countries to exploit their economies. An example is Japan which invaded China in 1931; Germany invaded Rhineland in 1934 while Italy invaded Ethiopia in 1935.

It aided the expansion of socialism in Germany :The economic crisis provided an opportunity for the spread of socialism especially in Germany and other Balkan states. The economic crisis had been blamed on policies and ideologies of capitalism.

Answers to the application activity 4.1

1. The two causes of the world economic depression are:

The impact of World War I: The war was very destructive in nature. Many industries were destroyed war. The War indemnity charged on the defeated powers like Germany, Hungary, Austria, and Bulgaria weakened their economy.

Domestic overproduction

Poor distribution in income

Most profits of industries were not equally shared by the workers; The employers were determined to continue taking huge profits while minding less on the workers who refused to continue working.

2. How was the economic depression controlled or solved?

- Germany on her part attempted to solve the depression by violating the Versailles peace terms where she stopped paying the war indemnity and started serious industrialization thus solving the depression
- World economic conference was held on Genoa in 1933 in which they resolved to remove obstacles to free trade and implementing a uniform tax on imports and exports
- World powers attempted to solve the depression by using an aggressive policy where they invaded weak states so as to solve the problem of market for their goods
- America depreciated the value of her dollar so as to increase the purchasing power
- European countries formed regional economic integration, for example, the EEC (European Economic Community)

Lesson 2: Totalitarian regimes in Europe: Fascism and Nazism

a. Learning objective

Describe the rise and downfall of the totalitarian regimes in Europe (fascism and Nazism).

b. Teaching resources

Student's books, and a world map. In schools with enough resources, use a projector, a computer and its accessories. Tactile maps and brailled materials. Sign language should be used when teaching students with hearing impairment, etc.

c. Learning activities

Guidance to learning activity 4.2

Organize students into groups and then invite them to do learning **activity 4.2** that is in the student's book.

Synthesis

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 4.2

1. Totalitarianism is **a form of government that attempts to assert total control over the lives of its citizens**. It is characterized by strong central rule that attempts to control and direct all aspects of individual life through coercion and repression. It does not permit individual freedom.
2. The names of totalitarian regime in Europe between the two wars are:
 - Adolph Hitler with Nazism in Germany
 - Benito Mussolini with Fascism in Italy.
 - Emperor Hirohito of Japan
 - General Franco of Spain

Answers to the application activity 4.2

1. Factors for the rise of Benito Mussolini in Europe:
 - The negative effects of the First World War: The war made King Victor Emmanuel III unpopular
 - Corruption and embezzlement of public funds characterized the government of king victor.
 - The influence of socialist (communist) party :The rich middle class and businessmen supported Mussolini morally and financially. In return, Mussolini promised to destroy socialism, which earned him support and confidence during his rise to power.

- The weakness of King Victor Emmanuel III
 - Absence of unity among members of different political parties in Italy
 - Benito Mussolini's personality and oratory talent
 - The role of fascist terrorist groups: He used a group of hooligans and law breakers that were jobless to bring chaos in Italy.
 - The disappointment that the Italian patriots got as a result of the 1919 Versailles Peace settlement/treaty :Italy joined Triple Entente in 1915 during World War I and was promised the territories of Trieste, Adalia and Trientino after the war. The 1919 Versailles Peace Treaty poorly rewarded Italy.
 - The May 1921 parliamentary elections :The May 1921 elections increased the fascist representation to 35 in parliament. Extreme nationalism in Italy
 - Mussolini promised to restore the Italian greatness and prestige especially the defeat of Italy in the Battle of Adowa in 1896 in Ethiopia
2. The common characteristics of totalitarian regime in Europe are:
- Extreme nationalism i.e. emphasis on rebirth of the nation after a period of decline with an implication that one's own state is superior to all.
 - Dislike of the importance of Human Rights (abuse of Human Rights).
 - Identification of enemies or scapegoats as a unifying cause in order to divert the people's attention from other problems.
 - Supremacy of the military or avid militarism because the ruling elites were always identified closely with the military and the industrial infrastructure that supported it.
 - Rampant / extensive sexism where males dominated and these regimes inevitably viewed women as second class citizens
 - Over-control of mass media through the control of licensing and access to resources, economic pressure, appeal to patriotism, and implied threats.
 - Obsession with national security, that was under direct control of the ruling elite. It was usually an instrument of oppression, operating in secret and beyond any constraints.

- Defence and protection of religion because fascist regime attached themselves to the predominant religion of the country and wanted to be considered as militant defenders of the religion.
- Suppression of intellectuals and artists because intellectual and academic freedom were considered subversive to national security and the patriotic ideal. To these regimes, art and literature should either serve the national interest or they had

4.5. Additional content/text for student and teacher

4.5.1. Additional content/text for student

Application activity on world economic depression

1. Explain any two causes of the world economic depression.
2. Identify any two measure used to control world economic depression.

Application activity on totalitarian regime in Europe

1. Identify the common characteristics of totalitarian regime in Europe.
2. What are the factors for the rise of Benito Mussolini?

4.5.2. Additional information for the teacher

Nazi Ideology

Key elements of the Nazi ideology

1. National Socialist Programme
2. Racism
 - Especially anti-Semitism, which eventually culminated in the Holocaust.
 - The creation of a Herrenrasse (Master Race) = by the Lebensborn
 - (Fountain of Life) a department in the Third Reich)
 - Anti-Slavism
 - Belief in the superiority of the White, Germanic, Aryan or Nordic races.

3. Euthanasia and Eugenics with respect to “Racial Hygiene”
4. Anti-Marxism, Anti-Communism, Anti-Bolshevism
5. The rejection of democracy, with as a consequence the ending the existence of political parties, labour unions, and free press.
6. Leader Principle or belief in the leader (Responsibility up the ranks, and authority down the ranks.)
7. Strong show of local culture
8. Social Darwinism
9. Defense of blood and soil represented by the red and black colours in the Nazi flag
10. The creation of more living space for Germans related to Nazism



4.6. End of unit assessment

Answers for end of unit assessment

1. The economic depression was a general economic decline in economic activities characterised by unemployment, low income, low aggregate demand, low prices, low investment and low economic activities after the First World War.
2. The main causes of the Wall Street crash/world economic depression in 1929 were:
 - The poor trading policy adopted after First World War
 - The weakness of League of Nations
 - The Gold Standard system which was operating in world economies by 1929
 - The Versailles peace settlement
 - Shortage of production
 - Poor quality of goods
 - The lack of workers in industries where women and children were used after First World War
 - The general reduction in agricultural activities
 - The lack of strong farmers because of rural-urban migration

- The emergence of weak and young countries which needed help
 - The general reduction in the level of international trade, during and after First World War
 - The destruction of industries, cities, airports, communication lines during the first world war
 - The closure of world stock market of USA
3. The consequences of the economic depression on USA and world Economies are:
- It made USA unable to lend money any more.
 - It affected banking institutions where over 4,200 banks in USA were closed.
 - It reduced people's savings and their purchasing power.
 - USA products were not being bought.
 - It led to unemployment.
 - It led to surplus products.
 - It led to the change in leadership in many countries.
 - The Gold Standard system was abandoned.
 - It led to the Second World War.
 - It led to the rise of dictators.
 - It led to the failure of the League of Nations.
 - It led to formation of the European Economic Community.
4. The main factors for the rise of Benito Mussolini to power were:
- Mussolini's personal talent: He was an orator, especially in his speeches.
 - Majority of Italians such as middle class, industrialists, the jobless, supported him.
 - He formed the fascist terrorist group which played a very big role in his rise to power.
 - Political inefficiency that characterised the rule of Victor Emmanuel III.
 - Victor Emmanuel III was criticised for having caused all loss of

lives during the First World War where 600,000 soldiers died, hence the rise of Mussolini

- The effects of the First World War I on Italy
 - Mussolini was against communism, thus winning a lot of support.
 - He promised better working conditions and employment to all Italians.
 - Victor Emmanuel III failed to control the political affairs of the time.
 - There was conflict which Mussolini took advantage of to blame the government and criticised it. This made King Victor Emmanuel III to become unpopular among the Italians, hence the rise of Mussolini to power.
 - In Italy, there were socio-economic problems which gave advantage to Mussolini.
 - Mussolini promised to make Italy a world power.
5. The reasons for the rise of Adolf Hitler and Nazism in Germany are the following:
- The Weimar Republic was weak and Hitler took advantage of this.
 - Effects of the First World War and unfair terms of the 1919 Versailles settlement in Germany became a spring board for Hitler.
 - Effects of the world economic depression of 1929 were blamed on the Weimar Republic, which increased support for Hitler.
 - Role of the Nazi storm troopers supported Hitler.
 - Hitler's personal talent and his own writings and the Nazi 25 manifesto made him popular.
 - The Nazi party mobilised Germans to rally behind Hitler.
 - Unpopularity of communist-socialist policies in Germany and the death of President Hindenburg on August 2nd, 1934 gave Hitler an advantage.

Factors for the downfall of Adolf Hitler and Nazism in Germany in 1945

After explaining the factors for the rise of Benito Mussolini to power in Italy, the following are the factors for his downfall:

- Hitler's problems caused largely by the Second World War which we will study in unit 7. In addition, he had other problems:
- The great decline in the economy of Germany due to bombardment of her factories and industries by Allied Forces of Britain, France and USA during the Second World War, among others, harmed Hitler's popularity.
- Dictatorship coupled with excessive oppression like the banning of political parties, and harassing and killing of his German opponents caused Germans to turn against him.
- The size and heterogeneous nature of the German empire, which by 1942 included the Germans, the Austrians, the Poles, the Dutch and the Czechoslovakians, became too much for Adolf Hitler to manage and control.
- Poor political agenda and principles whereby the radical ex-service men of the First World War, who were not politically informed, dominated the Nazi party.
- Germany's withdrawal from the League of Nations gave Hitler a was a diplomatic blow to Hitler and isolated him from the global affairs.
- Hitler's Aggressive foreign policy, especially in Austria, Czechoslovakia and Poland contributed to the outbreak of the Second World War
- that eventually led to his downfall;
- As we will see in the next unit the Germans were eventually defeated in the Second World War and Hitler committed suicide in Berlin as his enemies advanced.

4.7. Additional activities

Remedial activities

1. Mention two causes of the 1929–1933 economic depression.
2. Identify three effects of the 1929–1933 crisis.

Expected answer

1. Two causes of the 1929–1933 economic depression were: There was general reduction in the level of international trade during and after the First World War: The world trade remained low because countries were unable to import in large quantities. This was due to the low level of consumption.

The payment of a heavy the war indemnity by Germany, imposed by the victorious powers during the 1919 Versailles Peace Treaty, greatly affected the German economy. This forced Germany to print many bank notes, leading to inflation. This contributed to the outbreak of the economic depression.

2. Three effects of the 1929–1933 crisis were the following:
 - The economic depression led to the rise of dictators in Europe. They included Adolf Hitler in Germany, Benito Mussolini in Italy and General Franco in Spain.
 - The economic depression weakened of the League of Nations as various member states could not meet the financial obligations of the League.
 - The economic depression led to international aggression from powerful countries against the weak ones as a way to resolve their economic problems. For example, Japan invaded China, Italy invaded Ethiopia and Germany invaded Austria.

Consolidation activities

1. Analyse four measures that were taken to overcome the world economic depression.

Expected answers

Four measures to overcome the world economic depression were the following:

- World powers attempted to solve the economic depression by using aggressive policies by invading weak states so as to solve the problem of raw materials for their industries and markets for their manufactured goods. In 1935 Italy invaded Ethiopia, in 1936, Germany invaded Czechoslovakia, and in 1939 invaded Poland.
- Different countries formed integrated regional economic blocks as a solution to end the economic depression. The Scandinavians formed the Oslo Bloc, USA with South

American states also formed an economic bloc.

- Unemployment relief schemes were adopted by various countries which included USA, Britain and France to benefit the unemployed citizens above 18 years.
- Most European countries made efforts to improve on their agricultural and industrial sectors in order to increase the level of production that would solve the problem of low supply and inflation;
- Dictatorship was resorted to by most of the European leaders and demonstrations and strikes were severely dealt with.

Extended activities

1. Describe four characteristics of dictatorial regimes.
2. Discuss two factors for the rise of totalitarian regimes in Europe.

Expected answers

1. Four characteristics of dictatorship are the following:
 - Identification of enemies or scapegoats as a unifying cause in order to divert the people's attention from other problems;
 - Supremacy of the military or avid militarism because the ruling elites always identified closely with the military and the industrial infrastructure that supported it
 - Rampant sexism where males dominated and these regimes inevitably viewed women as second class citizens
 - Over-control of mass media by using different methods as the control of licensing and access to resources, economic pressure, appeal to patriotism and implied threats
2. Factors for the rise of totalitarian regime in Italy are:
 - The influence of the communist-socialist policies in Italy forced the middle class and industrial capitalists to support Mussolini who was anti-communist. This support helped him to overthrow the government of King Victor Emmanuel III.
 - Effects of the First World War weakened the Italian economy and the King failed to carry out the necessary socio-economic reforms. Mussolini used this to denounce the government and he got a lot of support that helped him to rise to power.

UNIT 5:

CAUSES AND EFFECTS OF THE SECOND WORLD WAR

5.1 Key Unit competence

To be able to explain the causes and effects of the Second World War.

5.2 Prerequisite (knowledge, skills, attitude and values)

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

- The Economic Crisis of 1929–1933 and its effects.
- Totalitarian regimes in Europe: Fascism and Nazism
- The effects of the First World War
- The weaknesses of the League of Nations

5.3. Introductory activity and guidance

a. Introductory activity (unity level)

Based on the causes and effects of the First World War, make a research on the internet or in the library about the causes and the effects of the Second World War.

b. Guidance on introductory activity

At the beginning of this unit, give an activity that requires learners to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they get engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be inquisitive to know about the causes and effects of the Second World War.

One of suggested problem statement here is: “Explain the causes of the Second World War and assess its consequences.” This problem statement can be given as homework or in class discussion.

5.4. List of lessons

| # | Lesson title | Learning objectives | Number of periods |
|---|---------------------------------|---|-------------------|
| 1 | Causes of the Second World War | Discuss both long term and immediate causes of the Second World War | 2 |
| 2 | Effects of the Second World War | Describe the effects of the Second World War | 1 |
| 3 | End of Unit assessment | | 1 |

Guidance on different lessons

Lesson 1: Causes of the second World War

a. Learning objective

Discuss both long term and immediate causes of the Second World War

b. Teaching resources

Student’s books, and in schools with enough resources, a teacher can deliver his or her lesson by using a projector, a computer and

its accessories. Tactile maps and brailled materials. Sign language should be used when teaching students with hearing impairment language.

c. Learning activities

Guidance to learning activity 5.1

Organize students into groups and then invite them to do learning **activity 7.1** that is in the learner's book.

Synthesis

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.

Suggested answers for activities

Answers for introductory activity

Basing on the ideas of the first world war, the following are the causes of the second world war:

1. The causes of the second world war are:
 - Treaty of Versailles
 - Economic depression
 - Germany's militarism
 - Failure of appeasement
 - Failure of League of Nations
 - Japan's militarism
2. The second world war had the consequences, some of them are the following: loss of lives, destruction of properties, economic decline, creation of UNO, rise of new super power, women emancipation, use of modern technology,...

Comparison Table Between WWI and WWII (in Tabular Form)

| Parameters of Comparison | World War I | World War II |
|--------------------------|---|--|
| Duration of the war | The world war 1 started in the year 1914 and lasted till 1918. | The second world war started in the year 1939 and lasted till 1945. |
| Conflict between | The first world war was between the Central Powers and the Allied Powers. | The second World War was fought between the Axis powers and the Allied powers. |
| Genocide | The Americans were forced to genocide by the Ottoman Turks. The Jews and Romans made the German Nazis commit genocide. | |
| American President | Woodrow Wilson was the President of the US during the first World War. | Franklin D. Roosevelt and Harry Truman served as the Presidents during the second World War. |
| Weapons used | The first world war used machine guns, poisonous gases. | The second world war used modern machines like ships, planes, tanks, etc. |

Answers for learning activity 5.1

See answers of introductory activity

1. The causes of the second world war are:
 - Treaty of Versailles

- Economic depression
 - Germany's militarism
 - Failure of appeasement
 - Failure of League of Nations
 - Japan's militarism
2. The following is the comparison between the First World war and the Second world war:

Parameters of Comparison

World War I

World War II

| | | |
|---------------------|---|--|
| Duration of the war | The world war 1 started in the year 1914 and lasted till 1918. | The second world war started in the year 1939 and lasted till 1945. |
| Conflict between | The first world war was between the Central Powers and the Allied Powers. | The second World War was fought between the Axis powers and the Allied powers. |
| Genocide | The Americans were forced to genocide by the Ottoman Turks. | The Jews and Romans made the German Nazis commit genocide. |
| American President | Woodrow Wilson was the President of the US during the first World War. | Franklin D. Roosevelt and Harry Truman served as the Presidents during the second World War. |

Parameters of Comparison

World War I

World War II

| | | |
|--------------|---|---|
| Weapons used | The first world war used machine guns, poisonous gases. | The second world war used modern machines like ships, planes, tanks, etc. |
|--------------|---|---|

Answers to the application activity 5.1

3. The following are some of the causes of Second World War:

The peacemakers at the Versailles Peace Treaty were unrealistic and instead of creating peace they prepared the ground for the outbreak of the Second World War.

The Alliance System or military alliances, like the Axis Powers (Italy, Germany and Japan) and Allied Democratic Powers (Britain, France, USA and later Russia among others), divided the world into two hostile camps which created enmity, fear, hostility, mistrust, and suspicion leading to the Second World War.

The appeasement policy adopted by France and Britain towards Hitler when he occupied the Rhineland and Czechoslovakia led Hitler to ask for more and encouraged him to invade Poland. His refusal to withdraw as demanded by Britain and France resulted in the outbreak of the Second World War.

4. USA's responsibility in the outbreak of the Second World War:

- USA was blamed for not being a member of the League of Nations although the idea of forming it was initiated by US President Woodrow Wilson.

- USA's policy of isolation and economic nationalism, known as Protectionism, was also partly responsible for the outbreak of Second World War. The policy resulted into the World Economic depression which favoured the rise of dictators who opened war on other countries to solve their economic problems.
- USA was also accused of being involved in the arms race. They manufactured atomic bombs that were used to defeat Japan during the Second World War.

Germany's responsibility in the outbreak of the Second World War:

- a. Germany started the arms race in order to challenge the disarmament policy of the Versailles Peace Treaty which created hostility, fear and mistrust.
- b. Hitler created the Rome-Berlin-Tokyo Axis to oppose and destroy the influence of Western powers which created the Democratic Alliance to oppose the Axis.
- c. Germany under Hitler withdrew from the League of Nations. This contributed to the weakness of the League and made it fail to prevent the Second World War

Lesson 2: Effects of the Second World War

a. Learning objective

Describe the effects of the Second World War

b. Teaching resources

Student's books. In schools with enough resources, use a projector, a computer and its accessories. Tactile maps and brailled materials. Sign language should be used when teaching student with hearing impairment, etc.

c. Learning activities

Guidance to learning activity 5.3

Organize students into groups and then invite them to do learning **activity 5.3** that is in the student's book.

Synthesis

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 5.3

Most of the consequences are the same such as:

- Loss of lives
- Destruction of properties and infrastructures
- Environmental degradation
- Widows and widower
- Orphans
- Traumatism
- Decline in economy
- Emancipation of women
- Rise of new leaders

The common ways to avoid a war are:

1. De-escalate the concept of enemy. An enemy can be reframed, in progressive order, as an adversary, competitor, partner, teacher, and finally your equal.
2. Treat the other side with respect. Otherwise you lose them before you start.
3. Recognize that there is the perception of injustice on both sides. This is a point of agreement adversaries can join in.
4. Be prepared to forgive and ask for forgiveness. Here forgiveness means letting go of your desire for retribution

and revenge. This is an act of true courage. Even if you believe that the other side doesn't deserve forgiveness, you deserve peace.

5. Refrain from belligerence. It will be taken as bullying and arouses renewed antagonism.
6. Use emotional intelligence, which means understanding the other side's feelings, giving them value, and making them equal to your feelings.
7. Reach out to understand the other side's values, both personal and cultural. The fog of war descends when two adversaries know nothing about one another. The result is a war based on projections and prejudice. The goal is mutual acceptance. At the deepest level we all want the same things.
8. Refrain from ideological rhetoric over politics and religion.
9. Recognize that there is fear on both sides. Don't be afraid to express your anxieties and to ask the other side what they are afraid of.
10. Do not insist on being right and proving the other side wrong. Give up the need to be right allows you to focus on what you actually want.

Answers to the application activity 5.3

1. Adolf Hitler was motivated by the following to attack Russia:
 - He feared that the Russians might attack Germany while the latter was still occupied in the West.
 - He had hoped that the Japanese would attack Russia in the Far East.
 - He had desire for creating "living space" or "Lebensraum" by dispossessing the native population and guaranting access to the strategic resources needed to defeat Germany's remaining rivals.
 - He wanted the rich grain fields and the large supplies of oil in the Soviet Union.
2. The Japanese, however, immediately followed their Pearl Harbor assault with attacks against US and British bases in the **Philippines, Guam, Midway Island, Wake Island, Malaya, and Hong Kong**. Within days, the Japanese were masters of the Pacific

5.5. Additional content/text for student and teacher

5.5.1. Additional content/text for student

5.5.2. Additional information for the teacher

Cause and Effect: The Outbreak of the Second World War

Question

What were the causes of the Second World War?

Answer

A series of conditions contributed to the outbreak of the Second World War. The unfair Treaty of Versailles (which forced a crippling peace on Germany to end the First World War) and the global economic depression that engulfed the world during the 1930s (which led to particularly desperate conditions in many European nations as well as the United States) usually emerge as two of the most crucial. Those conditions formed the background against which Adolf Hitler ascended to the position of German Chancellor in the 1930s.

Virtually Adolf Hitler's rise to power was the proximate cause of the war between 1939 and 1945. Without Hitler, a leader bent on establishing the German empire through military conquest, it becomes extremely difficult to imagine the outbreak of such a lengthy and devastating war.

At the same time, Hitler's rise to power did not just occur. Much of his appeal to the German citizenry had to do with his promises to restore German honour, which many Germans believed had been lost via the Treaty of Versailles. By this peace agreement Germany was forced to accept full responsibility for the Great War. The Treaty levied massive reparation payments to help restore areas devastated during the war in Belgium and France. The Treaty of Versailles also required Germany to disarm its military, restricting it

to a skeleton force intended only to operate on the defensive. Many Germans viewed the terms of the treaty as unnecessarily punitive and profoundly shameful.

Hitler offered the German people an alternative explanation for their humiliating defeat in the Great War. He believed that German armies had not been defeated in the field but rather, they had been betrayed by an assortment of corrupt politicians, Bolsheviks, and Jewish interests who sabotaged the war effort for their own gain. To a German people saddled with a weak and ineffective democratic government, a hyperinflated currency, and an enfeebled military, this “stab in the back” proved an explanation that essentially absolved them of the blame for the war and their loss in it. Hitler’s account of the German defeat not only offered a clear set of villains but a distinct path back to national honour by pursuing its former military glory.

During the 1930s, Hitler’s Germany embarked on a programme of rearmament, in direct violation of the terms of the Versailles Treaty. German industry produced military vehicles and weapons; German men joined “flying clubs” that served as a thin pretence for training military pilots. Rearmament and militarisation provided appealing avenues for Germans seeking some means to reassert their national pride.

Hitler’s racial theories provided more context, both for his explanation of defeat in the First World War and for his plans for a German empire. In Hitler’s account, Communists and Jews — whom Hitler depicted as stateless parasites who exploited European nations for their own gain — had conspired to stab Germany in the back in 1918. Hitler’s vision of a racially pure German nation expanding across Europe, combined with his aggressive rearmament programmes, proved a powerful enticement for the German people in the 1930s. Politicians in Britain, France, and the United States, encumbered with their own economic troubles during the global economic depression, were reluctant to check Hitler’s expansionism.

That conquest began with the German invasion of Poland in 1939 and the attack on France and the Low Countries, six months later. Hitler's quest for more "living-space" for his empire led to the invasion of the Soviet Union in 1941. By March of 1942, Hitler's fanatical desire to conquer Europe — along with Japan's concurrent push across East Asia and the Pacific — had plunged the world into a war that would last nearly six years and cost the lives of more than 50 million soldiers and civilians: by far the largest catastrophe in human history.



5.6. End of unit assessment

Answers for end of unit assessment

1. The main causes of the Second World War were:
 - The appeasement policy by France and Britain made Germany to attack other countries
 - The Spanish civil war of 1936–1939 served as a preliminary for a major war
 - The Alliance system divided the major powers into opposing blocs
 - The Versailles Peace Settlement of 1919 was unfair to Germany which later violated it
 - Germany aggressive policy made her to attack otehr countries in Europe
 - The weakness of the League of Nations made it unable to avert the war
 - The economic depression of 1929 made countries like Germany to invade other countries
 - The new arms race made Germany and other countries produce arms and ammunitions in preparation for war
 - The rise of dictators in Europe
 - The growth of nationalism
 - World powers wanted to revenge on Hitler for having killed the Jews in Germany basing on his anti-semitism ideology

- The fear of the spread of communism
 - Invasion of Poland by German troops on September 1st 1939 served as an immediate cause of the Second World War
2. The Axis powers were defeated by Allied powers because of the following reasons:
- Numerical disadvantage of the Axis powers
 - Internal weakness of Germany
 - Germany did not get support from countries she had occupied
 - The role played by Americans who introduced atomic bombs that led to the surrender of Japan
 - The Allied powers were more experienced in fighting on sea than the Axis powers
 - The economy of the Axis powers was very weak compared to that of the Allied powers
 - Hitler failed to realise the danger of winter and refused to withdraw his troops from the Russian territories, which weakened the military capacity of Germany.
3. The consequences of World War II:
- It led to massive loss of lives where about 50 million people died, both soldiers and civilians.
 - The Japanese cities of Hiroshima and Nagasaki were destroyed.
 - About 6 million Jews were killed by Hitler.
 - It led to destruction of property.
 - It led to displacement of many people.
 - It led to the problem of refugees.
 - Many people lost their homes and became homeless.
 - It led to the rise of new superpowers, that is USA and USSR.
 - It led to the defeat and downfall of dictators in Europe.
 - It led to economic decline since agriculture, trade, transport and industries.
 - It led to famine and starvation.
 - It caused inflation and unemployment among European countries.
 - It led to the Cold War.
 - It led to rapid development in science and technology.

- The war led to military building and weapons producing (atomic bombs, biological weapons and nuclear bombs).
- It led to the formation of non-alignment by countries who never wanted to participate in the Cold War.
- It led to the decline of European economies.
- It led to partition of Germany.
- It led to the formation of Economic organisations.
- It led to the liberation of small states.
- It led to the formation of the United Nations Organisation (UNO) in 1945.
- It led to the formation of new alliances like the North Atlantic Treaty Organisation NATO.
- It led to the end of fascism by killing its leaders.
- The war made USA dominant in world affairs.
- Enrichment of some countries such as USA and Canada.

5.7. Additional activities

Remedial activities

1. Mention two reasons for the defeat of the Axis powers in the Second World War.
2. Give the effects of the atomic bombs dropped on Hiroshima and Nagasaki.

Expected answer

1. Two reasons for the defeat of Axis powers in the Second World War are the following:
 - The Axis were few in number compared to the Allies;
 - Germany as leader of the Axis powers had internal weaknesses that made her fail to get massive support at home because Hitler was a dictator;
2. Three effects of the atomic bombs dropped on Hiroshima Nagasaki are the following:
 - Japan was defeated even after the use of her Kamikaze pilots.
 - Allied power's forces occupied Japan up to 1950.

- About 84 000 people were killed at Hiroshima and around 40000 people were killed at Nagasaki;

Consolidation activities

1. Analyse the effects of the Second World War.

Expected answers

1. Five effects of the Second World War were:
 - It led to the massive destruction of infrastructure especially in France and in Japan due to heavy bombing of major cities.
 - It led to a large number of refugees. Most refugees were in camps of Western Europe and many of them were the Jews who were running away from Adolf Hitler.
 - It paved way for the formation of the United Nations Organisation in 1945 to replace the League of Nations.
 - It led to the production of nuclear weapons which up to the present day have disorganised World politics.
 - It led to the defeat and downfall of dictators in Europe such as Adolf Hitler who committed suicide on April 30, 1945 and Benito Mussolini who was killed by his own forces on April 28th, 1945.

Extended activities

1. Explain two causes of the Second World War.

Expected answers

1. Two causes of the Second World War were:
 - The appeasement policy was adopted by France and Britain in order to appease Hitler when he occupied the Rhineland and Czechoslovakia led Hitler to ask for more and encouraged him to invade Poland. His refusal to withdraw as demanded by Britain and France resulted in the outbreak of the Second World War.
 - Because of weaknesses, the League of Nations failed to effect peace since its formation. It had failed to put an economic embargo on the countries which violated peace. It also failed to condemn and react against the aggressors of the time, and then aggression continued and resulted in the Second World War.

UNIT 6:

CAUSES OF DECOLONIZATION IN AFRICA: CASE STUDY OF GHANA AND KENYA.

6.1 Key Unit competence

To be able to examine causes and consequences of decolonization in Africa (Case Study; Ghana and Kenya).

6.2 Prerequisite (knowledge, skills, attitude and values)

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

- Political, economic and socio-cultural colonial reforms
- Consequences of these reforms on African societies

6.3. Introductory activity and guidance

a. Introductory activity (unity level)

Using the internet or the library carry out a research on the decolonization of Africa. Then, examine causes and consequences of decolonization of Ghana and Kenya.

b. Guidance on introductory activity

At the beginning of this unit, give an activity that requires learners to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they get engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be inquisitive to know about the causes and the consequences of decolonisation process in Ghana and Kenya.

One of suggested problem statement here is the following: “Analyse various causes of decolonisation of African countries.” This problem statement can be given as homework or in class discussion.

6.4. List of lessons

Guidance on different lessons

| # | Lesson title | Learning objectives | Number of periods |
|---|------------------------------------|---|-------------------|
| 1 | Causes of decolonization of Africa | Describe the causes of decolonization in Africa | 2 |
| 2 | Case study: Ghana and Kenya | Explain the causes of decolonisation of Ghana and Kenya | 2 |
| 3 | End of Unit assessment | | 1 |

Lesson 1: Causes of decolonization of Africa

a. Learning objective

Describe the causes of decolonization in Africa

b. Teaching resources

Students’ books, a map of Africa, and in schools with enough resources use a projector, a computer and its accessories. Tactile maps and brailled materials. Sign language should be used when teaching learners with hearing impairment, etc.

c. Learning activities

Guidance to learning activity 6.1

Organize students into groups and then invite them to do learning **activity 3.1** that is in the student’s book.

Synthesis

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.

Suggested answers for activities

Answers for introductory activity

The common causes of decolonisation of Kenya and Ghana are:

- Unit of the population
- Influence of elites
- Influence of the second world war
- Formation of political parties
- The role of the press and mass media

The consequences of decolonisation of Kenya and Ghana

- Problems of national unity and cohesion
- Pervasive influence of the former colonial powers
- Authoritarian regimes
- The military as political rulers
- Problems of unemployment, under-development and civil wars
- Population explosion, diseases and drought

Answers for learning activity 6.1

Four factors that led to decolonisation of Africa are:

- Effects of the second world war
- Role of UNO
- Formation of political powers
- Role of press and mass media

Answers to the application activity 6.1

1. The role played by elites in decolonization of Africa are;

When African elites studying in Western countries helped Africans to be in contact with the white liberals and socialists who were against colonization. They also witnessed democracy at work in European countries and America, and wondered

why Africans were denied such democracy. On returning to Africa, such elites demanded for democratic governance and an end to colonization.

African elites also played a paramount role in the growth of nationalism. They created political parties and trade unions that fought the colonial regime. With their writings and glorification of Africa through negritude, the African elite rejected colonialism.

2. The second world war had played a significant role in decolonization of Africa. Africans who participated in Second World War witnessed the weakness of the Europeans, as they saw them sometimes as cowards, retreating and dying during battles. They also learnt that the Europeans were not as good as Africans thought them to be. For example, they could also die of bullets like Africans. So when they returned to Africa, the veterans organized and trained their fellow Africans to fight against colonization.

Lesson 2: Case study: Ghana and Kenya

a. Learning objective

Explain the causes of decolonisation of Ghana and Kenya

b. Teaching resources

Learner's books, and a map of Ghana, and in schools with enough resources, use a projector, a computer and its accessories. Tactile maps and brailled materials. Sign language should be used when teaching learners with hearing impairment, etc.

c. Learning activities

Guidance to learning activity 6.2

Organize learners into groups and then invite them to do activity 2 that is in the learner's book.

Synthesis

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

Suggested answers for activities

Answers for learning activity 6.2

1. The factors that aided decolonisation of Ghana and Kenya are:
 - Unit of the population
 - Influence of elites
 - Influence of second world war
 - Formation of political parties
 - Role of the press and mass media
 - Seen the content

Answers to the application activity 6.2

1. The role of UNO in the decolonisation of Africa are the following:
 - The creation of the Trusteeship Council that was to take charge of preparing African countries to get independence;
 - UNO became the spokesperson for colonised people and put pressure on the colonial masters to grant Africans self- rule.
 - It also organised conferences where sensitisation of the need for self-rule was made and all this led to decolonisation of Africa.
2. The Atlantic Charter inspired Africans who finally came to demand the respect of their rights, including self-governance and this led to decolonisation in Africa

6.5. Additional content/text for student and teacher

6.5.1. Additional information for the teacher

During the 20th Century, the decolonisation of Africa was one of the turning points in the history of the post-war world. Decolonisation

brought many negative images of Africa; which included hunger, arbitrary arrests, foreign exploitation and ecological pressures and neglects. It also brought positive images; such as erasing the view that blackness meant inferiority.

The decolonisation of Africa was one of the historic moments in the history of the post-war world. It captured the imagination of a new generation of idealists who declared their belief in racial equality and individual liberty. The decolonisation of Africa was also caused by lots of movement as a political struggle such as the people of Africa helped to open the way for the civil rights movement in America. By the end of 1960, former African colonies had become independent members of the United Nations; except Somalia, Nigeria, Zaire Congo and so forth. However, the course of decolonisation was not always smooth. Primarily the burst of decolonisation was the central and most dramatic episode in a long process of political change that affected the whole of Africa. Decolonisation was the mirror image of the colonisation that had slowly brought European domination to Africa in 20th Century. The progress included violent rebellion; for example in Algeria and Kenya or peaceful approaches such as in Gold Coast-Ghana.

Ghana was the first African state to become independent from British rule. Gold Coast became the independent and sovereign state of Ghana in March 1957 with Kwame Nkrumah as its first Prime Minister. In the case of Ghana, British governments could claim with some conviction that power had passed from colonial administration to an apparently stable and mature local government. In addition, Ghana was one of the Commonwealth states in West Africa which was in problematic political developments.

The other big debate was in Kenya which was one of the British colonies. Kenya became an independent state in 1963 under the leadership of Jomo Kenyatta. The Mau Mau rebellion that culminated in the decolonisation of the Kenya began in 1952. When, in the mid-

1960s, the government of independent Kenya put pressure on its South Asian community to leave the country, the administration quickly imposed an annual quota of 1500 on Kenyan Asians wishing to enter Britain. This measure was promptly denounced as a betrayal of the agreement by which Kenya had achieved independence in 1963.

To conclude the debates, Mau Mau rebellion in Kenya and problematic political developments in Ghana show us why decolonisation occurred in 20th Century.



6.6. End of unit assessment

Answers for end of unit assessment

1. The term decolonisation means the act of granting or giving autonomy, and sovereignty to a colony.
2. Factors that led to the decolonisation of Africa were as follows:
 - Continuous opposition to the system and to exploitation
 - The role played by elite
 - Effect of the Second World War
 - Effect of the creation of UNO in 1945
 - The role of the Christian churches
 - The anti-colonialist attitude of the superpowers (USA and USSR)
 - The 1941 Atlantic Charter
 - The growth of African nationalism (Pan-Africanism)
 - The independence of Ghana in 1957
 - Independence of Asian countries
3. Ghana and Kenya was colonized by Britain
4. Ghana get independence in March 6,1957 while Kenya get independence in December 12,1963
5. The two super powers of the world were United States of America (USA) and Union of Soviet Socialist Republics (USSR). They both had anti-colonial attitude. The Americans were aware of

negative impact of colonisation. For the Soviets, colonisation meant exploitation of colonies by powers. Besides, the socialist Revolution of 1917 in Russia aimed at combating all forms of exploitation, especially labour. With such a background, the two super powers exerted pressure on the colonial masters to decolonise. They also provided both military and financial assistance to African nationalists to enable them fight for self-rule.

6. The United Nations Organisation (UNO) was formed in 1945 after World War II. This was a new international peace keeping body that replaced the League of Nations. UNO set up a Decolonisation Committee charged with the responsibility of granting political freedom to all colonised people. The UN **Trusteeship** Council partly prepared African countries to get their independence. UNO was based on the principle of equality and the right of the people to decide for themselves. The UNO became the spokesperson for colonised people and put pressure on former colonial masters to grant them self rule. It also organised conferences where sensitisation on the need for self rule was done.
7. Africans who participated in the Second World War witnessed the weakness of Europeans, sometimes as cowards, retreating and dying during battles. They also learnt that Europeans were not as special as they believed them to be, since they could also die of bullets like Africans. When they returned to Africa, they organised and trained their fellow Africans to fight against colonisation
8. Main Steps of independence in Kenya:
 - At the end of the Second World War, the Native Kenyans manifested dissatisfaction with the way Kenya was governed without their involvement. Kenyans could no longer tolerate being excluded from the administration of their country.
 - Kenya had many European white settlers who were opposed to black majority rule. They refused to negotiate with the African leaders and they wanted to prolong their stay.
 - Groups of Africans organised a campaign of terrorist attacks on Europeans owning farms through the Mau-Mau.
 - A state of emergency was declared in 1952 and nationalistic leaders were imprisoned.

- Terrorism carried out by the Mau-Mau leaders in 1960 was defeated.
 - Jomo Kenyatta was released and became prime Minister in 1963.
 - Kenya gained independence on December 12th, 1963
- Main Steps of independence in Ghana:

The manifestation of nationalism in Ghana was registered early. Already in the 19th Century, the Ghanaian Natives fought the British twice but they were defeated.

At the end of the second World War, a big number of Ghanaians, who had participated in the war on the side of Britain, formed political parties and taught people western democracy.

Strikes, boycotts, acts of civil disobedience were organised in 1950. Nkrumah was imprisoned but released in 1951 when his party won with a majority local election.

The British tried to delay independence by supporting a conservative opposition party created in 1952 and led by Dr Koffi Busia.

During the elections held in 1957, the Convention People's Party got overwhelming victory with 72 out of 104 seats in Parliament. The British agreed to grant independence on March the 8th. Gold Coast changed her name to Ghana.

9. Common factors for independence in Ghana and Kenya are:
- **The formation of political parties and trade unions:** In Kenya political parties included Kenya African National Union (KANU) and Kenya African Democratic Union (KADU); and in Ghana, they were Convention Peoples Party (CPP) and United Gold Coast Convention (UGCC). All these spread nationalistic feelings, and carried out mobilisation and sensitisation from the grassroots about the need for independence which led to decolonisation.
 - **The role of the press:** The press helped to spread awareness to a big number of the people in both countries about the

evils of colonisation and benefits of independence. • **The influence of World War II:** The Second World War helped people in Ghana and Kenya who had participated in this war to feel more confident to claim for independence for their country.

- **The influence of elites:** These formed political parties which played a paramount role in the struggle for independence. They also informed people by putting their ideas in writing.
 - The independence enjoyed by other African countries.
10. Jomo Kenyatta was born in 1891 and died in 1978. Jomo Kenyatta was the leader of KANU. He fought against British colonization. In 1952 he was imprisoned because he was accused of being a terrorist in the Mau-Mau movement. Kenyatta was released and became Prime Minister when Kenya became independent in 1963. Kwame Nkrumah was born in 1909 and he died in 1972. Nkrumah was the leading nationalist in Ghana who spearheaded the independence struggle. Nkrumah stayed in the USA and Britain for ten years. In 1949, he created the Convention People's Party (CPP) with a Programme "immediate independence". As a strong negotiator, patient, and enjoying personal prestige, he led tireless action against colonialism through his political party.

Because of his campaign "positive action" Nkrumah was imprisoned in 1950 and freed in 1951 when his party won with a majority in a local election. Nkrumah became president of Ghana at the time of independence in 1957.

6.7. Additional activities

Remedial activities

1. Mention two factors that led to the decolonization of African countries.
2. Which country colonized Ghana and Kenya?
3. When did Kenya and Ghana recover their independence?

Expected answer

1. Two factors that led to the decolonization of African countries are:
 - Effects of the Second World War,
 - The role played by the elite in the growth of African nationalism,

2. The European colonial master of Ghana and Kenya was Britain.
3. Kenya recovered her independence on December 12th, 1963 and Ghana recovered hers on March 8th, 1957.

Consolidation activities

1. Explain the anti-colonialist attitude of USA and USSR.
2. Assess the role played by UNO in the decolonisation of African countries.

Expected answers

1. The anti-colonialist attitude of the superpowers (USA and USSR) can be explained as follows:

The two superpowers were United States of America (USA) and Union of Soviet Socialist Republics (USSR). They both had an anticolonial attitude. Americans had experienced colonisation and knew how bad being colonised was. For USSR, colonisation meant exploitation of colonies by their metropolitan powers. Besides, the Russian Revolution of 1917 aimed at combating all forms of exploitation and mainly that one based on employment. With such ideologies and experience of Americans and Soviets, the two superpowers exerted pressure on colonial masters in Africa to decolonise. The superpowers provided both military and financial assistance to African nationalists to enable them fight for self-rule.

2. The effects of the creation of UNO in 1945 were the following: The United Nations Organisation (UNO) was formed in 1945 after the Second World War. This was a new international peace keeping body that replaced the League of Nations. The UNO set up a Decolonisation Committee charged with the responsibility of granting political freedom to all colonised people and it was the trusteeship council that partly prepared African countries to get their independence. The UNO was founded on a number of principles including equality of peoples and the right of people to decide for themselves.

Extended activities

1. Evaluate the impact of the Second World War in the decolonisation of African countries.
2. Evaluate the outcomes of the famous Afro-Asiatic conference in the decolonisation of African countries.

Expected answer

1. The effects of the Second World War were as follows: Africans who participated in the Second World War witnessed the weakness of the Europeans. They saw them sometimes as cowards, retreating and dying in battles. They also learnt that the Europeans were not as special as they thought them to be, that is why they could also die of bullets like Africans. When they returned to Africa, they organised and trained their fellow Africans to fight against colonisation. 4. The following were the outcomes of the famous Afro-Asiatic conference in the decolonisation of African countries:
2. From the time of their attainment of sovereignty, the new Asian nations manifested solidarity with those countries which were still under colonial rule. The “Afro-asiatic movement” was born in 1947 during the conference of New Delhi with the main principles based on: the refusal to be affiliated to an ideological bloc; fighting against imperialism; support to national movements, and the search for economic renewal.

This movement was strengthened during the famous Afro-Asiatic conference which met in Bandung, Indonesia from 18 to 24 April 1955. This conference was considered as an act of birth of the Third World. This conference brought together representatives of 28 Asian and African states who unanimously condemned colonialism.

UNIT 7:

PROCESS OF DEMOCRATIZATION

7.1. Key unit competence

To be able to describe the democratization process in Rwanda.

7.2. Prerequisite (knowledge, skills, attitudes and values)

In order to study this unit, the students should have knowledge, skills and competences on forms and principles of democracy studied in senior 1 unit 10.

7.3. Introductory activity and guidance

a. Introductory activity

In Senior One, you learnt about democracy. Make a research on the internet or in textbooks and do the following activities: Define the term “democracy” and outline 3 characteristics of democratic societies.

b. Guidance on the introductory activity:

At the beginning of this *Unit 10*, the introductory activity motivates students to know what happens or will happen in this unit and help them to be passionate to know about the democratization process. As the students 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 the Process of democratization and its indicators and Comparison of the democratization in Rwanda and the sub-region.

7.4.List of lessons

| # | Lesson title | Learning objectives | Number of periods |
|---|--|--|-------------------|
| 1 | Process of democratization and its indicators | The students should be able to describe the process of democratization and explain its indicators. | 1 |
| 2 | Comparison of the democratization in Rwanda and the sub-region | The students should be able to compare the democratization in Rwanda and the sub-region | 1 |
| 3 | End of unit assessment | | 1 |

Guidance on different lessons

Lesson title 1: Process of democratization and its indicators

a. Learning objective

The students should be able to describe the process of democratization and explain its indicators.

b. Teaching aids

The following materials will help the teacher during the lesson: History and Citizenship student book S3, different books, different documents, 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, etc.

c. Learning activities

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 learning **activity 7.1**. Remember to let them write points as they discuss in groups. They should appoint one student to represent them during plenary discussion. Ensure that there is maximum order in class to allow good atmosphere for discussion make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Suggested answers for activities

Answer to the introductory activity

Democracy is a political system which is applied throughout the world today. It is a system in which people enjoy freedom and equality. The democratization process is the way people or governments try to build democratic societies so that people are involved in the governance of their country. Some indicators like participation of the population, open political space and existence of oppositions, attest to the existence of the democracy.

Suggested answer to learning activity 7.1

The indicators of a Democratic Regime include the respect of Human Rights, power limitation, control, participation of the population, free elections, multi-party democracy and freedom of the press and expression.

Suggested answer to application activity 7.1

The indicators of a Democratic Regime are the following:

The respect of Human Rights: Civil and political rights are constitutive elements of democracy, hence democracy and the respect of Human Rights are linked in a democratic society.

Power limitation: This indicator reflects the availability of checks and balances between the organisation's powers such as between legislative, executive and judicial powers.

Control: Citizens are able to control the political authority. When representatives implement the **mandate** according to which they are elected, they can be praised. The process implies the evaluation of transparency in the decision-making process.

Participation of the population: This indicator describes the citizens' ability to influence and participate in the decision-making. The citizens have the right to address petitions to those in power.

Free elections: This is the ability of the government to organise free and fair elections from the local administration level to the national level. People are free to elect leaders of their choice, who can respond to their expectations.

Multi-party democracy: This is the existence of many political parties competing for power. Many political parties compete for power and the party which gets majority votes wins. However, this is only one form of democracy. There can be one party democracies.

Freedom of the press and expression: People are entitled to express their views through newspapers, radio, television and magazines without fear.

Lesson title 2: Comparison of the democratization in Rwanda and the sub-region

a. Learning objective

The students should be able to compare the democratization in Rwanda and the sub-region.

b. Teaching aids

The following materials will help the teacher during the lesson: History and Citizenship student book S3, different books, different documents, 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, etc.

c. Learning activities

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 learning **Activity 7.2**. 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 make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Suggested answers for activities

Answers to the learning activity 7.2

Rwanda, like other countries of the sub-region, has common indicators of democratisation like: Open political space, existence of the opposition, existence of multiparty democracy, existence of three powers and respect for Human Rights.

Answers to the application activity 7.2

Common indicators of the democracy in Rwanda and the Sub-region

- The respect of human rights are one of the pillars of democratic society
- Free elections: People are free to choose their leaders
- Freedom of press and expression constitute essential elements in a democratic society

Similarities between Rwanda and the sub-region concerning the democratization process are:

- Open political space: Multipartism is allowed in Rwanda as well as in the sub-region i.e. Kenya, Tanzania and Uganda.
- Like in Kenya, Uganda and Tanzania, Rwanda, organises free democratic elections.
- Existence of three branches of government: executive, legislature and, judiciary.

Differences between Rwanda and the sub-region concerning the democratisation process:

- Rwanda has implemented its own institutions according to the traditions of the country (Abunzi, Gacaca courts, etc.).
- Many organisations and institutions deal with Human Rights problems (Transparency Rwanda, National Police, Ombudsman, etc.) which is not the reality in some regional countries like Democratic Republic of Congo, Burundi, Somalia etc.
- The principles of accountability, transparency, and the rule of law. In Rwanda, authorities are accountable to the people.

7.5. Additional informational for the teacher

Democracy

Democracy is 'a system in which the majority opinion rules, as opposed to a system where a single person's opinion is the law. For instance, say a group comes to a crossroads. In a democracy, people vote on which road to take. In a non-democratic system, the leader makes the decision alone. A democratic system is universally understood the best protect the rights of the people. However, this is not always the case. Historically, kings, emperors, and other people with absolute authority were in charge of the government.

Democratization

Imagine that we have a kingdom. A king runs this kingdom! This king has absolute power. We call this an authoritarian government. Nevertheless, the people of this kingdom are tired of not having any political rights or say in how their nation is run. So, they start protesting, and they get some political power — maybe they refuse to pay taxes or get the nobles or military to support them — and they convince the king that it is time for a more democratic system of government.

Democratization is 'the transition to a more democratic system of government'. Historically, democratization has been kicked off

by several factors. Higher wealth throughout the population gives more people economic equality, which often turns into a desire for political equality. Literate populations, are more likely to think, read, and write about their rights, and are more likely to encourage democratisation. Healthy economies, lengthy periods of peace, good international relations, industrial technology, cultural values, and even the growth of a middle class, have all influenced the move towards democratisation.

Processes and Examples

In Great Britain, which was an absolute monarchy for a long time, democratisation began with the formation of an elected parliament, a legislative body that removed some power from the king (monarch). The Parliament was first formed in 1215, at which point only lords could be elected. The British Parliament changed several times over the centuries, continually moving towards a more democratic system that represented the needs of the people and took absolute authority away from the monarch. This does not mean that it was a smooth transition. Democratisation is very rarely a smooth process, and in Great Britain, monarchs often tried to reclaim their absolute authority, leading to a few civil wars. The one that really finalised Britain's dedication to democratisation was the Glorious Revolution of 1688, after which the victorious Parliament forced the king to accept a bill of rights.

Sometimes democracy will be embraced, rejected, and embraced again before it sticks. That is what happened in Japan. When Japan started to develop an industrial economy in the late 19th Century, minor democratic reforms were established, creating Japan's version of a parliament, called the National Diet. Then, in the early 20th Century, those reforms were expanded and Japan became even more democratic. And then, a new emperor rose to power and reclaimed his absolute authority. Japan moved away from democracy until the end of Second World War resulted in a new

constitution that guaranteed democratic rights and elevated the National Diet to be more powerful than the emperor.



7.6. End of unit assessment

Answers to End of Unit Assessment.

1. The three indicators of democratization society include:
 - The respect of human rights are one of the pillars of democratic society
 - Free elections: People are free to choose their leaders
 - Freedom of press and expression constitute essential elements in a democratic society
2. Similarities between Rwanda and the sub-region concerning the democratisation process are:
 - Open political space: Multipartyism is allowed in Rwanda as well as in the sub-region i.e. Kenya, Tanzania and Uganda.
 - Like in Kenya, Uganda and Tanzania, Rwanda, organises free democratic elections.
 - Existence of three branches of government: executive, legislature and, judiciary.

Differences between Rwanda and the sub-region concerning the democratization process:

- Rwanda has implemented its own institutions according to the traditions of the country (Abunzi, Gacaca courts, etc.).
- Many organisations and institutions deal with Human Rights problems (Transparency Rwanda, National Police, Ombudsman, etc.) which is not the reality in some regional countries like Democratic Republic of Congo, Burundi, Somalia etc.
- The principles of accountability, transparency, and the rule of law. In Rwanda, authorities are accountable to the people.

7.7. Additional activities

Remedial activities

Question

1. What do you understand by “democratization process”?
2. Mention four principles of democracy.

Answers

1. Democratization is a process of building political institutions that ensure equality, freedom and participation of all citizens in decision making.
2. Principles of democracy are the following:
 - Respect for human rights
 - Power limitation
 - Participation of the population
 - Free elections
 - Multi-party democracy
 - Freedom of press and expression

Consolidated activities

Questions

1. Define the concept of democratisation process.
2. Explain two indicators of democratisation process.

Answers

1. Democratization is ‘the transition to a more democratic system of government’. Historically, democratization has been kicked off by several factors. Higher wealth throughout the population gives more people economic equality, which often turns into a desire for political equality. Literate populations, are more likely to think, read, and write about their rights, and are more likely to encourage democratisation. Healthy economies, lengthy periods of peace, good international relations, industrial technology, cultural values, and even the growth of a middle class, have all influenced the move towards democratisation.

2. Two indicators of democratisation are:

– **The respect of Human Rights**

Civil and political rights are constitutive elements of democracy, hence democracy and the respect of Human Rights are linked in a democratic society.

– **Power limitation**

This indicator reflects the availability of checks and balances between the organisation's powers such as between legislative, executive and judicial powers.

Extended Activities

Questions

1. Describe the situation of respect of human rights in Rwanda and in the sub region.
2. Discuss the common indicators of democratization in the sub-region of Rwanda.

Answers

1. In the region where Rwanda is located, the respect for human rights has largely become a culture in different countries of the region. However, because of armed conflicts operating in some countries of the region and political instability, the violation of human rights is still common in the region, mainly in Democratic Republic of Congo, South Sudan, Somalia and Burundi. Nonetheless, in other countries of the region, the fundamental human rights are respected.
2. Rwanda like others countries of the sub-region, has common indicators of democratization which include:

Open political space

All political groups are allowed to compete and convince the public to vote for them.

The existence of opposition

Some political parties challenge the ruling political party during

elections and obtain seats in parliament and senate, as it is in the sub-regional countries.

Existence of multiparty democracy

Rwanda government allows the existence of many political parties like RPF (Rwanda Patriotic Front), Democratic Green Party of Rwanda, PSD, PL, etc.

Free democratic elections

Since 2003 in Rwanda, free and fair residential and legislative elections were organised with fair polling and honest tabulations of ballots. Through this, people are able to elect leaders of their choice, just like other democratic states in the sub-region do.

Existence and separation of three political powers

There are three separate but collaborating political powers: executive power, legislative power and judicial power. This separation and mutual collaboration of different political powers are granted by the national constitutions of the sub-regional countries.

UNIT 8:

CONSEQUENCES OF THE 1994 GENOCIDE AGAINST THE TUTSI

8.1 Key Unit competence

To be able to examine the consequences of genocide against the Tutsi and how society has been re-built

8.2 Prerequisite (knowledge, skills, attitude and values)

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

- Definition and of genocide (1948 Convention and other legal instruments)
- Definition and features of other mass crimes
- Differentiation of genocide from other mass crimes
- Causes of 1994 genocide against the Tutsi
- Planning and execution of the 1994 genocide against the Tutsi
- Role played by RPF/RPA to stop genocide against the Tutsi

8.3. Introductory activity and guidance

a. Introductory activity (unity level)

Discuss the responsibility of all actors involved in the preparation and execution of the 1994 genocide against the Tutsi. Then after examine the effects of the 1994 genocide against the Tutsi. Finally, expose your ideas to the rest of the class.

b. Guidance on introductory activity

Give an activity that requires students to be fascinated to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they thought was

not possible at the beginning. As they get engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them to identify some issues and open them to what they did not know and be curious to know about living together in Rwanda.

One of suggested problem statement here is the following: “Find out to what extent the 1994 genocide affected Rwanda and the neighbouring countries.” This problem statement can be given as homework or in class discussion

8.4. List of lessons

| # | Lesson title | Learning objectives | Number of periods |
|---|---|--|-------------------|
| 1 | Consequences of genocide against the Tutsi(Political consequences,Economic consequences and Social –emotional consequences) | Explain the consequences of genocide against the Tutsi. | 2 |
| 2 | Genocide memorial site: importance, components | Explain the importance of memorial site and describe its importance | 2 |
| 3 | Measure taken by the governments to re-build Rwandan society | Describe how Rwandan society has been re-built after genocide against the Tutsi. | 1 |

| | | | |
|----------|--|--|----------|
| 3 | Achievements of the government of Rwanda after the 1994 genocide against the Tutsi | Evaluate the achievements of the government of Rwanda after the 1994 genocide against the Tutsi. | 2 |
| 4 | Challenges encountered in re-building Rwanda Analyse the challenges faced during the process of rebuilding Rwanda | | 1 |
| 5 | End of Unit assessment | | 1 |

Guidance on different lessons

Lesson 1: Consequences of genocide against the Tutsi (Political consequences, Economic consequences and Social –emotional consequences)

a. Learning objective

Explain the consequences of 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 students with hearing impairment, etc.

c. Learning activities

Guidance to learning activity 8.1

Organize students into groups and then invite them to do learning activity 2.1 in the student’s book.

Synthesis

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 introductory activity

1. Actors involved in preparation and execution of the 1994 genocide against the TUTSI are:

Government of Rwanda under Habyarimana: As the main organizer

Militias: These were paramilitary groups of people formed and trained for civil defense of the country by 1990. Groups like Interahamwe and Impuzamugambi, Forces of Garde présidentielle (Republican forces): They actively participated in the killings all over the country as from 19th April 1994.

Civil servants and the military: These include prefecture and commune civil servants and commune police.

Local actors: These included businessmen, MRND local representatives and local opinion leaders (such as teachers and entrepreneurs).

Citizens: They played the role of being observers, executors and accomplices to the killing of innocent relatives, brothers, sisters, colleagues and friends.

2. These are the consequences of the 1994 genocide against the Tutsi:
 - Because of the 1994 genocide against the Tutsi, more than two million Rwandans fled the country to neighbouring countries where they lived in refugee camps. Other Rwandans were displaced throughout the country.
 - Because of the 1994 genocide against the Tutsi, the country became an epicentre of genocide ideology in the Great Lakes region. The perpetrators of genocide who fled the country and went to live in the refugee's camps in DRC, exported the ideology of genocide and continued to kill innocent people.

Answers for learning activity 8.1

1. These are the consequences of the 1994 genocide against the Tutsi:

- Because of the 1994 genocide against the Tutsi, more than two million Rwandans fled the country to neighboring countries where they lived in refugee camps. Other Rwandans were displaced throughout the country.
- Because of the 1994 genocide against the Tutsi, the country became an epicentre of genocide ideology in the Great Lakes region. The perpetrators of genocide who fled the country and went to live in the refugees camps in DRC, exported the ideology of genocide and continued to kill innocent people.

Answers to the application activity 8.1

1. Free answer but emphasizing on the development of legal frameworks and institutions
2. These are the consequences of the 1994 genocide against the Tutsi:
 - Because of the 1994 genocide against the Tutsi, more than two million Rwandans fled the country to neighboring countries where they lived in refugee camps. Other Rwandans were displaced throughout the country.
 - Because of the 1994 genocide against the Tutsi, the country became an epicenter of genocide ideology in the Great Lakes region. The perpetrators of genocide who fled the country and went to live in the refugees' camps in DRC, exported the ideology of genocide and continued to kill innocent people.
3. Firstly, those who have been found guilty have been punished. Secondly, today some of the perpetrators also show symptoms of trauma.

Lesson 2: Genocide memorial site: importance, components

a. Learning objective

Explain the importance of memorial site and describe its importance

b. Teaching resources

Student 's books, and in schools with enough resources, use the internet. Tactile maps and brailled materials. Sign language should be used when teaching students with hearing impairment, etc.

c. Learning activities

Guidance to learning activity 8.2

Organize students into groups and then invite them to do learning activity 8.2 in the learner's book.

Synthesis

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 8.2

After observing the photo, I found that people are remembering the dead body of the 1994 genocide against the Tutsi.

- Memorial sites constitute a national historical and cultural heritage and must be preserved for present and future generations.
- In addition, genocide memorial site is a place of remembrance and learning dedicated to the victims of the Genocide against the Tutsi in Rwanda or everywhere

Answers to the application activity 8.3

The following are the importance of the memorial site:

The following are the summary of the importance of the genocide memorial sites:

- It provides a dignified final resting place for victims of 1994 Genocide against Tutsi
- It serves as a remembrance place for these who are buried in and all victims of 1994 Genocide against Tutsi
- It contains proofs of what happened and serves as a way of fighting against 1994 Genocide against Tutsi denial.
- It constructs human values which are taught to new generation

- It helps in rebuilding socio-cultural values such as peace values, unity and reconciliation
- It is one way of prevention genocide and its ideology.

Lesson 3: Measure taken by the governments to re-build Rwandan society

a. Learning objective

Describe how Rwandan society has been re-built after genocide against the Tutsi.

b. Teaching resources

Student 's books, and in schools with enough resources, use the internet. Tactile maps and brailled materials. Sign language should be used when teaching students with hearing impairment, etc.

c. Learning activities

Guidance to learning activity 8.3

Organize students into groups and then invite them to do learning activity 2.3 in the learner's book.

Synthesis

To make a synthesis of the lesson, summarise 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 8.3

1. Measures taken by the government of Rwanda to rebuild the country are:
 - Promoting National Unity and Reconciliation,
 - Repatriating and resettling refugees,
 - Devising and implementing policies for social welfare,
 - Pursuing a foreign policy based on equality, peaceful coexistence and mutual benefit between Rwanda and other countries.

Answers to the application activity 8.3

1. After its military victory, on 19th July, 1994 the RPF-Inkotanyi formed a coalition government called “Broad-Based Government of National Unity”. Its legal framework was based on the constitution of 10th July 1994, the Arusha Peace Accord, the RPF Inkotanyi declaration of 17th July 1994 and the joint Agreement between RPF, MDR, PDC, PSD, PDI, PSR, PL and UDPR regarding the implementation of national institutions signed on November 24th, 1994.
2. Measures taken by the government of Rwanda to rebuild the country are:
 - Promoting National Unity and Reconciliation,
 - Repatriating and resettling refugees,
 - Devising and implementing policies for social welfare,
 - Pursuing a foreign policy based on equality, peaceful coexistence and mutual benefit between Rwanda and other countries.

Lesson 4: Achievements of the government of national unity

a. Learning objective

Evaluate the achievements of the government of Rwanda after the 1994 genocide against the Tutsi

b. Teaching resources

Learner’s books and in schools with enough resources, using internet.

Tactile maps and brailled materials. Sign language should be used when teaching learners with hearing impairment etc.

c. Learning activities

Guidance to learning activity 8.4

Organize students into groups and then invite them to do the learning **activity 8.4** in the student’s book.

Synthesis

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

Suggested answers for activities

Answers for learning activity 8.4

The following are the achievements of the government of National unity:

- Resettlement of returnees
- Repair of social and economic infrastructure
- Good governance
- Fighting corruption
- Regional and international integration
- Security
- Democracy
- Justice was rebuilt or improved
- Creation of a national police
- Education - The government has promoted education through the twelve-year basic education programme and scholarships to best performing students.
- Formation of the National Commission for Human Rights
- Gender promotion - The government has promoted gender balance especially by enhancing the position of women in the country

Answers to the application activity 8.4

1. The two political achievements are:

- Security
- Democracy

2. Some achievements inspired by Rwandan tradition are:

Government of Rwanda put on

- Gacaca court
- Giriruka munyarwanda
- Abunzi
- Imihigo

3. Various ways to prevent genocide and promote positive values are:

- Prevent armed conflict
- Protect civilians in armed conflict, including UN Peacekeepers
- End impunity through judicial action in national and international courts
- Gather information and set up early warning system
- Take swift decisive action, including military action.

Lesson 5: Challenges encountered in re-building Rwanda

a. Learning objective

Analyse the challenges faced during the process of rebuilding Rwanda

b. Teaching resources

Student 's books, and in schools with facilities use recorded testimonies and a recorder. Tactile maps and brailled materials. Sign language should be used when teaching students with hearing impairment, etc.

c. Learning activities

Guidance to learning activity 8.5

Organize students into groups and then invite them to do the learning **activity 8.5** in the student's book.

Synthesis

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

Suggested answers for activities

Answers for learning activity 8.5

Rebuilding the country cannot demand to have the same guidelines but it requires the understanding and involvement of the citizen. Presidents wanted to stress on the challenges faced by the country where the Rwandan citizen will solve these challenges and none outside Rwanda will solve them.

Answers to the application activity 8.5

1. The two challenges faced by Rwandans after the 1994 genocide against the Tutsi are insecurity, and suspicion and mistrust among the population.
2. After the 1994 genocide against the Tutsi, justice was a very crucial issue which the government of Rwanda had to address because of the following reasons:
 - More than 140, 000 genocide suspects had been arrested, yet there was insufficient prison, to host them. Their upkeep became a huge challenge in terms of feeding, and provision of medical and other services.
 - The number of trained lawyers to handle the large number of perpetrators of genocide against the Tutsi was inadequate and this was also true for other crimes that were being committed in the country.
 - The laws were also outdated, obscure and inadequate. The justice sector also witnessed unskilled personnel. For example, according to records of the Supreme Court, out of 702 judges in 2003, only 74 possessed a bachelor's degree in law.

8.5. Additional content/text for student and teacher

8.5.1. Additional content/text for student End of unit assessment

8.5.2. Additional information for the teacher

Effects of the 1994 genocide against the Tutsi

In the 1994 genocide against Tutsi, some children survived; but most of them lost their parents, families and relatives. As a result, a large number of orphans and children became heads of families. These child heads of families could not afford their basic needs and those of their siblings such as food, clothing, medical care and education.

These child household heads did not have survival skills and therefore lived in abject poverty.

Some had experienced scenes of murder and thus they were traumatised.

Widows

Many women lost their husbands in the 1994 genocide against the Tutsi. Most of these women had no means of economic survival.

Raping of women

In the 1994 genocide against the Tutsi, the Interahamwe militias raped women and young girls. Some of these Interahamwe were HIV positive, and hence infected some of the girls and women.

In addition, there were unwanted pregnancies as a result of rape.

Destruction of infrastructure

During the 1994 genocide against the Tutsi, a lot of public and private infrastructure including schools, hospitals, roads, homes, business centres and other buildings were destroyed. Homes of Tutsi were also destroyed.

Poverty

After the 1994 genocide against the Tutsi, many people suffered from poverty and could not afford basic needs.



8.6. End of unit assessment

Answers for end of unit assessment

1. The consequence of the 1994 genocide against the Tutsi are:
 - A human disaster in the history of the country where more than one million people were killed in just 100 days.
 - Destruction of infrastructure and equipment.
 - Physical mutilation of people's bodies.
 - A high level of psychological trauma was experienced due to sexual abuse and torture.
 - The number of widows, orphans, and disabled persons increased.
 - The tarnishing of Rwanda image.
 - The national economy collapsed.
 - Rwanda became the epicenter of genocide ideology in the Great Lakes Region.
2. Five challenges faced by Rwandans after the 1994 genocide against the Tutsi are the following:
 - There was suspicion and mistrust among the population because Rwanda's social fabric had been fractured due to the divisive politics that preceded the genocide.
 - The security situation was fluid because the former government's forces and Interahamwe militia were carrying out genocide in various part of the country. In addition infiltrators continued to cross and destabilise the county with the support of their sympathisers, notably the DRC (former Zaire) under president Mobutu Sese Seko.
 - The country faced the problem of resettling refugees and internally displaced people, especially genocide survivors whose homes had been destroyed.

- The government of National Unity inherited an economy that had been completely destroyed by genocide, economic stagnation, high levels of poverty, low productivity in all sectors especially in agriculture, lack of a dynamic private sector, unskilled labour force, etc.
 - During the 1994 genocide against the Tutsi, most education infrastructure was destroyed and the human capital was decimated.
3. Five achievements of the government of Rwanda are:
- Safeguarding national security: Military strategies were devised to establish security in the whole country. This included fighting against insecurity on the western border, military operations in Congo, etc. This was successful to a large extent.
 - Promotion of unity and reconciliation: To achieve the goal of national unity and reconciliation the Government of National Unity introduced several structures and programmes to correct errors that led to war and genocide such as the National Commission of Human Rights, the National Unity and Reconciliation Commission, the Gacaca Jurisdictions, CNLG (Commission Nationale de Lutte contre le Genocide), National Itorero Commission, etc.
 - Ingando or solidarity camps: This is a type of civic education that helps Rwandans to acquire democratic values and patriotism.
 - Democratisation: Leaders are elected in transparency, there are no privileged persons and all political positions in the country must be shared, which leads to consensual democracy and power-sharing.
 - Fight against corruption and injustice: To re-enforce good governance in Rwanda, anti-corruption and public accountability institutions were established by the government. They include the office of Ombudsman, office of the Auditor General for State Finances, Rwanda Revenue Authority and Rwanda Governance Board.

8.7. Additional activities

Remedial activities

1. Mention the measures taken by the Rwandan Government to rebuild the country after the 1994 genocide against the Tutsi.
2. Give four consequences of the 1994 genocide against the Tutsi.

Expected answer

1. Measures taken by the Rwandan Government to re-build the country after the 1994 genocide against the Tutsi are:
 - Promoting National Unity and Reconciliation
 - Establishing genuine democracy
 - Providing security for all Rwandans
 - Building an integrated and self-sustaining economy
 - Eradicating corruption of all forms
 - Repatriating and resettling Rwandan refugees
 - Devising and implementing policies for social welfare
 - Pursuing a foreign policy based on equality, peaceful coexistence and mutual benefit between Rwanda and other countries,
 - Fighting against genocide and eradicating the genocidal ideology
2. The consequences of the 1994 genocide against the Tutsi are the following:
 - More than one million Tutsi men, women and children were killed in 100 days.
 - The 1994 genocide against the Tutsi led to high levels of psychological trauma
 - It led to excessive degradation of human dignity
 - In addition the 1994 genocide against Tutsi caused devastation of the environment
 - There was also an increase in the HIV/AIDS prevalence in the post-genocide period

- There was an increase in the number of widows, orphans, and the disabled people
- At the end of the 1994 genocide against Tutsi, more than one hundred thousand people suspected of having participated in committing genocide were apprehended and imprisoned.

Consolidation activities

1. Assess two achievements of the Government of National Unity.

Expected answers

1. Two achievements of the Government of National Unity are:

Safeguarding national security: After the 1994 genocide against the Tutsi, security in Rwanda was extremely unstable because of unhealed wounds from the war. Much of the population was displaced, creating a volatile situation in the country. Military strategies were devised to find solutions and eradicate the military groups and thousands of excombatants who continued to torment and kill citizens.

The problem of insecurity, especially on the western border of the country, was caused by the incursions of Ex-FAR (Forces Armées Rwandaises) and Interahamwe militias. To put an end to these destabilisation activities, the Government decided to repatriate refugees from DRC and launch military operations aimed at weakening the enemy forces.

Implementing Decentralisation: The local community have the right to participate in the process of decision making, in the executive, as well as in the monitoring and evaluation of local development projects. With decentralisation the government decides to delegate power to the local authorities and community leaders. Decentralisation aims to promote participation in decision making from the grassroots and to support planning and implementation of local development activities.

Extended activities

1. Discuss three challenges faced by the government during the rebuilding Rwanda after the 1994 genocide against the Tutsi.

Expected answer

2. Challenges faced by the Rwandan Government during the process of rebuilding Rwanda after the 1994 genocide against the Tutsi are as follows:

Suspicion and mistrust among the population: Since Rwanda's social cohesion was fractured due to the divisive politics that preceded the genocide, suspicion and mistrust characterised the population. Thus, the new government inherited a deeply scarred nation where trust in communities had been replaced by fear and betrayal. This posed a serious challenge to the functioning of institutions because the RPF's vision was not shared by all stakeholders. In spite of all this, the RPF believed that Rwanda was not dead but that it could be reborn and rebuilt. To reach that goal, the RPF advocated strongly for unity and reconciliation despite the enormous challenges.

Resettlement of refugees and genocide survivors: The RPF strived to restore Rwanda as a country for all Rwandans and provided a homeland to which millions of Rwandan refugees could return. Tens of thousands of internally displaced people, especially genocide survivors whose homes had been destroyed, were resettled and provided with basic housing facilities. About three million refugees who had been taken hostage by fleeing genocide forces to the DRC and Tanzania were brought back home. This humanitarian exercise was largely successful despite the failure of the international community to address their plight in refugee camps. About two million older refugees (from 1959 and subsequent years) were also resettled across the country.

Economic challenges: The Rwandan economy and political situation before 1994 was marked by economic stagnation and high levels of poverty, mainly attributed to lack of vision, poor economic planning,

mismanagement, embezzlement, and corruption by the leadership of the time. They emphasised state control of the economy by a clique who benefited from the system.

As a result, post-genocide Rwanda faced economic challenges including an unstable macroeconomic environment. For example, in 1994, the economy shrank by 50 per cent and inflation rose to 64 per cent. Between 1985 and 1994, the GDP growth rate was a mere 2.2 per cent against a population growth rate of 3.2 per cent.

UNIT 9:

NATIONAL AND INTERNATIONAL HUMAN RIGHTS INSTRUMENTS AND THE PROTECTION OF HUMAN RIGHTS

9.1 Key Unit competence

To be able to analyse the effectiveness of national and international Human Rights instruments and ways in which Human Rights can be protected in the context of democracy.

9.2 Prerequisite (knowledge, skills, attitude and values)

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

- Concept of human rights
- Ways of preventing human rights violations and gender based violence including rape and sexual abuse.
- Basic human rights with a special focus on gender equality and children's rights
- Citizen's duties and responsibilities

9.3. Introductory activity and guidance

a. Introductory activity (unity level)

Through the use of internet, textbooks and or newspapers make a research about national and international Human Rights instruments and give answer to the following question. What do you understand by national and international human rights instruments?

b. Guidance on introductory activity

At the beginning of this unit, give an activity that requires learners to be interested to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit

what they thought was not possible at the beginning. As they get engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be inquisitive to know about national and international human rights instruments and protection of human rights. One of suggested problem statement here is the following: “What are the national and international human rights instruments and analyse ways in which human rights can be protected.” This problem statement can be given as homework or in class discussion.

9.4. List of lessons

| # | Lesson title | Learning objectives | Number of periods |
|---|---|--|-------------------|
| 1 | National and international human rights instruments | Evaluate national and international Human Rights instruments | 2 |
| 2 | Effectiveness of national and international human rights instruments and ways human rights can be protected in the context of democracy | Explain effectiveness of national and international human rights instruments and ways human rights can be protected in the context of democracy. | 2 |
| 3 | End of Unit assessment | | 1 |

Guidance on different lessons

Lesson 1: National and international human rights instruments

a. Learning objective

Evaluate national and international Human Rights instruments

b. Teaching resources

Student's books, and in schools with enough resources, a teacher can deliver his or her lesson by using a projector, a computer and its accessories. Tactile maps and brailled materials. Sign language should be used when teaching students with hearing impairment, etc.

1. Learning activities

Guidance to learning activity 9.1

Organize students into groups and then invite them to do learning **activity 9.1** that is in the student's book.

Synthesis

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.

Suggested answers for activities

Answers for introductory activity

After making a research a student can find that, National Human Rights instruments are state bodies endowed with a constitutional and/or legislative mandate to protect and to promote Human Rights while International Human Rights instruments are treaties and other international documents relevant to international Human Rights Law and protection of Human Rights in general.

Answers for learning activity 9.1

1. Different names of national Human rights institutions in Rwanda are:
 - Civil rights protector
 - Commissioner
 - Human Rights commission
 - Human Rights institute or centre
 - Ombudsman or commissioner for Human Rights
 - Public defender/protector
 - Parliamentary advocate
2. The role played by national Human Rights instruments is the following:
 - To protect and promote economic social and cultural rights as well as civil and political rights;
 - To ensure that laws and regulations concerning the protection of Human Rights are in place.
 - To monitor the state's compliance with its own and with international Human Rights laws and if necessary, recommend changes
 - To prepare of reports on the national situation with regard to Human Core International Human Rights Instruments There are seven core international human rights treaties. Each of these treaties has established a committee of experts to monitor implementation of the treaty provisions by its States parties. Some of the treaties are supplemented by optional protocols dealing with specific concerns.
- 3. International Human Rights Instrument** are human rights instruments to which any state in the world can be a party. Global human rights instruments include the following:

a. International bill of human rights

This includes universal declaration of human rights (UDHR), International covenant on economic, social and cultural rights and international covenant on civil and political rights.

b. United nations human rights conventions

This includes the following conventions:

- i. Convention on the prevention and punishment of the crime of genocide.
- ii. International convention on the elimination of all forms of racial discrimination.
- iii. International convention on the elimination of all forms of discrimination against women
- iv. Convention against torture and other cruel, inhuman or degrading treatment or punishment.
- v. Convention on the rights of children.
- vi. International convention on the protection of all the rights of all migrant workers and their families.
- vii. Convention of rights of persons with disabilities.

Answers to the application activity 9.1

1. Different names of national Human rights institutions in Rwanda are:
 - Civil rights protector
 - Commissioner
 - Human Rights commission
 - Human Rights institute or centre
 - Ombudsman or commissioner for Human Rights
 - Public defender/protector
 - Parliamentary advocate

The role played by national Human Rights instruments is the following:

- To protect and promote economic social and cultural rights as well as civil and political rights;
- To ensure that laws and regulations concerning the protection of Human Rights are in place.
- To monitor the state's compliance with its own and with international Human Rights laws and if necessary, recommend changes.

- To prepare of reports on the national situation with regard to Human Core

International Human Rights Instruments:are seven core international human rights treaties. Each of these treaties has established a committee of experts to monitor implementation of the treaty provisions by its States parties. Some of the treaties are supplemented by optional protocols dealing with specific concerns.

| Treaty | Date | Treaty Bodies |
|---|------|--|
| International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) | 1965 | - |
| International Covenant on Civil and Political Rights (ICCPR) | 1966 | Human Rights Committee (HRC) |
| International Covenant on Economic, Social and Cultural Rights (ICESCR) | 1966 | Committee on Economic, Social and Cultural Rights (CESCR) |
| Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) | 1979 | Committee on the Elimination of Racial Discrimination (CERD) Committee on the Elimination of Discrimination Against Women (CEDAW) |

| | | |
|---|------|--|
| Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT) | 1984 | Committee Against Torture (CAT) |
| Convention on the Rights of the Child (CRC) | 1989 | Committee on the Rights of the Child (CRC) |
| International Convention on Protection of the Rights of All Migrant Workers and Members of Their Families (ICMRW) | 1990 | Committee on Migrant Workers (CMW) |

Other Relevant International Conference Documents and Meetings:

| Consensus Document/Meeting | Date |
|--|------|
| Declaration on the Elimination of Violence against Women | 1993 |
| World Conference on Human Rights, Declaration and Programme of Action ('Vienna Declaration') | 1993 |
| International Conference on Population and Development (ICPD or Cairo Consensus) | 1994 |
| Fourth World Conference on Women (Also, FWCW or 'Beijing'), Declaration and Platform for Action | 1995 |
| Glen Cove Meeting: Human rights approaches to women's health with a focus on sexual and reproductive health and rights | 1996 |
| United Nations Programme for Reform | 1997 |

| | |
|--|------|
| International Guidelines on HIV/AIDS and Human Rights (last revised 2002) | 1998 |
| Millennium Declaration and Development Goals | 2000 |
| UN World Conference Against Racism | 2001 |
| An Agenda for Further Change (Followup to the 1997 UN Programme for Reform) | 2001 |
| Glen Cove + 5: Application of Human Rights to Sexual and Reproductive Health | 2001 |
| The Second Interagency Workshop on Implementing a Human Rights-based Approach in the Context of UN Reform | 2003 |

Lesson 2: Effectiveness of national and international human rights instruments and ways human rights can be protected in the context of democracy

a. Learning objective

Explain effectiveness of national and international human rights instruments **and ways human rights can be protected in the context of democracy**

b. Teaching resources

Student's books, and in schools with enough resources, a teacher can deliver his or her lesson by using a projector, a computer and its accessories. Tactile maps and brailled materials. Sign language should be used when teaching students with hearing impairment, etc.

c. Learning activities

Guidance to learning activity 9.2

Organize students into groups and then invite them to do learning **activity 9.2** that is in the student's book.

Synthesis

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 9.2

Three mechanisms for the protection of Human Rights, that states must use are:

- Access to justice for all
- Independent and impartial justice
- Develop a free press and media.

Answers to the application activity 9.2

- Access to justice for all
- Independent and impartial justice
- Justice system that protects Human Rights
- Effective justice
- To put in place national institutions for the promotion and protection of Human Rights
- Allow non- governmental Human Rights organisations
- Develop a free press and media

Lesson 3: Ways human rights can be protected in the context of democracy

a. Learning objective

Analyse different ways of protecting human rights in the context of democracy

b. Teaching resources

Student's books. In schools with enough resources, use a projector, a computer and its accessories. Tactile maps and brailled materials. Sign language should be used when teaching student with hearing impairment, etc.

c. Learning activities

Guidance to learning activity

Organize students into groups and then invite students to do the activity in the teacher's guide and make presentation to the whole class.

Synthesis

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 in different groups.

Answers for learning activity on ways human Rights can be protected in the context of democracy.

- Educate people about Human Rights formally or informally.
- Police and army are contributing to the maintenance of security. By preventing violence, they help to protect Human Rights.
- Using dialogue to fight against to fight against Human Rights violation.
- Rwanda government is promoting freedom of press and media
- Role of international observers and reporters
- Trying in court of law without fear or favor all those who are suspected of having violated Human Rights.
- To expose the culprit by taking pictures, audio or video record of violation.

Answers to the application activity 9.2

Three mechanisms of protection of human rights that states have to use are the following:

- To put in place national institutions for the promotion and protection of human rights;
- To allow non-governmental human rights organization.
- To develop a free press and media.

9.5. Additional content/text for student and teacher

9.5.1. Additional content/text for student

Introductory activity

Through the use of internet, textbooks and or newspapers make a research about national and international Human Rights instruments and give answer to the following question. What do you understand by national and international human rights instruments?

Application activity on mechanism to protect Human Rights

Identify the mechanisms for the protection of Human Rights that states must use.

Learning activity

By using internet or another document, describe different ways Rwandan government is using to protect Human Rights of its people.

9.5.2. Additional information for the teacher

Major Universal Human Rights Instruments and mechanisms for their implementation

United Nations Charter

The Charter of the United Nations (also known as the UN Charter) of 1945 is the foundational treaty of the United Nations. It was signed in San Francisco, United States, on June 20th, 1945, by 50 of the 51 original member countries. It entered into force on October 24th, 1945, after being ratified by the original five members (France, Britain, USA, China, and USSR).

As a charter, it is a constituent treaty, and all member states are bound by its articles. Furthermore, Article 103 of the Charter states

that obligations to the United Nations prevail over all other treaty obligations. Most countries in the world, including Rwanda, have now ratified the Charter.

Universal Declaration of Human Rights

The Universal Declaration of Human Rights is an international document that states basic rights and fundamental freedoms to which all human beings are entitled. It was adopted by the General Assembly of the United Nations on December 10th 1948. It begins by recognising that ‘the inherent dignity of all members of the human family is the foundation of freedom, justice and peace in the world’. It declares that human rights are universal — to be enjoyed by all people, no matter who they are or where they live.

The Universal Declaration is not a treaty, so it does not directly create legal obligations for countries. However, it is an expression of the fundamental values which are shared by all members of the international community. And it has had a profound influence on the development of international human rights law.

The United Nations International Covenant on Civil and Political Rights (ICCPR)

The United Nations International Covenant of Civil and Political Rights (ICCPR) attempts to ensure the protection of civil and political rights. It was adopted by the United Nations’ General Assembly on December 19, 1966, and it came into force on March 23, 1976.

The ICCPR recognises the inherent dignity of each individual and undertakes to promote conditions within states to allow the enjoyment of civil and political rights. Countries that have ratified the Covenant are obligated “to protect and preserve basic human rights and are compelled to take administrative, judicial, and legislative measures in order to protect the rights enshrined in the treaty and to provide an effective remedy.” There are currently 74 signatories and 168 parties to the ICCPR.

International Covenant on Economic, Social and Cultural Rights (ICESCR)

The International Covenant on Economic, Social and Cultural Rights (ICESCR) is a multilateral treaty adopted by the UN General Assembly on 16 December 1966, and came into force from 3 January 1976. It commits its parties to work toward the granting of economic, social, and cultural rights (ESCR) to the Non-Self Governing and Trust Territories and individuals, including labour rights and the right to health, the right to education, and the right to an adequate standard of living. As of 2015, the Covenant has 164 parties. A further six countries, including the United States, have signed but not ratified the Covenant.

Implementation mechanisms

Most conventions establish mechanisms to oversee their implementation. In some cases these mechanisms have relatively little power, and are often ignored by member states, while in other cases these mechanisms have great political and legal authority, and their decisions are almost always implemented.

Mechanisms also vary as to the degree of individual access to them. Under some conventions individuals or states are permitted, subject to certain conditions, to take individual cases to the enforcement mechanisms; under most, however (e.g. the UN conventions), individual access is contingent on the acceptance of that right by the relevant state party, either by a declaration at the time of ratification or accession, or through ratification of or accession to an optional protocol to the convention. This is part of the evolution of international law over the last several decades. It has moved from a body of laws governing states to recognizing the importance of individuals and their rights within the international legal framework



9.6. End of unit assessment

Answers for end of unit assessment

1. Regional Human Rights instrument: These are Human Rights instruments which are restricted to states in particular regions of the World. Some of these are those adopted by the African Union, the Council of Europe and the European Union, the organisation of American States and Organisation of the Islamic Conference.

The African union includes the following protocols:

- Protocol to the African charter on Human Rights and peoples 'rights on the establishment of an African court on human and people's rights;
 - Protocol to the African charter on Human Rights and peoples 'rights on the rights of women in Africa;
 - Convention governing the specific aspects of refugee problems in Africa.
2. The role played by national Human Rights instruments in Rwanda are the following:
 - To protect and promote economic social and cultural rights as well as civil and political rights;
 - To ensure that laws and regulations concerning the protection of Human Rights are in place.
 - To monitor the state's compliance with its own and with international Human Rights laws and if necessary, recommend changes.
 - To prepare of reports on the national situation with regard to Human Core International Human Rights Instruments There are seven core international human rights treaties. Each of these treaties has established a committee of experts to monitor implementation of the treaty provisions by its States parties. Some of the treaties are supplemented by optional protocols dealing with specific concerns.
 3. .The following are the way through which Human Rights can be protected in Rwanda:
 - Educate people about Human Rights formally or informally.

- Police and army are contributing to the maintenance of security. By preventing violence, they help to protect Human Rights.
- Using dialogue to fight against Human Rights violation.
- Rwanda government is promoting freedom of press and media
- Role of international observers and reporters
- Trying in court of law without fear or favor all those who are suspected of having violated Human Rights.
- To expose the culprit by taking pictures, audio or video record of violation.

National institutions involved in this action are:

- Civil rights protector
- Commissioner
- Human Rights commission
- Human Rights institute or centre
- Ombudsman or commissioner for Human Rights
- Public defender/protector
- Parliamentary advocate

4. The following are the national Human Rights instruments:

- Civil rights protector
- Commissioner
- Human Rights commission
- Human Rights institute or centre
- Ombudsman or commissioner for Human Rights
- Public defender/protector
- Parliamentary advocate

| Treaty | Date | Treaty Bodies |
|--|------|--|
| International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) | 1965 | - |
| International Covenant on Civil and Political Rights (ICCPR) | 1966 | <u>Human Rights Committee (HRC)</u> |
| International Covenant on Economic, Social and Cultural Rights (ICESCR) | 1966 | <u>Committee on Economic, Social and Cultural Rights (CESCR)</u> |
| Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) | 1979 | <u>Committee on the Elimination of Racial Discrimination (CERD)</u> <u>Committee on the Elimination of Discrimination Against Women (CEDAW)</u> |
| Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT) | 1984 | <u>Committee Against Torture (CAT)</u> |

| | | |
|---|------|---|
| Convention on the Rights of the Child (CRC) | 1989 | <u>Committee on the Rights of the Child (CRC)</u> |
| International Convention on Protection of the Rights of All Migrant Workers and Members of Their Families (ICMRW) | 1990 | <u>Committee on Migrant Workers (CMW)</u> |

5. Examples of global Human Rights instruments include the following;

- The international bill of human rights which includes Universal Declaration of human rights (UDHR).
- The United Nations Human Rights Convention.
- Convention on the prevention and punishment of the crime of genocide.
- International convention on elimination of all forms of discrimination against women.
- Convention against torture and other cruel or degrading treatment or punishment.
- International convention on elimination of all forms of racial discrimination.
- Convention on the rights of children.
- International convention on the protection of all rights of all migrants, workers and their families.
- Convention on the rights of persons with disabilities.
- International convention on civil and political rights.

International convention for the protection of all persons from enforced disappearance

6. Among mechanisms for protection of human rights, states must ensure the following;
 - Access to justice for all.
 - Independent and impartial justice.
 - Justice system that protects human rights.
 - Effective justice.
 - To put in place national institutions for the promotion and protection of human rights.
 - Allow non-governmental human rights organizations.
 - Develop a free press and media.
7. Some mechanisms of protection of human rights that states have to use are the following:
 - To put in place national institutions for the promotion and protection of human rights;
 - To allow non-governmental human rights organization.
 - To develop a free press and media.

9.7. Additional activities

Remedial activities

1. What is Human Rights?
2. Mention two Human Rights legal instruments working in Rwanda

Expected answer

1. Human rights are **the basic rights and freedoms that belong to every person in the world, from birth until death.**
2. They include a treaty on civil and political rights; a treaty on economic, social, and cultural rights; treaties to combat racial and gender-based discrimination; treaties prohibiting torture and forced disappearances; and treaties protecting the rights of children, migrant workers, and persons with disabilities.

Consolidation activities

1. Explain the importance of Human Rights instruments in Rwanda.
2. State two examples of global Human Rights instruments

Expected answers

1. The role played by national Human Rights instruments is the following:
 - To protect and promote economic social and cultural rights as well as civil and political rights;
 - To ensure that laws and regulations concerning the protection of Human Rights are in place.
 - To monitor the state's compliance with its own and with international Human Rights laws and if necessary, recommend changes.
 - To prepare of reports on the national situation with regard to Human Core International Human Rights Instruments There are seven core international human rights treaties. Each of these treaties has established a committee of experts to monitor implementation of the treaty provisions by its States parties. Some of the treaties are supplemented by optional protocols dealing with specific concerns.
2. Examples of global Human Rights instruments include the following;
 - The international bill of human rights which includes Universal Declaration of human rights (UDHR).
 - The United Nations Human Rights Convention.
 - Convention on the prevention and punishment of the crime of genocide.
 - International convention on elimination of all forms of discrimination against women.
 - Convention against torture and other cruel or degrading treatment or punishment.
 - International convention on elimination of all forms of racial discrimination.
 - Convention on the rights of children.
 - International convention on the protection of all rights of all migrants, workers and their families.
 - Convention on the rights of persons with disabilities.
 - International convention on civil and political rights.

- International convention for the protection of all persons from enforced disappearance

Extended activities

Assess the ways through which Human Rights can be protected in Rwanda.

Expected answers

The following are the way through which Human Rights can be protected in Rwanda:

- Educate people about Human Rights formally or informally.
- Police and army are contributing to the maintenance of security. By preventing violence, they help to protect Human Rights.
- Using dialogue to fight against to fight against Human Rights violation.
- Rwanda government is promoting freedom of press and media
- Role of international observers and reporters
- Trying in court of law without fear or favor all those who are suspected of having violated Human Rights.
- To expose the culprit by taking pictures, audio or video record of violation.

UNIT 10 :

NATIONAL LAWS IN CONFLICT TRANSFORMATION

10.1. Key unit competence

To be able to assess how national laws lead to conflict transformation.

10.2. Prerequisite (knowledge, skills, attitudes and values)

In order to study this unit, the students should have knowledge, skills and competences on the conflict transformation which is studied in General Studies.

10.3. Introductory activity and guidance

a. Introductory activity

Use the textbook or internet and describe the different meaning of conflict transformation.

b. Guidance on the introductory activity:

At the beginning of this *Unit 11*, the introductory activity motivates students to know what happens or will happen in this unit and help them to be passionate to know about the national laws in conflict transformation. As the students 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 the conflict transformation and sources of Rwandan codes and laws and the Legal mechanism such as the National Commission for Human Right, office of the Ombudsman, National Police, and Constitution in conflict transformation and organs vis-a- vis conflict transformation.

10.4. List of lessons

| # | Lesson title | Learning objectives | Number of periods |
|---|---|---|-------------------|
| 1 | Conflict transformation and sources of Rwandan codes and laws | The students should be able to define the concept of conflict transformation and explain the sources of Rwandan codes and laws. | 1 |
| 2 | Legal mechanism and organs vis-a- vis conflict transformation | The students should be able to explain the legal mechanism and organs vis-a- vis conflict transformation. | 1 |
| 3 | End of unit assessment | | 1 |

Guidance on different lessons

Lesson title 1: Conflict transformation and sources of Rwandan codes and laws

a. Learning objective

The students should be able to define the concept of conflict transformation and explain the sources of Rwandan codes and laws.

b. Teaching aids

The following materials will help the teacher during the lesson: History and Citizenship student book S3, different books, different

documents, 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, etc.

c. Learning activities

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 the learning **activity 10.1**. Remember to let them write points as they discuss in groups. They should appoint one student to represent them during plenary discussion. Ensure that there is maximum order in class to allow good atmosphere for discussion make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Suggested answers for activities

Answer to the introductory activity

Conflict transformation involves transformation of individuals, transformation of relationships, and transformation of social systems large and small. It also involves transforming the relationships that support violence and conflict management approaches. Conflict management seeks to change the conditions that give rise to the underlying root causes of the conflict.

Suggested answer to learning activity 10.1

Conflict transformation is a concept designed to reframe the way in which peacebuilding initiatives are discussed and pursued, particularly in contexts of ethnic conflict. Traditionally the emphasis has been on conflict resolution and conflict management methods, which focus on reducing or defusing outbreaks of hostility. Conflict transformation, in contrast, places a greater weight on addressing the underlying conditions which give rise to that conflict, preferably

well in advance of any hostility, but also to ensure a sustainable peace. In other terms, it attempts to make explicit and then reshape the social structures and dynamics behind the conflict, often employing analytical tools borrowed from systems thinking. “The very structure of parties and relationships may be embedded in a pattern of conflictual relationships that extend beyond the particular site of conflict. Conflict transformation is therefore a process of engaging with and transforming the relationships, interests, discourses and, if necessary, the very constitution of society that supports the continuation of violent conflict

Suggested answer to application activity 10.1

1. Conflict transformation is the process by which conflicts, such as conflict or other misunderstanding, are transformed into peaceful outcomes. The conflict transformation process involves conflict settlement, then conflict management, conflict resolution, and ending with conflict transformation in harmony.
2. The different sources of Rwandan codes and laws are the constitution, national legislation and case law, international treaties and conventions, etc.

Lesson title 2: Legal mechanism and organs vis-a- vis conflict transformation

a. Learning objective

The students should be able to explain the legal mechanism and organs vis-a- vis conflict transformation.

b. Teaching aids

The following materials will help the teacher during the lesson: History and Citizenship student book S3, different books, different documents, 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, etc.

c. Learning activities

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 the learning **activity 10.2**. 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. Make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Suggested answers for activities

Suggested answer to learning activity 10.2

The different sources of Rwandan codes and laws are the constitution, national legislation and case law, international treaties and conventions, etc

Suggested answer to application activity 10.2

1. The role of different organs in conflict transformation is as follows:
 - a. *Abunzi committee*: Abunzi, the mediators, play a big role in conflict resolution where, due to their competence they make trials of the problems that affect Rwandans. The activities of Abunzi cement national unity and all social categories are equally treated by these kinds of courts. Abunzi help to the number of cases introduced in ordinary courts because many problems are resolved in local communities. Abunzi pave a strong way to national reconciliation because the solutions are coming from the neighbours. To achieve its goal, as Abunzi committee uses two major methods such as negotiation and mediation. Negotiation is a process in which two or more participants attempt to reach a joint decision on matters of common concern in situations where they are in actual or potential disagreement or conflict. While mediation is a process, in which an impartial third party helps disputants resolve a dispute or plan a transaction, but does not have the power

to impose a binding solution. Here the parties negotiate face-to-face with the guidance of the third party.

- b. *National Commission for Human Rights* improves both the analysis and practice involved in moving from violence to sustainable peace in Rwanda. The Commission of Human Rights, therefore, brings the relevance of rights for organising and governing the interaction between the Rwandan citizens, and amongst individuals and groups in society so as to bring lasting peace and co-existence.
- c. *Rwandanationalpoliceandcommunitypolicingcommittee* are of great importance in conflict transformation. The police patrol function continues to be the **backbone** of community law enforcement. For any police force intending to adopt the methods of conflict resolution, the patrolling function becomes the first step. The police officers frequently meet members of the community and develop rapport. The feelings of trust develop in the members of community and police.

Conflict transformation by the police also involves the discretionary use of authority and prevention of criminal activity by an assertive police presence. It also involves maintaining good relations with citizens in the community.

The police is also supposed to build trust and understanding among the community members. It is a method in which the police officer anticipates conflict between members of the community and plays a proactive role.

- d. *The Office of the Ombudsman* in Rwanda is an independent high-level public office responsible to the Parliament and appointed by constitutional or legislative provisions to monitor the administrative activities of government. The Ombudsman has the power to investigate a citizen's complaints of maladministration and administrative injustice, but may also act on his or her own. The ombudsman may recommend changes to prevent further administrative injustices and may also issue public reports.
2. The different sources of Rwandan codes and laws are the constitution, international treaties and conventions, national legislation and case law.

10.5. Additional informational for the teacher

Monitoring and Mediating Conflicts

Programme staff and interns monitor world events and armed conflicts to better understand the histories, underlying causes, primary actors, disputed issues, and dynamics on the ground, as well as efforts being made to resolve these disputes. The Centre intervenes when no current avenues for mediation exist or if value can be added to existing efforts. It must be invited by the major adversaries and see indications that they are truly interested in resolving the conflict. Conflict Resolution Programme staff pave the way through ground-level contacts.

Implementing Peace Agreements and Peace building

An end to fighting does not always mean a conflict has been completely resolved. The process that leads to a peace agreement represents the beginning of an even longer process of peace implementation and post-conflict reconciliation. All parties must be held accountable for implementing agreements in good faith. Even after a peace agreement is implemented, a conflict's root causes may continue to fester, sometimes even reigniting the conflict. The Carter Centre seeks ways to ease tensions, identify and build consensus around shared goals, strengthen the rule of law, and bring justice to victims. For example, a successful Carter Centre project in Liberia has strengthened peace by providing greater awareness of, and access to, the nation's justice system, especially in rural areas.

Preventing Conflict

While direct negotiation to resolve armed conflict is the Programme's major focus, it also emphasizes preventing conflict. A series of minor crises can signal or contribute to deteriorating societal and political stability. In such situations, parties in dispute may approach the Centre as a neutral third party to facilitate dialogue that can keep

tensions from erupting into violent conflict. The Carter Centre's conflict monitoring also helps alert Carter Centre staff to nascent crises.

Results and Impact

- The Carter Centre has furthered avenues to peace in Bosnia and Herzegovina, Ethiopia, Eritrea, Haiti, Korean Peninsula, Liberia, Israel and Palestine, Nepal, South Sudan, and South Americans.
- Since 2007, more than 7,000 cases across Liberia have been opened by community justice advisors, giving access to justice to many who otherwise could not afford or access it.
- In 1999, President Carter and The Carter Centre negotiated the Nairobi Agreement between Sudan and Uganda, in which both sides committed to stop supporting forces against each other's government and agreed to re-establish full diplomatic relations.
- In 1994, President Carter negotiated terms for the first dialogue in 40 years between the United States and North Korea.
- President Carter; Sen. Sam Nunn, D-Ga.; and former Joint Chiefs of Staff Chairman Colin Powell successfully negotiated the departure of Haiti's military leaders in 1994, paving the way for the restoration of Jean-Bertrande Aristide as president.
- The Carter Centre advised negotiations for the 2003 Geneva Accord, an informal draft agreement to end the Israeli-Palestinian conflict.



10.6. End of unit assessment

Answers to End of Unit Assessment.

1. Rwandan codes and laws have been influenced by German and Belgian colonisation. Belgian laws were a model and inspired independent Rwanda. The constitution of Rwanda resembled the Belgian constitution
2. The role of the Rwandan constitution and other relevant laws in conflict transformation are the following:

- Protecting rights
 - Empowering citizens
 - Limiting state actions in order to avoid abuse of power
 - Establishing rules for peaceful changes of government
 - Ensuring the security of private properties
 - Establishing procedures for the settlement of disputes
3. The contribution of National Police in conflict transformation is as follows:

The national police and community committee are very important in conflict transformation. The following are some of the contributions of the national police:

- The police patrol function continues to be the backbone of community law enforcement. For any police force intending to adopt the methods of conflict resolution the patrolling function is the first step.
 - Police officers frequently meet the members of community and develop rapport.
 - Conflict transformation by the police also involves the discretionary use of authority and prevention of criminal activity by an assertive police presence. It also involves maintaining good relations with citizens in the community.
 - The police is also supposed to build trust and understanding among the members of community. It builds relations and works closely with members of the community to fight crime.
 - The Rwandan national police has adopted the community policing strategy since its foundation in 2000.
4. The role of Abunzi (mediators) in conflict management is as follows:
- Abunzi (mediators) play a big role in conflict management. They help address problems that affect Rwandans.
 - The activities of Abunzi cement national unity. Social categories are equally treated by the Abunzi.
 - Abunzi reduced the number of the cases introduced in ordinary courts because many problems are resolved in local communities.

- The problems are locally resolved. This facilitates national reconciliation because the solutions come from the neighbours.
- To achieve its goal, as Abunzi committee uses two major methods such as negotiation and mediation.

10.7. Additional activities

Remedial activities

Questions

1. Give two sources of Rwandan codes and laws.
2. Mention two organs in conflict transformation.

Expected answers

1. Rwanda Customary law and Germany and Belgian civil law systems.
2. Constitution and other relevant laws, National Commission for Human Rights, National Unity and Reconciliation Commission, Office of Ombudsman, Rwanda national Police and Abunzi Committee.

Consolidated Activities

Questions

1. Define the term conflict transformation.
2. Determine the sources of Rwandan codes and laws.

Expected Answers

1. The conflict transformation process involves conflict settlement, conflict management, conflict resolution, and ending with conflict transformation.
2. Before colonisation, the Rwandan codes and laws found their origin in the Rwandan customary laws as set up according to the Rwandan culture. During colonisation and even after, the Rwandan codes and laws are inspired by Germany and Belgian civil law systems.

Extended Activities

Questions

Evaluate the importance of Abunzi in the judiciary system of Rwanda.

Expected answers

Abunzi, the mediators play a big role in conflict resolution where, due to their competence they make trials of the problems that affect Rwandans.

The activities of Abunzi cement national unity and all social categories are equally treated by these kinds of courts.

Abunzi reduced the number of the cases introduced in ordinary courts because many problems are resolved in local communities. As the problems are locally resolved, Abunzi pave a strong way to national reconciliation because the solutions are coming from the neighbours.

UNIT 11:

FACTORS FOR NATIONAL INDEPENDENCE

11.1. Key unit competence

To be able to examine the factors for national independence.

11.2. Prerequisite (knowledge, skills, attitudes and values)

In order to study this unit, the students should have knowledge, skills and competences on the national independence and other related topics already studied in previous units in senior 3 and senior 2.

11.3. Introductory activity and guidance

a. Introductory activity

Discuss different factors that are likely to sustain the independence of a nation or country. Present the results of your discussion to the class.

b. Guidance on the introductory activity:

At the beginning of this *Unit 12*, the introductory activity motivates students to know what happens or will happen in this unit and help them to be passionate to know about the factors for national independence. As the students 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 the political factors for national independence, economical and socio-cultural factors for national independence and the promotion and sustenance of self-reliance.

11.4. List of lessons

| # | Lesson title | Learning objectives | Number of periods |
|---|--|---|-------------------|
| 1 | Political factors for national independence | The students should be able to explain the political factors for national independence | 1 |
| 2 | Economical and socio-cultural factors for national independence | The students should be able to describe the economical and socio-cultural factors for national independence | 1 |
| 3 | Promotion and sustenance of self-reliance The students should be able to examine how to promote and sustain self-reliance | | 1 |
| 4 | End of unit assessment | | 1 |

Guidance on different lessons

Lesson title 1: Political factors for national independence

a. Learning objective

The students should be able to explain the political factors for national independence

b. Teaching aids

The following materials will help the teacher during the lesson: History and Citizenship student book S3, different books, different

documents, 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, etc.

c. Learning activities

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 the 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 there is maximum order in class to allow good atmosphere for discussion make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Suggested answers for activities

Answer to the introductory activity

The different factors that are likely to sustain the independence of a nation or country comprise self-esteem and confidence among the citizens, national security and sovereignty, promotion and support of the private sector, improvement of the industrial sector, promotion of good investment climate, good resource management, etc.

Suggested answer to learning activity 11.1.

The political factors that are likely to sustain the independence of a nation or country comprise self-esteem and confidence among the citizens, national security and sovereignty.

Suggested answer to application activity 11.1

Two political factors for national independence are the following:

Good governance is about the processes for making and implementing decisions. It is not about making 'correct' decisions,

but about the best possible process for making those decisions. Good decision making processes, and therefore good governance, share several characteristics. All have a positive effect on various aspects of local government including consultation policies and practices, meeting procedures, service quality protocols, councillor and officer conduct, role clarification and good working relationships. The main characteristics of good governance are accountability, transparency, rule of law, responsiveness, equity, inclusion, effectiveness, efficiency and participation of the citizens in decision making. In Rwanda and the region, the implementation of good governance is carried out through decentralisation of administration and involvement of the population in decision-making, including the youth, women and vulnerable groups.

Having a strong sense of patriotism: Patriotism is the attachment to a homeland. This attachment can be viewed in terms of different features relating to one's own homeland, including cultural, political or historical aspects. It encompasses a set of concepts closely related to nationalism. To preserve national independence, the citizens should have love for their own country. This state of someone that loves his or her country is termed patriotism.

Lesson title 2: Economical and socio-cultural factors for national independence

a. Learning objective

The students should be able to explain the legal mechanism and organs vis-a- vis conflict transformation.

b. Teaching aids

The following materials will help the teacher during the lesson: History and Citizenship student book S3, different books, different documents, 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, etc.

c. Learning activities

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 the learning **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. Make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Suggested answers for activities

Suggested answer to learning activity 11.2.

The different economic and socio-cultural factors that are likely to sustain the independence of a nation or country include promotion and support of the private sector, improvement of the industrial sector, promotion of good investment climate, good resource management, etc.

Suggested answer to application activity 11.2

Three economic and socio-cultural factors for national independence are the following:

Promotion and support of private sector: The government has to enhance collaboration and cooperation between the private sector and the public sector. This would improve service delivery and the performance of the private sector, hence paving way for economic independence.

Improvement on the industrial sector: In developing countries, lack of independence is a result of deficit balance of payment. Then, the creation of local industries would substitute the imported manufactured goods. With such a strong economy, any country can be economically independent.

Promotion of good investment climate: To be economically autonomous, a country should promote business and investment by setting up favourable investment policies and supporting local investors. This can be done by subsidising local investors such as giving tax holidays to investors and free land among others which can increase their capacities. All this can lead to the creation of employment, widening of the tax base and a desirable independent economy.

Lesson title 3: Promotion and sustenance of self-reliance

a. Learning objective

The students should be able to explain the legal mechanism and organs vis-a- vis conflict transformation.

b. Teaching aids

The following materials will help the teacher during the lesson: History and Citizenship student book S3, different books, different documents, 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, etc.

c. Learning activities

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 the activity 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 make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Suggested answers for activities

Suggested answer to application activity 11.3

Two home-grown solutions that the Rwandan government has taken to overcome different problems it was faced with are:

Ubudehe is a poverty eradication Programme under the Ministry of finance. A pilot Programme was launched in 2001. The official launch of the full Programme 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.

The campaign for made in Rwanda: This campaign aims at finding a solution to the country's socioeconomic challenges by promoting locally made products and services to boost domestic production. This will in turn stimulate local consumption habits and reduce the country's heavy import bill. This campaign for "made in Rwanda" is done mainly through exhibitions on local products.

11. Additional content

Learning activities 11.3

What does it mean self-reliance? Which kind of strategies has the Government of Rwanda adopted so as to achieve self-reliance?

11.5.2. Additional informational for the teacher

In this unit, the lesson 14.3 had not any learning activity. The latter had been added as well as its answer. The below text will help you have a deeper understanding on this unit.

Answers for learning activities

Learning activity 11.3

Self-reliance is a state of being independent in all aspects. It can be social, political and economic independence. To stimulate development and be self-reliant, Rwandans have adopted a number of home-grown solutions. After the 1994 genocide against the Tutsi and its legacy of suffering and division, Rwandans decided to find their own methods of solving their problems.

Nationalism and decolonisation in Africa

There has emerged as many definitions of African nationalism as there are scholars who have tried to define the word. However, the following descriptions are useful:

- African nationalism is a desire of African people to terminate all foreign rule. Basically, nationalism is the political will of the people of Africa in opposition of foreign domination but in favour of African rule. It represents African struggles against Western colonialism and imperialism.
- Nationalism is an expression of hostility to alien rule. In the colonial context, nationalism is anti-colonialism. Colonialism, therefore, should be regarded as one of the major progenitors of African nationalism, because any people subjected to alien rule will struggle to overthrow that rule. The process may take a generation or a century, but it is inevitable.
- Nationalism is a patriotic sentiment or activity on the part of a group of Africans held together by the bonds of common language and common historical experience to impose their right to live under a government of their own making for the preservation of their political, economic, and social interests.
- Nationalism is the feeling of national consciousness or awareness by the people that they are members of a nation state and desire freedom from colonial rule.

The process of decolonisation

The process of decolonisation or national liberation was fundamental in Africa, for it allowed African states to regain their independence, which they had lost for more than half a century. The rise of African nationalism dates back to the period of colonial conquest and the imposition of colonial rule, and primary resistance against colonial rule. However, later, exploitation stimulated the nationalistic struggle.

Forms of African liberation

Colonial powers did not intend to create a sense of nationhood among the colonised people. Their major aim was to undermine all ethnic or regional loyalties. There was very little feeling of nationhood among the colonial subjects. Almost everybody thought of himself as belonging to an ethnic group or region.

The colonialists had different sentiments about granting independence to African states. The bourgeoisie in the metropole were interested in maintaining colonial exploitation, but they differed in the best way to do it. There were three different opinions on how to maintain this among the colonialists.

- The liberal realised that the only way to silence the anti-colonial struggle was through granting flag independence to the colonised subjects. Thus between 1950 and 1960 the liberal government of France and Britain began to grant flag independence. That was why their form of liberation was peaceful.
- Conservatives thought that maintaining the status-quo was the best way to preserve capitalist interests. Thus whenever these people were in power the question of granting independence to Africa never rose, and this was especially true in Portugal. That was why the form of liberation in such Portuguese colonies was different.
- The opinion of the settlers was that their interests clashed with those of the bourgeoisie in the metropole. The neocolonial

government, under black skinned leadership, believed that their interests could not be maintained no matter how neocolonialism was. If the worse came to the worst they seized power as in case of Ian Smith in 1965 in then Rhodesia.

Forms of liberation

They were four methods that Africans applied in their struggle to liberate themselves from colonial domination,

1. Liberation through peaceful dialogue

This involved intensive negotiation between the colonialists and African nationalists. For example, Tanganyika, Ghana, Uganda, and Zambia applied negotiation or peaceful means to get their independence.

2. Liberation by revolution

This type of liberation involved complete overthrow of the existing political system. This existed in colonies where independence was given to the minority at the expense of the majority. A case in point is in Zanzibar where minority Arabs were granted independence by the British. This prompted the majority blacks to carry out a revolution in 1964, and a new government was established. It took place in Egypt and Libya. Liberation by revolution is always sudden and involves bloodshed.

3. Liberation by armed struggle/arbitration

This was conducted in the situation where peaceful means failed and the imperialists were reluctant to negotiate or to give independence to the Africans. In such situations, the Africans picked up arms to fight the imperialists as a way of achieving their independence. It involved bloodshed through the use of guerrilla warfare e.g. in Zimbabwe, Kenya, Angola, South Africa, Namibia, and Mozambique

4. Combination of dialogue and armed struggle

These liberations combined both methods. Firstly, the Africans resorted to armed struggle as a way to achieve their independence and then applied dialogue or peaceful means to solve the problem of their independence. This happened in Kenya and Zimbabwe.

Factors that determined the forms of de-colonisation/liberation

Existence of white settlers

In colonies like Kenya and Zimbabwe where they had made investment, the colonialists were not willing to surrender their wealth to Africans and were not sure of their future in case Africans took over control. This was why Africans started armed struggle as a means of getting their independence.

The nature of the colony: In colonies that were regarded as overseas provinces, colonialists were not ready to grant independence until Africans decided to stage armed resistance. Therefore, armed struggle was the only solution, for example, in Kenya, Angola, Mozambique and South Africa.

The economic strength of the colony: In those colonies where development was very high and colonial investment was huge like South Africa and Zimbabwe, colonialists were not willing to grant independence to Africans peacefully. The only solution was to apply forceful means.

The financial economic position of the colonial power: Many colonies that belonged to Portugal applied armed struggle because Portugal's economic position was not good and highly depended on African colonies for domestic development. So, she was unwilling to give independence to Africans.

Trustee colonies: Colonies that were under the trusteeship of the UN achieved their Independence through peaceful means because

of the pressure from UN and USA. For example, Tanganyika got her independence earlier than other East African countries.

Minority rule: In Zimbabwe and South Africa where the minority white settlers were in control of government and in Zanzibar where the minority Arabs were given independence at the expense of the majority, Africans had to regain their independence through armed struggle.

Existence of peasant cash crops: Colonies that had developed peasant cash crops like, Uganda, Nigeria, Ghana, and Tanganyika, achieved their independence through peaceful means. Colonialists could not delay their independence after realising that they could continue exploiting their resources through neocolonialism.

Existence of wealth: Where minerals and industries, well developed like in south Africa and Kenya, independence was not easily given because colonialists were not ready to leave such wealth unexploited. So armed struggle became the only solution. On the other hand, in colonies where development was minimal, independence was easily given through peaceful means e.g. in Tanganyika.

African nationalism and the struggle for independence

Nationalism literally refers to the love for one's nation. In Africa the term nationalism has been used to signify the struggle for independence or self determination. In case of Europe the term nationalism has been used to signify the struggle for national unification in Germany and Italy and to acquire overseas colonies.

Some scholars define nationalism as a feeling of national consciousness or awareness by the people of the same state and desire for freedom from colonial rule.

Nationalism in Africa is divided into two phases according to the period as discussed below.

Nationalism before 1945

In the first decades of colonial rule, most African communities experienced only spasmodic contacts with the white man. Nevertheless, by mid 1920s, the activities of government officials, missionaries and settlers were beginning to affect much more directly the lives of many Africans. Acts such as land alienation, forced labour, injustice and taxation were affecting Africans. As in most parts of tropical Africa, the missionaries proved to be the most vigorous alien stimulators of change and their success that was measured in terms of conversion was often remarkable. But excessive missionary pressure could serve to counter African nationalism.

The struggle for self-determination and resistance against the intruders began in Africa immediately with the onset of colonialism in the 1890s. Africans started to resist colonial domination, for example, Abushiri and Bwana Heri in Tanganyika, Shona and Ndebele in Zimbabwe, and Nama and Herero in Namibia. Some of the resistances were passive, while others were active.

The period and the intensity of early African resistance in various societies depended on the intensity of colonial activities and their impact. For example, as early as the 1890s the people of Ghana had already formed the Gold Coast Aborigine's Rights Protection Society which was to fight against laws that had been enacted to expropriate African land. Also in 1920 the biggest welfare association in the region was the National Congress of British West Africa in Accra. It was largely formed by the emerging African elites who wanted increased and effective representation in various organs of the state, especially in the legislature.

Features of African nationalism (resistance) before 1945

They were spontaneous and ethnic-based in nature or regional oriented. It lacked national scope, every tribe was resisting alone

and for tribal or regional interests. For example, Kagera Coffee Growers, and Kilimanjaro National Cooperation Union (KNCU) etc.

They were apolitical and lacked clear political focus. They lacked political elements. They were fighting for the social welfare of their society's low wages, land alienation, and poor working conditions. They were against Kikuyu Central Association fought for the return of the lost land, the restoration of Kikuyu culture, and rejection of missionary teachings, which interfered with the culture of female circumcision.

They were elite based. They were mostly organised by those who worked for the colonial government in urban areas. They organised themselves and begun to ask for their rights. The interests they represented were mainly related to cooperation with colonialism. For example, Harry Thuku, a clerk in the colonial government services in 1922 started the Young Kikuyu Association in Nairobi.

Most of the resistances were easily suppressed by the colonialists. They registered limited success. For example, the Maji Maji uprising, the Shona Ndebele uprising, and the resistance of the Dembe people of Angola in 1907–10.

They lacked a well organised resistance. Most of the uprisings were sporadic in nature and generated internally rather than externally, like cattle confiscation, land alienation, etc.

It lacked the element of uniformity and effectiveness. It was characterised by uprising in different areas and at different times.

They were mostly motivated by the need to restore the pre-colonial social order which had been overthrown by the colonialists.

Causes of nationalism in Africa before 1945

Political grievances

Africans had lost their independence and wanted to regain it. African rulers were thrown out and replaced by foreign rulers. Africans wanted to restore their traditional rulers.

Economic grievances

There was forced labour on colonial plantations. Any African who resisted it was punished heavily. Taxes like hut tax, and poll tax were introduced and indigenous people were forced to work in plantations to enable them to pay taxes.

Cattle were confiscated to stop Africans from engaging in other economic activities and only supply cheap labour.

Land alienation was introduced to stop Africans from practicing their subsistence agriculture so as to supply cheap labour in plantations belonging to whites.

Africans lost control of their trading activities which were replaced by legitimate trade.

African agriculture was destroyed and cash crop growing introduced. This caused shortage of food.

Social grievances

There was colonial injustice and oppression like long working hours, social abuse and separation of men from their families.

Africans suffered heavy punishment like chopping off their hands as was the case in the Congo colony under Belgium, and corporal punishment in Tanganyika under Carl Peters.

There was racism and segregation of Africans, insulting them because of their colour and making them third grade citizens.

There was destruction of African values and traditions and introduction of foreign cultural practices like religion, language, education, and culture.

Nationalism after 1945

This refers to nationalistic activities that occurred, after the Second World War. It was in this period that Africans were successful in their struggle. It is referred to as modern nationalism. It was characterised by the following:

- It was well organised and planned by African leaders who were educated in colonial schools. Examples of these leaders include Nyerere, Kenyatta, Nkrumah, and Obote.
- It was a nation-wide since it covered the whole nation through opening up many branches, both in the rural and urban areas.
- It was political in nature since they struggled for political independence.
- It was dominated by both dialogue and armed struggle, where dialogue proved a failure.
- It was motivated by both internal and external factors unlike those before 1945 which were motivated by internal factors.

Factors for the rise of nationalism after 1945

The factors that gave birth to African nationalism are of two kinds;

- Internal factors
- External factors

Internal factors

These forces were internally motivated, and generated in Africa and they favoured the growth of nationalism in Africa. These included the following:

Formation of peasant cooperative unions in rural areas: They were formed to defend the interests and welfare of farmers. Some associations were formed by colonialists to speed up the production

and the marketing of cash crops as well as sensitising peasants about cultivation. Later on, they developed nationalistic feelings and turned against the colonialists using their structures in rural areas. Some of the associations included Kilimanjaro Cooperative Union, Victoria Cooperative, and Buhaya Cooperative Union.

Intensive exploitation of Africans after the Second World War: The colonisers wanted to revamp their ruined economies which were heavily damaged by the war. New measures to increase production in the colonies and to reduce metropole expenditure on the colonies were introduced. Land alienation was introduced to establish more plantations for the white settlers. Forced labour was carried out on the colonial plantations so as to increase output. New, taxes like gun tax and hut tax were introduced. Such forms of exploitation awakened Africans to start fighting for their self-determination.

Formation of independent churches: These were churches lead by Africans who broke away from mainstream white churches. They addressed not only religious but also social, political, and economic grievances of Africans. Such churches included Joseph Ejayi in West Africa, the Kikuyu Native Church in Kenya, the Watch Tower Church movement in Malawi, the African National Church in Tanganyika, the People of God and Religion of Jesus in Kenya, and United Native Church in Cameroon.

Such churches openly criticised the colonialists and encouraged their followers to fight them, hence the rise of African nationalism.

Formation of segregated African schools: After realising that the missionary and colonial schools taught nothing but European based education some African societies started their own schools. Among the Kikuyu in Kenya, Africans were taught African based subjects and this helped in educating Africans and developing the spirit of nationalism.

Rise of elites: Some Africans like Nyerere in Tanganyika, Nkrumah in Ghana, Kamuzu Banda in Malawi, Abafemi Awolowo of Nigeria, received colonial education which helped them to get exposed to various liberation struggles. These elites mobilised Africans and provided leadership for nationalistic struggles.

Independence of Ghana in 1957: This served as an example to encourage other African nations to fight for their freedom and independence.

The Italy-Ethiopia war of 1935–1941: This increased the momentum of African nationalism. Italy was resisted by an African nation. This encouraged nationalists in the struggle for independence was defeated.

Formation of social welfare associations: These associations aimed to improve the working conditions of African workers. Examples include the Kikuyu Central Association in Kenya that was formed by Harry Thuku, the Railway Territory Civil Association in Tanganyika, Tanganyika Territory Civil Service Association which was formed by Martin Kayamba, and the Peoples Union in 1908 in Nigeria. Such associations exerted more pressure on the colonialists.

Mass media: Newspapers played a big role in spreading awareness among the population in both rural and urban areas. Such newspapers included Sauti ya TANU in Tanganyika, The Pilot, and The Comet in Nigeria.

Colonial social infrastructure: These played a big role in facilitating the rise and the spread of African nationalism. Infrastructure like railways and roads facilitated the nationalistic activities in rural and urban centres by spreading the message of liberation to all parts of Africa.

External factors

These were factors from outside Africa that motivated nationalism. Such forces included:

The returning of ex-soldiers: These were Africans who participated in

World War II on the side of their colonial masters assisting them as porters and security guards. The soldiers were exposed to western democracy, and freedom. Some veterans like Dedan Kimathi who became the leader of Mau-Mau in Kenya, and Jonathan Okwiriri who became the president of the Young Kavirondo, Association formed movements that directly opposed the colonialists.

Formation of United Nations Organisation: This replaced the League of Nations. Independent African states were allowed to participate as members. African and Asian nations, through the UN, opposed colonialism and demanded for self-determination.

The independences of India and Pakistan: This acted as an example for Africans to emulate. Both were British colonies that attained their independence in 1948 as one nation but later separated into two. Africans used such events to demand for their independence.

The Bandung conference of 1955: Asian and African nations like Ghana, Nigeria, Egypt and Libya met in Indonesia to discuss their problems which included colonialism and economic underdevelopment. They emphasised solidarity, and it was during this conference that the Non Aligned Movement (NAM) was formed. The NAM called for the end of colonial rule.

Rise of communism in USSR: The Second World War witnessed the expansion and consolidation of the communist bloc. USSR begun to provide material and moral support to anti-colonial struggles. In Africa, it supported rebel groups in Angola and Namibia to fight against colonialists.

Marshal plan: This was initiated by George Marshall, the prime minister of USA. He offered loans to the war ravaged European nations on condition that they would decolonise Africa and Asia, by granting independence to their colonies.

Open-door policy of USA: USA introduced a policy of conducting business with independent African states, thus it asked colonialists to give independence to African countries to enable them to do business with the US.

Formation of Pan-African Association: This was formed at the First Pan African Conference in 1900 by William Sylvester. This led to the formation of OAU, an organisation that united all African independent nations and also supported the independence struggle.

The British Labour Party: This assumed power in 1945 and it was opposed to colonialism, which it regarded as oppression of humanity and wastage of British tax payers' money. Such anti-colonial sentiments in Britain encouraged many nationalistic movements to agitate for immediate independence.

The rise of USA as a leading capitalist nation: After World War Two USA became the chief supplier of raw materials. She became the leading capitalist nation and advocated for the decolonisation of Africa.

Aftermath of the Second World War: Colonial powers which incurred a lot of losses and could not continue with spending on the colonies were forced to grant independence to their colonies. But some European powers adopted intensive exploitation to revamp their economies, which awakened many Africans to resist, hence the rise of nationalism.



11.6. End of unit assessment

Answers to End of Unit Assessment

1. There are many political, economic and social factors for national independence.

The political factors for national independence are:

- Respect of principles of democracy
- Good governance
- Strong patriotic sense
- National security and sovereignty
- Self-esteem and confidence among the citizens.

The economic and social factors for national independence are:

- Promotion and support of the private sector
 - Good resources management
 - Promotion of good investment climate
 - Improvement of the industrial sector
 - Promoting and sustaining self-reliance
2. Many methods are proposed to promote and sustain self-reliance. Some of these are:
 - Girinka (one cow per poor family) Programme
 - Establishment of mediators(abunzi)
 - Establishment of agaciro development funds
 - Ubudehe
 - Kuremera
 - National Itorero Commission
 - Ndi Umunyarwanda Programme
 - The campaign for 'Made in Rwanda'
 3. The home-grown solutions adopted by Rwanda to achieve self-reliance are the following:
 - Ubudehe
 - Girinka Munyarwanda
 - Ndi Umunyarwanda
 - Agaciro Development Fund,
 - Itorero
 - Vision Umurenge Programme
 - Mutuelle de Santé

11.7. Additional activities

Remedial activities

Questions

1. Give two factors for national independence.
2. Mention four economic and socio-cultural factors that favour national independence.

Expected answers

1. Political factors, economical and socio-cultural factors
2. Promotion and support of private sector, improvement of the industrial sector, promotion of good investment climate and good resources management

Consolidated Activities

Questions

1. Explain one socio-economic factor that is likely to sustain the independence.
2. Account for one political factor for national independence.

Expected Answers

1. Promotion of good investment climate: To be economically autonomous, the country needs to promote business and investment by setting up favourable investment policies and supporting local investors. This can be done by subsidising local investors which can increase their capacities, giving tax holidays to investors and free land among others. All this can lead to expanded employment, wide tax base and a desirable independent economy.
2. Good governance: Good governance is about the processes for making and implementing decisions. It is not about making correct decisions, but about the best possible process for making those decisions. Good decision-making processes, and therefore good governance, share several characteristics. All have a positive effect on various aspects of local government including consultation policies and practices, meeting procedures, service quality protocols, councillor and officer conduct, role clarification and good working relationships.

The main characteristics of good governance are accountability, transparency, rule of law, responsiveness, equity, inclusion, effectiveness, efficiency, and participation of the citizens in decision-making.

In Rwanda and the region, the implementation of good governance is carried out through decentralisation of administration and involvement of the population in decision-making, including the youth, women and vulnerable groups.

Extended Activities

Questions

1. Analyse the political factors for national independence.
2. Explain the economic and socio-cultural factors for national independence.

Expected answers

1. To ensure national independence, the factors to be considered are:
 - Respect of principles of democracy: This allows the people to establish their own government.
 - Implementation of good governance: It is about the process for the making and implementation of decisions made.
 - Existence of strong spirit of patriotism
 - Self-esteem and confidence among the citizens
 - Ensuring national sovereignty
2. To cement national independence, the following factors are necessary:
 - Promotion and support of the private sector
 - Improvement of the industrial sector,
 - Promotion of good investment climate
 - Good resources management

UNIT 12 :

UNDERSTANDING RWANDA IN REFERENCE TO ITS LOCATION IN THE REGION

12.1. Key unit competence

To be able to evaluate Rwandans in reference to regional groupings

12.2. Prerequisite (knowledge, skills, attitudes and values)

In order to study this unit, the students should have knowledge, skills and competences on living together in society and forms of identities already studied in senior 1 or previous units of Senior 2.

12.3. Introductory activity and guidance

a. Introductory activity

Account for ways through which Rwandans can be identified by others. This can be done in the following ways e.g. Location Rwanda is a landlocked country which is located in central eastern Africa. It is bordered in the north by Uganda, in the south by Burundi, in the east by Tanzania and in the west by The Democratic Republic of Congo. Its capital is Kigali. Now think of other ways Rwandans can be identified from other groups of people.

b. Guidance on the introductory activity:

At the beginning of this *Unit 10*, the introductory activity motivates students to know what happens or will happen in this unit and help them to be passionate to know about the Rwanda regional and sub-regional integration. As the students 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 ways through which Rwandans can be identified by others and East Africa and the importance of regional integration in East Africa.

12.4. List of lessons

| # | Lesson title | Learning objectives | Number of periods |
|---|---|---|-------------------|
| 1 | Understand oneself in reference to Rwanda and East Africa | The students should be able to account for ways through which Rwandans can be identified by others. | 1 |
| 2 | The importance of regional integration in East Africa | The students should be able to explain the importance of regional integration in East Africa. | 1 |
| 3 | End of unit assessment | | 1 |

Guidance on different lessons

Lesson title 1: Understand oneself in reference to Rwanda and East Africa

a. Learning objective

The students should be able to account for ways through which Rwandans can be identified by others.

b. Teaching aids

The following materials will help the teacher during the lesson: History and Citizenship student book S3, different books, different documents, 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, etc.

c. Learning activities

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 learning **activity 12.1**. Remember to let them write points as they discuss in groups. They should appoint one student to represent them during plenary discussion. Ensure that there is maximum order in class to allow good atmosphere for discussion make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Suggested answers for activities

Answer to the introductory activity

During the pre-colonial period, Rwandans were identified through clans (amoko) such as Abega, Abanyiginya, Abasindi, Abagesera, Abazigaba, Abatsobe, Abasinga, etc. With the coming of colonialists, the situation changed. The colonialists began to identify Rwandans through their social classes: Twa, Hutu, and Tutsi. But, instead of calling them social classes they called these "ethnic" groups. The divisions which were started in Rwanda by the colonisers led to the 1994 genocide against the Tutsi. Today, the government of Rwanda is promoting the concept of "Ndi Umunyarwanda" (I am Rwandan). The "Ndi Umunyarwanda" campaign aims at strengthening unity among Rwandans and combating divisionism that has been emphasised from the colonial period and reinforced during the First and Second Republics.

Suggested answer to learning activity 12.1.

Rwanda is a landlocked country that is located in central eastern Africa. It is bordered in the north by Uganda, in the south by Burundi, in the east by Tanzania and in the west by The Democratic Republic of Congo.

Suggested answer to application activity 12.1

Two references that can help to identify Rwandans are as follows:

Unity and Reconciliation: The Rwandan model of unity and reconciliation is based on a national vision, the constitution and positive cultural values to build citizenship, good governance and economic development.

This process has to be approached through repentance, confession, forgiveness and to the restoration of broken relations. In fact, memory, truth, justice, confession and forgiveness are at the heart of the process of reconciliation in Rwanda.

Home-Grown Initiatives: Home Grown solutions include traditional Gacaca, which has given rise to Gacaca jurisdictions that deal with genocide issues Gacaca (truth and reconciliation traditional courts), Abunzi (mediators), Imihigo (performance contracts), Ubudehe (community-based and participatory effort towards problem solving), Girinka (One cow per Family program) reducing poverty through dairy cattle farming, improving livelihoods through increased milk consumption and income generation and promoting unity and reconciliation among Rwandans based on the cultural principle that if a cow is given from one person to another, it establishes trust, respect and friendship between the donor and the beneficiary.

Lesson title 2: The importance of regional integration in East Africa

a. Learning objective

The students should be able to explain the importance of regional integration in East Africa.

The following materials will help the teacher during the lesson: History and Citizenship student book S3, different books, different documents, 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, etc.

b. Learning activities

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 the learning **activity 12.2**. 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 make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Suggested answers for activities

Answers to the learning activity 12.2

The advantages of regional integration in East Africa are the following:

- Regional integration provides security by helping countries come together to address the problem of security;
- It leads to the free movement of goods, labour and capital;
- It stimulates the establishment of manufacturing industries in a rational way;
- It enlarges the market of goods produced by individual countries and this goes with easy transfer of technology across borders;
- Acquisition of raw materials to support local industries is made easy;
- It increases the exchange of skilled labour since there is cooperation between different institutions;
- It promotes the development of member countries. This is because member countries work together as a single bloc and have a huge market which attracts investors from other countries.

Answers to the application activity 12.2

Two advantages of regional integration are the following:

- It leads to the free movement of goods, labour and capital. People can freely go to compete in another country and products are cheap because taxes are reduced.
- The benefits of economic integration are that it promotes development of the countries involved in it. This is because countries work together as a single bloc and have a huge market which attracts investors from overseas countries.

12.5. Additional informational for the teacher

The East African Community

The East African Community (EAC) is the regional intergovernmental organisation of the Republics of Kenya, Uganda, the United Republic of Tanzania, Republic of Rwanda and Republic of Burundi with its headquarters in Arusha, Tanzania.

The Treaty for Establishment of the EAC was signed on November 30, 1999 and came into force on July 7, 2000 following its ratification by the original member States—Kenya, Uganda and Tanzania. The Republic of Rwanda and the Republic of Burundi acceded to the EAC Treaty on June 18th, 2007 and became full members of the Community with effect from July 1st, 2007.

Aims and Objectives

The EAC aims at widening and deepening co-operation among the Partner States in, among others, political, economic and social fields for their mutual benefit. The EAC countries established a Customs Union in 2005 and are working towards the establishment of a Common Market, subsequently a Monetary Union and ultimately a Political Federation of the East African States.

Enlargement of the Community

The realization of a large regional economic bloc encompassing Burundi, Kenya, Rwanda, Tanzania and Uganda with a combined population of more than 125 million people, land area of 1.82 million

sq km, and a combined Gross Domestic Product of about \$60 billion, bears great strategic and geopolitical significance and prospects of a renewed and reinvigorated East African Community.

Current status

The regional integration process is at a high speed at the moment. The encouraging progress of the East African Customs Union, the enlargement of the Community with admission of Rwanda and Burundi, the ongoing negotiations of the East African Common Market as well as the consultations on fast tracking the process towards East African Federation, all underscore the serious determination of the East African leadership and citizens to construct a powerful and sustainable East African economic and political bloc.



12.6. End of unit assessment

1. The identities of Rwandans:
 - Kinyarwanda language, which is currently spoken throughout the country
 - The Rwandan culture learnt in Itorero, ingando, ibitaramo, and games contributed to the development of the cultural heritage
 - Rwanda is known to be clean. Kigali City, the capital of Rwanda, is one of the cleanest cities in Africa
2. Account for the contributions of Rwandans to regional organisations.
 - Rwandan contributes to the provision of security in the region. Rwandan soldiers and police participate in the maintenance security in Sudan, Central African Republic etc. The Rwandan police collaborates with police in other countries to fight criminality.
 - Rwandans exchange skilled people with other countries. For example, there is cooperation between schools and Universities.

- Rwanda enhances free movement of goods, labour and capital. People can freely go to compete in another country and products are cheap because taxes are reduced.

12.7. Additional activities

Remedial activities

Questions

1. Mention three ways through which Rwandans can be identified by others.
2. Give three advantages for Rwanda's integration in the region.

Expected answers

1. A Rwandan can be identified by others through the clan, nationality, and language spoken — Kinyarwanda and culture.
2. It provides security to Rwanda, it leads to free movement of goods, labour and capital, it expands the markets, it increases the exchange of skilled people and it facilitates the acquisition of raw materials.

- **Consolidation activities**

Questions

Describe ways through which Rwandans can be identified by others.

Answers

Rwandans have specific characteristics compared to other people in the sub-region, so that it is easy to be identified.

They speak one language — Kinyarwanda — which is the basis of national unity.

They also live in one country, have one ancestor, share the same historical background and have a rich cultural heritage which includes poems, songs, traditional dances etc.

Extended Activities

Questions

Assess the importance for Rwanda to be integrated in the region.

Answers

- Regional integration provides security. Rwanda cooperates with other regional countries to deal with the problem of insecurity.
- It can help to address conflicts between Rwanda and other countries, and ensure political stability.
- It leads to the free movement of goods, labour and capital to and from Rwanda. Rwandans can freely go to compete in other countries and products are cheap because taxes are reduced.
- It stimulates the establishment of manufacturing industries in Rwanda.
- It enlarges the export market of goods made in Rwanda and this goes with easy transfer of technology across borders.
- Acquisition of raw materials to support local industries is made easy, thanks to regional integration.
- It increases the exchange of skilled people e.g. cooperation between schools and universities.
- The benefits of economic integration are that it promotes development of the countries involved in it. This is because countries work together as a single bloc and have a huge market which attracts investors from overseas countries.

UNIT 13 :

CONCEPT OF DISABILITY AND INCLUSIVE EDUCATION

13.1. Key unit competence

To be able to differentiate special needs education and inclusive education and appreciate the impact of inclusive education.

13.2. Prerequisite (knowledge, skills, attitudes and values)

In order to study this unit, the students should have knowledge, skills and competences on living in harmony in Social Studies and other related topics already studied in previous units in senior 3, senior 2 and upper primary level.

13.3. Introductory activity and guidance

a. Introductory activity

Using the internet or dictionary, research the meaning of the following terms: special needs education, special education needs, inclusive education, exclusion, inclusion and integration.

b. Guidance on the 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 about the concept of disability and inclusive education. As the students 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 the definition of the concepts of inclusive education, exclusion, inclusion and integration, special needs education and children with special needs and ways to help children with special needs and the impacts of inclusive education.

13.4.List of lessons

| # | Lesson title | Learning objectives | Number of periods |
|---|--|---|-------------------|
| 1 | Definition of special needs education, children with special needs, inclusive education, exclusion, inclusion and integration and ways to help children with special needs | The students should be able to define the concepts of special needs education, children with special needs, inclusive education, exclusion, inclusion and integration and explain the ways to help children with special needs. | 2 |
| 2 | Impacts of inclusive education | The students should be able to evaluate the impacts of inclusive education | 1 |
| 3 | End of unit assessment | | 1 |

Guidance on different lessons

Lesson title 1: Definition of special needs education, children with special needs, inclusive education, exclusion, inclusion and integration and ways to help children with special needs

a. Learning objective

The students should be able to define the concepts of special needs education, children with special needs, inclusive education, exclusion, inclusion and integration and ways to help children with special needs.

b. Teaching aids

The following materials will help the teacher during the lesson: History and Citizenship student book S3, different books, different documents, 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, etc.

c. Learning activities

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 the learning **activity 13.1**. Remember to let them write points as they discuss in groups. They should appoint one student to represent them during plenary discussion. Ensure that there is maximum order in class to allow good atmosphere for discussion. Make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Suggested answers for activities

Answer to the introductory activity

- a. Special needs education is a specific educational arrangement put in place for learners with learning difficulties or disabilities.
- b. Special educational needs** are learning difficulties or disabilities which make it harder for learners to learn in the same way as their peers of the same age.
- c. Inclusive education refers to an education system which takes into consideration the learning and educational support needs for all learners irrespective of their abilities and backgrounds.
- d. Inclusion** is based on the right of all learners for a quality and equitable education that meets their basic needs and takes into account the diverse of backgrounds and abilities as a learning opportunity.

- e. **Exclusion** is the of not allowing someone to take part in an activity or to enter a place.
- f. **Integration** is the combining of two or more things so that they work together effectively. When people become part of a group or society and are accepted by them, integration has taken place.

Suggested answer to learning activity 13.1.

Children with special needs are children who have a disability or a combination of disabilities that make learning or other activities difficult. Special needs children include those who have intellectual disability (ID), physical disability, learning disabilities, or learning disorders, visual impairment, hearing impairment, developmental disability, mental health and emotional disabilities, gifted and talented learners.

Suggested answer to application activity 13.1

1. Children with special needs are children who have a disability or a combination of disabilities that make learning or other activities difficult. Special needs children include those who have intellectual disability (ID), physical disability, learning disabilities, or learning disorders, visual impairment, hearing impairment, developmental disability, mental health and emotional disabilities, gifted and talented learners.
2. The strategies that can be used to help learners with visual impairment are the following:
 - Ask the children where they can see best and allow them to sit in that place
 - Write with yellow chalk on a clean chalkboard
 - Use big writing on the chalkboard
 - Sit next to them and help them

3.

| Case study | Impairment |
|--|---|
| Francine is 10 years old, but she still cannot read her own name. | Learning disabilities or learning disorders |
| John is an albino. His eyes look unusual and he cannot copy from the blackboard. | Visual impairment |
| Claude cannot walk well. He has no wheelchair but can move slowly with the help of a crutch. | Physical impairment |
| Nelly never answers the teacher when he talks, but she can copy the notes on the blackboard very well. | Hearing impairment |
| Fred has Fred has down's syndrome. He cannot read or write. | Intellectual impairment |

4.

| Impairment | Classroom strategies |
|-------------------|---|
| Visual | <ul style="list-style-type: none">• Ask the children where they can see best and allow them to sit in that place• Write with yellow chalk on a clean chalkboard• Use big writing on the chalkboard• Sit next to them and help them |

| | |
|----------|---|
| Hearing | <ul style="list-style-type: none"> • Look at them when speaking • Speak clearly and loudly • Sit next to them and help • Write instructions on the chalkboard or on paper |
| Physical | <ul style="list-style-type: none"> • Help them to move around • Allow them to sit in a place where they can move around easily • Encourage them as they take more time and practice to write • Copy important notes for them on paper, if it takes them too much time to copy all |
| Learning | <ul style="list-style-type: none"> • Encourage them to utilise the time given to them to finish work and to answer questions and sit close to them and help • Give the learner a slate (<i>urubaho</i>) to help them communicate • Speak slowly and use simple words • Give the child real objects to use |

Lesson title 2: Impacts of inclusive education

a. Learning objective

The students should be able to evaluate the impacts of inclusive education

b. Teaching aids

The following materials will help the teacher during the lesson: History and Citizenship student book S3, different books, different documents, 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, etc.

c. Learning activities

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 the learning **activity 13.2**. 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. Make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Suggested answers for activities

Suggested answer to learning activity 13.2.

The benefits of inclusive education are the following:

- Learners with Special education needs can access basic education
- Special education needs learners can interact with their peers and develop social skills
- Special education needs learners have an opportunity to become adults who can work and contribute to the community
- All learners gain respect for others
- Inclusive classrooms develop generic competences of cooperation and life skills
- Reduces dropout rates in schools
- Creates motivating environment for special education needs learners

Suggested answer to application activity 13.2

1. See the answer of the learning activity
2. Two consequence of the absence of inclusive education are:
 - Such learners may increase absenteeism and dropouts
 - Special Education Needs learners may be bored in class.

13.5. Additional informational for the teacher

Here are key findings about the benefits of inclusion for children and families.

Families' visions of a typical life for their children can come true.

All parents want their children to be accepted by their peers, have friends and lead “regular” lives. Inclusive settings can make this vision a reality for many children with disabilities.

Children develop a positive understanding of themselves and others.

When children attend classes that reflect the similarities and differences of people in the real world, they learn to appreciate diversity. Respect and understanding grow when children of differing abilities and cultures play and learn together.

Friendships develop.

Schools are important places for children to develop friendships and learn social skills. Children with and without disabilities learn with and from each other in inclusive classes.

Children learn important academic skills.

In inclusive classrooms, children with and without disabilities are expected to learn to read, write and count. With higher expectations and good instruction children with disabilities learn academic skills.

All children learn by being together.

Because the philosophy of inclusive education is aimed at helping all children learn, everyone in the class benefits. Children learn at their own pace and style within a nurturing learning environment.



13.6. End of unit assessment

Answers to End of Unit Assessment

1. Children with special needs are those who have:
 - Intellectual disability
 - Communication disorder

- Physical disability
- Learning disabilities or learning disorders
- Visual and Hearing impairment, etc.

The following table shows how the above categories of children can be helped

| Impairment | Classroom strategies |
|-------------------|---|
| Visual | <ul style="list-style-type: none"> • Ask the children where they can see best and allow them to sit in that place • Write with yellow chalk on a clean chalkboard • Use big writing on the chalkboard • Sit next to them and help them |
| Hearing | <ul style="list-style-type: none"> • Look at them when speaking • Speak clearly and loudly • Sit next to them and help • Write instructions on the chalkboard or on paper |
| Physical | <ul style="list-style-type: none"> • Help them to move around • Allow them to sit in a place where they can move around easily • Encourage them as they take more time and practice to write • Copy important notes for them on paper, if it takes them too much time to copy all |

Learning

- Encourage them to utilise the time given to them to finish work and to answer questions and sit close to them and help
- Give the learner a slate (*urubaho*) to help them communicate
- Speak slowly and use simple words
- Give the child real objects to use

2. Special educational needs are learning difficulties or disabilities which make it hard for learners to learn in the same way as their peers of the same age.

- Inclusion is based on the rights of all learners, quality and equitable education that meets their basic needs and caters for the diversity of backgrounds and abilities as a learning opportunity.
- Integration is the combining of two or more things so that they work together effectively. When people become part of a group or a society and are accepted by them.

3. The benefits of Inclusive Education are:

- Learners with Special Educational Needs can access basic education.
- Special Education Needs learners can interact with their peers and develop social skills.
- Special Education Needs learners have an opportunity to become adults who can work and contribute to the community.
- All learners gain respect for others.
- Inclusive classroom develops generic competence of cooperation and life skills.
- It reduces dropout rates in schools.
- It provides a motivating environment for Special Education Needs

13.7. Additional activities

Remedial activities

Questions

1. Give three ways to help children with special needs.
2. Give two advantages of inclusive education.

Answers

1. Ways to help children with special needs are:
 - Facing the learner while you speak to them might help learners with a hearing impairment
 - Using large writing on the blackboard and or visual aids to help those with visual impairment.
 - Trying to understand the specific talents of the learner and helping to develop them.
2. Two advantages of inclusive education
 - Learners with special needs can access basic education.
 - Special education needs learners can interact with their peers and develop social skills.

Consolidated activities

Questions

1. Define special needs education.
2. Who are children with special needs?

Answers

1. The term special needs education is a specific educational arrangement for learners with learning difficulties or disabilities.
2. Children with special needs are those who have disability or a combination of disabilities that makes learning or other activities difficult. They include those with mental retardation, speech and language impairment, etc.

Extended Activities

Questions

1. Describe ways to help children with special needs.
2. Assess benefits of inclusive education.

Expected Answers

1. Ways to help children with special needs are:
 - Be positive because a positive attitude is the single most important quality for anyone who works with children with special needs.
 - Be positive because a positive attitude is the single most important quality for anyone who works with children with special needs.
 - Be motivational to them. Provide praising comments that link the activity directly with the recognition.
2. Learners with Special Education Needs can access basic education.
 - Special Education Needs learners can interact with their peers and develop social skills.
 - Special Education Needs learners have an opportunity to become adults who can work and contribute to the community.
 - All learners gain respect for others.
 - Inclusive classrooms develop generic competences of cooperation and life skills.
 - It reduces dropout rates in schools.
 - It provides motivating environment for Special Education Needs learners.

UNIT 14 :

TOLERANCE AND RESPECT

14.1. Key unit competence

To be able to recognize and respond to the effects of bias, prejudice, intolerance and stigma on individual and family.

14.2. Prerequisite (knowledge, skills, attitudes and values)

In order to study this unit, the students should have knowledge, skills and competences on gender and society, human rights, duties and responsibilities in Social Studies and other related topics already studied in previous units in senior 3, senior 2 and upper primary level.

14.3. Introductory activity and guidance

a. Introductory activity

Discuss the characteristics and principles of tolerance. Present the results of your discussion to the class.

b. Guidance on the introductory activity:

At the beginning of this *Unit 14*, the introductory activity motivates students to know what happens or will happen in this unit and help them to be passionate to know about the concept of tolerance and respect. As the students 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 the effects of bias, prejudice, intolerance and stigma on individual and family.

14.4. List of lessons

| # | Lesson title | Learning objectives | Number of periods |
|---|--|---|-------------------|
| 1 | Definition of the concepts: bias, prejudice, stigma, intolerance, harassment, rejection and bullying | The students should be able to define the concepts of bias, prejudice, stigma, intolerance, harassment, rejection and bullying | 2 |
| 2 | Impact of bias, prejudice, stigma, intolerance on healthy relationships among peers, people living with HIV/AIDS, people with disabilities, people who are perceived to be different | The students should be able to evaluate the impacts of bias, prejudice, stigma, intolerance on healthy relationships among peers, people living with HIV/AIDS, people with disabilities, people who are perceived to be different | 2 |
| 3 | End of unit assessment | | 1 |

Guidance on different lessons

Lesson title 1: Definition of the concepts: bias, prejudice, stigma, intolerance, harassment, rejection and bullying

a. Learning objective

The students should be able to define the concepts of bias, prejudice, stigma, intolerance, harassment, rejection and bullying .

b. Teaching aids

The following materials will help the teacher during the lesson: History and Citizenship student book S3, different books, different documents, 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, etc.

c. Learning activities

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 the 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. Ensure that there is maximum order in class to allow good atmosphere for discussion. Make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Suggested answers for activities

Answer to the introductory activity

Characteristics of tolerance

- 1. Tolerance is a patience toward a practice or opinion you disapprove of** — Tolerance is being agreeable—listening carefully and treating the person with dignity and respect—while you disagree. You continue a critical analysis of all you know and believe to be true, in light of the different viewpoint expressed by the person you disagree with. In the best case each of you has learned from the other. In the end you may or may not be persuaded, yet because of your tolerance the relationship has been strengthened by your dialogue, not eroded by obstinacy or mistrust. Without disagreement there is not tolerance, only affirmation. As Voltaire famously said: “I disapprove of what you say, but I will defend to the death your right to say it.”

- 2. Tolerance has limits**—Reality is beyond opinion. Tolerance is relevant to opinion, not fact. ^[5] The test of truth is its correspondence to reality, and when opinion meets face-to-face with reality, reality must ultimately prevail. Furthermore, erosion of the categorical moral imperatives is intolerable. Tolerating cruelty and brutality is abdication, not respect.
- 3. Tolerance allows for spirited and principled debate**—Your well-founded beliefs deserve to be heard, advocated, and vigorously debated. Expect them to be dissected, analyzed, questioned and criticized long before any consensus emerges. Identifying, examining, and resolving inconsistencies increase our understanding. Truth continues to be forged from critical consideration of dissent and new points of view. The sceptics help us all move forward, the demagogues do not. In addition, confronting destructive behavior is an act of compassion and courage, not brutality.
- 4. Non-tolerance is essential and distinct from intolerance**—Certain reprehensible behavior, including breaches of the categorical moral imperatives, cannot be tolerated. *Non-tolerance*—the straightforward refusal to tolerate a wrong—expresses the limits of tolerance. Tolerant people are nontolerant towards brutality. Paradoxically, *intolerance* is not to be tolerated. Tolerance finds a balance between indulgence—anything goes—and narrow-mindedness. Tolerance is the thoughtful virtue resolutely between intolerance and non-tolerance.
- 5. Tolerance is the virtue that makes peace possible**—Tolerance allows people the liberty and personal freedom of self-determination. Toleration promotes the free exchange of ideas, including criticism and debate of public policy in the interest of the people. Toleration sustains civic order by promoting its on-going criticism, analysis, debate, and improvement by the people, and in the best cases, for the people. Finally, non-tolerance establishes what is unacceptable in the culture.
- 6. Respect the person as you disagree with their ideas**—*Criticism*—disagreeing with an opinion, idea or behavior—is distinct from *insult*—an attack on the person’s very being. Care for their humanity as you take offense at their opinions. We can separate who people are from what they think and do. Don’t initiate or tolerate *Ad hominem* attacks

- 7. Tolerance is not philosophical indifference**—You can care very much about what is true and what is false, what is kindness, and what is brutality, while exercising tolerance. Tolerance helps move us toward truth, not away from it, by promoting dialogue and making space for critical thinking. “Unless one loves the truth,” Jacques Maritain once wrote, “one is not a man.”
- 8. Tolerance is consistent with your own well-founded convictions about truth and moral behavior**—When an opinion is expressed, ask yourself “is it true?” and proceed skillfully from there, making as much progress toward common understanding as the cultural limits of respect and the frailties of human nature will allow.
- 9. Vigorous deliberation of disagreement and moral evaluation is promoted by tolerance and moves us toward a common understanding of the good**—Ongoing deliberation, conducted in good faith, continues to forge truth and advance human rights. Tolerance does not extend to aggressive intolerance—the coercive suppression of other points of view. ^[6] Tolerance provides the space for a culture of dialogue, where we can all benefit.
- 10. Tolerance respects context** – If your grandmother makes a racial slur at a family gathering we can tolerate it as a reminder of the progress made during her lifetime. If a politician makes a racial slur at a town hall meeting, it is intolerable. Achieve both truth and grace.

Principles of Tolerance

Tolerance is respect, acceptance and appreciation of the rich diversity of our world’s cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication, and freedom of thought, conscience and belief. Tolerance is harmony in difference. It is not only a moral duty, it is also a political and legal requirement. Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of peace.

Tolerance is not concession, condescension or indulgence. Tolerance is, above all, an active attitude prompted by recognition of the universal human rights and fundamental freedoms of others. In no circumstance can it be used to justify infringements of these fundamental values. Tolerance is to be exercised by individuals, groups and States.

Tolerance is the responsibility that upholds human rights, pluralism (including cultural pluralism), democracy and the rule of law. It involves the rejection of dogmatism and absolutism and affirms the standards set out in international human rights instruments.

Consistent with respect for human rights, the practice of tolerance does not mean toleration of social injustice or the abandonment or weakening of one's convictions. It means that one is free to adhere to one's own convictions and accepts that others adhere to theirs. It means accepting the fact that human beings, naturally diverse in their appearance, situation, speech, behaviour and values, have the right to live in peace and to be as they are. It also means that one's views are not to be imposed on others.

Suggested answer to learning activity 14.1.

After having carried out the research in a dictionary, the following definitions have been found:

Bias is inclination towards something. Partiality, preference. Inclined to one side. A preconceived opinion about something, or someone.

Bullying is an act of intimidating a weaker person to do something, especially with repeated coercion. Persistent acts intended to make life unpleasant for another person. In many cases, bullying is also defined as the activity of repeated, aggressive behaviour intended to hurt another individual, physically, mentally or emotionally. It can be individual, physical, verbal, relational or collective etc. Schools, students; teenagers can be targeted because of clothes, shoes, colour of your skin etc. Bullying is a punishable offense in all schools.

Stigma is a mark of infamy or disgrace. It is also defined as an association of disgrace or public disapproval of something, such as an action or condition. e.g. HIV infected person.

Intolerance is the fact of not accepting other people's opinions or beliefs or practices. Refusal to tolerate or respect persons of a different social group, especially members of a minority group. e.g. religious intolerance.

Harassment is persistent attacks and criticism causing worry and distress or an excessive intimidation. It is behaviour which appears to be disturbing or threatening. This includes sexual harassment which refers to persistent and unwanted sexual advances, typically in the workplace, where the consequences of refusing are potentially very disadvantageous to the victim.

Rejection is refusal of accepting other people's performance. Denying others opinions or beliefs. Act of pushing someone or something away.

Suggested answer to application activity 14.1

The definitions of the term of Bias, stigma and rejection are the following:

Bias is inclination towards something. Partiality, preference. Inclined to one side. A preconceived opinion about something, or someone.

Stigma is a mark of infamy or disgrace. It is also defined as an association of disgrace or public disapproval of something, such as an action or condition. e.g. HIV infected person.

Rejection is refusal of accepting other people's performance. Denying others opinions or beliefs. Act of pushing someone or something away.

Lesson title 2: Impact of bias, prejudice, stigma, intolerance on healthy relationships among peers, people living with HIV/AIDS, people with disabilities, people who are perceived to be different

a. Learning objective

The students should be able to evaluate the impacts of bias, prejudice, stigma, intolerance on healthy relationships among peers, people living with HIV/AIDS, people with disabilities, people who are perceived to be different

b. Teaching aids

The following materials will help the teacher during the lesson: History and Citizenship student book S3, different books, different documents, 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, etc.

c. Learning activities

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 the learning **activity 14.2**. 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 make a synthesis of the lesson, summarise the content that is in the Learner's Book basing on the answers developed by the learners.

Answers for activities

Suggested answer to learning activity 14.2.

1. Many schools oblige students to wear uniforms because uniforms make it easier for students to focus in class and that uniforms promote inclusion.
2. Very many schools in Rwanda have removed canteens to insure uniformity amongst students.

3. Wearing uniforms prevent students from bullying one another over brand names or baring too much skin. While these all sound like worthy goals, students also learn important social and life lessons by choosing their own fashions.

Students who choose their clothing each school day learn to adapt to shifting social standards and contexts—skills that will serve them well as adults.

After all, uniforms provide a cookie-cutter, conformist solution, while workplaces and

1. Students from poor families who are victims of discrimination can be helped in the following ways:
 - Treating them with respect and awareness;
 - Political leaders have to elaborate laws to protect children against discrimination.
 - Parents, school staff, and other adults in the community can help children prevent discrimination by talking against it.
 - Building a safe school environment, inclusive education (code of conduct) and creating a community - wide bullying prevention strategy can do much. The bullied student reports to a trusted adult such as parent, teacher, or a guardian.
 - Tolerance can provide an opportunity to learn from others while respecting and valuing their differences in religious and cultural beliefs. Tolerance works as a barrier to prejudice and brings people of a community together.
 - Being a good role model and setting an example of respect can teach others to be tolerant.

Suggested answers for application activities 14.2

The strategies to avoid the negative practice of stigma, bullying, bias, intolerance, and segregation at school and in the community are the following:

- Using inclusive language;
- Including human rights, democratic citizenship and intercultural education in the curriculum;

- Encouraging the discussion of controversial issues;
- Promoting student voice;
- Involving students in peer education and peer mediation activities;
- States should adopt a combination of strong anti-discrimination measures and policies that promote more inclusive education systems where all children learn together so as to ensure more equal treatment of all children and, in the long term, improve social cohesion

What can be done to help someone who is being bullied?

To help someone who is being bullied, support the person and condemn the bullying behaviour. Other ways to help, including what to do if a person is in immediate danger, are listed below. To support a child who is being bullied:

- Listen to the child and let him or her know you are available to talk or even help. A child who is being bullied may struggle talking about it. Consider letting the child know there are other people who can talk with him or her about bullying. In addition, you might consider referring the child to a school counsellor, psychologist, or another mental health specialist.
- Give the child advice about what he or she can do. You might want to include role-playing and acting out a bullying incident as you guide the child so that the child knows what to do in a real situation.
- Follow up with the child to show that you are committed to helping to stop to bullying.

To address the bullying behaviour:

- Make sure a child whom you suspect or know is bullying knows what the problem behaviour is and why it is not acceptable.
- Show children that bullying is taken seriously. If you know someone is a bully to someone else, tell the bully that bullying will not be tolerated. It is important, however, to demonstrate good behaviour when speaking with a bully so that you serve as a role model of good interpersonal behaviour.
- Show children that bullying is taken seriously. If you know someone is a bully to someone else, tell the bully that bullying

will not be tolerated. It is important, however, to demonstrate good behaviour when speaking with a bully so that you serve as a role model of good interpersonal behaviour.

- Be a friend to the person who is being bullied, so they do not feel alone.
- Be a friend to the person who is being bullied, so they do not feel alone.
- Tell a trusted adult if you see someone being bullied.
- Tell a trusted adult if you see someone being bullied.
- Help the person to get away from the bullying without putting yourself at risk.
- Do not enable bullying by providing an audience.
- Set a good example by not bullying.

14.5. Additional informational for the teacher

In this unit, the lesson 15.2 had not any answer for both learning activity and application. In this part, the answers have been provided. The below text will help you have a deeper understanding on this unit.



14.6. End of unit assessment

Answers to End of Unit Assessment

1. The definitions are the following:
 - *Bias*: Inclination towards something; partiality or preference inclined to one side; a preconceived opinion about something or someone.
 - *Bullying*: An act of intimidating a weaker person to do something especially by repeated coercion.
 - *Prejudice*: Opinion formed beforehand or without knowledge of the facts. Any pre-conceived opinion or feeling, whether positive or feeling negative
 - *Harassment*: Persistent attacks and criticism on someone causing worry and distress or an excessive intimidation. It is behaviour which appears to be disturbing or threatening. This includes sexual harassment, which refers to persistent

and unwanted sexual advances, like in the workplace, where the consequences of refusing are potentially very disadvantageous to the victim.

2. The impact of stigma and discrimination are the following:

For stigma, the victims develop fear and mistrust others and do not want to meet them. He or she develops a practice of non-self-esteem. Besides, the victims of stigma and discrimination can exhibit the following:

- Loss of income and livelihood
- Difficult in getting married and producing children
- Being hopeless and having feelings of worthlessness
- Lack of reputation
- Depression and anger

3. The consequences of harassment are:

- Disbelief
- Anger
- Self-blame: “I shouldn’t have been there”
- Loss of self-confidence: “I’m so stupid for letting this happen. I must be as bad as they say”.
- Powerlessness” “nothing is going to stop this”, “no one will believe me”.
- Isolation, withdrawal, illness, depression
- Loss of sleep
- Loss of appetite
- Headache, stomach-ache

4. Three strategies to stop bullying at school:

- The bullied learner surrounds himself with supportive friends and stays in groups.
- The bullied learner can also avoid places where they are bullied.
- Parents, school staff, and other adults in the community can help children to prevent bullying by talking against it.

14.7. Additional activities

Remedial activities

Questions

1. Define the term bias.
2. Give two social consequences of stigma.

Answers

1. Bias: Inclination towards something. Practicality, preference, inclined to one side.
2. Two social consequences of stigma
 - The victims develop fear and mistrust. Others do not want to meet, thus stigmatising them.
 - It creates lack of self-esteem in the victim

Consolidated activities

Questions

1. Mention two consequences of harassment.
2. What are three effects of stigma and discrimination?

Answers

1. Two effects of harassment are as follows:
 - It leads to loss of self-confidence: "I'm so stupid for letting this happen. I must be as bad as they say".
 - It causes a feeling of powerlessness: "nothing is going to stop this", "no one will believe me".
2. Three effects of stigma and discrimination are:
 - a. Stigma makes the victims develop fear and mistrust of others and do not want to meet them. They develop a practice of non-self-esteem. Besides, the victims of stigma and discrimination can suffer from the following: Loss of income and livelihood
 - b. Difficulty to get married and failing to produce children
 - c. Being hopeless and having feelings of worthlessness

Extended Activities

Questions

1. What do you understand by the following terms: bias, prejudice, stigma, intolerance, harassment, rejection and bullying?
2. Evaluate the impact of stigma on healthy relationships among people living with HIV/AIDS.

Answers

1. *Bias*: Inclination towards something. Partiality, preference inclined to one side.

Prejudice: Opinion formed beforehand or without knowledge of the facts. It is a preconceived, usually unfavourable, judgment toward people or a person because of gender, political opinion, social class, age, disability, religion, race/ethnicity, language, nationality etc.

Stigma: It is a mark of infamy or disgrace. It is also defined as an association of disgrace or public disapproval with something, such as an action or condition such as HIV infected person.

Intolerance: It is the act of not accepting opinions of other people or beliefs, or practices. It is also defined as refusal to tolerate or respect persons of a different social group, especially members of a minority group. For example, Religious intolerance.

Harassment: It is a persistent attack and criticism of someone causing worry and distress or excessive intimidation. It is behaviour which appears to be disturbing or threatening. This includes sexual harassment, which refers to persistent and unwanted sexual advances, like in the workplace, where the consequences of refusing are potentially very disadvantageous to the victim.

Rejection: It is refusal to accept the performance of other people. Denying others opinions or beliefs. It is an act of pushing someone or something away.

Bullying: It is defined as an act of intimidating a weaker person to do something unwillingly. Bullying is also defined as the activity of repeated, aggressive behaviour intended to hurt another individual, physically, mentally or emotionally.

2. HIV related stigma refers to prejudice, negative attitude and abuses directed to people living with HIV and AIDS.
 - The victims develop fear and mistrust towards others and do not want to meet them.
 - He or she develops low self-esteem.
 - It leads to loss of income and livelihood.
 - It can make it difficult for someone to get married and to produce children.
 - It makes a person hopeless and they develop feelings of worthlessness.
 - It causes lack of reputation

References

Alan, F (2000), *An Introduction to Modern European History: (1890–1990)*, Hadder and Stoughton Educational, London.

Alderman Clifford, (1967), *The story of the French Revolution*, Julian Messuer, New York.

Allan, (2001). *The modern World*. Oxford university press. Oxford, UK.

Arthur, JK (1998), *The Internal Dimension of Genocide in Rwanda*, University Press, New York.

Bamusananire, E (2006), *Contemporary African History*, unpublished manuscript, Unilak, Kigali.

Bamusananire, E (2009), *Rwanda since independence*, London.

Barnett, M (2003), *Eye Witness to a Genocide*, Cornell Paperbook, New York.

Basil, D (1966), *The African Past*, Penguin, Harmondsworth.

Bill F (1998), *The Making of Contemporary Africa*, Antony Rowe Ltd, Chippenham.

Cartyle, T (1934), *The French Revolution*, The Modern Library, New York.

Crowder, M (1968), *West African under colonial Rule*, Hutchinson, London.

Crowder, M (1971), *West African Resistance*, Hutchinson, London.

Destexhe, A (1995), *Rwanda and Genocide in the Twentieth Century*, University Press, New York.

Henig, R (1985), *Origins of the Second World War (1933–1939)*, Routledge.

Khapoya. VB (1998), *The African Experience*, Prentice Hall, Upper Saddle River, New Jersey.

Kupermam, A (2001), *The Limits of Humanitarian Intervention*, Brookings, Washington D. C..

Kwami, HA (1997), *Guns over Kigali*, Woeli Publishing Services, Accra.

Malcolm C et al (1999), *Modern World History*, Heinemann Educational Publishers, Oxford.

Martel, G (1986), *The Origins of the Second World War Considered*, Unwin and Heinemann Hyman.

Michael, C (1978), *The Story of Nigeria*. Faber and Faber, London.
Murphy, D et. al (2004), *Europe: (1760–1871)*, Collins Educational Publishers, Hammersmith, London.

Nothedge, FS (1986), *The League of Nations, its Life and Times*, Leicester University Press.

Overy, R (1987), *The Origins of the Second World War*, Longman, London.

Pernand, et al (1963), *The French Revolution*. G Fawcett Publications, reenwich Conn.

Prumier, G (1999), *The Rwanda Crisis: History of a Genocide*, 2nd ed, Colombia University Press, New York.

Rayner, E (1992), *The Great Dictators: International Relations, (1918–39)*, Hadder and Stoughton.

Richards, D (1977), *An Illustrated History of Modern European History (1789–1984)*, 7th ed, Longman, London.

Taine, H (1931), *The Ancient Regime*. Petersmith, New York.

Taylor, A (1961), *The Origins of the Second World War*, Hamish Hamilton.

Thompson, J (1928), *The French Revolution*, Alfred A. Knopf, New York.
Webster, J, Booher, A and Tidy, M 1980, *The Revolutionary Years: West Africa Since 1800*, Longman, London.

Williamson, D (1994), *War and Peace: International Relations, (1914– 45)*, Hadder and Stoughton Educational, London.

Unity and Reconciliation Commission (2011), *History of Rwanda from the beginning to the end of the Twentieth*.