HISTORY AND CITIZENSHIP

Senior One Teacher's Guide

FOREWORD

Dear teacher,

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

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

This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher.

In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills and values and attitudes by the learner where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.
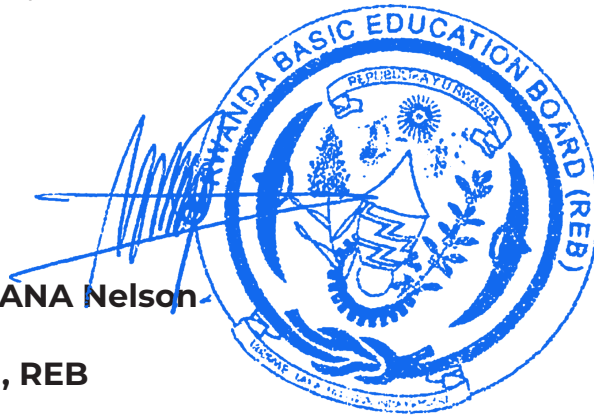
In addition, such active learning engages learners in doing things and thinking about the things they are doing and they are encouraged to bring their own real experiences and knowledge into the learning processes. In view of this, your role is to:

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

To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it. Even

though this teacher's guide contains the answers for all activities given in the learner's book, you are requested to work through each question and activity before judging learner's findings.

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

Dr. MBARUSHIMANA Nelson

Director General, REB

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HISTORY AND CITIZENSHIP

INTRODUCTION

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

An application of the knowledge of History and Citizenship is evident in Political Science, Leadership, Management and Sociology.

History and Citizenship has played the central role in uniting people, the preservation of culture and conservation of identities.

Aims of History and Citizenship

History and Citizenship prepares learners to take combinations at a higher level that include HistoryEconomics-Geography, (HEG),

History-Economics-Literature (HEL) and History-Geography-Literature (HGL). These are intended to help young people to become good citizens.

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

History and Citizenship

Basic competencies are addressed in the stated broad subject competences and in objectives highlighted year on year basis and in each of units of learning. The generic competencies, basic competences that must be emphasised and reflected in the learning process are briefly described below and teachers will ensure that learners are exposed to tasks that help the learners acquire the skills.

Generic competences

- **Critical and problem ving skills:** The acquisition of such skills will help learners to think imaginatively, innovatively and broadly to evaluate and find solutions to problems encountered in our surrounding.

- **Creativity and innovation:** The acquisition of such skills will help learners to take initiatives and use imagination beyond knowledge

- environment so as to apply such techniques in developing their own societies. provided in classroom to generate new ideas and construct new concepts.

- **Research:** This will help learners to find answers to questions based on existing information and concepts and use it to explain phenomena from gathered information.

- **Communication in official languages:** Teachers, irrespective of being language teachers will ensure the proper use of the language of instruction by learners. The teachers should communicate clearly and confidently and convey ideas effectively through spoken and written by applying appropriate language and relevant vocabulary.

- **Cooperation, inter personal management and life skills:** This will help the learner to cooperate as a team in whatever task assigned and to practice positive ethical moral values and while respecting rights, feelings and views of others. Perform practical activities related to environmental conservation and protection. Advocate for personal, family and community health, hygiene and nutrition and responding creatively to a variety of challenges encountered in life.

- **Lifelong learning:** The acquisition of such skills will help learners to update knowledge and skills with minimum external support. The learners will be able to cope with evolution of knowledge advances for personal fulfilment in areas that are relevant to their improvement and development.

Broad History and Citizenship competencies at the end of Ordinary Level

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

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

- Analyse and understand how societies evolved in order to know appropriately his near and distant

- Develop into a mature, informed, responsible and active participating citizen.

- Acquire a sound knowledge and understanding of History in order to develop learners skills in expressing historical ideas, in a more coherent and logical manner (Stimulate critical thinking and reasoning among learners in order to create citizens who reason) so as to increase their reasoning capacity.

- Acquire international understanding in order to recognise ability and capacity of Rwandans in developing collectively alongside other societies.

- Understand the nature of cause, consequence, continuity, change, similarity and difference;

- Live in harmony and tolerance with others without any distinction, religious distinction or other form of discrimination and exclusion that have caused problems in society such as the 1994 Genocide against the Tutsi in order to transform them in to good citizens.

- Appreciate Rwandese values, universal values of peace, respecting human rights, rights of gender equality, democracy, justice, solidarity and good governance.

- Promote moral, intellectual, social values through which learners will improve, competences and skills that are essential for sustainable development of the country.
- Develop patriotic spirit, the sense of civic pride and spirit of knowing what happens all over the world.
- Encourage the development of a sense of moral responsibility and commitment to social justice and gender equity.
- Encourage learners to assume responsibility for their own behaviour and to respect the rights of others.
- Promote the spirit of self– reliance, dignity and cooperation among nations.

Pedagogical approach

It is a known fact that learners learn better when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. Teaching strategies must therefore be varied but flexible within well structured sequences of lessons: learner centred education does not mean that the teacher no longer has responsibility for seeing that learning takes place. Therefore, the learning process should be dominated by the learner guided by the teacher.

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

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

Role of a teacher

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

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

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

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

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

Role of a learner

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

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

Special needs and inclusive approach

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

These learners equally have the right to benefit from free and compulsory basic education in the nearby ordinary/mainstream schools. Therefore, the schools' role is to enrol them and also set strategies to provide relevant education to them. The teacher therefore is requested to consider each learner's needs during

teaching and learning process. Assessment strategies and conditions should also be standardised to the needs of these learners. Detailed guidance for each category of learners with special education needs is provided for in the guidance for teachers.

Conditions for success

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

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

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

Assessment approaches

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

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

Types of assessment

1. Formative and continuous assessment (assessment for learning)

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

(a) Observation

(b) Pen and paper

(c) Oral questioning

2. Summative assessment (assessment of learning)

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

It can be internal school based assessment or external assessment in the form of national examinations. School based summative assessment should take place once at the end of each term and

once at the end of the year. School summative assessment average scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grade will contribute to a certain percentage as teachers gain more experience and confidence in assessment techniques and in the third year of the implementation of the new curriculum it will contribute 10% of the final grade, but will be progressively increased. Districts will be supported to continue their initiative to organize a common test per class for all the schools to evaluate the performance and the achievement level of learners in individual schools. External summative assessment will be done at the end of P6, S3 and S6.

Record Keeping

This is gathering facts and evidence from assessment

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

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

undergoes the summative assessment for the subject. The results from the portfolio will contribute 50% on summative assessment of each year.

Item writing in summative assessment

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

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

- Identify topic areas to be tested on from the subject syllabus.
- Outline subject-matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.
- Ensure that the verbs used in the formulation of questions do not require memorisation or recall answers only but testing broad competencies as stated in the syllabus.

Structure and format of examination

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

Time: 2 Hours

Paper 1

- History of Rwanda

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

Paper 2
- History of the World
- Citizenship

Students	Lit	Num	ICT	COMM	Creat	Crit	Research and Problem solving	Coop
a	R		A	R	A	R		G
b	G	G	R	G	A	A		G
c	A		R	G	G	R		A
d	G	A	G	G	G	R	R	R

Key

Lit.: Literacy   Creat.: Creativity

Num.: Numeracy Crit.: Critical thinking

Comm.: Communication   Coop.: Cooperation

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

Reporting to parents

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

Resources
Relevant textbooks about:
- History of Rwanda
- History of Africa
- World ancient and modern civilisations
- Modern World History and World Wars
- Atlas
- Geographical and Historical maps

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

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

Skills for the teacher of this subject

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

- Have at least a diploma in History from a recognised teaching
- Institution of Higher learning.
- Properly use text books, teachers' guide, historical information that are in line with this curriculum.
- Have a good command of the English language and use it properly.
- Have some basic skills and knowledge about in special needs education like Rwandan sign language, braille reading and writing.
- Be able to modify the methodology to accommodate the diversity needs of learners in class.
- Be an objective assessor of learners performance and demonstrate strong leadership skills.
- Be well organised, and able to manage his/her tasks and time well.
- Some strategies to address special education needs
- A variety of appropriate teaching and learning aids and activities should be employed to provide a range of active learning to learners.
- Teaching aids should include adaptive materials like tactile and talking materials.
- Activities could include individual research and group discussions according to the level of understanding of learners (gifted, talented and slow learners).
- The use of models and examples from local environment is

recommended.

- There should be in-service teacher training in basic special needs education.

Syllabus units

Presentation of the structure of the syllabus units

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

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

The units have the following elements:

1. Unit is aligned with the **number of lessons.**

2.Each unit has a **key unit c o m p e t e n c y** w h o s e achievement is pursued by all teaching and learning activities undertaken by both the teacher and the learners.

3. Each unit key competency is broken into three types of learning objectives as follows:

a. Type I: Learning objectives relating to **knowledge** and **understanding** (Type I Learning Objectives are also known as Lower

Order Thinking Skills or

LOTS)

b. Type II and Type III: These learning objectives relate to acquisition of skills, attitudes and values (Type II and Type III learning objectives are also known as Higher Order Thinking Skills or HOTS)

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

4. Each unit has a content which indicates the scope of coverage of what a teacher should teach and learner should line in line with stated learning objectives

5. Each unit suggests Learning Activities that are expected to engage learners in an interactive learning process as much as possible (learner centered and participatory approach).

6. Finally, each unit is linked to other subjects, its assessment criteria and the materials (or Resources) that are expected to be used in teaching and learning process.

In all, the syllabus of History and Citizenship has got 8 topic areas

(History of Rwanda, History of Africa, World History, Society and Individual). As for units, they are 16 in S1, 18 in S2 and 16 in S3.

Key competences at the end of Senior 1

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

- Describe the origin and expansion of Rwanda and locate Rwanda in time and space.
- Explain the concepts of History and Citizenship, its role and its link with other subjects.
- Describe Rwandan and Egyptian civilizations.
- Describe the rise and development of Trans-Saharan and triangular trade.
- Explain the concepts of dignity, family personal and family values and self-reliance.
- Explain the concepts of disability and inclusive education;
- Describe forms and principles of democracy and individual

Sample Competence-based lesson plans

Sample

School Name: G S Kimironko II   **Teacher's name:** Gatete A.

Term	Date	Subject	Class	Unit N₀	Lesson N₀	Dura-tion	Class size
I	10/2/2020	History and Citizenship	S1	1	1 of 8	40 min-utes	40

Type of Special Educational Needs to be catered for in this lesson and number of learners in each category	2 hearing impairment

Unit title	Genocide and its features
Key unit compe-tence:	To be able to differentiate between genocide and other mass crimes
Title of the lesson	Genocide and other mass crimes
Instruc-tional Objective	By using the History learner's book and internet, the learners will be able to correctly define the term "genocide" and distinguish it from other mass crimes.
Plan for this Class (location: in / out-side)	Inside the classroom
Learning Materials (for all learners)	The internet and the learner's book of History
References	History Learner's Book and History Teacher's Guide

	Timing for each step	Description of teaching and learning activity	Generic compe-tences
			and
		Through group discussions and by use of the History textbook and internet, the learners will define the term "genocide" and distinguish it from other mass crimes.	**Cross cut-ting issues** to be addressed **+**
	Teacher activities	Learner activities	a short ex-planation
Introduction 5 minutes	The teacher asks the learners anything they know on the term "Geno-cide". The teacher asks the learners where they have learned that information related to Genocide. The teacher announces objectives of the lesson. Attention will be paid to those learners with hearing impairment.	The learners answer questions as they are asked by the teacher. The learners answer questions as they are asked by the teacher. The learners listen to the teacher.	**Cross cutting issues** to be addressed **Inclusive edu-cation** Care will be given to all learners includ-ing special ed-ucation needs cases. At this time, all learn-ers should be given a quality and equitable education that meets their basic learning needs, under-stands the diversity of their backgrounds and abilities. **Gender** With this cross cutting issue, learners both girls and boys will be enabled to exploit their full potential and talents without any discrimination or prejudice. **Generic compe-tences Commu-nication:** through answering ques-tions the learners are developing oral commu-nication skills. **Critical thinking:** through answer-ing questions and discussing with peers, the learners are de-veloping critical thinking.

| Development of the lesson Analysis 1 | The teacher takes the learners in smart classroom and to invite them search the meaning of the term "Genocide" and other mass killings. Through question and answer technique, the teacher invites the learners to share what they have researched. The teacher will provide the true possible meaning of the term "Genocide" and other mass killings. The teacher asks the learners to provide the meaning of the term "Genocide" and other mass killings. | The learners go to the smart classroom and search the meaning of the term "Genocide" and other mass killings. The learners answer questions as they are made by the teacher. The learners listen the teacher while providing the possible meaning of the term "Genocide". The learners answer | **Generic competences to be addressed: Cooperation, interpersonal management and life skills:** learners share their ideas in groups. **Critical thinking** learners observe and analyse the map and come up with conclusion **Communication** learners discuss and present their ideas. **Cross cutting issues** | |
| Synthesis1 Analysis 2 | The teacher helps the learners to make groups of five learners and the hearing impaired students will be allocated in different groups. The teacher gives the learners instructions and as signs them the activity to do. The teacher invites the group representatives to make presentation of what they have done. The teacher helps the learners make harmonization of the activity. The teacher asks questions on analysis 2. The teacher asks questions on both analyses. | | Inclusive education Care will be given to all learners including special education needs cases. At this time, all learners should be given a quality and equitable education that meets their basic learning needs, understands the diversity of their backgrounds and abilities. **Gender** With this cross cutting issue, learners both girls and boys will be enabled to exploit their full potential and talents without any discrimination or prejudice. | |

| Synthesis 2

Global synthesis | provide the meaning of the term "Genocide" and other mass killings.

The teacher helps the learners to make groups of five learners and the hearing-impaired students will be allocated in different groups.

The teacher gives the learners instructions and assigns them the activity to do.

The teacher invites the group representatives to make presentation of what they have done.

The teacher helps the learners make harmonization of the activity.

The teacher asks questions on analysis 2.

The teacher asks questions on both analyses. | questions of synthesis one.

The learners make groups in active way.

The learners listen to instructions and the activity.

The group representatives make presentation by answering questions asked by other group members.

The learners make harmonization of the work.

The learners answer questions as they are made by the tutor.

The learners answer questions orally on both analysis. | | |

Summary and Conclusion **10 min**	The teacher involves learners in lesson summary through questions. The teacher helps the learners to do evaluation activity. The teacher guides the learners to suggest the next lesson. The teacher gives learners the homework of making research on the next lesson.	The learners involve themselves in the summary through questions and answers. The learners do evaluation activity in written form The visually impaired students will answer the evaluation orally. The learners suggest the next lesson by referring to the current lesson through imagination. The learners write the homework together while receiving instructions.	**Generic competences** **Cooperation, interpersonal management and** **life skills: learners share their ideas in groups.** **Critical thinking learners observe and analyse the map and come up with conclusion** **Communication** **learners discuss and present their ideas.** **Cross cutting issues** **Inclusive education** **Care will be given to all learners including special education needs cases. At this time, all learners should be given a quality and equitable education that meets their basic learning needs, understands the diversity of their backgrounds and abilities.**	

			Gender
			With this cross cutting issue, learners both girls and boys will be enabled to exploit their full potential and talents without any discrimination or prejudice.
Teacher selfevaluation	The objective of the lesson taught was fully achieved.		

Rationale of teaching and learning History

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

Teacher **selfevaluation**	The objective of the lesson taught was fully achieved.

1.   Through   history, students   develop research skills as they trace various cultural traditions back to their roots and investigate the interrelationship between the past and the present generations.

2.   The study of history also promotes important skills of critical thinking, problem solving and decision making as the learner tries to understand the events that took place in the past, in terms of their causes, effects and lessons learnt.

3.   History promotes local, regional and international understanding. This encourages tolerance as students discuss and appreciate their own history as well as the history of people of different cultures at the local, regional and international levels.

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

Core elements and their   outcomes

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

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

Methodologies, techniques and strategies of teaching History

(a)   Methodology

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

(iii) Learner centred

1. Teacher centred approach

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

2. Learner centred approach

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

b) Techniques

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

Teacher centred activities include lecturing, students copying notes, students listening to the resource person or the radio teacher. Learner centred activities include asking and answering questions, working in groups, role playing or dramatising an event, drawing maps or discussing an issue. Students learn better, faster and remember more of what they learn, when they are actively involved in the lesson. This can best be achieved if a teacher uses more than three techniques in a lesson that involve the learners actively in the lesson.

(c) Teaching strategies

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

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

1. Demonstration
2. Question and answer
3. Observation
4. Class discussion
5. Pair work
6. Group work
7. Use of resource person
8. Field study or educational visits
9. Projects
10. Debates
11. Think-pair-share
12. Role play
13. Simulation
14. Quizzes
15. Small group discussion
16. Essay writing
17. Library research
18. Peer assessment
19. Map study
20. Jigsaw
21. Brainstorming

1. Field study

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

Before leading the students to a field study, the teacher should prepare adequately for the trip, treating it as a lesson like any other. It is advisable that the teacher is aware of the places of field study, having visited the places previously. This is necessary because it enables the teacher to identify the areas or points of interest and development of the lesson or trip objectives. The students also require to be prepared in terms of their expected behaviour, the questions they should ask and the activities they will be involved in, such as observing, drawing sketches, making notes, listening and interviewing.

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

(i) The students learn to be independent in gathering information.

(ii It exposes the students to real life situations.

(iii) The students develop the skill of leadership and the spirit of teamwork.

(iv) It enables the learners to develop the skills of observation, data collection, note-taking and interviewing.

(v) It is a valuable break from the classroom monotony.

2. Discussion

This is one of the most effective teaching techniques in history. The role of the teacher is that of a facilitator. Discussion can best be used if the students have information about the topic, in order to contribute to the lesson. Discussion is effective when more than 50% of the students are participating. The teacher can divide the class into several groups to facilitate small group discussion, where the majority of the students will be involved in the discussion.

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

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

3. Use of resource persons

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

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

the points of the talk with the class, to clarify or correct any errors that may have been pointed out.

4. Questions and answers

The use of questions and answers is one of the most commonly used teaching techniques. The questions asked by the teacher in the course of the lesson, assist the teacher to gauge the level of understanding of the students. It also allows the students to participate in the lesson, as they ask questions. The teacher should ask guiding or leading questions that involve all members of the class. The questions asked by the teacher should vary from low order questions that require students to recall knowledge gained, to high order questions that require the students to analyse or synthesize information before responding to the questions asked. The questions should be short, clear and relevant to the topic of discussion. The teacher should distribute the questions to all members of the class, without relying on those students whose hands are up.

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

This technique is important as it:

(i) Increases student participation. (ii) Reduces teacher talk.

(iii) Creates enthusiasm and motivation in the learners.

(iv) Encourages creative thinking.

(v) Helps to develop skill in organisation of ideas.

(v)   Keeps the class active and lively.

(vii) Promotes interaction among students with teaching aids.

(viii) Makes the learner the centre activity.

5.   Debates

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

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

6.   Simulation

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

7.   Projects

The use of projects is appropriate in History, especially to emphasise the skills learnt in class.

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

8.   Role-playing and

   dramatisation

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

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

9.   Group work

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

10.   Demonstration

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

11. Quizzes

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

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

12. Brainstorming

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

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

13. Jigsaw

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

Importance of using jigsaw:

1.It helps build comprehension.

2. It encourages cooperative learning among students.

3. It helps improve listening, communication and problem solving skills.

How to use jigsaw

1.Introduce the strategy and the topic to be studied.

2. Assign each student to a "home group" of 3-5 students who reflect a range of reading abilities.

3. Determine a set of reading selections and assign one selection to each student.

4. Create "expert groups" that consist of students across "home groups" who will read the same selection.

5. Give all students a framework for managing their time on various parts of the jigsaw task.

6. Provide key questions to help the "expert groups" gather information in their particular area.

7. Provide materials and resources necessary for all students to learn about their topics and become "experts."

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

8. Discuss the rules for reconvening into "home groups" and provide guidelines as each "expert" reports the information learned.

9. Prepare a summary chart or graphic organiser for each "home group" as a guide for organising the experts' information report.

10. Remind students that "home g ro u p " members are responsible to learn all content from one another.

14. Peer Assessment

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

Further benefits include:

1. Increasing feedback to students;

2. Reducing marking load for the teacher;

3. Giving students a sense of ownership of the assessment process;

4. Encouraging students to be more involved and take more responsibility for their learning;

5. Encouraging critical analysis of student work, so students see beyond a mark or grade.

15.   Think-Pair-Share

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

1. Think individually about a topic or answer to a question

2. Share ideas with classmates. Discussing an answer with a partner serves to maximise participation, focus attention and engage students in comprehending the reading material.

Think-pair-share is useful because:

1. It helps students to think individually about a topic or answer to a question.

2. It teaches students to share ideas with classmates and builds oral communication skills.

3. It helps focus attention and engages students in comprehending the reading material.

Steps in using think-pair-share

(a) The teacher poses a problem or asks an open-ended question to which there may be a variety of answers.

(b) The teacher gives the students 'think time' and directs them to think about the question.

(c) Following the 'think time' students turn to face their learning partner and work together, sharing ideas, discussing, clarifying and challenging.

(d) The pair then shares their ideas with another pair, or with the whole class. It is important that students need to be able to share their partner's ideas as well as their own.

16. Observation

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

17. Pair work

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

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

18. Essay writing

Essays are brief, non-fiction compositions that describe, clarify, argue, or analyse a subject. These essays have a three-step approach: telling the readers what term is being defined, presenting clear and basic information and using facts, examples, or anecdotes that readers will understand. An essay is a piece of writing that methodically analyses and evaluates a topic or issue.

Fundamentally, an essay is designed to get the student's academic opinion on a particular matter.

19. Map study

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

20. Library research

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

Teachers require students to dig a little deeper about a topic through the use of the library. For this reason, students should become familiar with the library and all its terms, rules and methods.
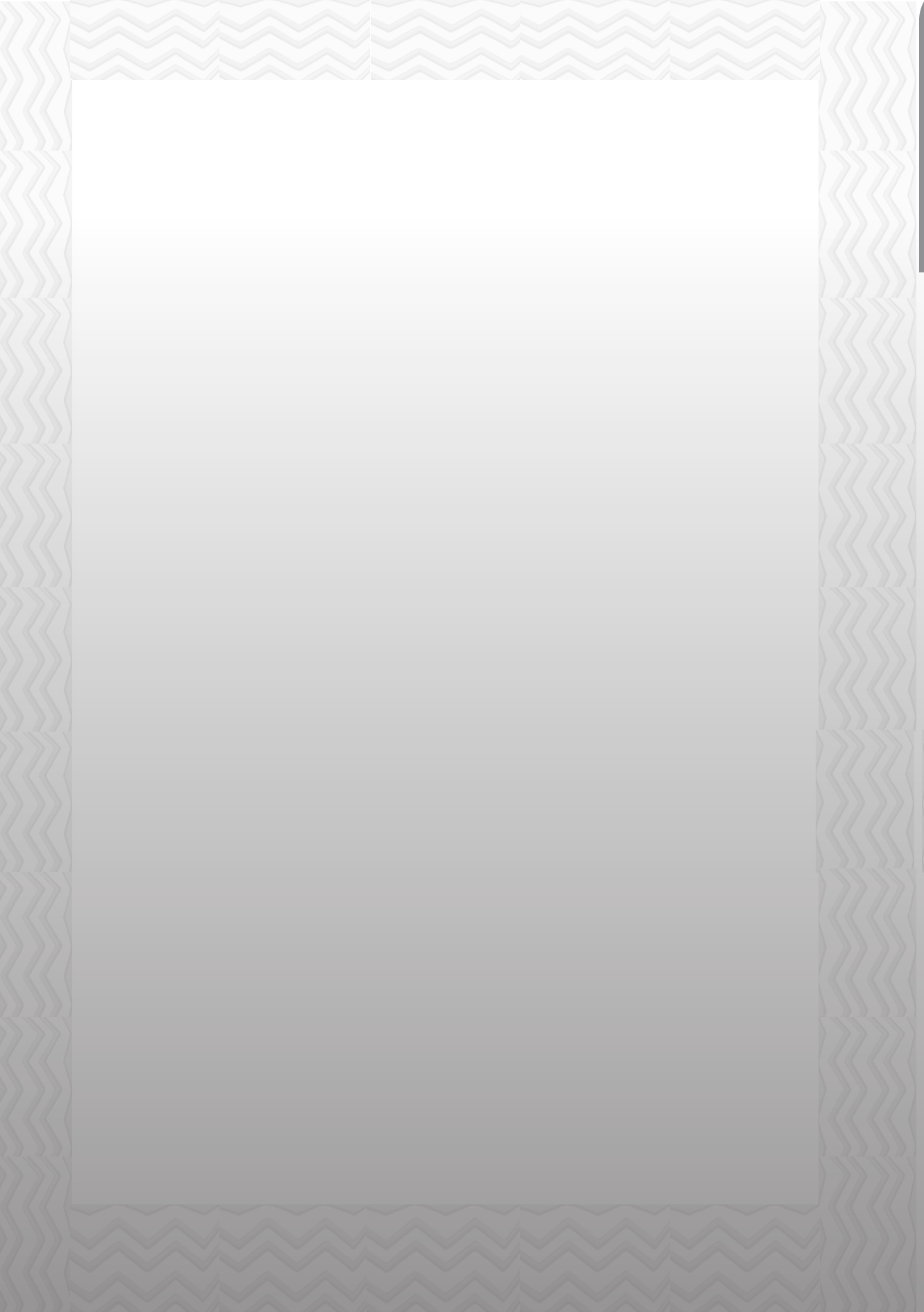
UNIT 1 HISTORICAL SOURCES

1.1. Key unit competence

To be able to analyze and critique historical sources of information

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

In order to study this unit, the students should have knowledge, skills and competences on the historical periods studied in Primary 5 and 6.

1.3. Introductory activity and guidance

A) Introductory activity

Mutesi is a History teacher in Senior one at Groupe Scolaire Musumba. At the beginning of the new school year 2023-2024. While she was introducing a new lesson, she invited her students to tell her different ways through which they can be informed about the past of their ancestors. If you had been one of her students, what answers would have given to her. Add what you think can be the importance of studying History.

B) Guidance on the introductory activity:

At the beginning of this Unit 1, the introductory activity motivates students to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they did not know before. As they are engaged in the lessons of this unit, they themselves discover answers to the questions they were asking at the beginning.

This will help them identify some issues and open them to what they did not know and be inquisitive to know the meaning of History, to explain its importance and different types of historical sources.

1.4. List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Definition of History and different sources of History	Definition of History and different sources of History	1
2	Different sources of History	The students should be able to identify various sources of historical information.	
3	Different ways of collecting historical information in ancient Rwanda	The students should be able to describe different ways of collecting historical information in ancient Rwanda.	
4	Different ways of collecting historical information in ancient Rwanda	The students should be able to describe different ways of collecting historical information in ancient Rwanda.	
4	The students should be able to describe different ways of collecting historical information in ancient Rwanda.	The students should be able to describe different ways of collecting historical information in ancient Rwanda.	
5	Importance of History	The students should be able to explain the importance of studying History.	
	End unit assessment		

Lesson title 1: Definition of History and different sources of History

a) Learning objective

b) The students should be able to define the term" History" and identify differents sources of history.

c) Teaching resources

As a teacher, you will utilise the following materials to deliver this lesson in Senior one: History learner' book, internet, media, stories, songs, jaws software, tactile maps and Braille materials for student teachers who are visually impaired. Sign language should be used when teaching students with hearing impairment. Guidance

d) Learning activities

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

Guide the learners to do the learning activities 1.1, 1.2 and 1.3 in different periods as the teacher reaches on it, in groups and monitor their work. At the end of evey work, in groups, you should invite some learners to present the work done to the whole class.

Remember that students should appoint one person to represent them during plenary discussion and another person to act as a class secretary to note down points agreed on as one of them leads the presentation.

Suggested answers for activities

Answer to the introductory activity

If I was me, I can tell Mutesi that the main historical sources are the archaeological sources, oral sources, audio-visual sources and written sources, Linguistics, Anthropology and Genetics.

 Lastly, I can suggest to Mutesi the following importances of studying History:

- History prepares us for the future, after we have known the present and past.
- The study of History inspires us and instils in us a patriotic and nationalistic spirit.
- We study History as a career subject.
- It also sharpens our critical sense as it widens our knowledge and competencies.
- It promotes moral principles
- It helps to promote international understanding among nations and people.
- It helps us to be tolerant.
- It helps us to understand the nature of social, economic and political problems of a given society.
- It helps us to make a thorough analysis of the past events such as the 1994 Genocide against the Tutsi.
- I can end bu asking her to complement my answer.

Answers to learning activity 1.1

History is the study of man's past activities. Historical information can be collected through archaeological sources, oral sources, audio-visual sources, written sources, Linguistics, Anthropology and Genetics

Answers to learning activity 1.2

Primary sources provide first-hand accounts about a person or a historical event while secondary sources of History interpret and analyse primary sources of History

Answers to learning activity 1.3

In collecting historical information, you first gather information from different sources, interpreting it and finally you make decisions on the data collected.

Answer to application activity 1.1

1. History is a science which studies man's past, the study of History is supposed to give information or knowledge about the past of human's activities. The human's past is dated from the man's appearance on the earth up to date. History is a subject that deals with the study of people's way of life in the past.

2. Two sources of history and their explanations are:

•Oral tradition is defined as any information passed by word of mouth (verbally) from one generation to another. This is done through socialisation especially between the young and the old.

Written sources are the information related to the past recorded by writing in form of letters, words or other written symbols found in books, diaries, newspapers, magazines, journals, non-published documents, letters, magazines, journals, inscriptions on coins and newspapers among others.

Answer to application activity 1.2

1.Primary sources provide first-hand accounts about a person or a historical event while secondary sources of History interpret and analyse primary sources of History

2.The primary sources are: pictures of my parents when they were young, old weeding dress, letter, stories and pottery Secondary sources are: textbooks and maps

Answer to application activity 1.3

A teacher X wants to know why students fail History in term three. He/She distributes questionnaires to students to write the causes of the failure. After he/she collects questionnaires and start see different causes. He/she finally finds that they failed because the content is too much. He/she starts giving them advises on how to learn a large content. By writing causes of failures on questionnaires, the teacher was collecting information and she/he analyses them when she/he is reading answers of the students and finally, he/she take conclusion by saying that the large content is the cause of the failure.

Lesson title 2: Different sources of History

a)Learning objective

The students should be able to identify various sources of historical information

b)Teaching resources

In delivering this lesson, you will use the following materials: History learner' book, internet, media, stories, songs, jaws software, tactile maps and Braille materials for student teachers who are visually impaired. Sign language should be used when teaching students with hearing impairment.

c) Learning activities

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

Guide the learners to do the learning activity 1.2 in groups and monitor their work. At the end of the work in groups, you should invite some learners to present the work done to the whole class.

Remember that students should appoint one person to represent them during plenary discussion and another person to act as a class secretary to note down points agreed on as one of them leads the presentation.

Answer to application activity 1.2

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

2.

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

Suggested answers for activities

Lesson title 3: Different ways of collecting historical information in ancient Rwanda

a) Learning objective

The students should be able to describe different ways of collecting historical information in ancient Rwanda.

b) Teaching resources

In delivering this lesson, you will use the following materials: History learner' book, internet, media, stories, songs, jaws software, tactile maps and Braille materials for student teachers who are visually impaired. Sign language should be used when teaching students with hearing impairment.

c)Learning activities

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

Guide the learners to do the learning activity 1.4 in groups and monitor their work. At the end of the work in groups, you should invite some learners to present the work done to the whole class.

Remember that students should appoint one person to represent them during plenary discussion and another person to act as a class secretary to note down points agreed on as one of them leads the presentation.

Suggested answers for activities

Answers to learning activity 1.4

Oral sources are the most important in the study of the History of ancient Rwanda, we can distinguish four different oral sources:

- Historical stories;
- Genealogies;
- Poetry and songs;
- "Ubwiru" or esoteric code.

Answers to the learning activity 1.4

Answer to application activity 1.4

Oral sources are the most important in the study of the History of ancient Rwanda, we can distinguish four different oral sources:

- Historical stories;
- Genealogies;
- Poetry and songs;
- "Ubwiru" or esoteric code.

1. Historical stories

Historical stories (ibitekerezo) narrate ancient events. These are divided into three major categories:

Official stories

These are narrated by people who learnt them systematically from their parents or their neighbors. Their origin was usually an official edition of chosen events and these stories were usually passed through the royal court.

Popular stories

They are more or less presented in the same way as the official stories but these ones enjoyed more freedom in their transmission. These stories have to a large extent interesting marvelous legends, tales/imigani miremire, proverbs/imigani migufi, and riddles/ibisakuzo

 Familiar stories

These are of great importance to the history of Rwanda because they were private and therefore were not manipulated. They cover the period of the reign of King RWABUGIRI up to today. For example, it is said that in these popular stories, it was King Rwabugiri who brought maize.

2. Genealogies

Genealogy is the study of families, history and the tracing of the lineages. Gealogies are divided into :

 Dynastic genealogy (ubucurabwenge)

This is an original text which was orally and carefully transmitted by genealogists called "Abacurabwenge". "Ubucurabwenge" can cite proper names of all the Kings of Rwanda and their royal titles. This genealogy was and is still the most important source for the chro-nology of the History of Rwanda

 Family genealogy

These are useful because they complete the chronology given by dynastic genealogists. In precolonial Rwanda, declamation of genealogy used to help people or families to identify themselves in the community.

3.   Poems and Songs

Poetry in Rwanda is transmitted in an imaginary form. Commentators can give interpretation and sense to these poems. These commentaries are often lacking in many aspects. In ancient Rwanda, there were various types of poetry: dynastic poetry, pastoral poetry (amahamba/amazina y'inka) warrior poetry (ibyivugo). Dynastic poetry (Ibisigo): showed praises of merit and bravery and heroism to the reigning and departed kings.

Traditional songs and dance are big parts of life in Rwanda. They are mixed in festivals, social events, wedding…. As an example, Intore dance is a traditional performance that talks about bravery activities of Rwandans in ancient period. It is performed by drums. Both men and women are participated in this traditional performance.

Another traditional music and dance is amahigi, which is dedicated to hunting activities. Some other type of folk songs which can be mentioned and accompanied with dance too are ibihozo (choral songs), indirimbo z'ingabo (warriors' songs), amasare (wrestling songs), …

4.   Esoteric code (Ubwiru)

This text was exclusively for the ABIRU who were special advisers to the King. They were charged with the responsibility of knowing all the rules and application of these rules relating to the royal institution. They also supervised the symbolic representations and behaviors of the Kings. The ABIRU texts were rituals, which were learnt by heart by the ABIRU.

Lesson title 4: Importance of History

d) Learning objective

The students should be able to explain the importance of studying History.

e)   Teaching resources

In delivering this lesson, you will use the following materials: History learner' book, internet, media, stories, songs, jaws software, tactile maps and Braille materials for student teachers who are visually impaired. Sign language should be used when teaching students with hearing impairment.

f) Learning activities

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

Guide the learners to do the learning activity 1.5 in groups and monitor their work. At the end of the work in groups, you should invite some learners to present the work done to the whole class.

Remember that students should appoint one person to represent them during plenary discussion and another person to act as a class secretary to note down points agreed on as one of them leads the presentation.

Suggested answers for activities

Answers to learning activity 1.5

The importance of studying History can be explained as follows:

- · History prepares students for the future, after they have known the present and past. For example, Rwanda's pre-colonial, colonial and post-independence eras helps them plan for our country.

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

- Students study History as a career subject. Through it, they can become teachers, lawyers, administrators, curators and politicians.

- It also sharpens their critical sense as it widens their knowledge and competencies. Through History, they can read, write, interpret information, debate and draw logical conclusions and judgments.

- It promotes moral principles through the study of personalities with high moral standards. It helps them to avoid any form of injustice.

- It helps to promote international understanding among nations 1and people. This is through the study of other countries' systems of governance. It can be achieved through actions of international organisations such as the United Nations (UN), African Union (AU) and the East African Community (EAC).

- It helps students to be tolerant. Through the study of History, they are able to learn about culture and values of different ethnic groups, tribes and races. This is important in the promotion of mutual understanding, tolerance and peaceful co-existence.

- It helps them to understand the nature of social, economic and political problems of a given society.

- • It helps them make a thorough analysis of the past events such as the 1994 Genocide against the Tutsi. This will help them prevent them from occurring again.

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

- It also sharpens our critical sense as it widens our knowledge and competencies. Through History, we can read, write, interpret information, debate and draw logical conclusions and judgments.

- It promotes moral principles through the study of personalities with high moral standards. It helps us to avoid any form of injustice.

1.5. Additional Information for the teacher

As you have noticed it, this unit does no longer contain some of the former lessons it had before. These are the process of collecting historical sources and the challenges encountered in collecting historical sources. Besides, this unit had not an introductory activity and had been added as well as its answer. The text that follows will help you have a deeper understanding of this unit.

Sources of history

A source is anything that has been left behind by the past. It might be a document, but it might alternatively be a building or a picture or a piece of ephemera – a train ticket perhaps or a plastic cup. They are called 'sources' because they provide us with information which can add to the sum of our knowledge of the past. Sources only become historical evidence, however, when they are used by a historian to make a point. What they are evidence of will depend on what the historian is trying to say.

For example, a train ticket might be evidence of an individual's movements or of the price of rail journeys at a particular date or even of deeper social phenomena: for many years, for example, it was the practice to print a 'W' on a woman's ticket (this was when stations had women-only waiting rooms and trains had women-only carriages).

The plastic cup might be evidence of a throw-away society, of the mass production of cheap catering implements, of the thinking that went into design at a particular date – it all depends on what the historian wants to know. This is why it makes little sense to ask if something is 'good historical evidence' without saying what it is supposed to be evidence of.

Origins of sources

In their origins sources can come from anywhere. However, there is a process by which most sources find their way into the hands of historians. First, it needs to be stressed that the overwhelming majority of material produced by the past has been destroyed, either deliberately or by the ravages of time. A minuscule proportion of the clothes worn by people in the past, for example, have survived to be exhibited in museums of costume. The pens and typewriters with which people wrote the documents historians study, and the overwhelming majority of the letters and articles and books they produced, are now under the ground. This is as true of recent history as it is of the more distant past.

The process by which some pieces survive and come down to us can owe a huge amount to chance. Attics and back rooms are often full of material from the past, most of which will be cleared out at some point unless someone spots and keeps some of the more valuable pieces. Many historians undertaking research have tales of finding collections of letters or old diaries kept in old shoe boxes among the family junk of the writer's descendants.

We often have much more information about governments than about individuals or society as a whole because many governments archived documents for future reference from an early stage.

To save papers from the effects of repeated use, archives have long sought to transfer their holdings into other forms. This is a massive undertaking and it has inevitably been overtaken by changes in technology. Many archives store holdings on microfilm, which is a reel of celluloid film spooled on to a reader machine with a large screen and read by winding the film from one spool to another. Some microfilm readers have a fast-spooling function, but others have to be operated manually. A later development was microfiche, a small rectangular sheet or fiche of acetate on which a number of documents can be stored and which is fed into a special microfiche reader; when one fiche is finished with it is taken out and the next one inserted. These techniques have been overtaken by the ease of scanning documents and putting them online, but few archives have the time or money to do this for all the documents which have already been put on microfilm or microfiche.

Online storage has the advantage of allowing people to see documents without having to visit the archive (although even this is no substitute for the real thing: experienced historians are aware of how often the most telling details can be found on the back of a document). Another important mode of access to documents without having to go to an archive is the published source collection. This can be a very handy way of keeping a collection of relevant source material close at hand and it has the advantage of carrying notes about the sources; on the other hand, the user is dependent on the compiler-editor. Even the most comprehensive printed collections are selections from the original archives and documents included in these collections have often themselves been cut down. Printed collections are an indispensable resource for busy historians but they are still no substitute for seeing the originals.

How to use historical sources

The best advice is simply to read or look at the sources and think: what is this telling me? It sometimes helps to picture how the source was originally produced: to picture the person writing it (where were they? In what conditions?) or to picture the people who originally read, heard or saw it. Indeed, in many ways the most important question to ask of a source is also the most basic: 'What is this?' However, there are other subordinate questions – who wrote it? What for? Who for? When? – Which help towards an answer to that overarching question and which help the historian to see how this source might be useful?

Significance of source classification

Many sources can be considered either primary or secondary, depending on the context in which they are examined.

Moreover, the distinction between primary and secondary sources is subjective and contextual, so that precise definitions are difficult to make. A book review, when it contains the opinion of the reviewer about the book rather than a summary of the book, becomes a primary source.

If a historical text discusses old documents to derive a new historical conclusion, it is considered to be a primary source for the new conclusion. Examples in which a source can be both primary and secondary include an obituary or a survey of several volumes of a journal counting the frequency of articles on a certain topic.

Whether a source is regarded as primary or secondary in a given context may change, depending upon the present state of knowledge within the field. For example, if a document refers to the contents of a previous but undiscovered letter, that document may be considered "primary", since it is the closest known thing to an original source; but if the letter is later found, it may then be considered "secondary"

In some instances, the reason for identifying a text as the "primary source" may devolve from the fact that no copy of the original source material exists, or that it is the oldest extant source for the information cited.

In scholarly writing, an important objective of classifying sources is to determine their independence and reliability. In contexts such as historical writing, it is almost always advisable to use primary sources and that "if none are available, it is only with great caution that [the author] may proceed to make use of secondary sources." The primary sources have the most direct connection to the past and that they "speak for themselves" in ways that cannot be captured through the filter of secondary sources.

In scholarly writing, the objective of classifying sources is to determine the independence and reliability of sources. Though the terms primary source and secondary source originated in historiography as a way to trace the history of historical ideas, they have been applied to many other fields. For example, these ideas may be used to trace the history of scientific theories, literary elements and other information that is passed from one author to another.

Finding primary sources

Although many documents that are primary sources remain in private hands, the usual location for them is an archive. These can be public or private. Documents relating to one area are usually spread over a large number of different archives. These can be distant from the original source of the document.

Using primary sources

History as an academic discipline is based on primary sources, as evaluated by the community of scholars, who report their findings in books, articles and papers. Arthur Marwick says "Primary sources

are absolutely fundamental to history." Ideally, a historian will use all available primary sources that were created by the people involved at the time being studied. In practice some sources have been destroyed, while others are not available for research. Perhaps the only eyewitness reports of an event may be memoirs, autobiographies, or oral interviews taken years later. Sometimes the only evidence relating to an event or person in the distant past was written or copied decades or centuries later. Manuscripts that are sources for classical texts can be copies of documents, or fragments of copies of documents. This is a common problem in classical studies, where sometimes only a summary of a book or letter has survived.

Potential difficulties with primary sources have the result that history is usually taught in schools using secondary sources.

Historians studying the modern period with the intention of publishing an academic article prefer to go back to available primary sources and to seek new (in other words, forgotten or lost) ones. Primary sources, whether accurate or not, offer new input into historical questions and most modern history revolves around heavy use of archives and special collections for the purpose of finding useful primary sources. A work on history is not likely to be taken seriously as scholarship if it only cites secondary sources, as it does not indicate that original research has been done.

However, primary sources – particularly those from before the 20th century – may have hidden challenges. "Primary sources, in fact, are usually fragmentary, ambiguous and very difficult to analyse and interpret." Obsolete meanings of familiar words and social context are among the traps that await the newcomer to historical studies. For this reason, the interpretation of primary texts is typically taught as part of an advanced college or postgraduate history course, although advanced self-study or informal training is also possible.

The following questions are asked about primary sources:

- What is the tone?
- Who is the intended audience?
- What is the purpose of the publication?
- What assumptions does the author make?
- What are the bases of the author's conclusions?
- Does the author agree or disagree with other authors of the subject?
- Does the content agree with what you know or have learned about the issue?
- Where was the source made? (questions of systemic bias)

Strengths and weaknesses of primary sources

In many fields and contexts, such as historical writing, it is almost always advisable to use primary sources if possible, and that "if none are available, it is only with great caution that [the author] may proceed to make use of secondary sources." In addition, primary sources avoid the problem inherent in secondary sources, where each new author may distort and put their own spin on the findings of prior cited authors. However, a primary source is not necessarily more of an authority or better than a secondary source. There can be bias and other tactic used to twist historical information.

Historians consider the accuracy and objectiveness of the primary sources they are using and historians subject both primary and secondary sources to a high level of scrutiny. A primary source such as a journal entry (or the online version, a blog), at best, may only reflect one individual's opinion on events, which may or may not be truthful, accurate, or complete.

Participants and eyewitnesses may misunderstand events or distort their reports (deliberately or unconsciously) to enhance their own image or importance. Such effects can increase over time, as people create a narrative that may not be accurate. For any source, primary

or secondary, it is important for the researcher to evaluate the amount and direction of bias. As an example, a government report may be an accurate and unbiased description of events, but it can be censored or altered for propaganda or cover-up purposes. The facts can be distorted to present the opposing sides in a negative light.

1.6. End of unit assessment

⬡ Answers to end of Unit Assessment

1.The source of information that will be easier to use for:
a)Oral traditions and written (braille)
b)Oral traditions, audio-visual, written
c)Written (for literate people)
2.The importance of studying History is the following:
·History prepares us for the future, after we have known the present and past.
·The study of History inspires us and instils in us a patriotic and nationalistic spirit.
·We study History as a career subject.
·It also sharpens our critical sense as it widens our knowledge and competencies.
·It promotes moral principles
·It helps topromote international understanding among nations and people.
·It helps us to be tolerant.
·It helps us to understand the nature of social, economic and political problems of a given society.
·It helps us to make a thorough analysis of the past events such as the 1994 Genocide against the Tutsi.

Answers to End Unit Assessment
1.The source of information that will be easier to use for:
a)Oral traditions and written (braille)
b)Oral traditions, audio-visual, written
3. Different ways through which historical information is collected are the following:
· Verbal interviews
· Researching on books
· Researching on internet
· Listening to radios and watching television sets

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

1.7. Additional activities

- **Remedial Activities**

Questions
1. Give the definition of History.
2. Cite three sources of history.

Answers
1. History is the science that studies the holistic past of the human beings since their appearance on the earth up to date.

2. Three sources of History are written sources, oral sources and archaeological sources.

- **Consolidation activities**

Questions

1. Explain how the oral sources are very important to the learning of the History of Rwanda.
2. What can be the contribution of linguistic sources to the knowledge of History?

Answers

1. Before people started writing or recording their history; they transmitted verbally information about individuals, families, important events, or everyday life from one generation to another through storytelling, songs, etc. This is also what happened here in Rwanda. For this reason, knowledge of the pre-colonial History of Rwanda is essentially based on oral sources. Even today, Rwandans are still using oral sources for the knowledge of the past of their ancestors because the archaeological sources are not yet sufficiently explored and written sources have been recently used.

2. The contribution of linguistic sources to the knowledge of History is of multiple facets. In fact, with the linguistic sources, it is possible to estimate when the spoken languages currently being spoken all over the world, came into existence. The linguistic sources can also help to determine the occurrence of migration, origin and patterns of people.

Besides, the linguistic sources help in classifying and knowing different groups or families of languages to which people belong.

The linguistic sources complete the oral and written sources and contribute therefore to the understanding of the history of various groups of people. To some extent, the linguistic sources can give information about the geographical location of such groups of people to a given time.

- **Extended activities**

Question

1. Identify and explain different problems involved in the transmission of oral sources.

Answers

1. Different problems that can be involved in the transmission of oral sources and these include the following:

- Forgetting information due to age or abnormal circumstances such as alcohol, illness, etc.;

- Voluntary omissions due to ideological or political reasons or any other interest. For example, in Rwanda, some royal names were removed from the official lists like Mibambwe Rutalindwa, because the official ideology wanted a king to be replaced by his son and Yuhi Musinga was not his son.

-Involuntary omissions;

-Confusions: an event can be placed at the wrong period. For instance, Ruzagayura famine can be put under King Yuhi Musinga instead of King Mutara Rudahigwa.

- Additions;

- Explicative details in case of an outdate customs or a complicated language. For instance, in the case of Rwanda, some institutions such as Ubwiru were difficult to be understood. They were accompanied by explanations.

UNIT 2 — EVOLUTION OF HUMANKIND

2.1. Key unit competence

To be to analyze how mankind evolved, developed and settled in different parts of Africa.

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

In order to study this unit, the students should have knowledge, skills and competences on the following different topics that have already taught either in primary or in ordinary level related to the following: evolution of humans in Biology, migration in Geography and Social Studies.

2.3. Introductory activity and guidance

A) Introductory activity

The earth planet was inhabited for the first time by humankind a few million years ago. The scientific theory stipulates that the first forms of human beings were assimilated to apes and the latter underwent evolution so as to lead to the present forms of hominids. Explain the evolution theory propounded by Charles Darwin.

B) Guidance on the introductory activity:

At the beginning of this Unit 5, the introductory activity motivates students to know what happens or will happen in this unit and help them to be passionate to know the evolution of humankind. 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 two main theories i.e. the creation theory (Biblical theory) and the scientific theory which explain the origin of humankind and its evolution.

2.4. List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Origin of Humankind	The students should be able to find out the origin of humankind.	1
2	Evolution of humans	The students should be able to describe the evolution of humans.	1
3	Discoveries made in stone age period	The students should be able to explain the discoveries made in stone age period.	2
4	Characteristics of hunter-gatherer societies.	The students should be able to identify the characteristics of hunter-gatherer societies.	1
4	End unit assessment		1

Guidance on different lessons

Lesson title 1: Origin of Humankind

a) Learning objective

The students should be able to find out the origin of humankind.

b) Teaching resources

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

c) Learning activity

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

Suggested answers for activities

Answer to The Introductory Activity

The modern theory concerning the evolution of humankind proposes that humans and apes derived from an ape-like ancestor. The ape-like ancestor lived on earth a few million years ago. This theory states that humankind emerged through a combination of environmental and genetic factors as a species to produce the variety of ethnicities seen today. It further states that modern apes evolved on a separate evolutionary pathway.

The most famous proponent of evolution theory was Charles Darwin (1809-82) who wrote "The Origin of Species" (1859) to describe his theory of evolution. Since then, humankind's origin has generally been explained from an evolutionary perspective. Moreover, the theory of man's evolution has been and continues to be modified. New findings are discovered and revisions to the theory are adopted. Earlier concepts that have proven incorrect are discarded.

Answers to the learning activity 5.1

Answer to application activity 2.1

1 There are two theories explaining the human origin and evolution:

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

The scientific theory: The modern theory concerning the evolution of humankind has a different view. It proposes that humans and apes **derived from an ape-like ancestor** whois said to have undergone five distinctive stages that are discussed below.

The ape-like ancestor lived on earth a few million years ago. The theory states that humankind emerged through a combination of environmental and genetic factors. Perhaps the most famous proponent of **evolution theory** was Charles Darwin (1809-82). He authored **The Origin of Species (1859**) to describe his theory of evolution. Since then, humankind's origin has generally been explained from an evolutionary perspective. Moreover, the theory of man's evolution has been and continues to be modified. New findings are discovered and revisions to the theory are adopted.

Lesson title 2: Evolution of humans

a) Learning objective

The students should be able to describe the evolution of humans.

b) Teaching resources

In order to tackle this sub-topic well, you will, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activity

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

Guide the learners and help them do in groups the learning activity 5.2 followed by a plenary discussion.

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

Suggested answers for activities

Answers to learning activity 2.2

The evolution of man refers to the stages human beings went through in order to become the present day human beings.

The evolution of man refers to the stages through which human beings went through in order to become the present day human beings.

Humankind evolution passed through the following five stages:

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

Answer to application activity 2.2

1. Africa is said to be "Africa is the cradle of humanity" because there are a number of researches which have already proved that the first true human beings had been discovered in East Africa in the sites located around Lake Turkana in northern Kenya, in the Olduvai Gorge and in northern Ethiopia.

2. The characteristics of Homo Sapiens are the following: His brain size averaged larger than modern human being. His head was shaped differently, longer and lower. His nose was large and extremely different from that of modern human beings in structure. He was a massive man, about 5' 6" tall. He had a heavy skeleton that showed attachments for massive muscles. He was far stronger than modern human beings. His jaw was massive with a receding forehead like that of Homo erectus.

Lesson title 3: Discoveries made in stone age period

a) Learning objective

The students should be able to explain the discoveries made in stone age period.

b) Teaching resources

In delivering this lesson, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

C) Learning activity

To teach this lesson, you should try as much as possible to make the learning interactive. Give the learners time to participate and ask questions and air out their views. The following suggested activities can make the teaching/learning interactive: Guide the learners and help them do in groups the learning activity 5.3 followed by a plenary discussion.

Suggested answers for activities

Answers to learning activity 2.3

Stone Age is a period that precedes History. It was the period when human beings did not know how to read and write. Pre-history is made up of three periods:

- · Early Stone Age (1,500,000-750,000 BC)
- · Middle Stone Age (750,000-300,000 BC)
- · Late Stone Age (300,000-50,000 BC)

Archaeologists and historians have referred to this period as Stone Age Period. This is because major tools used at that time were made out of stones.

Answer to application activity 2.2

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

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

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

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

- Man's activities were hunting and gathering food from forests.
- Man was living a wandering life and lived on trees.
- Man was shaping stones into double edged hand axe that was used in hunting.

Lesson 4: Characteristics of hunter-gatherer societies.

Lesson title 4: Characteristics of hunter-gatherer societies.

d) Learning objective

The students should be able to identify the characteristics of hunter-gatherer societies.

e) Teaching resources

In delivering this lesson, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

f) Learning activity

To teach this lesson, you should try as much as possible to make the learning interactive. Give the learners time to participate and ask questions and air out their views. The following suggested activities can make the teaching/learning interactive: Guide the learners and help them do in groups the **learning activity 5.4** followed by a plenary discussion.

Suggested answers for activities

Answers to learning activity 2.4

The following are the characteristics of hunter-gatherer society

- (i) People lived by wandering from place to place. They moved from one place to another.

- (ii) People lived in groups or communities based on their lineages and clans.

- (iii) The major economic activities were hunting wild animals and gathering wild fruits for food.

- (iv) Informal education was administered from parents to children.

- (v) Stone tools were mainly used for cutting meat and for protection.

- (vi) The societies had no laws to govern them because they lived a semi-permanent life.

- (vii) In these societies, land was owned communally, not individually. Everyone had a right to settle where they wanted.

- (viii) Herbal medicine was used to treat wounds, coughs and diseases such as malaria.

- (ix) Intermarriages were common among people, but on consent of parents from both parties.

- (x) The societies had no hierarchical social structure of administration.

Answer to application activity 2.4

Refers to the answer of the learning activity.

Additional Information for the teacher

In this unit entitled "Evolution of mankind", the third item, characteristics of hunter gatherer societies, has been removed. Besides, this unit had not an introductory activity and had been added as well as its answer. The following text can help you have a deeper understanding on the evolution of mankind.

Human evolution

Human evolution is the evolutionary process leading up to the appearance of anatomically modern humans. The topic usually covers the evolutionary history of primates, in particular the genus *Homo*, and the emergence of *Homo sapiens* as a distinct species of hominids (or «great apes») rather than studying the evolutionary history that led to primates.

The study of human evolution involves many scientificdisciplines, including physicalanthropology, primatology, archaeology, paleontology, ethology, Linguistics, evolutionary psychology, embryology and genetics.

Genetic studies show that primates diverged from other mammalsabout85millionyearsago,intheLateCretaceousperiod,andthe earliestfossilsappearinthePaleocene,around55millionyearsago.

The Hominidae family diverged from the Hylobatidae (gibbon) family 15–20 million years ago, and around 14 million years ago, the subfamily Ponginae (orangutans) diverged from the Hominidae family.

Bipedalism is the basic adaption of the hominid line. The earliest bipedal hominid is considered to be either *Sahelanthropus* or *Orrorin*; alternatively, either *Sahelanthropus* or *Orrorin* may instead be the last shared ancestor between

chimps and humans. *Ardipithecus*, a full bipedal, arose somewhat later, and the early bipedals eventually evolved into the australopithecines, and later into the genus *Homo*.

The earliest documented members of the genus *Homo* are *Homo HYPERLINK "http://en.wikipedia.org/wiki/Homo_habilis"habilis*, which evolved around 2.8 million years ago; and it is arguably the earliest species for which there is positive evidence of use of stone tools. The brains of these early hominins were about the same size as that of a chimpanzee, although it has been suggested that this was the time in which the human gene doubled, producing a more rapid wiring of the frontal cortex.

During the next million years a process of rapid encephalization began, and with the arrival of *Homo erectus* in the fossil record, cranial capacity had doubled to 850 cm^3. This increase in human brain size is equivalent to every generation having an additional 125,000 neurons more than their parents. It is believed that these species were the first to use fire and complex tools. *Homo erectus* and *Homo HYPERLINK "http://en.wikipedia.org/wiki/Homo_ergaster"ergaster* were also the first of the hominin line to leave Africa, and these species spread through Africa, Asia, and Europe between1.3 to 1.8 million years ago.

According to the recent African origin of modern humans theory, modern humans evolved in Africa possibly from *Homo HYPERLINK "http://en.wikipedia.org/wiki/Homo_heidelbergensis"heidelbergensis*, *Homo HYPERLINK "http://en.wikipedia.org/wiki/Homo_rhodesiensis"rhodesiensis* or *Homo antecessor* and migrated out of the continent some 50,000 to 100,000 years ago, gradually replacing local populations of *Homo erectus*, Denisova hominins, *Homo HYPERLINK "http://en.wikipedia.org/wiki/Homo_floresiensis"floresiensis* and *Homo HYPERLINK "http://en.wikipedia.org/wiki/Neanderthal"neanderthalensis*. Archaic *HY-*

PERLINK   "http://en.wikipedia.org/wiki/Archaic_humans"Homo sapiens, the forerunner of anatomically modern humans, evolved between 400,000 and 250,000 years ago. Recent DNA evidence suggests that several haplotypes of Neanderthal origin are present among all non-African populations, and Neanderthals and other hominins, such as Denisovans, may have contributed up to 6% of their genome to present-day humans, suggestive of a limited inter-breeding between these species. Anatomically modern humans evolved from archaic*Homo sapiens* in the Middle Paleolithic, about 200,000 years ago. The transition to behavioral modernity with the development of symbolic culture, language, and specialized lithic technology happened around 50,000 years ago according to many anthropologists although some suggest a gradual change in behavior over a longer time span.

The genetic revolution

The genetic revolution in studies of human evolution started when Vincent Sarich and Allan Wilson measured the strength of immunological cross-reactions of blood serum albumin between pairs of creatures, including humans and African apes (chimpanzees and gorillas). The strength of the reaction could be expressed numerically as an immunological distance, which was in turn proportional to the number of amino acid differences between homologous proteins in different species. By constructing a calibration curve of the ID of species› pairs with known divergence times in the fossil record, the data could be used as a molecular clock to estimate the times of divergence of pairs with poorer or unknown fossil records.

In their seminal 1967 paper in Science, Sarich and Wilson estimated the divergence time of humans and apes as four to five million years ago, at a time when standard interpretations of the fossil record gave this divergence as at least 10 to as much as 30 million years. Subsequent fossil discoveries, notably "Lucy," and reinterpretation of older fossil materials, notably Ramapithecus, showed the younger estimates to be correct and validated the albumin method.

Progress in DNA sequencing, specifically mitochondrial DNA (mt DNA) and then Y-chromosome DNA (Y-DNA) advanced the understanding of human origins. Application of the molecular clock principle revolutionized the study of molecular evolution.

On the basis of a separation from the orangutan between 10 and 20 million years ago, earlier studies of the molecular clock suggested that there were about 76 mutations per generation that were not inherited by human children from their parents; this evidence supported the divergence time between hominins and chimps noted above. However, a 2012 study in Iceland of 78 children and their parents suggests a mutation rate of only 36 mutations per generation; this datum extends the separation between humans and chimps to an earlier period greater than 7 million years ago (Ma). Additional research with 226 offspring of wild chimp populations in 8 locations suggests that chimps reproduce at age 26.5 years, on average; which suggests the human divergence from chimps occurred between 7 to 13 million years ago. And these data suggest that *Ardipithecus* (4.5 Ma), *Orrorin* (6 Ma) and *Sahelanthropus* (7 Ma) all may be on the hominin lineage, and even that the separation may have occurred outside the East African Rift region.

Furthermore, analysis of the two species' genes in 2006 provides evidence that after human ancestors had started to diverge from chimps, interspecies mating between "proto-human" and "proto-chimps" nonetheless occurred regularly enough to change certain genes in the new gene pool:

A new comparison of the human and chimp genomes suggests that after the two lineages separated, they may have begun interbreeding... A principal finding is that the X HYPERLINK "http://en.wikipedia.org/wiki/X_chromosome"chromosomes of humans and chimps appear to have diverged about 1.2 million years more recently than the other chromosomes.

In the 1990s, several teams of paleoanthropologists were working throughout Africa looking for evidence of the earliest divergence of the hominin lineage from the great apes. In 1994, Meave Leakey discovered *Australopithecus* HYPERLINK *"http://en.wikipedia.org/wiki/Australopithecus_anamensis"anamensis*. The find was overshadowed by Tim D. White's 1995 discovery of *Ardipithecus ramidus*, which pushed back the fossil record to 4.2 million years ago.

In 2000, Martin Pickford and Brigitte HYPERLINK "http://en.wikipedia.org/w/index.php?title=Brigitte_Senut&action=edit&redlink=1"Senut discovered in the Tugen Hills of Kenya a 6-million-year-old bipedal hominin which they named *Orrorin tugenensis*. And in 2001, a team led byMichelHYPERLINK "http://en.wikipedia.org/wiki/Michel_Brunet_(paleontologist)" Brunet discovered the skull of *Sahelanthropus tchadensis* which was dated as 7.2 million years ago, and which Brunet argued was a bipedal, and therefore a hominid—that is, a hominin (cf Hominidae; terms «hominids» and HYPERLINK "http://en.wikipedia.org/wiki/Hominidae"hominins).

Anthropologists in the 1980s were divided regarding some details of reproductive barriers and migratory dispersals of the *Homo* genus. Subsequently, genetics has been used to investigate and resolve these issues. According to the Sahara pump theory evidence suggests that genus *Homo* have migrated out of Africa at least three times (e.g. *Homo erectus*, *Homo heidelbergensis* and *Homo sapiens*).

The "out of Africa" model proposed that modern *H. sapiens*speciatedinAfricarecently(thatis,approximately200,000years ago) and the subsequent migration through Eurasia resulted in nearly complete replacement of other *Homo* species. This model has been developed by Chris B. HYPERLINK "http://en.wikipe-

dia.org/wiki/Chris_Stringer"Stringerand Peter Andrews. In contrast, the multiregional hypothesis proposed that *Homo* genus contained only a single interconnected population as it does today (not separate species), and that its evolution took place worldwide continuously over the last couple million years. This model was proposed in 1988 by Milford H. HYPERLINK "http:// en.wikipedia.org/wiki/Milford_H._Wolpoff"Wolpoff.

"Out of Africa" has gained support from research using female mitochondrial DNA and the male Y chromosome. After analysing genealogy trees constructed using 133 types of mtDNA, researchers concluded that all were descended from a female African progenitor, dubbed Mitochondrial Eve. "Out of Africa" is also supported by the fact that mitochondrial genetic diversity is highest among African populations.

There are still differing theories on whether there was a single exodus from Africa or several. A multiple dispersal model involves the Southern Dispersal theory, which has gained support in recent years from genetic, linguistic and archaeological evidence. In this theory, there was a coastal dispersal of modern humans from the Horn of Africa around 70,000 years ago. This group helped to populate Southeast Asia and Oceania, explaining the discovery of early human sites in these areas much earlier than those in the Levant.

A second wave of humans may have dispersed across the Sinai Peninsula into Asia, resulting in the bulk of human population for Eurasia. This second group possibly possessed a more sophisticated tool technology and was less dependent on coastal food sources than the original group. Much of the evidence for the first group's expansion would have been destroyed by the rising sea levels at the end of each glacial maximum. The multiple dispersal model is contradicted by studies indicating that the populations of Eurasia and the populations of

Southeast Asia and Oceania are all descended from the same mitochondrial DNA lineages, which support a single migration out of Africa that gave rise to all non-African populations.
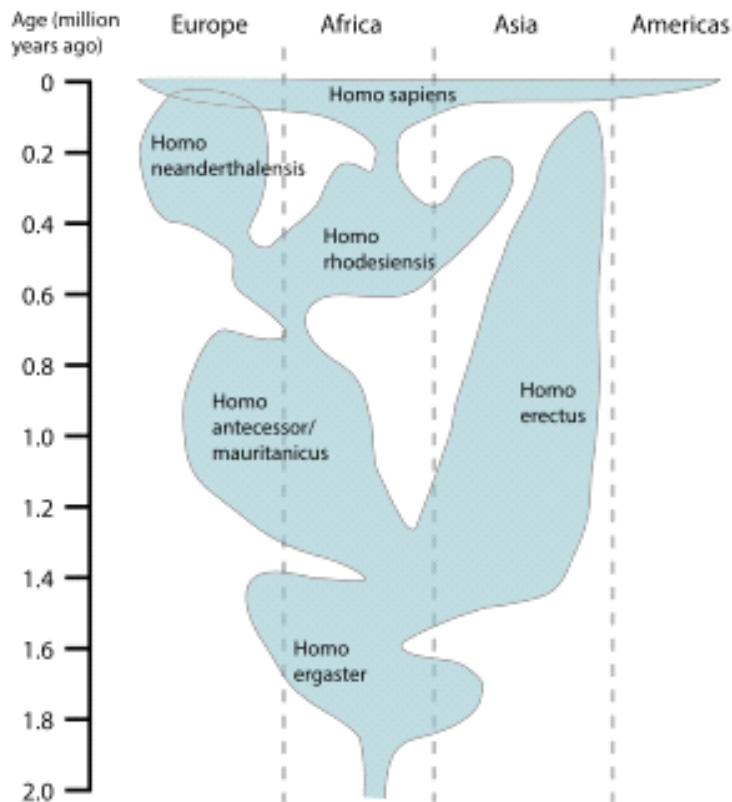
A view of the temporal and geographical distribution of genus Homo populations.

2.5. End of Unit Assessment

Answers to end of Unit Assessment

1.There are two theories explaining the human origin and evolution:

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

The scientific theory: The modern theory concerning the evolution of humankind has a different view. It proposes that humans and apes **derived from an ape-like ancestor** whois said to have undergone five distinctive stages that are discussed below.

The ape-like ancestor lived on earth a few million years ago. The theory states that humankind emerged through a combination of environmental and genetic factors.

- The humankind's major discoveries in the Neolithic period are the following:
- Human beings started constructing small huts using grass, trees and skins.
- They settled in a permanent place and stopped wandering.
- They started putting on skins and woven clothes.
- They began farming in order to produce their own food. This constitutes a revolution known as a Neolithic revolution.
- They used fertilisers and storage facilities.
- They started living in villages and forming communities.
- They increased domestication of several domestic animals such as horses, cows, sheep and pigs.

•They started iron working and began using iron tools such as machetes, hoes and knives. They used less stone tools.

- They started using better tools for hunting such as spears, arrows and bows.
- They made   rules and regulations to have law and order in the societies.
- They began to bury the dead in graves instead of leaving them to rot on the ground.
- They started exchanging items with other communities (trade).
- 2.It is believed that the first man lived in Africa. The remains of the early man were found in Africa.

2. Describe some developments of man during the middle stone age.

- During this period, there was improved method of making shaped flakes from bigger stones. The flakes became tools for cutting meat, scraping skins and sharpening of weapons.
- Man learnt to bind together stones into wooden handles which was called hafting.
- They were able to make improved tools such as ropes and poisoned arrows for hunting.
- Man invented fire and used it for roasting meat, warming himself and scaring away wild animals.
- Man continued with food gathering, that is, collecting fruits, leaves, stems and roots.
- Man started keeping domestic animals like dogs, cats, goats, etc.
- Man started living in caves and forming small families.
- Man invented fishhooks and canoes.

3. The importance of fire to early man was as follows:

✓ Roasting meat

✓ Warming him-
self

✓ Scaring away wild animals

4. The difference between modern human beings and apes.

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

2.6 . Additional activities

• **Remedial Activities**

Questions

1. Name the prehistorical periods.

2. Identify different types of the homo in the evlution of mankind.

Answers

1. The prehistorical periods are:

The Early Stone Age or the Paleolithic

The Middle Stone Age or Mesolithic

The Late Stone Age or Neolithic

3. Different types of the homo in the evlution of mankind are the following:

✓ Homo habilis

✓ Homo erectus

✓ Homo sapiens

✓ Homo sapiens sapiens

- **Consolidation activities**

 Questions

1. What are the discoveries made by Dr Leakey which prove how Africa is considered as the cradle of Humanity?

2. During which prehistorical period man adopted agriculture? What were other agriculture related inventions were also made during that period?

Answers

1. Leakey worked in the 1960s and 1970s at a site called Olduvai Gorge in Tanzania. Archaeological evidence tells the fact that people in this era lived on scavenged meat. They also ate wild plants. In short, they practised hunting and gathering.

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

   Donald Johansson worked separately from Dr Leakey, a decade later in northern Ethiopia. He found fossils that confirmed great human presence in the region several thousand years before.

2. Man adopted agriculture during the Neolithic period. The other agriculture related inventions were also made during that period i.e.the production and use of fertilisers and storage of food and the domestication of several domestic animals such as horses, cows, sheep and pigs.

Extended activities

Questions

1. Explain the Darwin's theory of evolution.

Answers

1. Darwin's general theory presumes the development of life from non-life and stresses a purely naturalistic (undirected) "descent with modification. That is, complex creatures evolve from more simplistic ancestors naturally over time. Darwin's Theory of Evolution is the widely held notion that all life is related and has descended from a common ancestor: the birds and the bananas, the fishes and the flowers -- all related.

In a nutshell, as random genetic mutations occur within an organism's genetic code, the beneficial mutations are preserved because they aid survival -- a process known as "natural selection."

These beneficial mutations are passed on to the next generation. Over time, beneficial mutations accumulate and the result is an entirely different organism (not just a variation of the original, but an entirely different creature).

While Darwin's Theory of Evolution is a relatively young archetype, the evolutionary worldview itself is as old as antiquity. Ancient Greek philosophers, such as Anaximander, postulated the development of life from non-life and the evolutionary descent of man from animal. Charles Darwin simply brought something new to the old philosophy -- a plausible mechanism called "natural selection."

Natural selection acts to preserve and accumulate minor advantageous genetic mutations. Suppose a member of a species developed a functional advantage (it grew wings and learned to fly). Its offspring would inherit that advantage and pass it on to their offspring. The inferior (disadvantaged) members of the same species would gradually die out, leaving only the superior (advantaged) members of the species.

Suppose a member of a species developed a functional advantage (it grew wings and learned to fly).

Its offspring would inherit that advantage and pass it on to their offspring. The inferior (disadvantaged) members of the same species would gradually die out, leaving only the superior (advantaged) members of the species.

Natural selection is the preservation of a functional advantage that enables a species to compete better in the wild. Natural selection is the naturalistic equivalent to domestic breeding. Over the centuries, human breeders have produced dramatic changes in domestic animal populations by selecting individuals to breed. Breeders eliminate undesirable traits gradually over time. Similarly, natural selection eliminates inferior species gradually over time.

3.1. Key unit competence

To be able to explain the importance of early Egyptian civilization to the modern world

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

In order to study this unit, the students should have knowledge, skills and competences on how ancient civilisations rose, flourished and contributed to the modern ones. Therefore, the pre-colonial civisation of Rwanda that has been studied in unit 3 serves as prerequisite to this unit.

3.4. Introductory activity and guidance

A)Introductory activity

Observe the below picture and say what you see on it. What is the importance you think this building had in the life of Ancient Egyptians? Does it still play any role in the life of the present-day Egyptians? Explain?

B) Guidance on the introductory activity:

At the beginning of this *Unit 6*, the introductory activity motivates students to know what happens or will happen in this unit and help them to be passionate to know the ancient Egyptian civilization. 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 the origin and periods of Egyptian History and the Contribution of Egyptian civilization to the modern world.

3.5. List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Meaning and com-ponents of civilization	The students should be able to explain the meaning and components of civili-zation	2
2	Origin and periods of Egyptian History	The students should be able to describe the origin and periods of Egyptian History.	1

3	Contribution of Egyptian civilization to the modern world	The students should be able to evaluate the contribution of Egyptian civilization to the modern world.	2
4	End unit assessment		1

Guidance on different lessons

Lesson title 1: Meaning and components of civilization

A) Learning objective

The students should be able to explain the meaning and components of civilization.

B) Teaching resources

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

C) Learning activity

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

discussions, plenary presentations, field visits/excursions, resource persons' presentations, question and answer sessions, and dramatisation.

Suggested answers for activities

Answer Sto The Introductory Activity 3.1

What I see on this picture are the pyramids. The pyramids had great importance in the life of Ancient Egyptians because they served as a place where the pharons were buried. Today, the pyramids are touristic sites that help the country of Egypt to earn much money.

Answers to learning activity 3.1

Civilisation refers to the process through which people settling on a territory improve their ways of living during a given period of time. This concept is also defined as a set of characters, distinct signs, pertaining to intellectual, artistic, moral and material life of a country or a given society.

Civilisation also refers to the great advance in highly developed culture and way of life when people began to farm, form governments, use metals, develop cities and use writing. To civilize, is said, is to pass from a social status to a more advanced one in terms of moral or intellectual order.

Civilization is comprised of different components or indicators. The following are the main indicators that every civilization might be made up of such as art and architecture, society, culture, religious belief, intellectual and political organizations, territory, language and economy.

1. Civilisation means the process through which people settled on the same territory have

managed to improve their ways of living like in the activities of farming, administration, metallurgy, urbanization, sciences, literature, etc. during a given period of time.

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

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

Lesson title 2: Origin and periods of Egyptian History

a) Learning objective

The students should be able to describe the origin and periods of Egyptian History.

b) Teaching resources

In order to tackle this sub-topic well, you will, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials,

talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activity

You should try as much as possible to make the learning interactive. Give the learners time to participate and ask questions and air out their views.

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

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

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

Suggested answers for activities

Answers to learning activity 3.2

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

3. The New kingdom period in Ancient Egypt was characterized by the following:

Pharaoh Ahmose expanded Egypt and the country became richer;

- The empire of Egypt was established.
- Egypt expanded and brought Syria and Palestine under its control.
- Egypt's economy improved drastically through trade.
- The cities of Egypt grew larger and borders extended in conquest wars.

Lesson title 3: Contribution of Egyptian civilization to the modern world

a) Learning objective

The students should be able to evaluate the contribution of Egyptian civilization to the modern world.

B) Teaching resources

In delivering this lesson, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

C) Learning activity

To teach this lesson, you should try as much as possible to make the learning interactive. Give the learners time to participate and ask questions and air out their views. The following suggested activities can make the teaching/learning interactive: Guide the learners and help them do in groups the learning activity 6.3 followed by a plenary discussion.

Suggested answers for activities

Answers to learning activity 3.3

The contributions of Egyptian civilization to the modern world are as follows: hieroglyphics, mummification, medicine, paper, calendar, irrigation, mathematics, architecture, science, art and technology.

1. In the school environment there are different things that were adopted from the Egyptian civilization like paper. books, calendar, and glasses.

2. Mummification was a technique used for the conservation of the dead bodies. It consisted of embalming the dead body by removing all moisture from the bod, leaving only a dried form that would not easily decay.

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

3.5. Additional Information for the teacher

In this unit on Egyptian civilization, the first lesson is about the meaning of civilization and its component and it has been taken from the former unit 4 entitled "organization of Pre-colonial Rwanda". Besides, the lesson one and lesson 2 have been combined in on lesson while the lesson 4 has been removed. Besides, this unit had not an introductory activity and had been added as well as its answer. The below text will help you have a deeper understanding on the unit to be taught.

Ancient Egypt

For almost 30 centuries—from its unification around 3100 B.C. to its conquest by Alexander the Great in 332 B.C.—ancient Egypt was the preeminent civilization in the Mediterranean world. From the great pyramids of the Old Kingdom through the military conquests of the New Kingdom, Egypt's majesty has long entranced archaeologists and historians and created a vibrant field of study all its own: Egyptology. The main sources of information about ancient Egypt are the many monuments, objects and artifacts that have been recovered from archaeological sites, covered with hieroglyphs that

have only recently been deciphered. The picture that emerges is of a culture with few equals in the beauty of its art, the accomplishment of its architecture or the richness of its religious traditions.

Predynastic Period (c. 5000-3100 B.C.)

Few written records or artifacts have been found from the Predynastic Period, which encompassed at least 2,000 years of gradual development of the Egyptian civilization.

Did you know? During the rule of Akhenaton, his wife Nefertiti played an important political and religious role in the monotheistic cult of the sun god Aton. Images and sculptures of Nefertiti depict her famous beauty and role as a living goddess of fertility.

Neolithic (late Stone Age) communities in northeastern Africa exchanged hunting for agriculture and made early advances that paved the way for the later development of Egyptian arts and crafts, technology, politics and religion (including a great reverence for the dead and possibly a belief in life after death).

Around 3400 B.C., two separate kingdoms were established near the Fertile Crescent, an area home to some of the world's oldest civilizations: the Red Land to the north, based in the Nile River Delta and extending along the Nile perhaps to Atfih; and the White Land in the south, stretching from Atfih to Gebel es-Silsila. A southern king, Scorpion, made the first attempts to conquer the northern kingdom around 3200 B.C. A century later, King Menes would subdue the north and unify the country, becoming the first king of the first dynasty.

Archaic (Early Dynastic) Period (c. 3100-2686 B.C.)

King Menes founded the capital of ancient Egypt at White Walls (later known as Memphis), in the north, near the apex of the Nile River delta. The capital would grow into a great metropolis that dominated Egyptian society during the Old Kingdom period. The Archaic Period saw the development of the foundations of Egyptian society, including the all-important ideology of kingship. To the ancient Egyptians, the king was a godlike being, closely identified with the all-powerful god Horus. The earliest known hieroglyphic writing also dates to this period.

In the Archaic Period, as in all other periods, most ancient Egyptians were farmers living in small villages, and agriculture (largely wheat and barley) formed the economic base of the Egyptian state. The annual flooding of the great Nile River provided the necessary irrigation and fertilization each year; farmers sowed the wheat after the flooding receded and harvested it before the season of high temperatures and drought returned.

Old Kingdom: Age of the Pyramid Builders (c. 2686-2181 B.C.)

The Old Kingdom began with the third dynasty of pharaohs. Around 2630 B.C., the third dynasty's King Djoser asked Imhotep, an architect, priest and healer, to design a funerary monument for him; the result was the world's first major stone building, the Step-Pyramid at Saqqara, near Memphis. Egyptian pyramid-building reached its zenith with the construction of the Great Pyramid at Giza, on the outskirts of Cairo. Built for Khufu (or Cheops, in Greek), who ruled from 2589 to 2566 B.C., the pyramid was later named by classical historians as one of the Seven Wonders of the Ancient World. The ancient Greek historian Herodotus estimated that it took 100,000 men 20 years to build it. Two other pyramids were built at Giza for Khufu's successors Khafra (2558-2532 B.C) and Menkaura (2532-2503 B.C.).

During the third and fourth dynasties, Egypt enjoyed a golden age of peace and prosperity. The pharaohs held absolute power and provided a stable central government; the kingdom faced no serious threats from abroad; and successful military campaigns in foreign countries like Nubia and Libya added to its considerable economic prosperity. Over the course of the fifth and sixth dynasties, the king's wealth was steadily depleted, partially due to the huge expense of pyramid-building, and his absolute power faltered in the face of the growing influence of the nobility and the priesthood that grew up around the sun god Ra (Re). After the death of the sixth dynasty's King Pepy II, who ruled for some 94 years, the Old Kingdom period ended in chaos.

First Intermediate Period (c. 2181-2055 B.C.)

On the heels of the Old Kingdom's collapse, the seventh and eighth dynasties consisted of a rapid succession of Memphis-based rulers until about 2160 B.C., when the central authority completely dissolved, leading to civil war between provincial governors. This chaotic situation was intensified by Bedouin invasions and accompanied by famine and disease.

From this era of conflict emerged two different kingdoms: A line of 17 rulers (dynasties nine and 10) based in Heracleopolis ruled Middle Egypt between Memphis and Thebes, while another family of rulers arose in Thebes to challenge Heracleopolitan power. Around 2055 B.C., the Theban prince Mentuhotep managed to topple Heracleopolis and reunited Egypt, beginning the 11th dynasty and ending the First Intermediate Period

Middle Kingdom: 12th Dynasty (c. 2055-1786 B.C.)

After the last ruler of the 11th dynasty, Mentuhotep IV, was assassinated, the throne passed to his vizier, or chief minister, who became King Amenemhet I, founder of dynasty 12. A new capital was established at It-towy, south of Memphis, while Thebes remained a great religious center. During the Middle Kingdom, Egypt once again flourished, as it had during the Old Kingdom. The 12th dynasty kings ensured the smooth succession of their line by making each successor co-regent, a custom that began with Amenemhet I.

Middle-Kingdom Egypt pursued an aggressive foreign policy, colonizing Nubia (with its rich supply of gold, ebony, ivory and other resources) and repelling the Bedouins who had infiltrated Egypt during the First Intermediate Period. The kingdom also built diplomatic and trade relations with Syria, Palestine and other countries; undertook building projects including military fortresses and mining quarries; and returned to pyramid-building in the tradition of the Old Kingdom. The Middle Kingdom reached its peak under Amenemhet III (1842-1797 B.C.); its decline began under Amenenhet IV (1798-1790 B.C.) and continued under his sister and regent, Queen Sobekneferu (1789-1786 B.C.), who was the first confirmed female ruler of Egypt and the last ruler of the 12th dynasty.

Second Intermediate Period (c. 1786-1567 B.C.)

The 13th dynasty marked the beginning of another unsettled period in Egyptian history, during which a rapid succession of kings failed to consolidate power. As a consequence, during the Second Intermediate Period Egypt was divided into several spheres of influence. The official royal court and seat of government was relocated to Thebes, while a rival dynasty (the 14th), centered on the city of Xois in the Nile delta, seems to have existed at the same time as the 13th.

Around 1650 B.C., a line of foreign rulers known as the Hyksos took advantage of Egypt's instability to take control. The Hyksos rulers of the 15th dynasty adopted and continued many of the existing Egyptian traditions in government as well as culture. They ruled concurrently with the line of native Theban rulers of the 17th dynasty, who retained control over most of southern Egypt despite having to pay taxes to the Hyksos. (The 16th dynasty is variously believed to be Theban or Hyksos rulers.) Conflict eventually flared between the two groups, and the Thebans launched a war against the Hyksos around 1570 B.C., driving them out of Egypt.

New Kingdom (c. 1567-1085 B.C.)

Under Ahmose I, the first king of the 18th dynasty, Egypt was once again reunited. During the 18th dynasty, Egypt restored its control over Nubia and began military campaigns in Palestine, clashing with other powers in the area such as the Mitannians and the Hittites. The country went on to establish the world's first great empire, stretching from Nubia to the Euphrates River in Asia. In addition to powerful kings such as Amenhotep I (1546-1526 B.C.), Thutmose I (1525-1512 B.C.) and Amenhotep III (1417-1379 B.C.), the New Kingdom was notable for the role of royal women such as Queen Hatshepsut (1503-1482 B.C.), who began ruling as a regent for her young stepson (he later became Thutmose III, Egypt's greatest military hero), but rose to wield all the powers of a pharaoh.

The controversial Amenhotep IV (c. 1379-1362), of the late 18th dynasty, undertook a religious revolution, disbanding the priesthoods dedicated to Amon-Re (a combination of the local Theban god Amon and the sun god Re) and forcing the exclusive worship of another sun-god, Aton. Renaming himself Akhenaton ("servant of the Aton"), he built a new capital in Middle Egypt called

Akhetaton, known later as Amarna. Upon Akhenaton's death, the capital returned to Thebes and Egyptians returned to worshiping a multitude of gods. The 19th and 20th dynasties, known as the Ramesside period (for the line of kings named Ramses) saw the restoration of the weakened Egyptian empire and an impressive amount of building, including great temples and cities. According to biblical chronology, the exodus of Moses and the Israelites from Egypt possibly occurred during the reign of Ramses II (1304-1237 B.C.).

All of the New Kingdom rulers (with the exception of Akhenaton) were laid to rest in deep, rock-cut tombs (not pyramids) in the Valley of the Kings, a burial site on the west bank of the Nile opposite Thebes. Most of them were raided and destroyed, with the exception of the tomb and treasure of Tutankhamen (c.1361-1352 B.C.), discovered largely intact in A.D. 1922. The splendid mortuary temple of the last great king of the 20th dynasty, Ramses III (c. 1187-1156 B.C.), was also relatively well preserved, and indicated the prosperity Egypt still enjoyed during his reign. The kings who followed Ramses III were less successful: Egypt lost its provinces in Palestine and Syria for good and suffered from foreign invasions (notably by the Libyans), while its wealth was being steadily but inevitably depleted.

Third Intermediate Period (c. 1085-664 B.C.)

The next 400 years–known as the Third Intermediate Period– saw important changes in Egyptian politics, society and culture. Centralized government under the 21st dynasty pharaohs gave way to the resurgence of local officials, while foreigners from Libya and Nubia grabbed power for themselves and left a lasting imprint on Egypt's population. The 22nd dynasty began around 945 B.C. with King Sheshonq, a descendant of Libyans who had invaded Egypt during the late 20th dynasty and settled there. Many local rulers were virtually autonomous during this period and dynasties 23-24 are poorly documented.

In the eighth century B.C., Nubian pharaohs beginning with Shabako, ruler of the Nubian kingdom of Kush, established their own dynasty–the 25th–at Thebes. Under Kushite rule, Egypt clashed with the growing Assyrian empire. In 671 B.C., the Assyrian ruler Esarhaddon drove the Kushite king Taharka out of Memphis and destroyed the city; he then appointed his own rulers out of local governors and officials loyal to the Assyrians. One of them, Necho of Sais, ruled briefly as the first king of the 26th dynasty before being killed by the Kushite leader Tanuatamun, in a final, unsuccessful grab for power.

From the Late Period to Alexander's Conquest (c.664-332 B.C.)

Beginning with Necho's son, Psammetichus, the Saite dynasty ruled a reunified Egypt for less than two centuries. In 525 B.C., Cambyses, king of Persia, defeated Psammetichus III, the last Saite king, at the Battle of Pelusium, and Egypt became part of the Persian Empire. Persian rulers such as Darius (522-485 B.C.) ruled the country largely under the same terms as native Egyptian kings: Darius supported Egypt's religious cults and undertook the building and restoration of its temples. The tyrannical rule of Xerxes (486-465 B.C.) sparked increased uprisings under him and his successors. One of these rebellions triumphed in 404 B.C., beginning one last period of Egyptian independence under native rulers (dynasties 28-30).

In the mid-fourth century B.C., the Persians again attacked Egypt, reviving their empire under Ataxerxes III in 343 B.C. Barely a decade later, in 332 B.C., Alexander the Great of Macedonia defeated the armies of the Persian Empire and conquered Egypt. After Alexander's death, Egypt was ruled by a line of Macedonian kings, beginning with Alexander's general Ptolemy and continuing with his descendants. The last ruler of Ptolemaic Egypt–the legendary Cleopatra VII–surrendered Egypt to the armies of Octavian (later Augustus) in 31 B.C. Six centuries of Roman rule followed, during which Christianity became the official religion of Rome and the Roman Empire's provinces (including Egypt).

The conquest of Egypt by the Arabs in the seventh century A.D. and the introduction of Islam would do away with the last outward aspects of ancient Egyptian culture and propel the country towards its modern incarnation.

3.6. End of unit assessment

Answers to end of Unit Assessment

1. Egypt depends heavily on River Nile for irrigation.
2. Papyrus was used for making papers.
3. The following are the ways through which ancient Egypt contributed to the development of the modern world:

- Hieroglyphics, that is, using symbols and pictures to communicate, led to modern writing.
- Mummification led to preservation of dead bodies.
- Egyptians contributed so much in field of medicine. They were the first specialist eye doctors, dentists, veterinary doctors and surgeon doctors.
- Egyptians invented paper and books from papyrus. This led to introduction of paper and books for record keeping.
- Egyptians were the first people to devise the means of counting days in a week, month and year. It is this that led to the introduction of modern calendar.
- Egyptians had the system of irrigation called *Shadoofs* and *Sakias*. They also had the system of digging canals. The canals were for
- the distribution of water in fields hence giving rise to modern irrigation.
- They developed modern mathematical concepts such as fractions, addition, multiplication, division and subtraction.
- Egyptians were excellent builders using stones. They built the great pyramids, temples and tombs. These styles are still applied in modern society.

- Egyptians made an important contribution to the science of astronomy. This practice was copied and is used in modern societies.

- They gave rise to modern art and craft.

- Egyptians had developed a glassy material known as Faience. Faience is believed to have contributed to modern technology of making glasses.

4.a) The names of the three main periods of Egyptian kingdom are:
- Old Kingdom
- Middle Kingdom

- New Kingdom

4.b) The main events in each period are:

Old Kingdom
- King Menes united Upper Egypt and Lower Egypt

- Three great pyramids were built

Middle Kingdom
- There was poor administration by former pharaoh.

- New pharaohs brought calm and unity.

- The new pharaohs had less power.

- Egypt was attacked and invaded by the Hyksos.

- Hyksos controlled Egypt for more than 150 years.

- Prince Ahmose defeated the Hyksos and pushed them out of Egypt.

> **New Kingdom**
>
> - Prince Ahmose expanded Egyptian empire.
>
> - Egypt's economy improved.
>
> 5. (a) The name given to Egyptian type of writing is: Hiero-glyphics
>   (b) It has contributed to modern way of writing.
>
> (b) It helped them to grow crops. It contributed to Egypt's fame worldwide.

3.7. Additional activities

- **Remedial Activities**

Questions

1. The unification of the Upper Egypt and lower Egypt was an achievement of Egyptian Pharaoh called………(Fill in the empty space).
2. In building their houses, Egyptians used………………

Answers

1. The unification of the Upper Egypt and lower Egypt was an achievement of Egyptian Pharaoh called **Menes.**
2. In building their houses, Egyptians used stones and bricks.
3. Consolidation activities

Questions

1. Explain the following words: Pryramids, shadoofs and hieroglyphics.
2. In medicine, Egyptians were very advanced and performed different medical practices. What are they?

Answers

1. The words can be explained as follows:

✓ Pyramids were the very high builindg inside which pharaohs were buried; i.e. they served as graves for pharaohs.

✓ Shadoof is a hand-operated device for lifting water, invented in ancient times and still used in india, Egypt, and some other countries to irrigate land. Typically, it consists of a long, tapering, nearly horizontal pole mounted like a seesaw.

✓ Hieroglyphics is the ancient writing utilized by Egyptians.

2. In medicine, Egyptians were very advanced and performed different medical practices. They were the first specialist eye doctors, dentists, veterinary doctors and surgeon doctors.

- **Extended activities**

Questions

1. Evalaute the achievements made in Egypt during the New Kingdom.

2. Explain the term of Mummification.

Answers

1. During the New kingdom, Pharaoh Ahmose continued to expand his country. Egypt became richer too. It was during this reign that the Egyptian empire was established. Egypt expanded and brought Syria and Palestine under its control. This brought glory and a good image to Egyptians and beyond. Egypt's economy improved drastically through trade. Its cities grew larger and borders extended in conquest wars.

2. The mummification was the conservation of the dead bodies. It consisted of embalming the dead body by removing all moisture from the bod, leaving only a dried form that would not easily decay. The Egyptians believed in life after death, and took great care to bury their dead. The pharaohs and some nobles had their bodies preserved. This has prevailed to date.

UNIT 4

TRANS SAHARAN TRADE

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

In order to study this unit, the students should have knowledge, skills and competences on some concepts related to the trade and exchange studied in the subject of Entrepreneurship in primary 5and 6 and Senior 1. Besides, the lesson of economic organization of ancient Rwanda studied in unit 3 "Organization of Pre-colonial Rwanda" will also serve as prior knowledge for studying well this unit.

4.2. Introductory activity and guidance

A) Introductory activity

Introductory activity

Observe the below picture and say what you see on. Which idea does the picture suggest you about the geographical location? Relate this picture to the new unit that has to be studied here.

B) Guidance on the introductory activity:

At the beginning of this *Unit 7*, the introductory activity motivates students to know what happens or will happen in this unit and help them to be passionate to know the Trans- Saharan Trade. 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 factors for the rise of trans saharan trade, its effects and its decline.

4.3. List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Factors for the rise of Trans Saharan Trade	The students should be able to explain the factors for the rise of Trans Saharan Trade.	1
2	Effects of the Trans Saharan Trade	The students should be able to assess the effects of the Trans Saharan Trade.	2
3	Decline of Trans Saharan Trade	The students should be able to explain the decline of Trans Saharan Trade.	2
4	End unit assessment		1

Guidance on different lessons

Lesson title 1: Factors for the rise of Trans Saharan Trade

a) Learning objective

The students should be able to explain the factors for the rise of Trans Saharan Trade.

b) Teaching resources

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

c Learning activity

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

Suggested answers for activities

Answer Sto The Introductory Activity 4.1

What I see on this picture is a region covered by only the sand without any vegetation. This picture suggests me the idea of a desertic soil. This picture shows the region of Sahara across which the Trans Shara Trade was conducted. In fact, Trans-Saharan Trade was the trade or commercial activity carried out between the north African Berbers and west African negroes across the Sahara Desert.

Answers to learning activity 4.1

Trade means is the action of buying and selling goods and services.

Trans means across.

A desert is an area of land that receives very little rainfall, causing it to be extremely dry.

The mains African deserts are the following:

Kalahari is located in the centre of South Africa and it en-compasses the majority of Botswana, certain region of Namibia, and South Africa.

Sahara in Noth of Africa, it borders both the Atlas Moun-tains and Mediterranean Sea, to the east, it borders the Red Sea, to the west it borders the Atlantic Ocean, and the south, itborders the transitionalSahel region.

Karoo desert is a semi desert reion of South Africa.

Danakil Desert is located in the Afar Traingle, northeast ern Ethiopia, the coast of southern Eritrea and northwestern Djibouti.

Chalbi Desertbis situated to the east of kenya's Lake Turkana.

Namib Desert spreads along the Atlantic coastal region of South Africa and encompasses parts of Angola, Namibiaand south Africa.

Guban Desert stretches to the most easterlypoint of the Nothern somalian coast.

Nyiri Desret is located in the south of Kenya, between Amboseli, TsavoWest, and Nairobi National Parks.

Grand Bara Desert is located in southern Djibouti.

The Lompoul Desert is located in the norhewest regional of Senegalbetween Dakar and and Saint- Louis

A desert has the following characteristics:

✓ Low humidity;

✓ Low annual rainfall,

✓ Overall moisture deficit (rate of evaporation exceeds the rate of rainfall on the average or excess of evaporation)

✓ Extreme temperatures

☐deserts have strong winds and lack of cloud cover
☐deserts have high temperatures in the summer

☐desert climate has high wind velocity

The following factors show the reasons behind the growth and expansion of Trans-Saharan Trade.

(i) Introduction of Camels

The introduction of camels greatly helped in its improvement, especially in the means of transport. In addition to the above, the camels could also carry large amounts of goods. They could also take long without drinking water.

(ii) Emergence of West African empires

Some of such important empires included Mali, Ghana and Songhai. The leaders of those empires ensured security for the traders which encouraged more people to join the trade.

(iii) The conquest of North Africa by the Arabs

This forced the Berbers to migrate southwards. They finally reached West Africa. That marked the beginning of the trade. Furthermore, they introduced a common language (Arabic). This encouraged the coming of more Arabs who participated in the trade thereby developing it.

(iv) The spread of Islamic religion in West Africa

With the spread of Islam in West Africa, Muslim traders felt secure to carry out trade. Islam acted as a uniting factor. Islam also increased trust among the traders through brotherhood and unity.

(v) *Re-production of different commodities by West and North Africa* This led to the need of exchanging goods produced in the two regions. It eventually led to the development of the trade for example gold, slaves and kola nuts from west Africa, camels, clothes and weapons from north Africa. It eventually led to the development of the trade.

(vi) The presence of the Tuaregs and Berbers

The Tuaregs of the desert, maintained wells and guided traders and the Berbers initiated and provided capital in the trade.

(vii) High profits

The trade grew because of the high profits that were involved. Thisattracted many more people to join.

(viii) Absence of natural barriers

There were no natural barriers such as lakes and mountains between North Africa and West Africa. This made movement of goods and peopleeasy.

Lesson title 2: Effects of the Trans Saharan Trade

a) Learning objective

The students should be able to assess the effects of the Trans Saharan Trade.

b) Teaching resources

In order to tackle this sub-topic well, you will, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activity

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

Guide the learners and help them do in groups the learning activity 6. 2 followed by a plenary discussion.

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

Suggested answers for activities

Answers to learning activity 4.2

The socio-economic importance of the market visited are the following:

- Markets are a source of employment
- Markets bring goods closer to people
- Markets lead to economic development of the community
- Markets are a source of revenue to the government
- Markets lead to the development of infrastructure

Answer to application activity 4.2

The effects Trans-Saharan Trade were:

(i) The trade led to the exploitation of African resources such as minerals,ivory and agricultural products. That led to their exhaustion.

(ii) It led to the introduction of new commodities in West Africa such asbeads, clothes and guns.

(iii) It led to the development of many trading centres/towns that grewinto big cities. Such centres were Tripoli, Fez, and Timbuktu.

(iv) It led to the development of trade routes that have become permanentroads till today.

(v) The trade also provided employment opportunities to many people such as guides, guards and porters. It improved their standards of living.

(vi)   Many people who participated in the trade became rich. For instance,kings of West Africa and the Arabs.

(vi)   The trade also created a lot of suffering to the Africans. Most of themwere taken into slavery.

(vii)   It also led to depopulation of many areas due to slavery.

(viii)   It led to the introduction of Islam into West Africa. This was due tothe participation of many Arabs in the trade.

(ix)   It led to intermarriages between the Arabs and the Africans. This gave rise to a new race of coloured Africans.

(x)   It led to the spread of Islamic education. For example, Islamic universities were established in Mali and Songhai.

(xi)   The trade also brought many Arabs into West Africa. These Arabssettled there permanently.

(xii)   The trade also created a lot of insecurity as guns were brought in big numbers.

(xiii)   It also brought Islamic architecture into West Africa. Most of the buildings resembled those of the Islamic world.

(xiv)   It introduced camels into North and West Africa. The camels were the major means of transport.

(xv)   It led to the decline of local industries because of the introduction of cheap foreign goods.

(xvi)   The trade led to the rise and expansion of empires such as Ghana, Mali, and Songhai. This was because the empires got a lot of wealth in form of taxes from the trade.

(xvii)   The trade created a permanent relationship between North and West Africa, and the Arab world.

(xviii) The trade created a permanent relationship between North and West Africa, and the Arab world.

(xix)   It led to the European colonisation of Africa because European powers wanted to stop slave trade

Lesson title 3: Decline of Trans Saharan Trade

a) Learning objective

The students should be able to explain the decline of Trans Saharan Trade.

b) Teaching resources

In delivering this lesson, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activity

To teach this lesson, you should try as much as possible to make the learning interactive. Give the learners time to participate and ask questions and air out their views. The following suggested activities can make the teaching/learning interactive: Guide the learners and help them do in groups the **learning activity 7.3** followed by a plenary discussion.

Suggested answers for activities

Answers to learning activity 4.3

Some of the causes of business failures are:

•Mismanagement of business finances

•Insecurity/ Thieves can lead to the failure in business

•Continuous making of losses

•Untrustworthy workers/ customers

Trans-Saharan Trade also declined due to the following factors:

(i) Slave trade was abolished and thus Trans-Saharan Trade could not continue. Slaves were an important item of the trade.

(ii) The introduction of cheap European goods made the African goods to lose market. This led to the decline of Trans-Saharan Trade.

(iii) Increasing insecurity along the trade routes also discouraged the traders leading to its decline.

(iv) The trade declined because of the discovery of gold in other parts of the world. For example, the discovery of gold in America.

(v) It also declined due to the constant shortage of water. Most oases dried up.

(vi) The death of important kings led to the decline of the trade. Such kings included Mansa Musa of Mali Empire and Askia Mohammed of Songhai Empire.

(vii) The trade declined because of the downfall of some West African empires. Such empires included Mali, Songhai, and Ghana.

(viii) The rise and development of Trans-Atlantic Slave Trade led to the decline of Trans-Saharan Trade. Trans-Atlantic Slave Trade was more profitable than Trans-Saharan Trade.

(ix) The trade also declined because of high taxation imposed on the traders in West Africa. High taxation reduced their profits.

(x) The discovery of the sea route through the Mediterranean Sea to West Africa also led to its decline. This provided an alternative means of transport for the traders that was cheap, safe and quick.

(xi) There was a shortage of raw materials such as gold and ivory. This led to the decline of Trans-Saharan Trade.

(xii) The colonisation of Africa by the European powers made these Europeans to become controllers of Africa. This led to the decline of Trans-Saharan Trade.

4.4. Additional Information for the teacher

In this unit on Trans Saharan Trade, two former lessons i.e. the organization of the Trans Saharan Trade and problems faced by the traders during the Trans- Saharan Trade have been removed. Besides, this unit had not an introductory activity and had been added as well as its answer. The below text will help you have a deeper understanding on the unit to be taught.

Trans-Saharan Trade. Origins, organization and effects in the development of West Africa

ORIGINS AND TIMEFRAME OF EARLY TRADE

The connections of West Africa with the Mediterranean world is a very old one, which long predates the rise of Islam in the late 6th century CE. Several centuries before the rise of the Roman empire, the Greek historian Herodotus (c. 484-425BCE) wrote of peoples in Africa. Herodotus wrote repeatedly of the peoples of the Nile Valley, stressing that many of them were Black Africans, and suggesting connections with people further to the west. Rock art from this period, and later, suggests the existence of wheeled chariots south of what is now the Sahara, and suggest a connection with the Mediterranean world.

IT'S IMPORTANT TO KNOW THAT THE SAHARA Desert itself was not as harsh in these ancient times as it later became, and is today. Rock art from the Sahara Desert is abundant, and some of it is as much as 12000 years old. A good example is the Tassili n'Ajjer, north of Tamanrasset in the Algerian Sahara. This is one of the oldest examples of rock art in the Sahara. Another good example is in the Tibesti Massif in Chad, which also has rock art dating from around this time.

These old paintings show areas which are now in the desert as fertile, rich with animals which can no longer live in these desert areas, such as buffalos, elephants, rhinoceros, and hippopotamus. It's important to bear in mind that this era of fertility in the Sahara coincided with the European Ice Age. The Ice Age was not a problem in Africa, and in fact this seems to have been a time of plenty.

The Sahara appears to have begun desertifying more rapidly around 3000 years BCE, but there remained strong connections with the Mediterranean until a later point. This is shown by the Carthaginian general, Hannibal. Carthage was an empire based in Libya [the most powerful empire in the Mediterranean until the rise of Rome], and around 220 BCE Hannibal embarked on an attack on Roman forces in Europe which involved crossing the high Alps Mountain range. His military supplies were carried by elephants, and these were African elephants connected to the peoples and geographies south of the Sahara.

Desertification increased and the geographical boundaries became harder to cross. By the time of the rise of Islam, in the early 7th century CE [from c. 610fl., with the establishment of the early Caliphs, c. 610 CE], there were fewer connections. But the growth of powerful Islamic kingdoms in Morocco, and of centres of learning based in Cairo, Tripoli, and the Middle East, saw the rise of the caravan trade. By the 9th century CE, the empire of Ghāna [also known as Awkar] had been founded in what is now Mauritania [the first historical references coming from c. 830 CE], with the capital at Koumbi-Saleh [the trading route from Ghāna was concentrated in the Western Sahara, with its terminus at Sījīlmassa]. By the 10th century CE there were separate settlements for those practicing African religions and those practising Islam at Koumbi-Saleh, indicating the large number of North African traders who were coming. The gold trade was already spreading to influence commerce and society in the Mediterranean, and it was at around 1000 CE that West African gold was first minted for markets in Europe.

It's important to grasp how events in West Africa were connected to those in North Africa and even in Europe by the 11th century. A vital change occurred in this time, spearheaded by the Almoravid movement. They appear to have grown from Berber Muslims who migrated north from the Senegal river seeking a purer form of Islam after the middle of the 11th century. They conquered the Kingdom of Morocco, founded Marrakech in 1062, and then swept into Al-Andalus in southern Spain in the 1080s, where they defended the Caliphate of Córdoba from the reconquest led by the Christian kings of Spain. Córdoba had already splintered into many different mini states in southern Spain known as the Taifa states in the 1030s; in the 12th century these were overtaken by the Almohads, who also came from Morocco, overthrowing the Almoravids in 1147.

In West Africa, the most important changes came in Ghāna. Until 1076, Muslims and worshippers of African religions had co-existed there, but in that year the Almoravids sacked the city and Ghāna fell into decline. Mali would not rise until the 13th century. Thereafter, the gold trade was the centrepiece of the trans-Saharan trade. Money was the cause of the early interest of Arabic traders in West Africa, which was indeed known to them as "the golden country". The influence of the trans-Saharan gold trade on European societies can be seen for instance in the derivation of the Spanish word for gold coin in the 15th century, *maravedí*, from the Almoravid *murabitūn* dinar.

The trade in gold saw the rise of powerful empires such as Mali, Bono-Mansu, and Songhay, the expansion of urban centres such as Kano, and the rise of powerful trading classes such as the Wangara. Arabic became increasingly influential through the spread of Islam and its use as a script for administration. By the 15th century, when the Atlantic trade would begin, the trans-Saharan trade had been flourishing for at least 5 centuries, and had already shaped the rise, fall, and consolidation of many West African states and societies.

Key Factors of Trade: Environment, Gold, Horses, and the Organization of the Caravan Trade

One of the major elements in the creation of trade networks is geography. Trade tends to be in products which cannot be found in one area, and which are exchanged with those which are needed in another. For example, societies living in areas with forest products can exchange them for salt from desert areas, and grain crops from savannah areas. In turn, savannah and desert peoples can acquire forest products. Thus, a vital factor in the emergence of the social fabric of West Africa was the Sahara Desert.

Where the geographical barriers between different climate zones are extensive, the trade networks needed to move goods have to be more complicated. In order to thrive, societies need to develop new means of accommodating stranger traders. Where the barrier is as large as the Sahara Desert, or the Atlantic Ocean, the social fabric will become intertwined with these complex trading networks. This occurred in West Africa with the trans-Saharan trade; and the social frameworks which emerged with this trade then became influential in shaping the early trans-Atlantic trade. So it is hard to understand the importance of trans-Saharan trade without understanding its importance for society, in terms of organisation and belief.

One important climatic factor in the shaping of West African societies was the spread of the tsetse fly. In humid forest zones, the tsetse fly which causes Sleeping Sickness meant that it was hard for pack animals to survive. Camels, horses, donkeys, and the like could not easily survive in areas where the tsetse fly could live and thrive. This meant that society had to be organised so that people would fulfill that role, and be able to carry headloads of gold, kola nuts, ivory, and more. This became significant as the trans-Saharan gold trade became ever more important from the 11th century onwards.

There were two main zones for the location of gold in West Africa. One was on the Upper Senegal river, especially the tributary of the Falémé. The other was in the forests of the Gold Coast. Being close to the source of gold was of course a great political prize, and it is significant that the areas near to both the Falémé and the forests of the Gold Coast saw the rise of stable political systems for many centuries. In the Falémé, this was the kingdom of Gajaaga [known by the French as Galam], which saw stable rule for 8 centuries [according to the Senegalese historian Abdoulaye Bathily]. In the Gold Coast, this came in a series of powerful Akan states, beginning with Bono-Mansu in the 14th century, and then continuing through Denkyira and Akwamu to 1700, all of whom relied on the gold trade.

In Senegambia, the Falémé source of gold was in a semi-desert area where the tsetse fly could not thrive [later this was close to the heartland of the kingdom of Bundu]. This favoured the creation of powerful cavalry forces, and so one of the main things traded by the North African traders in the trans-Saharan trade were their famous "Arab" horses. Cavalries were important to the process of state formation and military control in areas such as the Jolof empire in northern Senegambia, and in Borno and Kano further to the east. Indeed, one of the first areas of the trans-Saharan trade which Europeans copied was in the institution of a horse trade, with horses bred on the Capeverdean islands and traded to the West African coast as early as the 1470s.

In Bono-Mansu, however, horses could not flourish because of the tsetse fly. This meant that the role of head-carriers was vital in ensuring the smooth operation of the gold trade. Gold was dug out of the mines in the forests a hundred miles north of the Atlantic coast, and then porteraged north to the termini of the trans-Saharan trade at Oualata [in present-day Mauritania], Timbuktu [in present-day Mali], Kano, and N'gazarzamu at Borno.

These urban centres were vital to the organization of the trans-Saharan trade as a whole. They had to develop complex infrastructure of service provision for the long-distance traders.By the 15th century, each of these cities had hotels for horses and traders, clearing houses for animals to return for the long-distance trade back to the Mediterranean,

and markets where the wherewithal for the trade could be bought: saddlery and other kit for camels and horses, huge stocks of grain (millet, rice, and cous) to feed the slaves and traders crossing the Sahara, skins for water, dried meat, and more. Some, such as Timbuktu, had also become centres of learning for the scholars who accompanied the caravans; for Islam was also becoming ever more closely related to the success and transformation of the trans-Saharan trade.

Traders and Diasporas

The traders who specialised in linking up the different centres of the trans-Saharan trade were known as the Wangara. By the 15th century, the Wangara formed an important trade diaspora, stretching from The Gambia in the West to Borno in the East; they also had connections in the Mali empire, and as far south as Bono-Mansu, and some of the Akan states on the southern Atlantic coast of what is now Ghana.

As we have seen, Islam had become closely connected to trans-Saharan trade: all of the traders from North Africa who came with the caravans were Muslims, and they preferred to trade with Muslims only. The rise of the Almoravid movement in the 11th century, and the fall of Ghāna, made it clear that those rulers who converted to Islam would fare better in the trans-Saharan stakes.

At the same time, Islam remained the religion of the nobles and the trader class. It was not the faith of everyone, and some would resist it strongly. Thus West African rulers who wanted to succeed in the trans-Saharan trade had to develop a complex strategy.

On the one hand, they had to be seen as Muslims in order to be able to entice the trans-Saharan traders: and yet at the same time, they had to be able to relate to their subjects, many of whom were not Muslims.

This commercial reality contributed to what historians call "plural societies". A plural society can be defined as one in which more than one religion is allowed and tolerated where people can mix across ethnic and religious lines, and where the ability to respect more than one faith is an important part of political and social life.

This can be seen through the oral accounts of key rulers such as Sunjata Keita of Mali, many of which emphasise the place of musicians in the court of Mali. The balafon was a royal instrument, which can be seen through its relationship in oral accounts to the sorcerer-king whom Sunjata defeated, Sumanguru Kante. Sumanguru was also reputed as a "Blacksmith king", in tune with the supernatural powers of smiths and previous political regimes. Thus even Islamic rulers such as those of Mali showed their respect of African religions [and this may also explain why political leaders from Mali explained in Cairo in the 1320s that it was not possible to convert the producers of gold to Islam].

The Wangara diaspora of traders gradually became more and more important in creating a common culture across different parts of West Africa. Their arrival in Borno by the 15th century showed how the pluralism of society, the spread of Islam as a scholarly, religious, and commercial religion, and the arrival of more and more global influences were all coming together across a wide part of West Africa.

4.5. End of unit assessment

Answers to end of Unit Assessment

Participants in the Trans Saharan Trade

1. THE THE FACTORS FOR THE GROWTH AND DEVELOPMENT OF TRANS-SAHARAN TRADE ARE THE FOLLOWING:

   (I) INTRODUCTION OF CAMELS AS A MEANS OF TRANSPORT.

   (II) EMERGENCE OF WEST AFRICAN EMPIRES SUCH AS MALI, GHANA AND SONGHAI.

   (III)THE CONQUEST of North Africa by the Arabs encouraged the coming of more Arabs who participated in the trade thereby developing it.

(iv)The spread of Islamic religion in West Africa made Muslim traders feel secure to carry out trade.

(v) The extension of trade southwards to the forest region attracted many more people to join

(vi)High profits attracted many more people to join.

(vii)   Slave trade. The Arab Muslims in the north could not enslave fellow Muslims. They had to go to West Africa where many were not Muslims. This led to the growth of the trade.

2. The challenges that the traders faced during the Trans Saharan Trade are s follows:

•Language barrier

•Long distance

•Water shortage

•Sand storms

•Inadequate weights and measures

•Barter trade

•Locating routes

•Harsh climate

•Inadequate facilities

•Heavy goods

•Heavy taxes Civil wars

•Dishonest traders

•High way robbers

•Wild animals

2. The factors that led to the decline of Trans-Saharan Trade are:
    •Slave trade was abolished and thus Trans-Saharan Trade could not continue. Slaves were an important item of the trade.
    •The introduction of cheap European goods made the African goods to lose market. This led to the decline of Trans-Saharan Trade.
    •Increasing insecurity along the trade routes also discouraged the traders leading to its decline.
    •The trade declined because of the discovery of gold in other parts of the world. For example, the discovery of gold in America.
    •It also declined due to the constant shortage of water. Most oases dried up.

3. The effects of Trans Saharan Trade are:
    •The death of important kings led to the decline of the trade. Such kings included Mansa Musa and Askia Mohammed.
    •The trade declined because of the downfall of some West African empires.
    • Such empires included Mali, Songhai, and Ghana.
    •The rise and development of Trans-Atlantic Slave Trade led to the decline of Trans-Saharan Trade. Trans-Atlantic Slave Trade was more profitable than Trans-Saharan Trade.
    •The trade also declined because of high taxation imposed on the traders in West Africa. High taxation reduced their profits.

•The discovery of the sea route through the Mediterranean Sea to West Africa also led to its decline.

•There was a shortage of raw materials such as gold and ivory. This led to the decline of Trans-Saharan Trade.

The colonisation of Africa by the European powers made these Europeans to become

•controllers of Africa. This led to the decline of Trans-Saharan Trade.

•The trade led to the exploitation of African resources such as minerals, ivory and agriculture products. That led to their exhaustion.

•It led to the introduction of new commodities in West Africa such as beads, clothes and guns.

•It led to the development of many trading centres/ towns that grew into big cities. Such centres were Tripoli, Fez, and Timbuktu.

•It led to the development of trade routes that have become permanent roads till today.

•The trade also provided employment opportunities to many people such as guides, guards and porters. It improved their standards of living.

•Many people who participated in the trade became rich. For instance, kings of West Africa and the Arabs.

•The trade also created a lot of suffering to the Africans. Most of them were taken into slavery.

•It also led to depopulation of many areas due to slavery.

•It led to the introduction of Islam into West Africa. This was due to the participation of many Arabs in the trade.

•It led to intermarriages between the Arabs and the Africans. This gave rise to a new race of coloured Africans.

•It led to the spread of Islamic education. For example, Islamic universities were established in Mali and Songhai.

•The trade also brought many Arabs into West

Africa. These Arabs settled there permanently.

•The trade also created a lot of insecurity as guns were brought in big numbers.

•It also brought Islamic architecture into West Africa. Most of the buildings resembled those of the Islamic world.

•It introduced camels into North and West Africa. The camels were the major means of transport.

•It led to the decline of local industries because of the introduction of cheap foreign goods.

•The trade led to the rise and expansion of empires such as Ghana, Mali and Songha

4.6. Additional activities

- **Remedial Activities**

Questions

1. Define the Trans Saharan Trade.

2. Mention two main means of transport used in the Trans-Saharan Trade.

3. Trans-Saharan Trade was the trade or commercial activity carried out between the north African Berbers and west African negroes across the Sahara Desert. Some historians suggested that the trade might have begun in the 2nd century.

4. The two main means of transport utilised in the Trans-Saharan Trade were head portage and camels.

- **Consolidation activities**

Questions

1. The decline of the Trans-Saharan Trade led to the downfall of some West African Empires. Name them.
2. Explain four factors which contributed to the development of the Trans-Saharan trade.

Answers

1. Some West African Empires collapsed because of the decline of the Trans Saharan Trade including Ghana, mali and Songhai.
2. The following factors show the reasons behind the growth and expansion of Trans-Saharan Trade.

(i) Introduction of Camels

The introduction of camels greatly helped in its improvement, especially in the means of transport. In addition to the above, the camels could also carry large amounts of goods. They could also take long without drinking water.

(ii) Emergence of West African empires

Some of such important empires included Mali, Ghana and Songhai. The leaders of those empires ensured security for the traders which encouraged more people to join the trade.

(iii) The conquest of North Africa by the Arabs

1. This forced the Berbers to migrate southwards. They finally reached West Africa. That marked the beginning of the trade. Furthermore, they introduced a common language (Arabic). This encouraged the coming of more Arabs who participated in the trade thereby developing it.92

(iv) The spread of Islamic religion in West Africa

With the spread of Islam in West Africa, Muslim traders felt secure to carry out trade. Islam acted as a uniting factor. Islam also increased trust among the traders through brotherhood and unity.

(v) Re-production of different commodities by West and North Africa

Extended activities

Questions

1. Explain who are the Tuaregs and Berbers.
2. Explain how the Trans Saharan Trade led to the European colonisation of Africa by Europeans.

Answers

1. '"Touareg" literally means "free folk" and is the name of a nomadic tribe from the Sahara,'" they wrote in a press release, explaining their decision to borrow the name of the nomadic North African ethnic group.

   A Berber is a member of any of various peoples living in northern Africa west of Tripoli.

   2a : a branch of the Afro-Asiatic language family comprising languages spoken by various peoples of northern Africa and the Sahara (such as the Tuaregs and the Kabyles)

2. The Trans Saharan Trade led to the European colonisation of Africa by Europeans because Europeans came to Africa so as to exploit African resources and needed manpower to use in this activity. Since the Trans Saharan was the source of slaves who were brought to America, Europeans came also to stop this trade that could compromise their new businesses in Africa because the slave trade could not help them find the manpower they needed.

UNIT 5 — TRANS-ATLANTIC SLAVE TRADE (TRIANGULAR TRADE)

5.1. Key unit competence

To be able to analyze the growth and effects of the Trans-Atlantic Slave Trade

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

In order to study this unit, the students should have knowledge, skills and competences on the Trans Saharan Trade studied in the previous Unit 7.

5.3. Introductory activity and guidance

A) Introductory activity

Introductory activity

Observe the below map and say what you see on it. Identify the Trans Atlantic Slave Trade that was carried out between three continents and explain all the process.
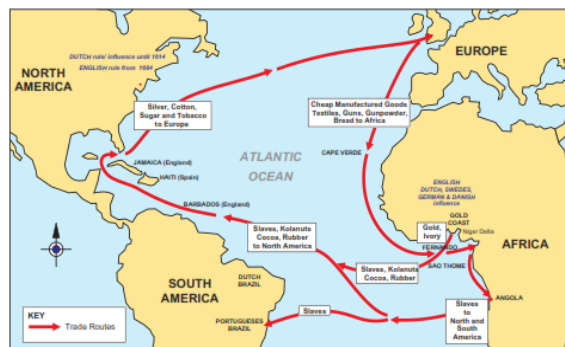
B) Guidance on the introductory activity:

At the beginning of this *Unit 8*, the introductory activity motivates students to know what happens or will happen in this unit and help them to be passionate to know the Trans Atlantic Slave Trade. 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 factors for the rise, growth and development of heTrans-Atlantic Slave trade and its effects.

5.4. List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Factors for the rise, growth and development of heTrans-Atlantic Slave trade	The students should be able to explain the factors for the rise, growth and development of the Trans-Atlantic Slave	2
2	Effects of Trans-Atlantic Slave Trade	The students should be able to evaluate the effects of Trans-Atlantic Slave Trade.	1
3	End unit assessment		1

Lesson title 1: Factors for the rise, growth and development of heTrans-Atlantic Slave trade

a) Learning objective

The students should be able to explain the factors for the rise, growth and development of the Trans-Atlantic Slave

b) Teaching resources

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

c) Learning activity

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

Suggested answers for activities

Answers to the Introductory Activity 5.1

What I see on this map are the three continents of America, Africa and Europe. Between them I see the Atlantic Ocean and different commodities that were exchanged during the Trans Atlantic Slave Trade. This trade started from Europe where traders departured with items like guns, salt, clothes, mirrors, shoes, tea and sugar to the direction of Africa. Arrived there, they exchanged the commodities with slaves. Then after, they went on with their travel to America and Carabians where they sold slaves who had to work on mines of iron ore, copper, gold and diamond and plantations so as to grow cash crops such as cotton, coffee, tea, sugar cane and tobacco. From America to Europe, they obtained raw materials would be shipped to Europe to feed their home industries.

Answers to learning activity 5.1

1. -Trans- means across

-Trade is the act of buying and selling goods and services

2. Some examples of the oceans of the world are:

•Atlantic Ocean

•Pacific Ocean

•Indian Ocean

•The Arctic Ocean

3. Demand is the amount of goods and services that a consumer is willing and able to buy at a particular place and time

Supply is the amount of goods or services that producers are willing to put on market at a particular place and time

Answers to learning activity 8.1 will be practical as the student is working as instructed

Answer to application activity 5.1

The factors that led to the rise and growth of TriangularTrade:

(i) The Industrial Revolution in Europe: Industrialists needed raw materials and market for their manufactured goods. The Europeans resorted to Africans for market. In return, they obtained slaves who were sold toEuropean plantation owners in exchange for raw materials.

(ii) The discovery of America and West Indies by Spain in 1492: The discovery of America and West Indies in 1492 led to the establishment of cotton, tobacco and sugarcane plantation which all required the labour, therefore it was suggested that West Africa would supply the requiredlabour. It was labour from Africa to the American plantations that led tothe development of the trade.

(iii) The decline of Trans-Saharan Trade: This led to the rise of Trans-Atlantic Slave Trade. There was a constant demand for slaves and commodities thereafter.

(iv) The introduction of armed conflicts in African politics: High demand forfirearms by African rulers to defend and expand their states made them to exchange the slaves for firearms leading to the rise and growth of the Trans-Atlantic slave trade.

Other factors were:

(i)   The trade was profitable to the Europeans and Africans who were involved in it. African chiefs and other participants got European goodswhich were of high value.

(ii)   There was a desire by African chiefs to get wealth and political power. This could be obtained through the acquisition of arms and maintaining friendship with Europeans.

(iii) There was the growth of new merchants in Europe as feudalism wasdeclining. The new merchants of Europe wanted to accumulate a lotof wealth. This became a justification to participate in the Triangular Trade.

(iv)   There was development of consumer culture among the African chiefs.There was also the need for the European goods. These two needs encouraged the Africans to sell their fellow Africans into slavery.

(v)   There was increased demand for certain luxurious goods such as sugar,alcohol, clothes and mirrors. This demand led to rise and growth ofTrans-Atlantic Slave Trade.

(vi)   The winds and ocean currents helped to steer the European ships toAmerica and Africa. These were the northeast trade winds and thenorth equatorial currents.

(vii) Africans were considerably physically fit. They could withstand harsh climatic conditions in America compared to Europeans or Asians.

(viii) The supply of firearms became a factor for the development of Triangular Trade. Africans wanted to acquire firearms to defend themselves against enemies and calm down internal wars.

Lesson title 2: Effects of Trans-Atlantic Slave Trade

a) Learning objective

The students should be able to evluate the E ffects of Trans-Atlantic Slave Trade.

b) Teaching resources

In order to tackle this sub-topic well, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activity

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

Guide the learners and help them do in groups **the learning activity 8.2** followed by a plenary discussion.

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

Suggested answers for activities

Answers to learning activity 7.1

Migration is the movement of people from one place to another.

Migration has some effects. These are

•Migrations lead to the increase of crimes

•Migration leads to the creation of slums

•It leads to poor living conditions

•Migration leads to the increase of the population to the receiving place.

Answer to application activity 7.2

Economic effects of trans Atlantic slave trade are:

(i) It led to the decline of Trans-Saharan Trade. It reversed Africa trade from North Africa towards the coast of West Africa.

(ii) Centres of wealth and power moved. They moved from the Sudanese states to forest states and to the coastal trading communities.

(iii) It hindered economic development of West Africa because people paid attention on slave trade. People neglected agriculture, industry and legitimate trade.

(iv) African local industry art and craft such as pottery and weaving declined. This was because the products made were replaced with European finished goods.

(i) Insecurity that prevailed stopped people from carrying out agriculture. Crops and livestock were destroyed leading to famine.

(ii) Europeans made a lot of profits from slave trade; these profits from slave trade contributed to the Industrial Revolution and urbanization in Europe

(iii) It encouraged the development of coastal towns and ports such as Accra and Lagos.

7.5. Additional Information for the teacher

In this unit on the Trans Atlantic Slave Trade, two former lessons i.e. the organization of the Trans Atlantic Slave Trade and the reasons for abolition of the Trans- Atlantic Slave Trade have been removed. Besides, this unit had not an introductory activity and had been added as well as its answer. The below text will help you have a deeper understanding on the unit to be taught.

The Transatlantic Slave Trade

The **transatlantic slave trade**, segment of the global slave trade that transported between 10 million and 12 million enslaved Africans across the Atlantic Ocean to the Americas from the 16th to the 19th century. It was the second of three stages of the so-called triangular trade, in which arms, textiles, and wine were shipped from Europe to Africa, enslaved people from Africa to the Americas, and sugar and coffee from the Americas to Europe.

Origins of the transatlantic trade of enslaved people

By the 1480s Portuguese ships were already transporting Africans for use as enslaved labourers on the sugar plantations in the Cape Verde and Madeira islands in the eastern

Atlantic. Spanish conquistadors took enslaved Africans to the Caribbean after 1502, but Portuguese merchants continued to dominate the transatlantic slave trade for another century and a half, operating from their bases in the Congo-Angola area along the west coast of Africa. The Dutch became the foremost traders of enslaved people during parts of the 1600s, and in the following century English and French merchants controlled about half of the transatlantic slave trade, taking a large percentage of their human cargo from the region of West Africa between the Sénégal and Niger rivers. In 1713 an agreement between Spain and Britain granted the British a monopoly on the trade of enslaved people with the Spanish colonies. Under the Asiento de negros, Britain was entitled to supply those colonies with 4,800 enslaved Africans per year for 30 years. The contract for this supply was assigned to the South Sea Company, of which British Queen Anne held some 22.5 percent of the stock.

Probably no more than a few hundred thousand Africans were taken to the Americas before 1600. In the 17th century, however, demand for enslaved labour rose sharply with the growth of sugar plantations in the Caribbean and tobacco plantations in the Chesapeake region in North America. The largest numbers of enslaved people were taken to the Americas during the 18th century, when, according to historians' estimates, nearly three-fifths of the total volume of the transatlantic slave trade took place.

The slave trade had devastating effects in Africa. Economic incentives for warlords and tribes to engage in the trade of enslaved people promoted an atmosphere of lawlessness and violence. Depopulation and a continuing fear of captivity made economic and agricultural development almost impossible throughout much of western Africa. A large percentage of the people taken captive were women in their childbearing years and young men who normally would have been starting families. The

European enslavers usually left behind persons who were elderly, disabled, or otherwise dependent—groups who were least able to contribute to the economic health of their societies.

Historians have debated the nature and extent of European and African agency in the actual capture of those who were enslaved. During the early years of the transatlantic slave trade, the Portuguese generally purchased Africans who had been enslaved during tribal wars. As the demand for enslaved people grew, the Portuguese began to enter the interior of Africa to forcibly take captives; as other Europeans became involved in the slave trade, generally they remained on the coast and purchased captives from Africans who had transported them from the interior. Following capture, the abducted Africans were marched to the coast, a journey that could be as many as 300 miles (485 km). Typically, two captives were chained together at the ankle, and columns of captives were tied together by ropes around their necks. An estimated 10 to 15 percent of the captives died on their way to the coast.

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The Middle Passage

The Atlantic passage, or Middle Passage, usually to Brazil or an island in the Caribbean, was notorious for its brutality and for the overcrowded unsanitary conditions on slave ships, in which hundreds of Africans were packed tightly into tiers below decks for a voyage of about 5,000 miles (8,000 km) that could last from a few weeks to several months.

They were typically chained together, and usually the low ceilings did not permit them to sit upright. The heat was intolerable, and the oxygen levels became so low that candles would not burn. Because crews feared insurrection, the Africans were allowed to go outside on the upper decks for only a few hours each day. Historians estimate that between 15 and 25 percent of the enslaved Africans bound for the Americas died aboard slave ships

Death rates, which were directly proportional to the length of the voyage, declined as the time of the voyage was reduced significantly between the beginning of the 16th century and the end of the 19th century. The autobiographical account of the West African Olaudah Equiano, published in 1789, is particularly well known for its graphic descriptions of the suffering endured on the transatlantic voyages.

Atrocities and sexual abuse of the enslaved captives were widespread, although their monetary value as slaves perhaps mitigated such treatment. Ship captains could not ignore the health of their human cargo, because they were paid only for enslaved persons delivered alive. Moreover, the death rates among the European captains and crew engaged in the trade of enslaved people were at least as high as those among their captives on the Middle Passage. In an infamous incident on the slave ship Zong in 1781, when both Africans and crew members were dying of an infectious disease, Capt. Luke Collingwood, hoping to stop the disease, ordered that more than 130 Africans be thrown overboard. He then filed an insurance claim on the value of the murdered enslaved persons. Occasionally, the African captives successfully revolted and took over the ships. The most famous such incident occurred when in 1839 a slave named Joseph Cinqué led a mutiny of 53 illegally purchased enslaved people on the Spanish slave ship Amistad, killing the captain and two members of the crew. The U.S. Supreme Court eventually ordered the Africans to be returned to their homes.

Banning the trade of enslaved people

At the time of the American Revolution (1775–83), there was widespread support in the Northern American colonies for prohibiting the importation of more enslaved people. However, after the Revolution, at the insistence of Southern states, Congress waited more than two decades before making the importation of enslaved people illegal. When Congress did so, in 1808, the law was enacted with little dissent, but Caribbean smugglers frequently violated the

law until it was enforced by the Northern blockade of the South in 1861 during the American Civil War.

After Great Britain outlawed slavery throughout its empire in 1833, the British navy diligently opposed the trade of enslaved people in the Atlantic and used its ships to try to prevent slave-trading operations. Brazil outlawed the trade of enslaved people in 1850, but the smuggling of newly enslaved persons into Brazil did not end entirely until the country finally enacted emancipation in 1888.

5.6. End of unit assessment

Answers to end of Unit Assessment

1. The Trans-Atlantic Slave Trade is commonly referred to as 'Triangular Trade' because during the Trans-Atlantic Slave Trade, the trade routes from Europe to Africa to America (West Indies) formed the shape of a triangle.

2. The various factors that contributed to the rise, growth and development of the Trans Atlantic Slave Trade are the following:

•The Industrial Revolution in Europe;
•The discovery of America and West Indies by Spain in 1492;

•The decline of TransSaharan Trade;
•The introduction of armed conflicts in African politics;
•Profitability of this trade to the Europeans and Africans who were involved in it. African chiefs and other participants got European goods which were of high value;

•Desire by African chiefs to get wealth and political power;
•Growth of new merchants in Europe as feudalism was declining;
•Development of consumer culture among the African chiefs;
•Slavery and slave trade being;
•Increased demand for certain luxurious goods such as sugar, alcohol, clothes and mirrors;
•Winds and ocean currents that helped to steer the European ships to America and Africa;
•Physical ability of Africans;
•The supply of firearms.

3. The effects of Triangular Trade on West Africa, Europe and America are as follows:

Social effects

•It led to depopulation of many areas through constant wars and raids. Approximately 15.4 million people were exported;
•It led to dehumanisation of human beings. That is, human beings lost value and were reduced to the level of minor items;
•Raids and wars displaced many people from their homes while others ran away into hiding;
•There was a general moral decay in Africa. The punishments which used to be given to the offenders in the society were ignored. Instead, they were sold into slavery;
•Africans were disposed to different parts of the world to form new races. Some were sent to America, Portugal, France and Spain;

•It greatly accelerated the spread of Christianity in predominated Islamic states of West Africa.

Political effects

•It led to the growth of trading states such as Calabar and Bonny along the coast;
•It led to the growth and expansion of some empires in West Africa. Most of those empires such as Dahomey, Oyo and Asante participated in the trade;
•It led to the destruction of strong states and empires due to frequent wars and raids;
•It delayed the European penetration in the interior of West Africa. This was because the middlemen wanted to maintain their positions. This hindered the development in the interior compared to the coastal towns.

Economic effects

•It led to the decline of TransSaharan Trade. It reversed Africa's trade from North Africa towards the coast of West Africa;
•Centres of wealth and power moved. They moved from the Sudanese states to forest states and to the coastal trading communities;
•It hindered economic development of West Africa because people paid attention to slave trade. People neglected agriculture, industry and legitimate trade;
•Art and craft such as pottery and weaving declined. This was because the products made were replaced with European finished goods;
•Insecurity that prevailed stopped people from carrying out agriculture. Crops and livestock were destroyed leading to famine;
•It benefited the Europeans. The majority in West Africa did not gain much from slave trade;
•It encouraged the development of coastal towns and ports such as Accra and Lagos.

5.7. Additional activities

- **Remedial Activities**

Questions

1. Mention the three continents involved in the Trans Atlentic Slave Trade.

2. What was the main item that was bought from Africa to be sold in America?

3. The slaves were involved in which activities in America.

Answers

1. The three continents involved in the Tranns Atlentic Slave Trade were Europe, Africa and America.

2. The main item that was bought from Africa to be sold in America was slaves.

3. In America, the slaves were mainly used on plantations and mines.

- **Consolidation activities**

Questions

1. Define the Trans Atlantic Slave Trade.

2. Explain three factors that led to the rise and growth of the Trans Atlantic Slave Trade.

3. Why the Trans Atlantic Slave Trade was also called Traingular Trade?

Answers

1. The Trans-Atlantic Slave Trade was the trade which involved Europe, West Africa and the West Indies (America) across the Atlantic Ocean. In this trade, slaves from Africa were bought are brought to be sold in America where they were utilized in minining and agricultural activities.

4. Three factors that led to the rise and growth of the Trans Atlantic Slave Trade are the foll

- *The Industrial Revolution in Europe*: Industrialists needed raw materials and market for their manufactured goods. The Europeans resorted to Africans for market. In return, they obtained slaves who were sold to European plantation owners in exchange for raw materials.

- *The discovery of America and West Indies by Spain in 1492:* The discovery of America and West Indies in 1492 led to the establishment of cotton, tobacco and sugarcane plantation which all required the labour, therefore it was suggested that West Africa would supply the required labour. It was labour from Africa to the American plantations that led to the development of the trade.

- *The decline of Trans-Saharan Trade*: This led to the rise of Trans-Atlantic Slave Trade. There was a constant demand for slaves and commodities thereafter.

-   The Trans-Atlantic Slave Trade was also called the Triangular Trade because the ships used made three stages in the course of their journey. That is, from Europe to West Africa, America and back to Europe. This made the shape of a triangle.

Extended activities

Questions

1. In general, the Trans Atlantic Slave Trade was negative for the African Continent. But, for some Africans this trade was profitable. Justify this assertion.

2. Explain on main positive effect of the Trans Atlantic Slave Trade on European Continent.

Answers

1. The Trans Atlantic Slave Trade was negative for the African Continent in the following ways:

✓ It led to depopulation of many areas through constant wars and raids. Approximately 15.4 million people were exported.

✓ It led to dehumanisation of human beings. That is, human beings lost value and were reduced to minor items;

✓ Raids and wars displaced many people from their homes while others ran away into hiding;

✓ There was general moral decay in Africa. The punishments which used to be given to the

offenders in the society were ignored. Instead, they were sold into slavery;

✓ It led to the destruction of strong states and empires due to frequent wars and

raids;

✓ Insecurity that prevailed stopped people from carrying out agriculture. Crops and livestock were

destroyed leading to famine;

✓ It hindered economic development of West Africa because peo-

ple paid attention on slave trade. People neglected agriculture, industry and legitimate trade;

✓ African local industry art and craft such as pottery and weaving declined. This was because the products made were replaced with European finished goods.

But, for some Africans this trade was profitable for the following reasons:

✓ It led to the growth of trading states such as Calabar and Bonny along the coast;

✓ It led to the growth and expansion of some empires in West Africa. Most of those empires such as Dahomey, Oyo and Asante participated in the trade;

✓ It encouraged the development of coastal towns and ports such as Accra and Lagos.

2. Two effects of the Trans Atlantic Slave Trade on European Continent are the following:

Europeans made a lot of profits from slave trade; these profits from slave trade contributed to the Industrial Revolution and urbanization in Europe.

UNIT 6 — ORIGIN AND EXPANSION OF RWANDA KINGDOM

6.1. Key unit competence

To be able to describe the origin and expansion of Rwanda Kingdom

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

In order to study this unit, the students should have knowledge, skills and competences on the different sources of History of Rwanda especially oral sources studied in unit.

6.3. Introductory activity and guidance

A) Introductory activity

All over the world, there exist many states; some are kingdoms and others are countries. All of them came into existence at a given time of the world history. Most of the time, the states arose and expanded depending on the bravery and heroism of the ancestors who were determined to fight wars of expansion. The creation of the kingdom of Rwanda passed through such a process. Basing on the pre-colonial History of Rwanda, identify the main steps that were made in expansion of Rwanda and the names of kings who played an overriding role in such an enterprise.

B) Guidance on the introductory activity:

At the beginning of this Unit 2, the introductory activity motivates students to know what happens or will happen in this unit and help them to be passionate to know how the Kingdom of Rwanda had been created and managed to expand on the detriment of

its neighbours. 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 origin and expansion of the kingdom of Rwanda.

#	Lesson title	Learning objectives	Number of periods
1	Origin of the Kingdom of Rwanda	The students should be able to describe the origin of the Kingdom of Rwanda.	1
2	Reasons for the expansion and factors for downfall of the kingdom of Rwanda	The students should be able to analyse the reasons for the expansion of the kingdom of Rwanda	1
3	The important monarchs	The students should be able to describe the important monarchs that contributed to the expansion of the kingdom of Rwanda.	2

4	Factors for the downfall of Rwanda king- dom	The students should be able to analyse the fac- tors for downfall of the kingdom of Rwanda	2
5	End unit as- sessment		1

Guidance on different lessons

Lesson title 1: Origin of the Kingdom of Rwanda

A) Learning objective

The students should be able to describe the origin of the Kingdom of Rwanda.

B) Teaching resources

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

C) Learning activity

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

Guide the learners and help them do in groups the learning activity 2.1 followed by a plenary discussion.

Suggested answers for activities

Answer to the Introductory Activity 6.1

The main steps that were made in expansion of Rwanda were the following:

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

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

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

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

Yuhi IV Gahindiro (17461802): He fought, defeated and annexed south Ndorwa and Buhunde. However, during his reign, Rwanda experienced great famine and drought called *Rukunguru.*

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

Kigeli IV Rwabugiri (1853-1895): He was one of the most prosperous and famous kings of Rwanda. He was a renowned warrior. He re-organised the army to consolidate his rule. He is also known to have centralised the power and strengthened structures. During his reign, Rwanda attacked the island of Ijwi. This military expedition was led by his mother and an uncle. It is also remarkable that, during king Rwabugiri's tenure, the first Europeans came to Rwanda.

Answer to application activity 6.1

1. The Nyiginya State is State that had been founded by the Clan of Abanyiginya led by Gihanga I Ngomijana.

Gihanga I Ngomijana is believed to be the founder of the Nyiginya dynasty and the Kingdom of Rwanda.

2. Abami b'Umushumi (Belt Kings) were the kings whom they had not any known activities (deeds) while Abami b'Ibitekerezo (Historical kings) were the kings who had contributed to the expansion of the kingdom of Rwanda

Lesson title 2: Reasons for the expansion and factors for downfall of the kingdom of Rwanda

a) Learning objective

The students should be able to analyse the reasons for the expansion the kingdom of Rwanda.

b) Teaching resources

In delivering this lesson, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

C) Learning activity

Let students do activity 2.2 in small groups followed by a plenary discussion. Remember to let the students write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

Suggested answers for activities

Answers to learning activity 6 .2

The following are the reasons that contributed to the expansion of the Kingdom of Rwanda:

The Kingdom of Rwanda had the kings who were ambitious and able to expand their kingdom;

- Unity among the Rwandan people;
- The Kingdom of Rwanda was surrounded by the weak neighbouring states and was able to attack and to defeat them during the conquest wars;

- It had a standing army ready to engage in warfare at short notice;
- Efficient leadership: the centralized system of government with king at the centre of everything facilitated the accomplishment of the expansion of Rwanda;
- Disunity among the neighbouring states led to easy conquest hence expansion of Rwandan kingdom;
- Rwandan leaders normally killed the conquered territories' leaders and replaced them with their former enemies or foreigners who were loyal to the King of Rwanda.
- Patriotism and nationalism of Rwanda leaders made Rwandans regard expansion as a source of national glory and prestige.
- Motivation and rewards to the fighters like Umudende (who killed 7 enemies), Impotore (who killed 14 enemies) and Gucana uruti (who killed 21 enemies)
- The small size and good geographical local of Rwanda facilitated a good organization and Rwandan kingdom managed to attack its neighbors.
- A good succession system enabled the Rwanda kingdom to be stable politically and encouraged the King to expand his kingdom.

Answers to application activity 6.2

Answers to the application activities 2.2 refer to answers to the learning activity 2.2

1. The patriotism and nationalism of Rwanda leaders made Rwandans regard expansion as a source of national glory and prestige. Besides, the people of Rwanda had a strong will of fighting for their kingdom. They also loved and served it whether in good or bad times. They were so dedicated and courageous to serve and defend wherever need arose. This contributed to its rise and expansion

2. Efficient leadership

The kingdom of Rwanda had experienced, able and courageous leaders. The leaders fought so hard to maintain or even expand their kingdom.

NB: A teacher must add other points from research made together with learners.

Lesson title 3: The important monarchs

a) Learning objective

The students should be able to describe the important monarchs that contributed to the expansion of the kingdom of Rwanda.

B) Teaching resources

In delivering this lesson, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

C) Learning activity

To teach this lesson, you should try as much as possible to make the learning interactive. Give the learners time to participate and ask questions and air out their views. The following suggested activities can make the teaching/learning interactive: Guide the learners and help them do in groups the **learning activity 2.3** followed by a plenary discussion.

Suggested answers for activities

Answers to learning activity 6.3

The most important monarchs were the following: Ruganzu I Bwimba, Kigeli I Mukobanya, Mibambwe I Sekarongoro I Mutabazi I, Yuhi II Gahima II, Ndahiro II Cyamatare, Ruganzu II Ndoli, Mutara I Nsoro II Semugeshi, Kigeli II Nyamuheshera, Cyirima II Rujugira, Kigeli III Ndabarasa, Yuhi IV Gahindiro, Mutara II Rwogera and Kigeli IV Rwabugiri.

Answers to application activity 6.3

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

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

•The king must introduce during his living days to three confidents the name of his successor;

•He suppressed the following dynastic names:

-Nsoro because it was known to Bugesera;

-Ndahiro because the last Ndahiro had lost the emblem-drum (Rwoga);

•Ruganzu because the two holders of this name have been killed by enemies.

· He determined the succession order for the five dynastic name and those names should follow each other in cycle of four generations as shown below:

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

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

•The king must introduce during his living days to three confidents the name of his successor;

•He suppressed the following dynastic names:

-Nsoro because it was known to Bugesera;

-Ndahiro because the last Ndahiro had lost the emblem-drum (Rwoga);

•Ruganzu because the two holders of this name have been killed by enemies.

· He determined the succession order for the five dynastic name and those names should follow each other in cycle of four generations as shown below:

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

the Kings of cows;

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

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

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

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

Lesson title 4: Factors for downfall of the kingdom of Rwanda

a) Learning objective

The students should be able to analyse the factors for downfall of the kingdom of Rwanda.

b)Teaching resources

In delivering this lesson, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

C) Learning activity

Let students do activity 2.4 in small groups followed by a plenary discussion. Remember to let the students write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

Suggested answers for activities

Answers to application activity 6.4

The following arethe factors for the downfall of Rwanda kingdom:

(i) *The coming of Europeans and consequent colonisation of Rwanda*

The first contact the Rwanda Kingdom had with Europeans was in September

1892. Dr Oscar Baumann and Graf von Goetzen who came in 1894 wrotea comprehensive report about the Kingdom. Rwanda officially became a protectorate in 1897. This was the begining of the downfall of Rwanda Kingdom.

The coming of the Belgians in 1916 also weakened the kingdom. They introduced reforms that reduced the kings' powers. For instance, they abolished traditional institutions such as *ubwiru* and *umuganura*, which helped the king to govern.

(i) *Succession disputes*

The Kingdom of Rwanda lost one of its famous and prosperous kings, Kigeli IV Rwabugiri, in 1895. This was followed by succession wrangles. The prince heir Rutarindwa (Mibambwe IV) became the king. However, his stepmother (Queen mother) Kanjogera helped by her brothers, organised the Rucuncu coup d'Etat, because she wanted Musinga to become the king. Musinga was her son. This brought power conflicts in the kingdom which ended with European intervention.

(i) *Revolts and rejection of Musinga as king*

There were numerous revolts in the Rwandan Kingdom during King Musinga's rule. These revolts weakened the kingdom. For instance, the consequences of Rucunshu coup d'Etat was the Basebya, Ndungutse and Rukara revolts in the north of the kingdom. Other revolts were those of Nyiragahumuza. The revolts destabilised the kingdom.

(i) *Death of able leaders*

The death of leaders such as Mutara III Rudahigwa followed by the 1959 political and ethnic violence led to the end of the kingdom. The latter caused many Tutsi to be massacred, and many others fleeing to neighbouring states. Together with the complicity of the Belgian power, the kingdom experienced a coup d'Etat of Gitarama. This led to the abolition of the monarchy on 28th January 1961 and subsequent declaration of the republic confirmed by the referendum on September 25th ,1961

Answers to application activity 6.4

The coming of Europeans (colonial administrators and missionaries) can be considered as the main cause of the collapse of the Kingdom of Rwanda because their first aim was to weaken by all means the traditional authority of the King and strengthening their own authority so as to enable them exploit Rwanda. In so doing, the colonial government especially the Belgian colonial introduced reforms that reduced the kings' powers. For instance, they abolished traditional institutions such as ubwiru and umuganura, which helped the king to govern.

6.4. Additional Information for the teacher

As you have seen it the former unit 2 has been removed you have to teach the unit 3 and the point related to organization of pre-colonial Rwanda was removed and will be taught in the following unit. Besides, this unit had not an introductory activity and had been added as well as its answer. The text that follows will help pay to have a deeper understanding of this unit.

Expansion of Rwanda

According to the tradition, Rwanda was an immense country whose borders were limited by 'the sky'. This shows the extent to which the idea of expansion was conceived in Rwandan tradition. It was under the spirit of territorial aggrandizement that several territorial gains were made. The annexed territory included: Gisaka, Nduga, Bukunzi, Busozo, Bunyambiriri, Bwanamukari, Burwi, Bugoyi, Bufumbira, Mubali, Bugesera, Ndorwa, Bwishya, Busigi, Bufundu, Buyenzi, etc.

Note that the last Mwami of Bumbogo Nyamurasa IV Kabano. He was enthroned in 1925 and deported to Kinyaga in 1928 by the Belgian colonial administration.

Rwanda against Gisaka: Ruganzu Bwimba and Robwa

When the reign of *King Ruganzu I Bwimba* started, Rwanda had its capital at *Gasabo* hill located at the South-Western point of *Lake Muhazi*. At this time, the king was still young. He therefore governed Rwanda under the system of regency whereby her mother - Nyiraruganzu Nyakanga - who belonged to the Abasinga clan took all decisions. In discharging her duties, the Queen Mother was helped by her cousin Nkurukumbi, son of Nyebunga. Among the other important personalities (VIPs) in court service, were the great rustees of the esoteric code (*Abiru*) such as Nyaruhungura (from the Abatsobe clan), Cyenge (Abanyiginya clan of *Abakobwa* lineage), Gitandura (*Abasindi* clan) as well as Mukubu (*Abaha* clan).

King Bwimba had a younger sister who had attained the age of marriage. Her name was Robwa. Her young wife was called Nyakiyaga. She hailed from the Abega clan. The Rwandese tradition relates the heroic death of King Ruganzu I Bwimba and her sister Robwa who were regarded as liberators of the kingdom.

At that time, two powerful kingdoms started rising next to Rwanda Kingdom. In the South was Bugesera Kingdom which was ruled by Nsoro Bihembe. In the East was Gisaka Kingdom under the reign of Kimenyi I Musaya. The Monarchy of Bugesera enjoyed friendly relations with the Rwanda royal court. On the other hand, Kimenyi I Musaya wanted to annex the territory of the Abanyiginya, and to this effect, he asked Robwa for marriage because the diviners had predicted that this marriage would produce Rwanda's future conqueror.

When Ruganzu Bwimba and his advisors knew of the plans of the king of Gisaka, they opposed this marriage. However, the Queen Mother and theher brother Nkurukumbi were in favor of this marriage, hoping that this marriage would establish a useful alliance to the country. Their idea won the day and Kimenyi I Musaya married Robwa. Nonetheless, before concluding the marriage pact, King Ruganzu Bwimba informed his sister about the situation and the latter promised in turn that she would not let Kimenyi produce for him an evil son. Sometime later, she announced to his brother that she was pregnant and that she was going to commit suicide before giving birth to the child who was doubted.

The Rwanda royal court decided to identify another victim to be sacrificed with Robwa. The oracles pointed to Nkurukumbi who was to be sacrificed in the battlefield. However, this one refused to be sacrificed. Then, the oracle identified the king himself. But before the king took the decision of being sacrificed, he made a decree that from that time onwards, the Abasinga clan shall never produce Queen Mothers as a punishment for Nkurukumbi's refusal to spill blood for the sake of the kingdom. In the meantime, Nyakiyaga the wife of the king gave birth to a son who was named Rugwe. Gitandura transmitted this news to the king.

Because of this, Gitandura and his descendants were accorded a privilege of naming royal children before the monarch did so (customary name).

Since Rugwe was still young, the king could not make a u-turn on his decision. He asked Cyenge to be in charge of the court until such a time when his son Rugwe would be in a position to rule. After making these arrangements, Ruganzu declared war with Gisaka and was killed during the battle of Nkungu near Munyaga. A messenger announced the sad news to princess Robwa. Kimenyi I Musaya handed Rukurura Royal Drum to Robwa, declaring her as future Queen Mother in consolation for losing her brother. But, Robwa hastened towards the drum and committed suicide with the child she was carrying. Due to this act, the Rwandan tradition regards her as a great hero and liberator of the kingdom like her brother Ruganzu Bwimba.

Conquest and occupation of Nduga: a new center of power in Rwanda's expansion

This section will be presented under four major phases: the expansion under Cyirima Rugwe's regime, invasion of the Abanyoro during the reign of Kigeri Mukobanya, the second invasion of the Abanyoro and their panic under Mibambwe Sekarongoro Mutabazi and lastly, the occupation of Nduga by Rwanda.

Expansion under Cyirima Rugwe

The original kingdom of Rwanda was composed of Mageragere Nyamweru Mountains which, up to that time, formed the enclave of Bugesera, ceded willingly "willinglyby King Nsoro Bihembe, of Bugesera". In conjunction with his son Mukobanya, King Cyirima Rugwe put an end to Rwanda's "confederation system" composed of the entities mentioned above. He replaced the kings of the so-called entities by dismissible chiefs. However, an exception was

made when it came to the area of the Busigi rain-makers. Lastly, it is said that with the assistance of Mukobanya, King Cyirima Rugwe crossed River Nyabarongo and undertook to conquer territories located to north of Nduga Kingdom, i.e. Bushegeshi (which later became Uruyenzi in the current District of Kamonyi), Bunyagitunda (known as Gishubi and later as Rukoma during the Belgian colonial rule), Bunyatwa (which became later Bur-embo as well as the surrounding areas constituting the entire Ndiza during the Belgian colonial rule). At that time, Ngoga son of Mashira led a number of expeditions against Rwanda, to the east of Nyabarongo. The King of Nduga occupied Nyakabanda for some time which is located in the current district of Nyarugenge and took his cows to drink in Muhima. Note That The official tradition dismissed this fact to which Kagame A. makes a Reference as follows: "on her part, Ndunga sent without any doubt expeditions against Rwanda. Those which have been conserved went very far to the extent of reaching the eastern part of Nyabarongo which was under the command of Prince Ngiga son of Mashira".

First invasion of the Abanyoro and Kigeri Mukobanya

The first invasion of the Abanyoro took place under the rule of Kigeri Mukobanya. According to Rwandese tradition, these invaders were descendants of Cwa, king of Bunyoro. The invasion of the Abanyoro was terrible, scaring and disastrous. This event was always narrated by several sources such as the dynastic poetry and the historic narratives. There were magical ceremonies intended to ward off disaster. Thus, a memorial tree called Umuganzacyaro (the triumph on a foreign country) was planted on the site of victory during the counter-attack mounted along Runda Mountains in the present district of Kamonyi. The invasion of the Abanyoro is an uncontestable reality because the Abanyoro lineages have of recent been noticed in the following localities: Indara (not far from Butare), Buringa (current district of Muhanga).

Second invasion of the Abanyoro under Mibambwe Sekarongoro Mutabazi

To the west of Nyabarongo, Mibambwe Sekarongoro Mutabazi is said to have conquered part of the kingdom of Nduga ruled at that time by Mashira son of Nkuba, son of Sabugabo hailing from the Ababanda dynasty. But Nduga quickly regained her independence. During the second invasion of the Abanyoro, Mibambwe Mutabazi was forced to escape. But, while Mibambwe Mutabazi was on the run to Kinyaga, most likely, Kimenyi Shumbusho, king of Gisaka annexed Buganza and Bwanacyambwe.

Actual occupation of Nduga

The actual occupation was achieved from the time when Mibambwe Mutabazi returned from exile. Using his troops and allies (especially the Abasinga), he assassinated Mashira and exterminated many of his family members. The event took place in Nyanza (in the present district of Nyanza). Several families of the Ababanda were forced to leave Nduga to seek refuge in Burundi. Those who remained organized a ferocious resistance which lasted for three centuries. Meanwhile King Yuhi Mazimpaka incorporated the resisters in what came to be known as the 'militia' of the Ababanda ("Umutwe w' Ababanda") under the responsibility of his son Prince Nyarwaya Karuretwa. Note that about Ababanda a person called Rubuguza member of the Ababanda militia. Under Cyirima Rujugira, he was considered as liberator"of Rwanda from Gisaka.

Hence, King Mibambwe Sekarongoro Mutabazi was nicknamed "Nkovimbere" owing to his facial scar that was caused by persistent arrow-wounds shot by the Abanyoro during the battle of Musave. Ultimately, King Mibambwe annexed Nduga where several Nyiginya kings established their residences. Henceforth, most war conquests and expeditions started from Nduga. The loss of Buganza

and Bwanacyambwe as well as the uncontested power of Gisaka to the east and Ndorwa to the north forced the Abanyiginya dynasty to establish its political capital west of Nyabarongo (current Southern Province), in the current district of Kamonyi and Ruhango:

Major political crises: Yuhi Gahima and Ndahiro Cyamatare

Yuhi II Gahima

King Mibambwe Sekarongoro Mutabazi was succeeded by King Yuhi Gahima. When the latter died, he was buried in Kayenzi located in the present Northern Province. Kayenzi was a place for royal tombs of monarchs bearing the name of Yuhi. The name of his royal drum was known as Kibanza II. Among his numerous sons were Juru, an ancestor hailing from the family title of Abenejuru and Bamara, the father of Byinshi. This was the ancestry title for the large family of the Abanyabyinshi, which was the most illustrious family among the Banyamulenge.

Death of Yuhi Gahima and war of succession

The official Rwandan tradition affirms that when King Yuhi Gahima died, an opposition party against his successor Ndahiro Cyamatare was formed. Among the principal members of this party were Juru and Bamara both of whom were sons of Yuhi Gahima. However, their brothers Binama, Gacu, and Karangana remained faithful to Ndahiro Cyamatare who was considered by the opposition as one that had usurped power. Cyamatare took up arms in a battle which saw Juru killed. Bamara made claims to succeed his brother Juru. He ruled East of Nyabarongo. When he died, he was succeeded by his son Byinshi.

Death of Ndahiro II Cyamatare

During the internecine wars and struggles, Nsibura Nyebunga, the Petty King of Idjwi Island, collaborated with Nzira, son of Muramira and king of Bugara to attack Ndahiro Cyamatare at Gitarama in the former region of Cyingogo (in the present Western Province). Ndahiro was hurt in the valley. Henceforth, the valley came to be known as Irasaniro (place of combat). He crossed Kibilira stream, mixed his blood with the waters of that stream. In commemoration of this event, no Rwandan monarch could cross Kibilira. They were supposed to go upstream to bypass its source. This tradition was especially observed by Kigeri Rwabugiri, Mibambwe Rutarindwa and even by Yuhi Musinga in 1929 during the visit of Prince Léopold of Belgium to Rwanda. The Rugarama mountainous region where Cyamatare was massacred by the warriors of Bugara was henceforth called "Rubi rw'i Nyundo" (Nyundo sad news). This tragic event was associated with the following events:

The killing of Queen Mother Nyirandahiro Nyirangabo and the death of Cyamatare wives. These events took place at the same location. Since then, the place was named Mu Miko y'abakobwa (Erythrins of noble ladies);

The commemoration of this calamity which occurred at the beginning of a new moon in June was marked by organizing a national mourning event (Icyunamo) of two weeks in the lunar month of April- May (Gicurasi) before the celebration of the feast of new harvest (Umuganura);

The loss of Rwoga drum, a symbol of royal power and prestige. The drum was captured by Nsibura;

The recovery of the Cyimumugizi Royal Drum by Gitandura.

It was found in a cave located at "mu Rutaka" (in the current district of Muhanga). Gitandura is the ancestry title of Abasindi Abatandura which was given to Bihubi. According to this tradition, the former imposed his names to the children of Yuhi Musinga.

The unprecedented calamities which took place after the disaster of Rubi rw' I Nyundo: famine, epidemics, animal diseases, hatred and frequent murders. Due to these tragic events, there was therefore need for a savior, a king who would usher in a new era. Consequently, King Ruganzu Ndori fulfilled this duty.

Restoration and consolidation of the monarchy

Ruganzu II Ndori

Undeniably, King Ruganzu Ndori was the most famous king in the lineage of the Abanyiginya. His popularity gave him a status that was legendary in character. At the same time, he was a true creator and organizer of institutions, a quality which, among other things, deeply characterized the history of Rwanda under his regime. The literary narratives dedicated to his rule recount his numerous marvels and mysterious achievements.

Who was Ndori?

According to tradition, Ndori was the son of King Ndahiro Cyamatare. Cyamatare was preoccupied by ensuring the security of his son Ndori who he considered as his future successor. He therefore took him to his paternal aunt Nyabunyana who was the wife of Karemera Ndagara king of Karagwe. After the death of Nsibura Nyebunga, a messenger by the name of Kavuna crossed the country inviting major personalities who were supporting Ndori to organize for his return. The slogan used for the return of the prince was: "Sindushye ndashonje, munfungurire

nje kubandura Ndori ya Ndahiro" (I am not tired   but I am hungry, give me something to eat and drink so that I can remove Ndori son of Ndahiro from his hiding place). The messenger set for Karagwe where he alerted Ndori about the matter. That is how Ndori returned to Rwanda, escorted under utmost secrecy.

Karemera Ndagara the King of Karagwe requested Ndori for a souvenir in exchange for his protection. As a result, Karemera's dynastic name was henceforth adopted in Rwanda in the lineage of Banyiginya. This name was given to Rwaka, who was the son and   successor of Yuhi Mazimpaka. Owing to this protection, Rwandan monarchs avoided war against Karagwe as much as possible. However, the promise that Rwanda would never attack Karagwe was short-lived. As a matter of fact, there was war between Karagwe and Rwanda during the reign of Gahindiro.

Ruganzu Ndori's achievements

Ndori is remembered in Rwandan tradition for having restored the monarchy. He is said to have   come from the North-eastern part of Rwanda. He spent some time at Gatsibo and Busigi where he is said to have inaugurated the Karinga dynastic drum frequently nicknamed "Mukiga". In the dynastic poetry (ibisigo), it is said that this drum came from Rukiga. Ndori embarked on a broad scheme:

- After the acquisition of the Karinga dynastic drum, King Ruganzu Ndori defeated Byinshi son of Bamara;
- He conquered Nduga including Rukoma, Muyaga, Kabagari and Marangara. King Ruganzu Ndori made several conquests in Nyundo, Bunyogombe in the periphery of Ruhango town;
- He organized the army by creating a shock battalion made of *Ibisumizi* Militia under the command of Muvunyi, son of Karema;
- Ndori introduced a new drum emblem called *Nangamadumbu* (I hate rebellions). It was close to Rwoga but was later stolen by Nsibura Nyebunga. Ndori is remembered to have introduced a total of two royal drums, namely Karihejuru and Bariba.

In addition to the above achievements, Ruganzu Ndori also:

- Attacked Bunyabungo (Bushi) as an act of revenge against Nsibura. He occupied the Eastern bank of Lake Kivu up to Rusizi and conquered Ijwi Island. Tradition has it that under King Ruganzu Ndori, Bunyabungo was attacked and ravaged on several occasions;

- Attacked Bugara under Nzira, son of Muramira who had succeeded Nsibura after   the death of Ndahiro Cyamatare;

- Undertook military expeditions of conquest at the expense of the neighboring native provinces. Thus, he annexed Bunyambiriri whose Petty-King Gisurere who lived in Suti (Suti ya Banega) near Kaduha was killed. He subdued Bwanamukari by killing his notables who included: Nyakarashi (residing in Zivu in the current district of Gisagara), Mpandahande who lived in Ruhande (present District of Huye), Nyaruzi son of Haramanga and Petty-King Burwi. Nyaruzi was the last chief representing the Abarenge clan; his territory was annexed by Rwanda;

- Conquered the regions of Bugoyi, Byahi, Bwishya and then Bufumbira, in other words the territory near volcanoes and beyond.

Ruganzu enjoyed friendly relations with Rwagitare, king of Bugesera. This kingdom extended to west up to the neighborhood of Ngozi. Tradition also narrates that the southern border was partly demarcated by Rubyironza. In the south-eastern part, it was demarcated by Ruvubu. It should be noted that the kingdom of Burundi progressively changed the posts of this border, extending it towards the north. Rwagitare, once at war with Ntare Kibogora of Burundi, called on Ruganzu for support and help. The Ibisumizi dashed to Burundi to make war. Ntare II's warriors were beaten and defeated by this coalition. Later, two institutions were put in place to act as pillars of his authority in King Ruganzu's kingdom, i.e. the Itorero and Ubuhake.

The great expansion: from King Cyirima Rujugira to King Kigeri IV Rwabugiri

King Cyirima II Rujugira

King Cyirima Rujugira dominated the eighteenth century. This was a result of his ritual and military reforms, his wars of conquest as well as his longevity. However, he proved to be "a rather dull (not bright) administrator". According to official tradition, Rujugira was son of Yuhi Mazimpaka. He is reported to have escaped towards Gisaka to evade death. His father wanted to kill him following bouts of insanity which he used to experience. He killed many people. On his return, he succeeded his half-brother called Karemera Rwaka with the ancestry title of Abaka lineage. Rujugira imposed his legitimacy thanks to official ideologues who supported him. He defeated Abaka and discredited them although they continued to assert their influence notably during Rwanda's wars of conquest.

King Cyirima Rujugira was a famous military king. His reign, like that of his son Ndabarasa, was characterized by long military campaigns. The first part of King Rujugira's rule saw a prolonged war that took place between Burundi and Rwanda. It was during this war that Rujugira's son, Gihana, died. In Rwanda, Rujugira came to be known as "Umutabazi", meaning 'liberator'. During the fourth campaign against Burundi, King Mutaga of Burundi died at Nkanda in Buyenzi.

Rujugira's army which conducted the fourth campaign against Burundi was composed of a group of renegade soldiers from Gisaka. King Cyirima Rujugira acceded to the Nyiginya throne with fatal poisoned arrows known as "Ubusherwe". He created marching camps (ingerero) as an innovation in strategic military planning. This helped to protect and expand the

kingdom of Rwanda. It was at that time that King Rujugira decided to equip the border territory with military administration and training. He divided the region into several units and put military regiments in charge of these regions. He introduced defensive military camps to prevent new invasions.

The camps mentioned below operated a defensive strategy while fighting against Burundi. They were strategically created along River Akanyaru which separates Rwanda from Burundi. The Munyaga military camp: this was intended to fight against Gisaka.

When the war with Burundi was over, King Cyirima Rujugira decided to attack Gisaka. To achieve this objective, he organized several armies under the supervision of his sons. His first son was Sharangabo who had an ancestry title of Abasharangabo. The second son was Ndabarasa who fought against Gisaka and the enclave of Gasura. During the decisive battle of Gasabo, Sharangabo's army advanced to the East, South of Lake Muhazi. He commanded the Abakemba, who were nicknamed "man destroyers", i.e. those who could mercilessly tear bodies of their opponents. He attacked Gisaka South of Lake Muhazi and emerged victorious at Bwanacyambwe. He fought against and repulsed the Imbogo army (the buffalos) commanded by Mudirigi, son of Karemera. Sharangabo died and was succeeded by his son under whose command the occupation of Buganza was accomplished. It was at Munyaga that he established a military camp. During the reign of King Cyirima Rujugira, Buganza was entirely conquered. Even its eastern part which had never belonged to Rwanda before was indeed annexed.

- **Gatuka and Rutare military camps**

King Cyirima Rujugira established a second military camp at Gatuka in Northern Buganza, adjacent to Mubari. A third camp was established on Mountain Rutare. However, this last camp was abandoned after the death of Ndabarasa. In short, under King Rujugira's regime, a big offensive by Rwanda was launched against Gisaka and Ndorwa with the aim of making further territorial gains. By the time Cyirima Rujugira died, Ndorwa had ceased to exist as an independent state and Gisaka had been reduced to its former provinces of Gihunya, Mirenge and Migongo. In addition, the whole of Buganza was conquered by Rwanda.

King Kigeri Ndabarasa: the conquest of Ndorwa and Mubari

When King Cyirima Rujugira died at the age of almost 65 years, his succession was not so much contested. This was a rare thing because his sons celebrated by referring to themselves as 'Abatangana' (those who never hate one another). In reality, the process of power transition was peaceful due to the following reasons:

- Ndabarasa was enthroned as a co-ruler before the death of Rujugira;
- He had a very powerful army at his disposal;
- Rujugira's two sons and army commanders – Gihana and Sharangabo – had already died before him, which gave an uncontested opportunity to rule;
- Lastly, it should be remembered that Ndabarasa was militarily sharp and politically upright from the beginning of the reign of his father.

After the battle of Gasabo (against Gisaka), Ndabarasa captured the mountainous region of Rutare where the tombs of Kigeri Mukobanya were located.

In this endeavor, he was supported by Chief Kamari. Ndabarasa killed Rubanda who had succeeded his father Gahaya Muzora, king of Ndorwa. He established his capital in Ruhinda region. From there, he raided the kingdom of Nkore. After conquering Ndorwa, Ndabarasa was enthroned as king. See the dynastic poem Igisigo "batewe n'iki uburakare?" (What has made them annoyed?). King Ndabarasa ruled both Rwanda and Ndorwa, though he ruled Ndorwa for a much longer time.

King Kigeri Ndabarasa attacked Mubari (Amazinga) whose King Biyoro and his mother Nyirabiyoro were killed. The latter had predicted the arrival of Europeans to Rwanda. Thus, Rwanda extended up to Akagera, a natural boundary that existed between Rwanda and Karagwe. Later, when Mubari progressively became dry due to drought, it was abandoned by the people. This explains why Rwanda lost interest in conquering this region. By the beginning of the twentieth century, Mubari was practically an autonomous region. However, it was only after the First World War (WWI) that this region was re-annexed to Rwanda.

King Mutara Rwogera: annexation of Gisaka

During the first decade of the nineteenth century, King Mutara Rwogera managed to annex Gisaka to Rwanda. However, his kingdom was later torn apart by internal wars: "(...) just before the death of Rwogera, three Gisaka's armies were assimilated into the kingdom. One of these armies was under the exclusive command of Nkoronko. The remaining two were commanded by Nyamwasa, son of Rwabika, who was also son of Gahindiro. It should be noted that the former commanders belonged to Gisaka army but they retained their positions as second-in-command. They continued to take instructions from their former commanders". Rwogera died of tuberculosis most probably in 1867. The Queen Mother (Nyiramavugo Nyiramongi) was assassinated by his brother Rwakagara because she had refused to commit suicide as culture and custom demanded.

6.5. End of unit assessment

Answers to end of Unit Assessment

1. (a) The main and important monarchs of Rwanda Kingdom were: Ruganzu Bwimba, Kigeli I Mukobanya, Ruganzu II Ndoli, Cylima II Rujugira, Yuhi IV Gahindiro, Mutara II Rwogera and Kigeli IV Rwabugiri.

(b) The important events that happened during their rule are the following:

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

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

Ruganzu II Ndoli (15101543): Ruganzu is well known in the history of Rwanda for unifying Rwanda and expanding its borders. He annexed Bugara, Bugoyi, Kinyaga, Ijwi, Bunyambiriri, Byahi, Rusenyi and Bwanamukari. He was also known to have instituted the *Kalinga* royal drum to replace *Rwoga. Rwoga* had earlier on been captured by Banyabungo. He died in 1543 at a place called Musaho wa Rubengera in Kibuye while trying to repulse people against his rule.

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

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

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

Kigeli IV Rwabugiri (1853-1895): He was one of the most prosperous and famous kings of Rwanda. He was a renowned warrior. He re-organised the army to consolidate his rule. He is also known to have centralised the power and strengthened structures. During his reign, Rwanda attacked the island of Ijwi. This military expedition was led by his mother and an uncle. It is also remarkable that, during king Rwabugiri's tenure, the first Europeans came to Rwanda.

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

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

•Rwanda had a well-trained and loyal army.

•Rwandan people traded with neighbouring states and kingdoms of Ankole, Karagwe and Buganda. This helped the kingdom to grow very fast.

•Rwanda Kingdom was at first so small and centrally well organised for easy administration.

•All Rwandans spoke one language, *Ikinyarwanda*, throughout the kingdom. This acted as a unifying factor for growth and expansion.

•Rwandans had their traditional religion which bound them together hence favoured expansion and growth.

3. The reasons that led to the fall of Rwanda Kingdom are:

•The Kingdom of Rwanda had experienced, able and loving leaders such as Kigeli and Gahindiro who fought so hard to expand the boarders.

•The coming of Europeans and consequent colonisation of Rwanda by the Germans

•The big size of Rwanda kingdom

•Weak army

•Weak and unable leaders who could not to defend the kingdom's glory

•Succession disputes

•Revolts and demand for independence from vassal states

•Civil wars (internal wars)

6.6. Additional activities

- **Remedial Activities**

Questions

1. Who was the founder of the Kingdom of Rwanda? What dynasty did he found?
2. Mention three reasons for the downfall of Rwanda.
3. Name three events that marked the end of the reign of Rwabugiri.

Answers

1. Gihanga Ngomijana was the founder of the Kingdom of Rwanda and he founded the Nyginya dynasty.
2. Three reasons for the downfall of Rwanda are the succession disputes, the coming of Europeans and consequent colonisation of Rwanda and death of able leaders.
3. Three events that marked the end of the reign of Rwabugiri are as follows:

- The coming to the throne of Rutarindwa as co-regnant of Rwabugiri on December 22, 1889 with Konjogera as his adoptive Queen-mother, because his mother had died;
- The introduction of manufactured goods from Europe and Asia in big quantities;
- The coming of the Europeans as Doctor Oscar Baumann in 1892 and Comte Von Göetzen or Götzen in 1894;

Consolidation activities

Questions

1. Assess the achievements of d king Kigeli III Ndabarasa in expansion of the Rwandan Kingdom.
2. Why Ruganzu I Bwimba and his sister Robwa Nyiramateke are considered as liberators of Rwnda?

Answers

1. The achievements of King Kigeli III Ndabarasa in expansion of the Rwandan Kingdom are:

   He acceded to power when the country was experiencing the succession disputes between him and Karemera Rwaka and he was facing the imminent invasions from all side (Bugesera, Burundi, Gisaka and Ndorwa). He attacked them and from that time Cyirima II Rujugira mentioned out that "*U Rwanda rurat-era ntiruterwa*".

   In order to face those enemies, he formed the following militias: Indirira, Imvejuru, Abadehemuka, Inyaruguru, Inyakare, Indara, Ababanda, Abalima, Ababito, Intarindwa, Abatanguha, Igicikiza and Imanga.

   Cyirima II Rujugira had defeated Burundi over the territory of Buyenzi after killing its king Mutaga Senyamwiza, Ndorwa over Umutara and Gisaka over Buganza.

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

- **Extended activities**

Questions

1. Why is it said that King Kigeli Iv Rwabugiri is the responsible of the coup d'Etat of Reuncunshu?
2. Why did Mutara I Nsoro II Semugeshi decide to suppress the name of Ruganzu from dynastic royal names?

Answers

1. Because Rwabugiri had killed Rutarindwa's own mother some years before, he now named another wife, **Kanjogera**, to serve as *Rutarindwa's queen mother*. According to tradition, substitutes chosen to act as queen mothers had to be of the same lineage as the natural mother of the mwami and could not have sons of their own eligible to rule. In addition, a more recent restriction prohibited women of the '*Bakagara*' lineage of the '***Beg**a*' clan from acting as queen mothers because some members of the lineage had been permitted to learn part of the esoteric royal code.

   When Rwabugiri decided to appoint Kanjogera he ignored all the above restrictions. The then queen mother was a 'Mwega' of the 'Bakagara' lineage, while the mother of Rutarindwa had been of the '***Bakono***' clan. Kanjogera also had a son, Musinga, fathered by Rwabugiri and so eligible to succeed. Some notables, including some 'abiru' whose advice was being disregarded accused Rwabugiri of being blinded by his great love for Kanjogera who was his favorite wife. By naming a Mwega queen mother for a son related to the Bakono, he could associate the powerful Bega with the throne without giving them control over it.

2. King Mutara I Nsoro II Semugeshi decided to suppress the name of Ruganzu from dynastic royal names because the two holders of this name have been killed by enemies.

UNIT 7

ORGANIZATION OF PRE-COLONIAL RWANDA

7.1. unit competence

To be able to Key describe the organization of pre-colonial Rwanda.

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

In order to study this unit, the students should have knowledge, skills and competences on the origin and expansion of Rwanda Kingdom studied in unit 2.

7.3. Introductory activity and guidance

A) Introductory activity

Introductory activity

Observe the below picture and explain which kinds of activities people you see on it are performing. Which idea does the picture suggest you about the social organization of the pre- colonial Rwanda?
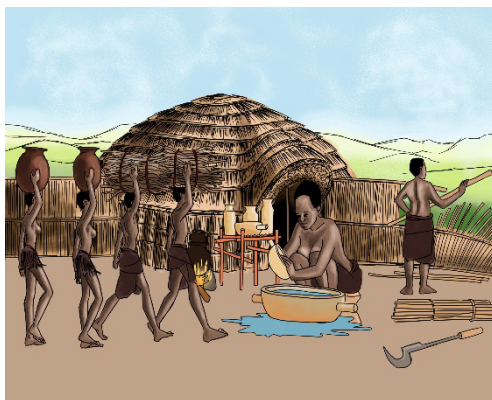
B) Guidance on the introductory activity:

At the beginning of this *Unit 3*, the introductory activity motivates students to know what happens or will happen in this unit and help them to be passionate to know how the Kingdom of Rwanda was organised. 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 organisation of the pre-colonial Kingdom of Rwanda.

#	Lesson title	Learning objectives	Number of periods
1	Social organization of the Rwandan traditional society	The students should be able to describe the Social organization of the Rwandan traditional society.	1
2	Cultural organization of ancient Rwanda	The students should be able to portray the cultural organization of ancient Rwanda.	1
3	Political and military organization	The students should be able to describe the political and military organization of ancient Rwanda	2
4	Organization of itorero in ancient Rwanda	The students will be able to describe the organisation of itorero in ancient Rwanda	1
5	Economic organization	The students should be able to describe the economic organization of ancient Rwanda.	1
6	Socio-political and economic dependence (ubuhake, ubukonde, uburetwa) in pre-colonial Rwanda.	The student teachers should be able to describe the socio-political and economic dependence in pre-colonial Rwanda	1
7	End unit assessment		1

Guidance on different lessons

Lesson title 1: Social organization of the Rwandan traditional society

a) Learning objective

The students should be able to describe the social organization of the Rwandan traditional society.

b) Teaching resources

The following materials will help you during the different lessons of this unit: Senior 1 History Student's book, internet, world map, African map and traditional Rwandan map, internet, testimonies, press media, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activity

You should try as much possible to make the learning interactive. Give the learners time to participate and ask questions and air their views. After finding the document, learners can be asked to underline words they think are important to them and explain why. They can share their views in pairs or groups. After, the whole class can share their responses. The teaching of this lesson can be done by means of learner's textbook to explain the key concepts of the pre- colonial Rwandan civilisation. After this activity, tutor invites learners to present their work to the whole class.

Suggested answers for activities

Answers to The Introductory Activity

The picture suggests the idea of division of labour about the social organization of the pre- colonial Rwanda where every able member even young children had to be active. But all members of the society were not equally strong. Therefore, there were activities reserved for certain categories of people: men, women and children.

Answers to learning activity 7.1

The social organization of Pre-colonial Rwanda was based on three main elements including nuclear family, lineage and clan. The nuclear family was a key element of this organization. It was composed of the husband, his spouse and children if they had them.

The lineage is a set of several families descending from one common and real ancestor and recognizable because of the genealogical tree traces. People who claim the same lineage take on the name of the common ancestors.

lineages claiming a same mythic common ancestor, but rather far off and fictitious. It is not easy to trace it using a genealogical tree. The members of same clan share the same culture, same taboos and same totem. The clan is a group, which is characterized by a biological relationship shared by members who show mutual solidarity.   The clan's totem symbolizes unity among its members.

In the traditional Rwanda, two types of lineages were distinguished: the *minor lineage*, *inzu* and *major lineage*, *umuryango* while the clan is a set of several

The alliance between families and individuals was reinforced and maintained through marriage and solidarity. Solidarity is a result of an alliance between individuals and families and the feeling which pushes people towards mutual assistance. This manifests itself through various actions and attitudes:

Blood pact (Kunywana / Guca ku nda), rescuing (Gutabarana,) and *giving a cow (Guhana inka.)*

Answer to application activity 7.1

1. The following are the roles played by clans in the Precolonial Rwanda.

- Clan members have common ties which are social identities or individual identification in relationship with others

- Clan system was a way of finding friends almost from anywhere.

- A member of a given clan may be benefited from their hospitality or the support from another clan

- These entities also play a role in marriage because in principle the exogamy of clans prevails in the choice of the partner.

2. The following are the significances of the animal totem and animal taboos in relation to the clan:

- It led to obedience of each group member

- It led to environmental conservation.

- It was a sign of recognition.

Lesson title 2: Cultural organization of ancient Rwanda

a) Learning objective

The students should be able to portray the cultural organization of ancient Rwanda.

b) Teaching resources

In delivering this lesson, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activity

Let students do activity 4.3 in small groups followed by a plenary discussion. Remember to let the students write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

Suggested answers for activities

Answers to learning activity 7.2

Different reasons justify how Rwanda had developed a flourishing culture. In fact, the Rwandan people were united and shared many attributes such as the language, culture, religion, values, taboos, etc.

Answer to application activity 7.2

1. In the Pre-colonial period, Rwandans were monotheists who believed in One Supreme Being. They commonly accepted their God (**Imana)** as omnipotent, omnipresent and omniscient. However, there were no rites for Imana, no temple to worship Imana but Imana is present in throughout some aspects of the daily living of Rwandans. For instance, in naming their children, Rwandans referred to the idea of the role played by Imana in their day-to-day activities and life. These names are like: Ndayis-aba, Ndayisenga, Niyibizi, Habimana, Habyarimana, Hakuzimana, Harerimana, Hagenimana, ...

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

    Introduction of Nyabingi's cult in Rwanda corresponded to the end of reign of Kigeli IV Rwabugiri and it was known in Umutara, Rukiga, Kibari, Murera, Buhoma, Bugamba, Bugoyi and Kanage.

2. **Taboos** were activities that were not allowed to be done be-cause they could bring curses. E.g. Kwica inyamanza, kwicara ku isekuru, etc.

Lesson title 3: Political and military organization of ancient Rwanda

a) Learning objective

The students should be able to describe the political and military organization of ancient Rwanda.

b) Teaching resources

In delivering this lesson, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activity

To teach this lesson, you should try as much as possible to make the learning interactive. Give the learners time to participate and ask questions and air out their views. The following suggested activities can make the teaching/learning interactive: Guide the learners and help them do in groups the learning activity 3.3 followed by a plenary discussion.

Suggested answers for activities

Answers to learning activity 5.3

The Pre-colonial Rwanda was politically and militarily well organized beause it had a good structure of administration. The latter was centralized and all the powers were in the hands of the King. He occupied the topmost position in the political, administrative and military hierarchy to the extent that these functions were closely linked. Besides, the Pre-colonial Rwanda had a well organised and equipped standing army.

Answer to application activity 7.3

1. The role played by the king and the queen mother in the administration of their country in the Pre-colonial Rwanda is as follows:

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

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

The queen-mother was usually the mother of the king. She could perform some ceremonies defined by the tradition. She was the confident of and chief advisor to the king. She could orient the king's actions and act as regent in case the king came to the throne when he was still young. The most remembered queen-mother in the history of Rwanda is Kanjogera under the reign of King Musinga.

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

- Expanding country;

- Participating in the different wars;

- Fighting against cattle rustlers and various raids;

- Ensuring territorial security

Lesson title 4: Organization of itorero in ancient Rwanda

a) Learning objective

The students will be able to describe the organisation of itorero in ancient Rwanda

b) Teaching resources

In delivering this lesson, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activity

To teach this lesson, you should try as much as possible to make the learning interactive. Give the learners time to participate and ask questions and air out their views. The following suggested activities can make the teaching/learning interactive: Guide the learners and help them do in groups the learning activity 3.4 followed by a plenary discussion.

Suggested answers for activities

Answers to learning activity 7.4

The students will know the structure of itorero in ancient Rwanda progressively as they are learningand reading the content of itorero. Refer to the content "organization of Itorero in ancient Rwanda."

Answer to application activity 7.4

Itorero should be revived in contemporary Rwanda because we get the following from Itorero:

Itorero served as a platform for imparting moral and ethical values to the younger generation. Elders and community leaders used this institution to teach principles of integrity, respect, and responsibility

Itorero was involved in the initiation of young people into adulthood. This included ceremonies and rituals that marked important life transitions, such as reaching a certain age or getting married

Itorero was responsible for military training. It played a role in preparing young men for defense and security purposes, especially during times of conflict.

Itorero fostered a sense of community and social cohesion. Through communal activities and rituals, people developed a shared identity and a sense of belonging to the larger society.

Itorero played a role in identifying and grooming future leaders within the community. Leadership skills were often cultivated through participation in Itorero activities.

Itorero contributed to the preservation and transmission of cultural traditions, including dance, music, and oral histories. It played a vital role in maintaining the cultural heritage of the Rwandan people.

Itorero often served as a platform for resolving conflicts within the community. Elders and leaders used traditional methods to mediate disputes and maintain social harmony.

Lesson title 5: Economic organization of ancient Rwanda

a) Learning objective

The students should be able to describe the economic organization of ancient Rwanda

b) Teaching resources

In delivering this lesson, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activity

To teach this lesson, you should try as much as possible to make the learning interactive. Give the learners time to participate and ask questions and air out their views. The following suggested activities can make the teaching/learning interactive: Guide the learners and help them do in groups the learning activity 3.5 followed by a plenary discussion.

Suggested answers for activities

Answers to learning activity 7.5

Economic organization in Ancient Rwanda was based on the following economic activities: agriculture, animal rearing, handicrafts and trade.

Agriculture and cattle animal were the source of food. Paricularly, cattle rearing occupied a very important place in Rwandan life because the cows were the measure of wealth and expressed the social prestige.

Handicraft was a very important activity in the daily life of Rwandans. It was from handicraft that Rwandans could get most tools to satisfy their daily needs. They made clothes, metal and wooden objects destined for commercial purposes.

Trade system in traditional Rwanda involved exchange of goods for other goods, with was known as a barter system. The trade was mainly based on agricultural products, animal products and handicrafts.

Answer to application activity 7.5

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

   - The salt from Lake Eduard;

   - The bracelet from Masisi and Buhavu;

   - The perfume from Ijwi Island

   - The items produced internally are:

   - The main crops cultivated were beans, sorghum, peas, maize, yams, bananas, tobacco, sweet potatoes, local green leaves (Isogi)...

   - The animal production in Ancient Rwanda was mainly based on cattle rearing, goats, sheep and the keeping of the dogs and the bees.

   - It was from handicraft that Rwandans could get most tools to satisfy their daily needs. They made clothes, metal and wooden objects destined for commercial purposes.

2. Cattle rearing occupied a very important place in Rwandan life because the cows were the measure of wealth and expressed the social prestige. Products from cows were milk, meat, butter, hides and skins used for clothing. A cow was also used to cement social relations between the different families when they exchanged it as a sign of love and friendship. Cows were also given as dowry or marriage settlement.

3. Rwanda had celebrity on making and production of hoes such as:

- Buberuka: Amaberuka

- Buramba: Amaramba

- Rusengesi: Amasengesi

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

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

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

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

- People also suffered from poor feeding because of inadequate food supply in various families of Rwanda. Several granaries of families remained empty.

Lesson title 5: Socio-political and economic dependence (ubuhake, ubukonde, uburetwa) in pre-colonial Rwanda.

a) Learning objective

a) The student teachers should be able to describe the socio-political and economic dependence in pre-colonial Rwanda

b) Teaching resources

In delivering this lesson, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories,

songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activity

To teach this lesson, you should try as much as possible to make the learning interactive. Give the learners time to participate and ask questions and air out their views. The following suggested activities can make the teaching/learning interactive: Guide the learners and help them do in groups the **learning activity 3.6** followed by a plenary discussion.

Suggested answers for activities

Answer to application activity 7.4

The main dependences activities in which most of Rwandans were involved in, in the pre-colonial Rwanda are: ubuhake, ubukonde and uburetwa.

Answer to application activity 7.6

1. Pastoral clientarism was an economic dependence based on the cow where a client works on the patron to have a cow while ubukonde was an economic dependence based on land. The latter seek to have land for cultivation.

2. It was a right which gave authority to the clan and lineage heads on their respective zones as collective land (Isambu or Ubutaka). This collective was managed by the clan head that was responsible for allocating land insidehis zone of influence to his subjects (Abagererwa). Before one starting to work on the land, he had first to seek the blessing and investiture of the clan chief.

> The ceremony of investiture consists of giving a tradition-al hoe called Inkonzo to Umugererwa which symbolized suzerainty of the clan and the right to clear the forest and cultivate the land at the same time. The investiture also con-ferred to the receiver (Umugererwa) and his descendents an inalienable right of ownership on the fields to be cultivated
>
> 3. During the Belgian administration in Rwanda, uburetwa was expanded. Each male adult was to work one day per week. This contributed throughout the colonial era be-cause of the following needs:
>
>   - Developing infrastructure
>
>   - Introducing industrial crop
>
>   - Fighting famine through compulsory agriculture

7.4. Additional Information for the teacher

In the former unit on the organization of Pre-colonial Rwanda, some elements have been removed like notion and components of civilization, f*amine and epizooties and s*ocio-political and economic dependences in pre-colonial Rwanda. Besides, this unit had not an introductory activity and had been added as well as its answer. The following information will help you have a deeper understanding on this unit.

Enclaves (free zones)

In addition to the regions which were often administered by chiefs appointed by the royal court (Central, South, East and West), some enclaves were established. In other words, some of these areas demonstrated a diverse and complex system of administration:

Royal enclaves in the hinterland of the central, southern and eastern regions of Rwanda. Here, the king and queen mother had their own territorial entities which were directly answerable to the royal court (*ibwami*).

They were under chiefs who administered them in the name of the king and the queen mother;

➤ Abiru enclaves (custodians of the royal secret);

➤ Bumbogo region enjoyed a special status as a result of the ancient tradition of cultivating and supplying commodities, working together with the Abiru Batsobe to supply millet and sorghum cereals which were used to celebrate the national feast of the first harvest (*Umuganura*);

➤ The kingdoms of Bukunzi and Busozo in Kinyaga enjoyed some relative autonomy owing to the fact that they were governed by rainmaker kings (*Abavubyi*): kings (*Abami*) with whom these kingdoms had economic exchange relations and those which exchanged gifts with the Rwandan court.

In short therefore, it can be seen that there existed a political entity which was politically united with a diversified and heterogeneous system of administration in which the presence of a centralized administration was felt, particularly during the reign of King Kigeri Rwabugiri. By the end of the nineteenth century, the political and administrative structure proved to be too complex and precarious. Nonetheless, it can be observed that beyond the struggle for power and the need to assert political influence, a certain degree of separation of powers as well as a certain degree of specialization could be discerned at that time. In other words, on the top of the '*Abatware b'intebe*', '*abatware b'ubwami*', '*abatware b'amacibiri*" (whose role is not clearly specified today) and the '*Abiru*', there were artisans and workers who depended directly on the royal court. It should be noted that the obligations of the people towards their leaders were largely done not by individuals, but by lineages or by a military chief (*umutware w'ingabo*).

The place of the woman

In ancient Rwanda, the woman played a key role. She was present everywhere up to the highest level of the political, administrative and military hierarchy. She was the wife and mother in the family structure. She handled all light domestic work. It was her duty to take care of all the necessary supplies for the subsistence of the homestead. A man who interfered in the daily management of the home was badly conceived by society. However, this position was not observed in all aspects of social life.

Beyond the homestead, the role of the woman was generally almost non-existent: "in public life, not only was she forced to remain at home due to the multiplicity of domestic duties she had, but also the culture of the homestead excluded her from anything beyond the homestead. In fact, the woman basically contributed to the prosperity of the home".

Some proverbs as well as do's and don'ts help to explain the prejudices which impacted on the woman and which conferred on her a status of inferiority:

- A woman does not sit on the chair of her husband as long as the husband is still alive (*Umugore ntiyicara ku ntebe y'umugabo akiriho*)

- It is prohibited for a woman to lend her husband's spear, arrow or axe. This can bring her bad omen. (*Umugore ntaweyatiza icumu cyangwa umuheto cyangwa intorezo. Ngo byakenya umugabo we*);

- The hen never sings in the presence of the cock (*Nta nkokokazi ibika isake ihari*)

- In the homestead where a woman speaks, quarrels never end (*Uruvuze umugore ruvuga umuhoro*)

These proverbs expressing dos and don'ts were accepted by society regarding the activities of women and men. This distinction was observed in the ceremonies and practices which followed the birth of a boy and a girl. Considering the roles that each of them was supposed to play in society, a spear and shield were given to the boy whenever he was given a name to wish him well as a successful warrior. In the same circumstances; a girl was given materials for weaving baskets as a symbol of good management skills in the homestead.

In addition, "culture did not recognize equality between man and woman; patrilineal structures of the family gave power and wealth to men". It was therefore the boy who inherited the property of the family. His residence was situated not far from his parents so that he could assist them during old age.

Apart from these discriminative tendencies, culture conferred to a woman special respect which had to be protected by her family and husband. A woman was considered as an agent of production of wealth and a tool to reproduce children. This gave her great respect. On her side, a woman owed respect and submissiveness to her husband. She was supposed to enlarge the family of her husband. The girl and boy played different roles. As for the boy, he played the role of family identity. In brief, a woman was, above all, wife and mother. This view must however be put in the context of every generation. Owing to the social economic role played by the wife, she was indeed respected in society. It was forbidden to kill one's wife. Whenever this custom was transgressed, the family of the murderer would lose a relative whenever a woman of the same age as the murdered person produced a baby. This was in compensation for the baby that was going to be produced by the murdered person.

A woman's respect was seen by observing the names given to girls, for example: *Munganyinka*, (one who brings a cow for me), Mukobwajana (one whose dowry price was equal to one hundred cows); Nyampinga (providential). In pre-colonial Rwanda therefore, the girl was the most protected person by society.

In traditional Rwandan society, the occupation of men and women complemented each other. The man did hard labor in the garden; he constructed huts, attended to livestock, hunted, did garden work with his wives, etc. As for the woman, she attended to all domestic duties and agricultural activities. She ensured cleanness in the homestead, fermented milk, cleaned vegetables and food grains, pounded sorghum, looked for cooking firewood and water, prepared food and beer, lit fire, attended to children, cultivated land, planted, weeded and harvested, etc

As far as widowhood was concerned, economic solidarity ended with the death of the husband: "whether she had received cattle from her parents or from the husband, the widow never inherited property of his husband". When the widow remained in the home of her late husband, she continued to take care of his property. In case of divorce, widowhood and old age, the widow always received a small patch of land.

Marriage gifts for the bride were composed of a fat cow (inka ya Gashyimbo). When she got married, she took this gift to her newly established home. In case of divorce, she returned to her home with this cow. This practice ended under King Yuhi Gahindiro's reign because it is said that at that time, women who owned 'Inka ya gashyimbo' did not give respect to their husbands. They started to look down upon their husbands because of the property they had acquired. Henceforth, all gifts they received became part of their husband's property.

To sum up, succession and divorce were unfair to the woman.

It should be noted that some women climbed social ladders up to very high positions in political, administrative and military hierarchy. In this respect, mention should be made of the Queen Mother whose title was conspicuous: 'Umugabekazi'. For example, in the first military expedition of Rwabugiri against the Island of Ijwi, a Queen Mother known as Nyirakigeri IV Murorunkwere was commander of that military expedition. When they arrived in Nyamirundi, the operations were directed by Nzirumbanje, son of Mitari, brother of Nyirakigeri.

The services of women were also used in magical circles to annex foreign kingdoms. There were political marriages where some girls were proposed to foreign kings or princes for marriage. Children resulting from such marriages were expected to liberate Rwanda. This was the case for Nyirantobwa, daughter of Mibambwe Mutabazi who was married by Mashira. She went with a black cow without horns, to symbolize the future defeat of Mashira. At the same time, Mibambwe Sekarongoro Mutabazi married Bwiza (the most beautiful girl); daughter of Mashira and Gahindiro (son of Mibambwe with ancestry title of Abenegahindiro) married Nyankeri who was Mashira's daughter also. To end the confederation of Abenengwe clan found in the South-Western part of Rwanda, Yuhi III Gahima married Nyankaka daughter of Magunguru and young sister of Benginzage (Nyagakecuru), wife of Samukendi, King of Bungwe. Nyankaka was sent to Bungwe and on her return, she got Binama, son of Samukende. Binama who was of royal origin would become the liberator of Bungwe.

Under King Cyirima II Rujugira, Gahurira married Nyirantabwa in order to conquer Ndorwa. He got two sons Kamali and Mugozi. Kamali was destined to play an important role in the future wars against Ndorwa.

Faking an alliance in order to show that there was friendship with Biyoro who was ruler of Mubari, King Kigeri III Ndabarasa proposed the hand of her daughter Nyabugondo to Biyoro. Biyoro accepted with a lot of eagerness. The girl became a liberator. Kiyange was a court servant who preferred to be killed in the place of the Queen Mother. This was during a plot made by Prince Semugaza who wanted to take over the throne. Nyiramuhanda who was a woman working in the king's court offered her baby instead of Gahindiro. This baby and Kiyange were killed as liberators. Knowledge of the esoteric code was handed over to Nyiramuhanda. This was a privilege which was originally prohibited for women including the queen mothers themselves.

From the political point of view, the Queen Mother occupied a privileged position in the country. She did not have specific duties but she shared all responsibilities with the king. For example, whenever gifts were offered to the king, the Queen Mother also had to receive some. The influence of the Queen Mother on the king depended on the character of the latter. In any case, the responsibility of managing the kingdom fell on the king, except when he was a minor. During such a period, the Queen Mother would assume the reins of power. Note that Mibamwe's wife called Shetsa of Abega clan was imposed on the throne. She forced the monarch to do whatever she wanted; she was sure that the future king was supposed to be her son Hondi. However, the future queen mother was supposed to be Umuha. To outwit her, the court secretly brought from Buha Mutama daughter of Bigega. See A. Kagame, un abrégé de l'histoire du Rwanda, pp.81-82.

In principle, there were no female chiefs. But, a team of NUR researchers and those from the Major Seminary of Nyakibanda identified a list of female Abatware and Ibisonga who played key political roles. In addition, the Rwandan tradition testifies the presence of some names of female chiefs.

This is the case of Nyirantebe. She was the sister of King Yuhi Gahima and was charged with heading the Province of Nyakare. She governed this region with her husband and her children up to when she became very old. She lived two generations before Yuhi Gahima. Nyirangabo was chief of the residence of King Kigeri Rwabugiri in Ijwi Island and later in Bunyambilili. She protected the house of Rwabugiri against intruders. Gicunatiro administered the region of Kagina in Rukoma under Rwabugiri. Nyirakimonyo ruled Ndago (Nyaruguru) under King Rwabugiri and King Musinga.

In other areas of Rwanda, women had political responsibilities which were not least important in Bukunzi and Busozo. The queens (abamikazi) had real influence that sometimes counterbalanced that of kings. They controlled all court diviners or priests the majority of whom were women; they numbered dozens. The circumstances which called for divine science were those which used to threaten the life of the king or the kingdom. These included: the kings movements abroad, the reception of foreign guests by the king, the choice of the first lady for the king, etc. The queens of Bukunzi or Busozo were informed in advance about the program of the king. In which case, they were asked to prepare a timetable for him. In short therefore, queens determined and regulated the daily activities of the court. In this respect, Queen Mwalirugamba is a case in point. Note that in May 1923, when Father Superior of Mabirizi visited King Buhinga II of Busozo, he was taken to Queen Mwalirugamba first.

From the protocol point of view, it seems that the queen and the king were equal. Queen Mwalirugamba went to Bujumbura in 1904 to plead for his son after the death of her husband Nyundo when a group of dynastic members wanted to take the royal drums away.

The orders were given by Bujumbura in Shangi to reinstate Buhinga II to his kingdom under the regency of her mother.

From the judicial point of view, justice was in principle a man's affair. A woman did not have the right to speak in public for fear of being banished. Gacaca traditional courts were reserved for adult men. As for women, they only expressed their opinion via their husbands. Family interests were defended by heads of families. But sometimes, some exceptional cases existed where, owing to their knowledge and wisdom, and owing to their political influence, women participated in traditional justice.

According to the Ubwiru institution, the belts belonging to queen mothers who had died were honored by members of the lineage. A group of 'Abiru custodian of relics' kept these belts. (He was chief of the Abakuna lineage which was made of descendants of Mukuna. This privilege was withdrawn in 1945 during the introduction of Abiru to A. Kagame). Knowledge of the Ubwiru institution was kept secret. It is narrated that the wife of Mibambwe Mutabazi and his son perished for having wanted to probe the improbable. Similarly, Kigeri Rwabugiri put Nkoronko to death for having spread false information on the issue of Rwogera's succession.

Some decisions on queen mothers stress the political role of the Rwandan woman. This is proved by the tombs of the queen mother of Mukobanya Nyirakigeri I Nyanguge. These tombs are found at Rubingo in the place called Ku Kabira (Shyorongi). In these tombs, lies the first queen mother whose cemetery is known. The minor dynasty of Mugina residing in this area was charged with performing a special ritual in favor of this queen mother under the management of the Abiru of Nyamweru.

Under Ruganzu Ndori, the Ubwiru Institution stipulated that queen mothers were supposed to be buried in the same locality like their husbands. Hence, Nyiramavugo I Nyirakabogo was buried in Butangampundu, a cemetery reserved for kings who had died violently.

Queen Mother Nyirakigeri II Ncendeli was also buried there owing to her misbehavior and for having become pregnant.

Under Mutara I Semugeshi, it was decided that during the celebration ceremony of the watering (cow's drinking) place, the king identified the clan from which the queen mothers of Kigeri and Mibambwe were to be chosen. He also identified the family of the Abega Clan from which the mother of Cyirima was to be chosen. King Yuhi Mazimpaka decreed that his descendants would no longer marry a woman from the Abacyaba Clan. This was because King Nsoro III Nyabarega of Bugesera had checked the beauty of the king under the help of wives of the Rwandan Monarch, Cyihunde and Kiranga.

B. Muzungu and A. Kagame propose some women's names who were important personalities in the history of Rwanda. There was Nyiragahira, who was a woman who lived in Mukingo. There was also Mwanabili a woman mentioned in Rwandan tradition among the women who arranged the return of King Ruganzu Ndori. Under the latter's rule, Nyirarumaga from Abasinga clan distinguished herself by her artistic talents. She updated a new form of poem called 'Impakanizi' which are composed of several parts speaking about several kingdoms at the same time. This differed from previous poems that never went beyond ten verses (*Ibinyeto*).

Poems also talked about women. Under King Kigeri III Ndabarasa, a poet known as Musare noted in his poem "mbwire umwami uko abandi bami bantumye" (let me tell the king the message transmitted by other kings). Thus, Musare informed kings and queen mothers what the population wanted to say. The queen mother used to go to the poet known as Muganza for advice. Muganza's poem entitled "Mvulire Ubuhake" managed to bring about reconciliation between the Queen Mother's two conflicting sons.

Under King Yuhi Gahindiro, Queen Mother Nyirayuhi Nyiratunga acted as regent up to the time when Gahindiro became mature. As for Mucuma, she lived under the reign of King Kigeri Rwabugiri. This woman is known for her musical and poetic talents. She is the author of 'Uramutashye' (send to him my greetings), 'Wibabara' (don't be sad) and 'Inkuru nziza yabaye' (the good news has come).

As far as social identity was concerned, some children identified themselves by using names of their mothers. How can this point be explained? For polygamous communities in the northern part of the country, the basic family meetings were always held in the home of the first wife. Sometimes, children who were born by other wives refused to meet with their father in the home of the first wife. They preferred to meet in the houses of their respective mothers. In a situation where the father succumbed to the demands of his children, this provoked division in the family; hence, the emergence of a sub-group of male children who identified themselves by women's names; male children produced by one woman met in one place and were under the direct influence of this woman.

It should be noted that the family of Abatabaro from Nyaruguru (current Southern Province) produced sons who took the name of their mother. This was the case of the Abatambi, who were descendants of Nyirakwitambi and the Abaremezo who were Nyiraremezo's descendants. The issue of identifying with women was not only found in Ancient Rwanda. That is why it brought confusion to those who are not informed about its root causes. We can therefore speak of matrilineal descendants. This one happened when the line of descendency is from mother to daughter and when children inherited, not from their father, but from their maternal uncle. For the Abatabaro however, children inherited from their father.

A few Rwandan women are mentioned in Rwandan tradition as ancestors of Rwandan clans. Hence, some legendary traditions, both official and popular, associate the Abacyaba Clan with the Great hero Gihanga whose mediation was achieved through his daughter Nyirarucyaba. The origins of Abatsobe Clan are contradictory and confusing. One version associates them with a servant of Nzira whose name was Nyirarutsobe who revealed to King Ruganzu Ndori the tactic of defeating Nzira. To sum up, women played a non-negligible role in the Rwandan society. Some of these women's names have left an indelible mark in the history of Rwanda.

7.5. Answers to The end of unit assessment

Answers to end of Unit Assessment

1. Some of the economic activities that were carried out in pre-colonial Rwanda were the following: Crop farming, cattle keeping, art, pottery, bee keeping, hunting and Commerce/trade
(barter trade)

2. The role played by the following leaders in pre-colonial Rwanda was as follows:

The king

•The king was a supreme judge. He had also power to wage war and conquest.

•He appointed and dismissed leaders.

•He administered justice in the kingdom.

The Queen mother

•She was the first chief advisor (counsellor) of the king.

•She guided the actions of the king.

Ritualists/*Abiru*

•They were officials of the kingdom in charge of *ubwiru.*

•They were guardians of the tradition and kept the secrets of the kingdom.

•They also advised and counselled the king.

•They kept the royal drum, *Kalinga.*

•They presided over inaugurations of a new king.

Army chief

•Recruiting fighters in the army

•Monitoring the Districts and report to the king

•Supplying the courts with certain items

•Supervising other District commanders to administer security

•Prepare the soldiers for war

•Commanding other soldiers on the battle and physically fighting the enemy

•Performing any other duty as assigned by the king

Land chief

•He was in charge of settling family and land disputes.

•He helped in the settlement of new inhabitants and distribution of land.

•He collected royalties and kept some for consumption

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

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

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

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

- People also suffered from poor feeding because of inadequate food supply in various families of Rwanda. Several granaries of families remained empty.

1. The role of the army in ancient Rwanda was:

- Protecting the kingdom   from enemies

- Participating in battles

- Conquering other places

2. The following should be retained as the importance of Itorero:

Itorero served as a platform for imparting moral and ethical values to the younger generation. Elders and community leaders used this institution to teach principles of integrity, respect, and responsibility

Itorero was involved in the initiation of young people into adulthood. This included ceremonies and rituals that marked important life transitions, such as reaching a certain age or getting married

in preparing young men for defense and security purposes, especially during times of conflict.

Itorero fostered a sense of community and social cohesion. Through communal activities and rituals, people developed a shared identity and a sense of belonging to the larger society.

Itorero played a role in identifying and grooming future leaders within the community. Leadership skills were often cultivated through participation in Itorero activities.

Itorero contributed to the preservation and transmission of cultural traditions, including dance, music, and oral histories. It played a vital role in maintaining the cultural heritage of the Rwandan people.

Itorero often served as a platform for resolving conflicts within the community. Elders and leaders used traditional methods to mediate disputes and maintain social harmony.

Itorero promoted a sense of mutual support within the community. Members were encouraged to work together for the common good, contributing to communal projects and addressing the needs of the less fortunate.

Itorero sometimes incorporated spiritual and religious elements, connecting the community to its belief systems and promoting a sense of the sacred.

Itorero involved various symbolic ceremonies, often characterized by dance, music, and elaborate rituals that symbolized different aspects of life, culture, and spirituality.

The following were the duties of the client:

 (i) Cultivating the fields of the patron

 (ii) Looking after the cattle and ensuring that the milk was of good quality

  Repairing homesteads

 (iii) Guarding homes at night

 (iv) Providing water

 (v) Providing liquor

 (vi) Building fences

 (vii) Escorting the patron to war

 (viii) Acting as a messenger

 (ix) Giving cows in the event of epizootics, in the event of bereavement(Indorano)

 (x) Taking a part in patron's happy or sad

events, etc.Patron's duties included:

 (i) Protecting the client against those who were socially stronger than him

  and others likely to be enemies

 (ii) Assisting the client in court (kurengera)

 (iii) Redeeming the client(kugura)

 (iv) Giving bull- calves and milk

(v) Contributing to formation of a new her

(vi) Revenging the client (Guhorera),

(vii)   Gaving a hoe when the client is a cultivator who cannot get one easily (viii)Taking part in client's happy or sad events while it was possible, etc.

3. As a student of History subject, what I can do to preserve the Rwandan traditional culture is:

•Teaching it to others

•Studying it

•Practising the good cultural practices

•Promoting unity of Rwandans

 Additional activities
- **Remedial Activities**

Questions
1. List down thirteen clans and their animal totems.
2. Mention four economic activities that were practiced in the pre-colonial Rwanda.

Answers
1. Thirteen clans and their animal totems are the following:

2. **No**	**Clan**	**Totem**
1	Abanyiginya	Crested crane (Umusambi)
3	Abazigaba	Leopard (Ingwe)
4	Abagesera	Wagtail (Inyamanza)

5	Abasinga	Kate (Sakabaka)
6	Abacyaba	Hyena (Impyisi)
7	Ababanda	Crow (Igikona)
8	Abega, Abakono and Abaha Frog/Toad (Igikeri)	
9	Abashambo	Lion (Intare)
10	Abahondogo	Peak (Ishwima)
11	Abongera	Gazelle (Isha)
12	Abungura	Pigeon (Inuma)
13	Abasita	Jackal (Nyiramuhari/ Umuhari/Imbwebwe)

3. Four economic activities that were practiced in the pre-colonial Rwanda are: Trade, agriculture, animal rearing and handicraft.

- **Consolidation activities**

Questions

1. Discuss the role played by the family in pre-colonial Rwanda.
2. What was the role played by itorero in the military organisation in the pre-colonial Rwanda?

Answers

1. In general, a family played several roles. It was the basic unit of cooperation and economic production. It produced all that it needed. In any case, people only went to the market if it was unavoidable. For a polygamous family, every nucleus family consisted of an independent unit of production. It was the husband who sold his labor. The occupations for women depended on the social status the family (rich families had big-sized livestock while poor ones kept small-sized livestock). According to the Rwandan mentality, an increased number of children brought happiness and strength to the family. Marriage of a daughter made it possible to extend alliances with other lineage groups. A daughter was considered as a linking factor between families. The lineage and eventually the army were responsible for the socialization of children.

2. "Itorero" was an institution where the young men Intore recruited from among the king's favorite chiefs learnt and practiced such values as generosity, courage, patriotism, the moral responsibility, self discipline, the quality of being a man, "kuba umugabo". They received also special military training consisting of physical exercises, shooting with bows and arrows, throwing javelin, composing and memorizing of heroic poems, dancing…

- **Extended activities**

Questions

1. Differentiate the lineage from the clan.
2. How the royal army was organized in pre-colonial Rwanda?

Answers

1. The lineage is a set of several families descending from one common and real ancestor and recognizable because of the genealogical tree traces. People who claim the same lineage take on the name of the common ancestors. Besides carrying a proper genealogic remembrance, the members of the same lineage have kept a minimum residential unity. The clan is a set of several lineages claiming a same mythic common ancestor, but rather far off and fictitious. It is not easy to trace it using a genealogical tree. The members of same clan share the same culture, same taboos and same totem.

While

The clan is a group, which is characterized by a biological relationship shared by members who show mutual solidarity. The clan's totem symbolizes unity among its members.

"The term "clan" means a group of people who claim to be descendents from one common mythical ancestor. It is a legendary group or a fabulous ascendancy to which a group of people are attached. However, it is not always possible to establish all the genealogic ties between the common ancestor and the entire group.

The word "clan" corresponds to the term "ubwoko" and its institution neither has a chief or a particular internal organization".

Besides, the clan implies a social category and not a corporate group. It has no chief, internal organization, or procedures that manage business of common benefits. The clan is different from a small lineage "inzu" and from a big lineage "umuryango". The clan is not even a residential grouping; its members are located all over the country.

Clans also have animal totems and when possible, animal taboos. The main clans had totems as their recognition sign, in this situation they were from animal species: an animal, a bird, a mammal, batrachians and a reptile.

Certain clans have taboo. Banyiginya have impwi as their taboo.

1. In the pre-colonial Rwanda, the army was organized as follows:

The royal army was organized in *militias (Imitwe y' ingabo)* under the command of the army chief as well as at royal court's level as at Ibikingi's level. The Royal army lived in military camps called "*Ingerero*". The organization and formation of the militias corresponded to the formation of the *"Cattle army" ("Imitwe y' Inka")*. This cattle army was reserved to feed the related militias.

Examples:

Militia (Umutwe w'ingabo)	Cattle-army (Umutwe w'inka)	Reign
Abakaraza	Imirishyo	Ruganzu I Bwimba
Abashakamba	Umuhozi	Mibambwe II Gisanura
Nyaruguru	Inkondera	Cyirima II Rujugira
Imbanzamihigo	Abazatsinda	Cyirima II Rujugira

Abacyemba	Imisugi	Cyirima II Ruju-gira
Imvejuru	Inkabuzima	Kigeli III Nd-abarasa
Inzirabwoba	Indirikirwa	Mutara II Rwogera
Uruyange	Ingeyo	Yuhi IV Gahindiro
Abashozamihigo	Ingaju z'I Rwamaraba	Kigeli IV Rwabu-giri

UNIT 8 FORMS AND PRINCIPLES OF DEMOCRACY

8.1. Key unit competence

To be able to explain forms and principles of democracy.

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

In order to study this unit, the students should have knowledge, skills and competences on the concept of human rights, citizen aresponsibilities duties studied in the previous unit.

8.3. Introductory activity and guidance

A) Introductory activity

The concept of democracy constitutes a controversial topic of debate between developed European countries and a number of other countries especially the developing ones. Define the term of democracy and find out its main principles.

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 the forms and principles of democracy. 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, principles and different forms of democracy.

8.4. List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Definition and principles of democracy	The students should be able to define the concept of democracy and explain its principles	1
2	Forms of democracy	The students should be able to describe the forms of democracy.	1
3	End unit assessment		1

Guidance on different lessons

Lesson title 1: Definition and principles of democracy

a) Learning objective

The students should be able to define the concept of human rights and the concept of human rights violation and state how to show concern for human rights.

b) Teaching resources

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

c) Learning activity

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

Suggested answers for activities

Answers to The introductory Activity

Etymologically the term "democracy" means power of people. It derives from two Greek words demos or people and kratos which means power. Democracy is defined, basically as the government in which the supreme power is vested in the people. In some forms, democracy can be exercised directly by the people; in large societies, it is by the people through their elected representatives. In the memorable phrase of American President Abraham Lincoln, democracy is the government of "the people, by the people, and for the people". Thus, democracy is simply a system of government where the citizens directly exercise their power, and have the right to elect the government representatives who collectively create a government body for the entire nation (like, a parliament).

The principles of democracy are: citizen participation, equality, political tolerance, accountability, transparency, regular free and fair elections, economic freedom, control of the abuse of power, bill of rights, accepting the results of elections, human rights, multi party system, rule of law, majority rule.

Answers to learning activity 8.2

1. The form of government in which people have the powers to choose their leaders is called a democratic government.
2. Allow students to give their views.

Possible answer to application activity 8.2

If I become a leader, I will promote democracy in the following ways:

- Encourage free and fair elections
- Encourage transparency
- Encourage gender equality
- Allow the rule of law
- Encourage freedom of speech

Lesson title 2: Forms of democracy

a) Learning objective

The students should be able to describe the forms of democracy.

b) Teaching resources

In order to tackle this sub-topic well, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activity

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

Guide the learners and help them do in groups the learning activity 10.2 followed by a plenary discussion.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Note that this learning activity was absent in the lerner's book. You will find it in this Teacher's Guide in the part reserved to the additional content for teacher and learner as well as its answer.

Suggested answers for activities

Answers to application activity 8.1

The Rwandan Constitution enshrines the basic principles regulating genuine and democratic elections. Article 100 of the Constitution provides that, "The election of the President of the Republic shall be by universal suffrage, through a direct and secret ballot".

Article 45 provides that, "All citizens have the right to participate in the government of the country, whether directly or through freely chosen representatives in accordance with the law". In addition, freedom of press and information are recognised and guaranteed by the State

Article 180 of the Constitution provides for the creation of the National Electoral Commission (NEC), and defines it as an "independent commission responsible for the preparation and the organisation of local, legislative, presidential and referendum or such other elections". The NEC is to ensure "that elections are free and fair" and is to submit each year its programme and activity report to the Parliament.

In terms of the structure of the NEC, it has a seven-member commission, including the Chairperson and Vice-Chairperson. The Commission serves a three-year mandate, which is renewable once. At least two of the seven members must be lawyers and at least 30 per cent of the commission must be women.

For the nomination and appointment of the Commission, the Government presents names to the Senate for approval and members are appointed by Presidential order. According to the NEC's own materials, the seven Commissioners are from "different political parties and civil society". During the elections period the Commission works permanently one month before elections until the publication of results.

A permanent Executive Secretariat, headed by an Executive Secretary, supervises the daily activities of NEC and manages personnel and property. The Executive Secretariat comprises technicians who manage the day-to-day affairs of NEC and the electoral process. The Executive Secretariat includes three departments, each headed by a director. These are: Administration and Finance; Electoral Operations; and Information and Communication Technology.

For the purpose of organising the elections, NEC establishes branches for each of the four Provinces and for Kigali City, each of which has a Co-ordinator. NEC also establishes a branch for each of the 30 Districts, with a responsible officer as well as a series of Sector Co-ordinators within each District. NEC utilises volunteers to work in the polling stations on the day of the election, supplementing its regular electoral staff. NEC estimated that it would have some 65,000 persons in total working on the election day itself.

Voter Eligibility and Voter Registration

In order to be eligible as a voter for the election, the legal criteria are that a person must be a citizen of Rwanda, at least 18 years of age and be registered to vote. The right to vote is also afforded to Rwandans registered in Embassies abroad.

Those persons denied the right to vote are persons defined as:

- Lacking integrity
- Convicted of genocide or crimes against humanity
- Convicted of murder or rape
- Prisoners
- Refugees

The Voter List is to be updated annually. The Voter Lists are initially drawn from the National ID card database and are then, as stated, updated through a process of public verification. Further, the photos from the National ID database are incorporated onto the Final Voter List used in the polling stations on election day.

Under the Presidential Election Law, a person of integrity includes any Rwandan who has not been convicted of the crimes of genocide, genocide ideology, discrimination, divisionism or corruption.

Complaints and Appeals

The NEC can receive and deal with complaints regarding voter registration and is also charged with handling complaints regarding the election campaign. It can also receive complaints regarding the conduct of the process by lower level branches.

Complaints against the result of the election are to be made to the Supreme Court within 48 hours of the result being announced and the Supreme Court then has five days to make a decision.

Complaints can also be lodged in the polling station, where an official representative of a candidate feels there is something irregular. In such an event, the representative could note an 'observation' in the official polling station protocol. Such disputes at the polling station are dealt with by the official in charge of the polling station.

8.4. Additional informational for the teacher

This unit had not an introductory activity and the learning activity in its second lesson and had been added as well as the answers. The below text will help you have a deeper understanding on the unit to be taught.

8.5. End of the unit assessment

⬡ Answers to end of Unit Assessment

1. Democracy means a form of leadership where people choose their leaders from amongst themselves.

2. The various forms of democracy are as follows:

(i) Direct democracy: In this case, all power is placed in the hands of an individual. When political decisions must be made, all members of an organised unit gather to vote.
(ii) Representative democracy: In this case, one person or a group of people is elected. They are assigned the task of making decisions on behalf of the citizens they represent.

3. The advantages and disadvantages of democracy are:

Advantages of democracy
(i) It enables people to air their views freely, that is, it promotes freedom of speech.
(ii) It enables people to choose leaders of their own choice.
(iii) It ensures responsibility on the part of the government. There is always a third eye watching.
Disadvantages of democracy
(i) Leadership is pegged on decision of the majority, a decision that may be wrong.
(ii) Election of a leader becomes a long and a tedious process because many people must be involved.

1. The qualities of a good leader are the following:
✓ Responsible
✓ Transparent
✓ Approachable
✓ Understanding
✓ Competent
✓ Just

2. The principles of democracy are:

✓ Citizen participation

✓ Equality

✓ Political tolerance

✓ Accountability

✓ Transparency

✓ Regular free and fair elections

✓ Economic freedom

✓ Control of the abuse of power

✓ Bill of rights

✓ Accepting the results of elections

✓ Human Rights

✓ Multi party system

✓ Rule of law

8.6. Additional activities

- **Remedial Activities**

Questions

1. Define the concept of election.
2. The word democracy has its etyomology from the Greek language. What do they mean these Greek words?

Answers

1. Election is about choosing representatives that a person feels can lead well. We choose representatives because we cannot all sit in parliament to discuss our country's welfare. This is called democracy.

2. The word democracy comes rom two Greek words: demos or people and kratos which means power

- **Consolidation activities**

Questions

a) Explain three principles of democracy.

b) What are the three powers?

Answers

a) Three principles of democracy are:

✓ **Multi party system:** This is the operation of more than one party in competing for power within a country.

✓ **Rule of law:** This involves having a functional legislature system and law abiding citizens. The law also controls the powers of the government.

✓ **Majority rule:** in a democratic government, there is the respect of the majority rule and rights of the minority are protected.

b) Three powers are: Executive power, legislative power and judiciary power.

Extended activities

Questions

The practice of democracy goes together with the principle of checks and balance. What does it mean?

Answers

It is a system that allows each branch of a government to amend or veto acts of another branch so as to prevent any one branch from exerting too much power.

In other words, **checks and balances** is the principle of **government** under which separate branches of government (executive, legislative and judiciary) are empowered to prevent actions by other branches and are induced to share power. Checks and balances are applied primarily in **constitutional** governments. They are of fundamental importance in tripartite governments, such as that of the United States, which separate powers among legislative, **executive**, and judicial branches.

UNIT 9 CONCEPT OF HUMAN RIGHTS PREVENTING HUMAN RIGHTS VIOLATIONS, CITIZEN DUTIES AND RESPONSABILITIES

9.1. Key unit competence

To be able to explain the concept of Human Rights, citizen duties and responsibilities and suggest ways of preventing Human Rights violations

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

In order to study this unit, the students should have knowledge, skills and competences on the definition of human rights, genocides and holocaust already studied in General Studies in the upper primary level and Senior 1.

9.3. Introductory activity and guidance

A) Introductory activity

The concept of the protection of Human rights has been recently emphasised. But this concept is not newly created. It appeared in the history of human beings many years ago. Conduct a study and briefly trace how this concept came into existence.

B) Guidance on the introductory activity:

At the beginning of this Unit 9, the introductory activity motivates students to know what happens or will happen in this unit and help them to be passionate to know the concept of human rights, citizen duties and responsibilities and ways of preventing human rights violations. 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 concept of human rights and that of human rights violation, showing concern for human rights violation, ways of preventing human rights violations and citizen duties and responsibilities.

List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Concept of human rights and showing concern for human rights violation	The students should be able to define the concept of human rights and the concept of human rights violation and state how to show concern for human rights	2
2	Ways of preventing human rights violations	The students should be able to explain ways of preventing human rights violations	1
3	Citizen duties and responsibilities	The students should be able to describe the citizen duties and responsibilities	1
4	End unit assessment		1

Guidance on different lessons

Lesson title 1: Concept of human rights and showing concern for human rights violation

a) Learning objective

The students should be able to define the concept of human rights and the concept of human rights violation and state how to show concern for human rights.

b) Teaching resources

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

c) Learning activity

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

Suggested answers for activities

Answer Sto The Introductory Activity 8.1

The origins of Human Rights are ideally pinpointed to the year 539 BC. When the troops of Cyrus the Great conquered Babylon. Cyrus freed the slaves, declared that all people had the right to choose their own religion, and established racial equality.

Another cornerstone in Human Rights History is represented by the promulgation of the Magna Charta in 1215 which introduced a raw concept of "Rule of Law" and the basic idea of defined rights and liberties to all persons, which offers protection from arbitrary prosecution and incarceration. Before the Magna Charta, the rule of law, now considered as a key principle for good governance in any modern democratic society, was perceived as a divine justice, solely distributed by the monarch or the king or, in this case, King John of England.

The English Bill of Rights was an act signed into law in 1689 by William III and Mary II outlined specific constitutional and civil rights and ultimately gave Parliament power over the monarchy. Many experts regard the English Bill of Rights as the primary law that set the stage for a constitutional monarchy in England. It's also credited as being an inspiration for the U.S. Bill of Rights (1791).

The Declaration of the Rights of Man and of the Citizen, adopted in 1789, by **France's National Assembly ,** represents one of the basic charters of human liberties, containing the principles that inspired **the French Revolution**

The basic value introduced by the Declaration was that all "men are born and remain free and equal in rights", which were specified as the rights of liberty, private property, the inviolability of the person, and resistance to oppression

The basic value introduced by the Declaration was that all "men are born and remain free and equal in rights", which were specified as the rights of liberty, private **property**, the inviolability of the person, and resistance to oppression. All citizens were equal before the law and were to have the right to participate in legislation directly or indirectly; no one was to be arrested without a judicial order. Freedom of religion and **freedom of speech** were safeguarded within the bounds of public "order" and "law". Private property was given the status of an inviolable right, which could be taken by the state only if an indemnity were given and offices and positions were opened to all citizens.

Prime examples to overcome this situation are represented by the efforts in the 19th and early 20th centuries to prohibit the slave trade and to limit the horrors of war..Significant is the adoption of the first three Geneva Conventions (The Geneva Conventions of 1949 and their Additional Protocols are related to the First Geneva Convention protects wounded and sick soldiers on land during war, the Second Geneva Convention protects wounded, sick and shipwrecked military personnel at sea during war and the Third Geneva Convention applies to prisoners of war) and the Hague Conventions of 1899 and 1907 expressing the deep concern of the public opinion to promote a respect of a basic level of Human dignity of individuals even in wartime and posing the foundations of modern

International Humanitarian Law. The concerns over the protection of certain minority groups, which were raised by the League of Nations at the end of the First World War, and the establishment of the International Labor Organization (ILO) to oversee treaties protecting workers with respect to their rights, including their health and safety, manifest the increased positive attitude toward the recognition of the importance of Human Rights as we know them today.

The time for a revolution and a deep progress in the protection and promotion of human dignity took place in 1945 at the end of the Waorld War II with the creation of UNO. In in the preamble of the UN Charter, the countries members of UNO committed to protect human rights by *achieving international co-operation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion."*

In 1946, a Commission on Human Rights was established and in three years later, it published the Universal Declaration of Human Rights whose first article states that "All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

The UDHR, although not legally binding, introduces the concept that how a government treats its own citizens is now a matter of legitimate international concern, and not simply a domestic issue, and that the exercise of a person's rights and freedoms may be subject to certain limitations, which must be determined by law, solely for the purpose of securing due recognition of the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

The principles of UDHR, by now, have been incorporated into the Constitutions of almost all the UN members and has achieved the status of customary international law regarded as a common standard of achievement for all people and all nations.

Human Rights are rights which are inherent by the mere fact of being human. Every human being is entitled to enjoy his or her rights irrespective of colour, religion, sex, nationality. Human Rights belong to every person from the time of birth until death.

Possible answers to learning activity 9.2

1. As a human being you must have the following:

•Food

•Shelter

•Clothes

•Name

•Education

•Religion

•Security

2. Violation means denial, abused or disrespected

(i) Human Rights violation is when Human Rights are disrespected or abused and ignored. This can be done directly or indirectly by individuals or actors like police, army and government officials

- Using my properties without my authority
- Influence my ideas
- Following his/her rules without respecting mine
- Belittling comments
- Dismissive behaviour or ignoring the contributions of me and others
- Not listening me actively
- Undermines morale
- Erodes trust

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- Following his/her rules without respecting mine

- Belittling comments

- Dismissive behaviour or ignoring the contributions of me and others

- Not listening me actively

- Undermines morale

- Erodes trust

(i) Let the students share the situations in which their friends' rights are disrespected.

Two cases of human rights violation are:

(a)　Sexual abuse through rape and defilement: This is the use of force to satisfy your sexual needs against one's wish or consent. These cases are common in war torn countries.

(b)　Domestic violence, especially gender-based violence. These cases are

TO ensure that human rights are observed, the following should be respected:

(i)　Enacting laws to protect or prevent human rights violations.

(ii)　Imposing stiff penalties to violators of human rights. For instance, imprisonment of rapists and sexual abusers for a long period of time, upto 25 years or more.

(iii)　Supporting media advocacy against violations by ensuring a free reporting of cases of violations and acting on the same when reported.

(iv)　Educating the public in schools, through mass media and other programmes including supporting NGOs acting against violations.

(v)　Creating centres for recovery of victims of human rights violations such as Gender Violence Recovery Centres in medical institutions

common in societies especially in homes where men mistreat and beat up their wives just because they are the heads of the families.

Lesson title 2: Ways of preventing human rights violations

a) Learning objective

The students should be able to explain ways of preventing human rights violations.

b) Teaching resources

In order to tackle this sub-topic well, you will, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activity

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

Guide the learners and help them do in groups **the learning activity 8.2** followed by a plenary discussion.

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

Suggested answers for activities

Answers to learning activity 9.2

The answers to the questions in application activity 9.2 will depend on a case of a victim of human rights violation in the scenario chosen by a student.

Te following are other ways in which we can prevent violation of Human Rights:

1. Speak up for what you care about

Advocacy has a huge impact in communities everywhere. One brave voice is enough to open up a channel for others to share their experiences and support human rights. If you feel inspired to write you can do it by writing to Amnesty International. Your words have power and the more awareness created around an issue, the more momentum there is for change to protect human rights.

2. Volunteer or donate to a global organization

Oxfam International and **UNICEF** are two amazing non-profits that support human rights around the world. With outreach programs in more than 90 countries, Oxfam helps empower communities to escape poverty and find resilience from natural disaster. UNICEF similarly works to protect human rights, but with a focus on children. Their mission is to ensure kids have safe access to clean water, education, healthcare, and play.

3. Choose fair trade and ethically made gifts

You can positively impact so many lives simply by how you shop for gifts this holiday and throughout the year. Fair trade and ethical products follow strict guidelines for giving workers and artisans living wages, safe working conditions, dignified employment, and environmental respect to support human rights.

As a social enterprise that supports women refugees and can transform lives. Every ethical purchase can mean a farming family is able to eat their next meal, a child can receive an education, a garment worker can afford clothing, and an artisan can support her family.

4. Listen to others' stories.

There's incredible power in listening to someone's story, especially one that is vastly different from yours. With 7 billion people on one shared planet, the world is full of diverse cultures, traditions, and ways of living that are interesting to learn about.

The Universal Declaration of Human Rights of 1948 was the first document to state our shared rights. One important way we can empower survivors and people facing injustices is by honoring and respecting their stories.

Stay connected with social movements

A wonderful way to feel connected to social movements in the U.S. and around the world is by engaging on Instagram and Twitter. Prominent activists and human rights organizations are happy to share the ways they are making a difference, and usually offer campaigns you can get involved with.

6. Stand up against discrimination

Discrimination has a way of creeping up in places we never imagined encountering it. Yet it's there, and the most important thing each of us can do is say something - don't let it slip by. And when you see someone else stand up, stand with them! When we have each other as support, we are more empowered against injustices in the workplace or in a classroom. There are more people on this earth who help and uplift others than tear people down with words or hate. Acting together, we're powerful enough to pave a new path to equality and fairness.

Lesson title 3: Citizen duties and responsibilities

a) Learning objective

The students should be able to describe the citizen duties and responsibilities.

b) Teaching resources

In order to tackle this sub-topic well, you will, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activity

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

Guide the learners and help them do in groups **the learning activity 8.3** followed by a plenary discussion.

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

Suggested answers for activities

Answers to learning activity 9.3

1. Rigths of children provided by parents or guardians are the following:

2. These include the right to health, education, family life, play and recreation, an adequate standard of living and to be protected from abuse and harm. Children's rights cover their developmental and age-appropriate needs that change over time as a child grows up.

3. Duties of children are the following:

   Keeping the house clean;

   Taking Care of Younger Siblings;

   Assisting with Special Events;

   Caring for their pet;

   Packing school bags at night before sleeping;

   Putting the toys back where they belong after they've been playing with them;

   Organizing their play shelves and bookshelves;

   Homework completion;

   Self-grooming;

   Put dirty garments in the container for a wash.

   Answer to application activity 9.3

Rights	Duties
Join political party	Pay all taxes you owe
Vote in all elections	Perform the community service
	To protect the security of your county

9.4. Additional informational for the teacher

In this unit on the concept of human rights, citizen duties and responsibilities and suggest ways of preventing human rights violations, one former lesson i.e. Basic Human Rights with a special focus on gender equality and children's rights has been removed. Besides, this unit had not an introductory activity and application activities and had been added as well as their answers. The below text will help you have a deeper understanding on the unit to be taught.

Human Rights evolution, a brief history.

"Human rights" are rights inherent to all human beings, regardless of our nationality, residence, sex, sexual orientation and gender identity, national or ethnic origin, color, religion, language or any other status. We are all equally entitled to our human rights without discrimination.

This is the modern concept of our fundamental rights but it was not always this way. The belief that everyone, by virtue of her or his humanity, is entitled to certain human rights is fairly new and is something stemming from an evolution of the consideration of human dignity over the last centuries. Its roots lie in earlier tradition and documents of many cultures.

The origins of Human Rights are ideally pinpointed to the year 539 BC. When the troops of Cyrus the Great conquered Babylon. Cyrus freed the slaves, declared that all people had the right to choose their own religion, and established racial equality. These and other principles were recorded on a baked-clay cylinder known as the Cyrus Cylinder, whose provisions served as inspiration for the first four Articles of the Universal Declaration of Human Rights.

Another cornerstone in Human Rights History is represented by the promulgation of the Magna Charta in 1215 which introduced a raw concept of "Rule of Law" and the basic idea of defined rights and liberties to all persons, which offers protection from arbitrary prosecution and incarceration. Before the Magna Charta, the rule of law, now considered as a key principle for good governance in any modern democratic society, was perceived as a divine justice, solely distributed by the monarch or the king or, in this case, King John of England.

An evolution of the concepts expressed by the Magna Carta is represented by the English Bill of Rights. It was an act signed into law in 1689 by William III and Mary II, who became co-rulers in England after the overthrow of King James II. The bill outlined specific constitutional and civil rights and ultimately gave Parliament power over the monarchy. Many experts regard the English Bill of Rights as the primary law that set the stage for a constitutional monarchy in England. It's also credited as being an inspiration for the U.S. Bill of Rights (1791).

The Declaration of the Rights of Man and of the Citizen, adopted in 1789, by France's National Assembly , represents one of the basic charters of human liberties, containing the principles that inspired the French Revolution.

The basic value introduced by the Declaration was that all "men are born and remain free and equal in rights", which were specified as the rights of liberty, private property, the inviolability of the person, and resistance to oppression. All citizens were equal before the law and were to have the right to participate in legislation directly or indirectly; no one was to be arrested without a judicial order. Freedom of religion and freedom of speech were safeguarded within the bounds of public "order" and "law". Private property was given the status of an inviolable right, which could be taken by the state only if an indemnity were given and offices and positions were opened to all citizens.

It is in this historical period that the concept, mostly based on political concerns, of Civil and Political Rights was defined. These rights, also known as first generation rights, recognise the existence of certain things that the all-powerful rulers should not be able to do and that people should have some influence over the policies affecting them. The two central ideas were those of personal liberty, and of protecting the individuals against violations by the State. They serve negatively to protect the individual from excesses of the State.

The steps forward made since the time of Cyrus were impressive, yet still many of these concepts, when originally translated into policies, excluded women, people of color, and members of certain social, religious, economic, and political groups. Prime examples to overcome this situation are represented by the efforts in the 19th and early 20th centuries to prohibit the slave trade and to limit the horrors of war.

Significant is the adoption of the first three Geneva Conventions and the Hague Conventions expressing the deep concern of the public opinion to promote a respect of a basic level of Human dignity of individuals even in wartime and posing the foundations of modern International Humanitarian Law.

The concerns over the protection of certain minority groups, which were raised by the League of Nations at the end of the First World War, and the establishment of the International Labor Organization (ILO) to oversee treaties protecting workers with respect to their rights, including their health and safety, manifest the increased positive attitude toward the recognition of the importance of Human Rights as we know them today.

The time for a revolution and a deep progress in the protection and promotion of human dignity was ripe. Eventually, it took the catalyst of World War II to propel human rights onto the global stage and into the global conscience. The unprecedented cruelties perpetrated during the conflict and outside it such as the extermination by Nazi Germany of over six million Jews, Sinti and Romani (gypsies), homosexuals, and persons with disabilities horrified the world. The idea of human rights thus emerged even stronger than ever after World War II. The Trials held in Nuremberg and Tokyo after World War II, introduced the rather new concepts of "crimes against peace," and "crimes against humanity."

Governments then committed themselves to establishing the United Nations, with the primary goal of bolstering international peace and preventing conflict. People wanted to ensure that never again would anyone be unjustly denied life, freedom, food, shelter, and nationality.

It was the 1945 and the fifty founding members of the United Nations stated, in the preamble of the UN Charter, that they were determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained in order to promote social progress and better standards of life in larger freedom.

In the first article of the same Charter, Member states pledged *"to achieve international co-operation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion."*

A strong political commitment was set and to advance on these goals, a Commission on Human Rights was immediately established and charged with the task of drafting a document spelling out the meaning of the fundamental rights and freedoms proclaimed in the Charter. Three years later, The Commission, guided by Eleanor Roosevelt's forceful leadership, captured the world's attention, drafting the 30 articles that now make up the Universal Declaration of Human Rights.

The Declaration was presented to the world, acting for the first time as a recognized and internationally accepted charter, whose first article states that "All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood."

The UDHR, although not legally binding, introduces the concept that how a government treats its own citizens is now a matter of legitimate international concern, and not simply a domestic issue, and that the exercise of a person's rights and freedoms may be subject to certain limitations, which must be determined by law, solely for the purpose of securing due recognition of the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

Its Preamble eloquently asserts that: recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice, and peace in the world.

It restates the already identified civil and political rights and introduces the so-called second generation rights, fundamentally economic, social, and cultural in nature, furthermore claiming that all rights are interdependent and indivisible.

The message was clear and powerful, the realization of one Right is linked to the realization of the others. All human rights are indivisible, whether they are civil and political rights, such as the right to life, equality before the law and freedom of expression; economic, social and cultural rights, such as the rights to work, social security and education, or collective rights, such as the rights to development and self-determination, are indivisible, interrelated and interdependent. The improvement of one right facilitates advancement of the others. Similarly, the deprivation of one right hampers the improvement and enjoyment of the others.

The influence of the UDHR has been substantial and together with the International Covenants on Economic, Social and Cultural Rights and on Civil and Political Rights it constitutes the so defined "International Bill of Rights" that lays down the obligations of Governments to act in certain ways or to refrain from specific acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups. Its principles, by now, have been incorporated into the Constitutions of almost all the UN members and has achieved the status of customary international law regarded as a common standard of achievement for all people and all nations.

Human Rights have continued to evolve and, since its foundation, the United Nations has adopted more than 20 principal treaties including conventions to prevent and prohibit specific abuses like torture and genocide and to protect particularly vulnerable populations, such as refugees (Convention Relating to the Status of Refugees, 1951), women (Convention on the Elimination of All Forms of Discrimination against Women, 1979), and children (Convention on the Rights of the Child, 1989).

A multitude of other treaties and documents have clarified and further developed some of the basic concepts that were laid down in the original UDHR, thus envisaging new generations of rights. These additions have been a result of a number of factors, partly as a response to progressively modified ideas about human dignity, and partly as a result of new emerging threats and opportunities. As far as for the specific new category of rights, that have been proposed as third generation rights, these have been the consequence of a deeper understanding of the different types of obstacles that may stand in the way of realizing the first and second-generation rights. The idea at the base of the third generation of rights is that of solidarity and collective rights of society or peoples, such as the right to sustainable development, to peace or to a healthy environment.

In much of the world, conditions such as extreme poverty, war, ecological and natural disasters have meant that there has been only very limited progress in respect of human rights. For that reason, people have felt necessary the recognition of a new category of human rights.

Following emerging threats and opportunities, the so-called 4th generation rights, linked to the recent fast technology development, represent the last discussed frontier of Human Rights. A fusion of material, biological and digital technologies raise existential questions about what it means to be human and how to protect human dignity. Digitalization and "datification" of almost all human activities create new opportunities of development but also new possibilities for human rights violations.

Fortunately, it is nowadays clear that what human dignity means, how to protect and promote it, is a concept that, albeit rooted within the principles of the UDHR, is in constant evolution in accordance with the new necessities. There is a need for a comprehensive

response and whilst the international community is still discussing about 4th generation rights it is my belief that there will be room, in the future, for the fifth and, hopefully, for further generations of Human Rights.

Forms of Human Rights violation

Denial of people's civic and political rights: This involves rights and freedoms to life, individual safety, torture and slavery; denial of people involvement in political activities, denial of people freedom of opinion, expression, thought, consciousness, religion and denial freedom for association.

Denial of individual's freedom and safety: Citizens and their property should be protected by the state. Instead, they are unlawfully arrested, and their right to of privacy is infringed.

Denial of right to privacy: People are subjected to illegal interference in their private and family lives. They are barred from enjoying their honour and reputation.

Denial of right to marry and have family: Some are denied the right to marry persons of their choice. Denial of right to nationality; this is when people are denied their nationality or right to change their nationality.

Other forms of Human Rights violation are denial of the right to:

- Ownership
- Recognition by law
- Religion
- Meetings and associations
- Movement

9.5. End unit assessment

Answers to end of Unit Assessment

1. Human Rights are rights which are inherent by the mere fact of being human.

2. The principles of human rights are the following:

•*Indivisibility*: Human Rights are indivisible and interdependent.

•*Participation*: People have a right to participate in decision making.

•*Accountability*: Government must ensure the standards of rights are met.
•*Transparency*: Government be informed of government decisions that affect their lives.
•*Non-Discrimination*: Human Rights must be guaranteed without discrimination of any kind.

1. The various forms of human rights violation are:

•Denial of people's civic and political rights
•Denial of individual's freedom and safety
•People being denied the right to privacy
•Some citizens being denied their rights to marry and family
•Denial of right to nationality
•People denied the right to ownership
  2. The various ways of preventing human rights violation are:

•Educating people on such violations
•Reporting to the relevant authorities
•Starting centres/institutions that deal with Human Rights violations
•Punishing those who violate Human Rights

> 3. Five rights of children are:
>
> •Right to education from the state and parents
>
> •Right to good health
>
> •Right to basic education
>
> •Right of protection against any kind of harm such as physical assault
>
> •Right to play

9.6. Additional activities

- **Remedial Activities**

Questions

Explain how human rights differ from other rights in two ways?

Answers

Human rights differ from other rights in two ways. Firstly, they are characterised by being inherent in all human beings by virtue of their humanity. They do not have to be purchased or to be granted. They are:

· Protected by law

· Equally applicable to all

Secondly, the main duties deriving from human rights fall on states and their authorities or agents. They do not fall on individuals.

- **Consolidation activities**

Questions
1. What is a citizen?
2. Explain three duties of a citizen?

Answers

1. A citizen is a legally recognized person or national of a state either a native or naturalized.

2. Three duties of a citizen are:

Serving in court: Every adult citizen must be prepared to promote justice. He or she can witness at a trial if called to do so. This will promote justice.

Respecting other people's property: People must respect public property and the property of others. Vandalism and littering are acts of disrespect and criminal too.

Respecting diversity: Citizens should be tolerant by respecting and accepting others regardless of their beliefs, practices or differences.

Extended activities

Questions

What is the implication of the characteristics of the human rights?

Answers

One important implication of the characteristicsof the human rights is that human rights must themselves be protected by law. Furthermore, any disputes about these rights should be submitted for adjudication. The submission should be done through a competent, impartial and independent tribunal. The tribunal should apply procedures which ensure full equality and fairness to all parties. It should also determine the question in accordance with clear, specific and pre-existing laws. The law must be known to the public and openly declared.

UNIT 10 FORMS, CAUSES AND CONSEQUENCES OF CONFLICTS AND VIOLENCE

10.1 Key unit competence

To be able to analyze forms, causes and consequences of conflict and violence.

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

In order to study this unit, the students should have knowledge, skills and competences on the forms, causes and consequences of conflict and violence already studied in upper primary level.

10.3. Introductory activity and guidance

A) Introductory activity

Since the time human beings have started to live together, their history has always been characterised by conflicts. Simultaneously, human beings have also often tried to solve their conflicts. Carry out a research so as to define the term conflict and to find out the sources or origins of conflict.

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 the forms, causes and consequences of conflict and violence. 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 forms of conflict and violence, their causes and consequences and how conflicts can be settled.

10.4. List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Forms of con-flict and vio-lence	The students should be able to describe the forms of conflict and violence	1
2	Causes of con-flict and vio-lence	The students should be able to explain the causes of conflict and violence.	1
3	Consequenc-es conflict and violence	The students should be able to evaluate the consequences of con-flict and violence.	1
4	Conflict trans-formation	The students should be able to describe how the conlicts can be transformed.	1
5	End unit assess-ment		1

Guidance on different lessons

Lesson title 1: Forms of conflict and violence

a) Learning objective

The students should be able to describe the forms of conflict and violence.

b) Teaching resources

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

c) Learning activity

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

Suggested answers for activities

Answer to the introductory activity

Conflict is a relationship between two or more individuals and groups who have or think that they have incompatible goals and needs. The incompatibility may thus be real or perceived and may be over material and/or symbolic resources. Most people perceive conflict as a negative term and ascribe negative connotations to it. However, inherently conflict is neither negative nor positive. Some of its aspects may be either positive or negative.

Conflict has positive aspects when it directs attention to the injustices that need to be addressed, when it promotes much needed change in organisations and systems, and especially when it leads to creative problem solving. The negative aspects of conflict are the destructive behaviour (violence leading to loss of life and property), the pain and trauma that is a result of the violence, and the wastage of resources that would have been better spent on creative activities. Therefore, it is the negative aspect of conflict that can and should be avoided but conflict per se is a fact of life, inevitable, natural, unavoidable and often creative. Gandhi too saw conflict as both positive and desirable. Therefore, it is better to work on the resolution of conflict rather than avoid it or keep suffering as a result of it. To facilitate conflict resolution, the first and foremost important step is to understand and analyse the causes and sources of conflict.

The sources of conflict include the information, miscommunication, resources, relationships, interests and values.

Answers to learning activity 10.1

✓ Allow students to give many Possible answers to on what they think may have led Gatete's hatred to his neigh-bours

✓ Ask each student to give their lessons they have learnt from the story

The story above can help us to understand the meanings of conflict and violence. It clearly shows that conflict refers to a fight, struggle or direct opposition. It may also refer to disagreement or the general pattern of groups dealing with disparate ideas. Violence is a behaviour or treatment in which physical force is exerted. The force is exerted with the purpose of causing damage, injury or even death to the victim(s).

Answers to application activity 10.1

1. **conflict** refers to a fight, struggle or direct opposition. It may also refer to disagreement or the general pattern of groupsdealing with disparate ideas.

Violence is a behaviour or treatment in which physical force is exerted. The force is exerted with the purpose of causing damage, injury or even death to the victim(s).

2. **Violence** takes many forms, some of them being:

(i)   Physical violence

(ii) Sexual violence

(iii) Emotional violence

(iv) Psychological violence

(v) Structural violence

Lesson title 2: Causes of conflict and violence

a) Learning objective

The students should be able to explain the causes of conflict and violence.

b) Teaching resources

In order to tackle this sub-topic well, you will, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activity

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

Guide the learners and help them do in groups the learning activity 11.2 followed by a plenary discussion.

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

Suggested answers for activities

Answers to learning activity 10.2

The causes of that conflict are:

- Stealing one another notebook
- Not doing the assigned activity
- Not obeing each other
- Bad behaviour

The way to manage it:

- Setting clear guidelines
- Be with the students all the time
- Have clear strategy to solve the conflict

Answers to application activity 10.2

The causes of the conflict that may arise in the family are: Inequality, State collapse, Economic decline and economic shock, History, Scarcity of resources, Unemployment and illiteracy,

Availability of arms, The conflict cycle, Inadequate and inappropriate mediation

The good way to prevent it is to have a good plan and collaaborationwithin the family.

Lesson title 3: Consequences conflict and violence

a) Learning objective

The students should be able to evaluate the consequences of conflict and violence.

b) Teaching resources

In order to tackle this sub-topic well, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activity

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

Guide the learners and help them do in groups **the learning activity 11.3** followed by a plenary discussion.

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

Suggested answers for activities

Answers to learning activity 10.3

Gatete's habits will affect his family and the community in the following ways:

- ✓ Displacement of the family to another place

- ✓ Under development of the community

- ✓ Death of people

- ✓ It may lead to divorce

- ✓ It creates enmity

The consequences of conflict and violence observable in your village:

- Loss of human lives and civilian causalities
- Displacement
- Degradation of vulnerable groups
- Sexual harassment
- Famine:
- Destruction of infrastructure:
- Effects on services:
- Debt burden
- Regional and economic impact
- International impact
- Separation of families
- Psychological trauma

Lesson title 4: Conflict transformation

a) Learning objective

The students should be able to describe how the conlicts can be transformed.

b) Teaching resources

In order to tackle this sub-topic well, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activity

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

Guide the learners and help them do in groups **the learning activity 11.4** followed by a plenary discussion.

Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Note that this learning activity was absent in the lerner's book. You will find it in this Teacher's Guide in the part reserved to the additional content for teacher and learner as well as its answer.

Suggested answers for activities

Answers to learning activity 10.3

The conflict can be resolved nationally and internationally in the following ways:

- Setting up local tribunals
- Letting the perpetrators to communal work
- Amnesty for reformers
- Setting up peace committee sat village upwards level

10. 4. Additional content/ text for teacher

This unit had not an introductory activity and the learning activity in its second lesson and had been added as well as the answers. The below text will help you have a deeper understanding on the unit to be taught.

Conflict Transformation

The Lenses of Conflict Transformation

In common everyday settings we experience social conflict as a time when a disruption occurs in the "natural" discourse of our relationships. As conflict emerges, we stop and take notice that something is not right. The relationship in which the difficulty is arising becomes complicated, not easy and fluid as it once was. We no longer take things at face value, but rather spend greater time and energy to interpret what things mean. As our communication becomes more difficult, we find it harder and harder to express our perceptions and feelings. We also find it more difficult to understand what others are doing and saying, and may develop feelings of uneasiness and anxiety. This is often accompanied by a growing sense of urgency and frustration as the conflict progresses, especially if no end is in sight.

If someone uninvolved in the situation asks what the conflict is about, our initial explanations will typically be framed in terms of the specific issues the parties are dealing with. This is the content of the conflict, the immediate problems that must be resolved through problem solving and negotiation.

However, the transformational approach addresses this situation somewhat differently. This is because conflict transformation is more than a set of specific techniques. It is about a way of looking and seeing, and it provides a set of lenses through which we make sense of social conflict. These lenses draw our attention to certain aspects of conflict, and help us to bring the overall meaning of the conflict into sharper focus.

Before proceeding further, I should describe what I mean by a lens as a transformational tool. I recently purchased a set of glasses that have what are called progressive lenses. This means that in my eyeglasses I have three different lens types in the same frame. One lens helps bring into focus things at a great distance that would otherwise be a blur. A second brings objects that are at mid-range into a clear picture. The third helps me read a book or thread a fish line through a hook.

It is interesting to note three things about my new glasses and how they relate to a transformational view. First, if I try to use the close-up lens to see at a distance, the lens is counterproductive and useless. Each lens has its function and serves to bring a specific aspect of reality into focus. But when it brings that layer of reality in focus, other layers are placed in a blur. If you look through a camera with a telephoto lens or through a microscope at a slide of bacteria you can find this happening in dramatic fashion.

Second, no one lens is capable of bringing everything into focus. Rather, I need multiple lenses to see different aspects of a complex reality, and cannot rely exclusively on one lens to see the multiple layers of complexity.

Third, the three lenses are held together in a single frame. I need each of the different lenses to see a particular portion of reality, and I need them to be integrated to see the whole picture. Thus, we need lenses that help us address specific aspects of conflict as well as a framework that holds them together in order to see the conflict as a whole.

So what are useful lenses that bring varying aspects of conflict complexity into focus and at the same time create a picture of the whole? This essay will suggest three.

 First, we need a lens to see the immediate situation.

 Second, we need a lens to see past the immediate problems and view the deeper relationship patterns that form the context of the conflict. This goes beyond finding a quick solution to the problem at hand, and seeks to address what is happening in human relationships at a deeper level.

 Third, we need a lens that helps us envision a framework that holds these together and creates a platform to address the content, the context, and the structure of the relationship. From this platform, parties can begin to find creative responses and solutions.

Conflict Transformation: A Simple Definition

Although the definition is relatively short, its various components lend it a degree of complexity. To better understand conflict transformation, an explanation of each component is needed. Together, these components attempt to capture the attitudes and orientations we bring to creative conflict transformation, the starting point of such an approach, and the various change processes involved in such an approach.

To Envision and Respond: A transformational approach begins with two pro-active foundations: 1) a *positive orientation* toward conflict, and 2) a *willingness to engage* in the conflict in an effort to produce constructive change or growth.

While conflict often produces long-standing cycles of hurt and destruction, the key to transformation is the capacity to envision conflict as having the potential for constructive change. Response, on the other hand, suggests a bias toward direct involvement and an increased understanding that comes from real-life experience. Both "envision" and "respond" represent the ways we orient ourselves toward the presence of conflict in our lives, relationships, and communities.

Ebb and Flow: Conflict is a natural part of relationships. While relationships are sometimes calm and predictable, at other times events and circumstances generate tensions and instability. A transformational view, rather than looking at isolated conflict episodes, seeks to understand how these particular episodes are embedded in the greater pattern of human relationships. Change is understood both at the level of immediate issues and the broader patterns of interaction.

Life-Giving Opportunities: On the one hand, this phrase suggests that life gives us conflict, and that conflict is a natural part of human experience and relationships. Rather than viewing conflict as a threat, the transformative view sees conflict as a valuable opportunity to grow and increases our understanding of ourselves and others. Conflict helps us stop, assess and take notice. Without it, life would be a monotonous flat topography of sameness and our relationships would be woefully superficial. This phrase also suggests that conflict creates life and keeps everything moving. It can be understood as a motor of change that keeps relationships and social structures dynamically responsive to human needs.

Constructive Change Processes: This notion emphasizes the capacity of the transformational approach to build new things. Conflict transformation begins with a central goal: to build constructive change out of the energy created by conflict. By focusing this energy on the underlying relationships and social structures, constructive changes can be brought about. The key here is to move conflict away from destructive processes and toward constructive ones.

The primary task of conflict transformation is not to find quick solutions to immediate problems, but rather to generate creative platforms that can simultaneously address surface issues and change underlying social structures and relationship patterns.

Reduce Violence and Increase Justice: Transformation must be able to respond to life's on-the-ground challenges, needs, and realities. How do we address conflict in ways that reduce violence and increase justice in human relationships? *To reduce violence,* we must address both the obvious issues and content of any given dispute and also their underlying patterns and causes. *To increase justice,* we must ensure that people have access to political procedures and voice in the decisions that affect their lives.

Conflict transformation views peace as centered and rooted in the quality of relationships. This includes both face-to-face interactions and the ways in which we structure our social, political, economic, and cultural relationships. In this sense, peace is a "process-structure," a phenomenon that is simultaneously dynamic, adaptive, and changing. In essence, rather than seeing peace as a static "end-state," conflict transformation views peace as a continuously evolving and developing quality of relationship. It is defined by intentional efforts to address the natural rise of human conflict through nonviolent approaches that address issues and increase understanding, equality, and respect in relationships.

Direct Interaction and Social Structures: The above concerns about violence and justice suggest that we need to develop capacities to engage in change processes at the interpersonal, inter-group, and socialstructural levels. One set of capacities points toward direct, face-to-face interaction between people or groups. The other set underscores the need to see, pursue, and create change in our ways of organizing social structures, from families, to complex bureaucracies, to structures at the global level. This requires a capacity to understand and sustain dialogue as a fundamental means of constructive change.

Indeed, many of the skill-based mechanisms that reduce violence are rooted in communicative capacities to exchange ideas, find common definitions, and move toward solutions. But dialogue also plays a crucial role in the maintenance or change of social structures. Through dialogue, these structures can be modified to be more responsive and just.

Human Relationships: Relationships are at the heart of conflict transformation.

Rather than concentrating exclusively on the content and substance of the dispute, the transformational approach suggests that the key to understanding conflict and developing creative change processes lies in seeing the less visible aspects of *relationship*. While the issues over which people fight are important and require creative response, relationships represent a web of connections that form the broader context of the conflict. It is out of this relationship context that particular issues arise and either become volatile or get quickly resolved.

Conflict and Change

Both conflict and change are a normal part of human life. Conflict is continuously present in human relationships, and the fabric of these relationships is constantly adapting and changing. Before discussing practical approaches to conflict transformation, it is important to better understand the link between conflict and change.

There are four central modes in which conflict impacts situations and changes things:

1. the personal,
2. the relational,
3. the structural, and
4. the cultural.

In addition, we can think about these changes in response to two questions. First, from a descriptive view, what does conflict change? And second, from the standpoint of responding to conflict as it arises, what kind of changes do we seek? In the first arena, we are simply acknowledging the common patterns and impact of social conflict. In the second, we recognize the need to identify what our values and intentions may be as we actively seek to respond, intervene, and create change.

Change Goals in Conflict Transformation: Transformation understands social conflict as evolving from, and producing changes in, the personal, relational, structural and cultural dimensions of human experience. It seeks to promote constructive processes within each of these dimensions.

Personal: Minimize destructive effects of social conflict and maximize the potential for personal growth at physical, emotional and spiritual levels.

Relational: Minimize poorly functioning communication and maximize understanding.

Structural: Understand and address root causes of violent conflict; promote nonviolent mechanisms; minimize violence; foster structures that meet basic human needs and maximize public participation.

Cultural: Identify and understand the cultural patterns that contribute to the rise of violent expressions of conflict; identify cultural resources for constructively handling conflict.

The personal dimension refers to changes effected in and desired for the individual. This includes the cognitive, emotional, perceptual, and spiritual aspects of human experience over the course of conflict. From a descriptive perspective, transformation suggests that individuals are affected by conflict in both negative and positive ways.

For example, conflict affects our physical well-being, self-esteem, emotional stability, capacity to perceive accurately, and spiritual integrity. Prescriptively, (i.e., relating to what one *should* do) transformation represents deliberate intervention to *minimize* the destructive effects of social conflict and *maximize* its potential for individual growth at physical, emotional, and spiritual levels.

The relational dimension depicts the changes affected in and desired for the face-to-face relationships. Here issues of emotions, power, and interdependence, and the communicative and interactive aspects of conflict are central. Descriptively, transformation refers to how the *patterns* of communication and interaction in relationships are affected by conflict. It looks beyond visible issues to the underlying changes produced by conflict in how people perceive, what they pursue, and how they structure their relationships. Most significantly, social conflict makes explicit how close or distant people wish to be, how they will use and share power, what they perceive of themselves and each other, and what patterns of interaction they wish to have. Prescriptively, transformation represents intentional intervention to minimize poorly functioning communication and maximize mutual understanding. This includes efforts to bring to the surface in a more explicit manner the relational fears, hopes and goals of the people involved.

The structural dimension highlights the underlying causes of conflict, and stresses the ways in which social structures, organizations, and institutions are built, sustained, and changed by conflict. It is about the ways people build and organize social, economic, and institutional relationships to meet basic human needs and provide access to resources and decision-making. At the descriptive level transformation refers to the analysis of social conditions that give rise to conflict and the way that conflict affects social structural change in existing social, political and economic institutions.

At a prescriptive level, transformation represents efforts to provide insight into underlying causes and social conditions that create and foster violent expressions of conflict, and to promote nonviolent mechanisms that reduce adversarial interaction and minimize violence. Pursuit of this change fosters structures that meet basic human needs (substantive justice) and maximize people's participation in decisions that affect them (procedural justice).

The cultural dimension refers to the ways that conflict changes the patterns of group life as well as the ways that culture affects the development of processes to handle and respond to conflict. At a descriptive level, transformation seeks to understand how conflict affects and changes cultural patterns of a group, and how those accumulated and shared patterns affect the way people in a given context understand and respond to conflict. Prescriptively, transformation seeks to uncover the cultural patterns that contribute to violence in a given context, and to identify and build on existing cultural resources and mechanisms for handling conflict.

10. 5. End unit assessment

1. **Conflict** refers to a fight, struggle or direct opposition. It may also refer to disagreement or the general pattern of groups dealing with disparate ideas. **Violence** is a behaviour or treatment in which physical force is exerted. The force is exerted with the purpose of causing damage or injury.

   2. The following are forms of violence and conflict in different societies today

   •Physical violence

   •Sexual violence

   •Armed conflict

   •Emotional or psychological conflict/violence

1. The causes of conflict and violence today are:

•Inequality

•State collapse

•Economic decline and economic shock

•History

•Scarcity of resources

•Unemployment, lack of education and population pressure

•The abuse of ethnicity

•Availability of arms

•Regional and interlocking conflicts

•The conflict cycle

•Inadequate and inappropriate mediation

2. The impact of conflict and violence on the society is as follows:

•Loss of human lives and civilian causalities

•Displacement

•Degradation of vulnerable groups

•Famine

•Destruction of infrastructure

3. Conflict and violence can be resolved nationally and internationally as follows:

•Nationally, setting up local tribunals

•Letting the perpetrators to communal work

•Amnesty for reformers

•Setting up peace committees at village upwards level

10.6. Additional activities

• **Remedial Activities**

Questions

What is a conflict?

Answers

A conflict refers to a fight, struggle or direct opposition. It may also refer to disagreement or the general pattern of groups dealing with disparate ideas.

- **Consolidation activities**

Questions

Explain two effects of conflict and violence that require much time to be settled.

Answers

Psychological trauma: This occurs in many people as a result of conflicts and violence. For example, the 1994 Genocide against Tutsi left many people traumatised.

Destruction of infrastructure: War seriously damages infrastructure such as roads, railways, ports, airports, electricity and water supply.

- **Extended activities**

Questions

What are the strategies that can be used to lastingly transform conflicts?

Answers

The strategies that can be used to lastingly transform conflicts are the following:

✓ Regional and economic integration and mutual security

✓ Local mediation and peace building activities for the civil societies and religious leadership

- ✓ Making stringent laws against conflicts and violence

- ✓ Encouraging social justice national wide

- ✓ Settling conflict outside courts of law between two or agents of conflicting sides. A settlement contract is usually signed to adhere.

- ✓ Inclusive government: Conflict prevention will be effective if it is based on own experience. It should also be based on the capacity to respond to a crisis.

- ✓ Restoring the legitimacy of the state: This is done through great commitment to re-establishing and delivering basic services. This demonstrates the value of national government.

- ✓ Dealing with impunity: all people who cause conflicts and commit violence have to be dealt with according to the laws.

- ✓ Peacekeeping and peace enforcement: This attracts widespread international interest to provide support and training.

- ✓ Dealing with small arms proliferation and control of light weapons

UNIT 11 GENOCIDE AND ITS FEATURES

11.1. Key unit competence

To be able to describe genocide and other mass crimes

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

In order to study this unit, the students should have knowledge, skills and competences on the following different elements about genocide that have already been taught in P 6 in primary level including the definition and characteristics of genocide, causes, planning and execution of the 1994 genocide against Tusti, holocaust and other genocides that had been commited in the world.

11.3. Introductory activity and guidance

A) Introductory activity

In 1944 a Polish-Jewish lawyer named Raphael Lemkin who taught law at the University of Yale in the 1940s, sought to describe Nazi policies of systematic murder, including the destruction of the European Jews. He used the word "genocide" so as to find an appropriate term for such a crime. Carry out a research in the History student's book senior one or internet and base on the knowlged you have acquired in P 6 of primary level to define the term "genocide" and identify its features.

B) Guidance on the introductory activity:

At the beginning of this Unit 4, the introductory activity motivates students to know what happens or will happen in this unit and

help them to be passionate to know the defition of genocide and its features. 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 meaning of the term" genocide"and its characteristics basing on the 1944 genocide against the Tutsi and the holocaust.

11.4. List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Meaning of genocide	The students should be able to define the genocide.	1
2	Features and stages of the genocide	The students should be able to describe the features and stages of genocide	1
3	Genocide and other mass crimes	The students should be able to differentiate the genocide from other mass crime.	2
4	End unit assessment		1

Guidance on different lessons

Lesson title 1: Meaning and features of genocide

a) Learning objective

The students should be able to define the genocide.

b) Teaching resources

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

c) Learning activity

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

Suggested answers for activities

Answers to the introductory Activity

Genocide is" a coordinated plan of different actions aiming at the destruction of essential foundations of the life of national groups, with the aim of annihilating the groups themselves." In other words, genocide is the killing of innocent people basing on their tribe, political position, race or religion with the intention of completely wiping them out. Examples of genocides are: the 1994 genocide against the Tutsi (Rwanda, 1994) and the genocide against the Jews also called Holocaust or Shoah.

Answers to learning activity 11.1

The term "genocide" refers to an attempt "to wipe out an entire people based tribe, religion, ethnic or race". "Genos" refers to race or genetic make-up, while "Cide" (Caedere, in Latin) refers to murder based on the genetic make-up of a particular group of people.

The term "Genocide" was used for the first time by Raphael Lemkin in his work "Axis Rule in Europe" published in America in 1944. He writes" By 'genocide' we mean the destruction of an ethnic group . . .. Generally speaking, genocide does not necessarily mean the immediate destruction of a nation, except when accomplished by mass killings of all members of a nation. It is intended rather to signify a coordinated plan of different actions aiming at the destruction of essential foundations of the life of national groups, with the aim of annihilating the groups themselves.

on In 1945, the International Military Tribunal held at Nuremberg, Germany, charged top Nazis with "crimes against humanity." The word "genocide" was included in the indictment, but as a descriptive, not legal, term.

On December 9, 1948, in the shadow of the Holocaust and in no small part due to the tireless efforts of Lemkin himself, the United Nations approved the Convention on the Prevention and Punishment of the Crime of Genocide. This convention establishes "genocide" as an international crime, which signatory nations "undertake to prevent and punish."

Answer to application activity 4.1

1. According to Raphael Lemkin, genocide does not necessarily mean the immediate destruction of a nation, except when accomplished by mass killings of all members of a nation. It is intended rather to signify a coordinated plan of different actions aiming at the destruction of essential foundations of the life of national groups, with the aim of annihilating the groups themselves.

The two names of the genocides that happened on the world are:

- The 1994 Genocide against the Tutsi
- The Jews genocide or Holocaust genocide

Lesson title 2: Features of genocide and stages of the genocide

a) Learning objective

The students should be able to describe the features and stages of the genocide.

b) Teaching resources

In order to tackle this sub-topic well, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activity

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

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

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

Suggested answers for activities

Answers to learning activity 11.2

The features of the 1994 Genocide against the Tutsi are the following:

i. Massive killing and massacre of people

ii. Extreme forms of violence against innocent people

iii. Isolation and lack of external interference

iv. Role of state machinery

v. Popular participation

1. Two features of the genocide are:

Massive killing and massacre of people

During the, many people were killed.

Extreme forms of violence against innocent people

It involved rape, abduction and torture of the innocent people.

2. Stages of the genocide are: *Classification*, *Symbolisation, Discrimination, Deshumanisation, Organisation, Polarisation, Preparation, Persecution, Extermination and Denial.*

Lesson title 3: Genocide and other mass crimes

a) Learning objective

The students should be able to differentiate the genocide from other mass crimes.

b) Teaching resources

In delivering this lesson, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activity

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

Guide the learners and help them do in groups the **learning activity 9.3** followed by a plenary discussion.

Suggested answers for activities

Answers to learning activity 11.3

Genocide is distinguished from other mass crimes such as crimes against humanity, war crimes, crimes against peace and crimes of aggression.

Crimes against humanity

Crimes against humanity are certain acts when committed as part of a widespread or systematic attack directed against any civilian population. Crimes against humanity can be committed during peace or war period; they are not isolated or sporadic events bur are part either of a government policy or of a wide practice of atrocities tolerated or condoned by a government.

This crime includes murder; massacres; dehumanization; extermination; human experimentation; extrajudicial punishments; death squads; military use of children; kidnappings; unjust imprisonment; slavery; cannibalism, torture; rape; political, racial, or religious persecution; and other inhumane acts may reach the threshold of crimes against humanity if they are part of a widespread or systematic practice.

War crime

A **war crime** is a serious violation of the laws and customs of war (also known as international humanitarian law) giving rise to individual criminal responsibility. The war crimes include initiating a war of aggression; murdering, mistreating, or deporting civilian residents of an occupied territory to slave labor camps; murdering or mistreating prisoners of war or civilian internees; forcing protected persons to serve in the forces of a hostile power; killing hostages; killing or punishing spies or other persons convicted of war crimes without a fair trial; willfully destroying cities, towns, villages, or other objects not warranted by military necessity.

Answer to application activities

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

Characteristics	War crime	Crime against humanity	Genocide
Deliberate destruction of property during war	✔		
All have been jumbled up.	✔		
Many people are killed		✔	

Killing of hostages	✔		
Killing of many people by one		✔	
person or a very small group of people			
Deliberate destruction of property	✔		
during war			
Dehumanisation of others and seeing			✔
them as animals or pests			
Depriving a prisoner of war, a fair trial	✔		
Killing with the intention to finish			
members of a tribe, race or religion			
Mass killings targeted at the general public			✔

11.5. Additional Information for the teacher

This unit had not an introductory activity and had been added as well as its answer. The following information will help you have a deeper understanding on the unit.

Stages of genocide, influences leading to genocide, and efforts to prevent it

According to M. Hassan Kakar, for genocide to happen there must be certain preconditions. Foremost among them is a national culture that does not place a high value on human life. A totalitarian society, with its assumed superior ideology, is also a precondition for genocidal acts.

In addition, members of the dominant society must perceive their potential victims as less than fully human: as "pagans," "savages," "uncouth barbarians," "unbelievers," "effete degenerates," "ritual outlaws," "racial inferiors," "class antagonists," "counterrevolutionaries," and so on. In themselves, these conditions are not enough for the perpetrators to commit genocide. To do that—that is, to commit genocide—the perpetrators need a strong, centralized authority and bureaucratic organization as well as pathological individuals and criminals. Also required is a campaign of vilification and dehumanization of the victims by the perpetrators, who are usually new states or new regimes attempting to impose conformity to a new ideology and its model of society.

In 1996 Gregory Stanton, the president of Genocide Watch, presented a briefing paper called "*The 8 Stages of Genocide*" at the United States Department of State. In it he suggested that genocide develops in eight stages that are "predictable but not inexorable".

The Stanton paper was presented at the State Department, shortly after the 1994 genocide against the Tutsi in Rwanda and much of the analysis is based on why that genocide occurred. The preventative measures suggested, given the original target audience, were those that the United States could implement directly or use their influence on other governments to have implemented.

Stage	Characteristics	Preventive measures
1. Classification	People are divided into "us and them".	"The main preventive measure at this early stage is to develop universalistic institutions that transcend... divisions."
2. Symbolisation	"When combined with hatred, symbols may be forced upon unwilling members of pariah groups..."	"To combat symbolization, hate symbols can be legally forbidden as can hate speech".
3. Dehumanisation	"One group denies the humanity of the other group. Members of it are equated with animals, vermin, insects, parasites, or diseases."	"Local and international leaders should condemn the use of hate speech and make it culturally unacceptable. Leaders who incite genocide should be banned from international travel and have their foreign finances frozen."
4. Organization	"Genocide is always organized... Special army units or militias are often trained and armed..."	"The U.N. should impose arms embargoes on governments and citizens of countries involved in genocidal massacres, and create commissions to investigate violations"

5. Polarisation	"Hate groups broadcast polarizing propaganda..."	"Prevention may mean security protection for moderate leaders or assistance to human rights groups...Coups d'état by extremists should be opposed by international sanctions."
6. Preparation	"Victims are identified and separated out because of their ethnic or religious identity..."	"At this stage, a Genocide Emergency must be declared. ..."
7. Extermination	"It is "extermination" to the killers because their victims do not want to leave."	"At this stage, only rapid and overwhelming armed intervention can stop genocide. Real safe areas or refugee escape corridors should be established with heavily armed international protection."
8. Denial	"The perpetrators... deny that they committed any crimes..."	"The response to denial is punishment by an international tribunal or national courts"

11.6. End of unit assessment

Answers to end of Unit Assessment

1. **Genocide** is the massive killing of innocent people basing on their tribe, race or religion with

intention of completely wiping them out.

2. According to the UN convention, the following are the features of any genocide:

- Killing members of the group;

- Causing serious bodily or mental harm to members of the group;

- Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;

- Imposing measures intended to prevent births with the group;

- Forcibly transferring of the group to another group.

3. **The following is the difference between genocide and other mass crimes**.

- Genocide has the intention to completely or partly destroy a certain group of people while other crimes against humanity do not require this specific intent to destroy one group

- Crimes against humanity are essentially about the violation of common human rights and values while genocide involves violation and killings

- War crimes and crimes against humanity focus on killing a large number of individuals while genocide focus on eliminating a group

- Other mass crime does not consider dehumanization while genocide consider it

- Other mass crimes may not be planned by the government while genocide is planned by the government

- Some crimes against humanity prepare the genocide

Genocide occurs in various stages while other mass crimes do not involve different stages

11.7. Additional activities

- **Remedial Activities**

Questions

1. Define genocide
2. List any 3 acts considered as crime against humanity.

Answers

1. The term "genocide" refers to an attempt "to wipe out an entire people based on tribe, religion, ethnic or race". "Genos" refers to race or genetic make-up, while "Cide" (Caedere, in Latin) refers to murder based on the genetic make-up of a particular group of people.

2. Three acts considered as crime against humanity are:

✓ Enslavement;

✓ Deportation or forcible transfer of population;

✓ Imprisonment or other severe deprivation of physical liberty in violation of fundamental rules of international law;

- **Consolidation activities**

Questions

1. What is the legal definition of genocide propsed by the 1948 United Nations Convention on the Prevention and Punishment of the Crime of Genocide?

2. What is the meaning of the term" Final Solution"? What are other words that also used to design the genocide against the Jewish people

Answers

1. In 1948, the United Nations Convention on the Prevention and Punishment of the Crime of Genocide (CPPCG) (in article 2) defines genocide as follows:

Genocide is any of the following acts committed with intention to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

i. Killing members of the group;

ii. Causing serious bodily or mental harm to members of the group;

iii. Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;

iv. Imposing measures intended to prevent births within the group;

v. Forcibly transferring children of the group to another group."

2. Final Solution is a code used by the Nazi leaders to design the extermination of the Jews in Europe. Other words that also used to design the genocide against the Jewish people are Shoah", "Catastrophe" and "Holocaust.

- **Extended activities**

Questions

1. Explain the difference between genocide and crime against humnity.

2. Define the war crime and identify its characteristics.

- **Answers**

1. Crimes against humanity focuses on the killing of large numbers of individuals. The systematic, mass killing of a very large number of individuals will constitute a crime against humanity. Genocide has a different focus. Genocide focuses not on the killing of individuals, but on the destruction of groups; in other words, a large number of individuals who form part of a single group.

2. A **war crime** is a serious violation of the laws and customs of war (also known as international humanitarian law) giving rise to individual criminal responsibility. The war crimes are characterized by:

· Initiating a war of aggression;

· Murdering, mistreating, or deporting civilian residents of an occupied territory to slave labor camps;

· Murdering or mistreating prisoners of war or civilian internees;

· Forcing protected persons to serve in the forces of a hostile power;

· Killing hostages;

· Killing or punishing spies or other persons convicted of war crimes without a fair trial;

· Willfully destroying cities, towns, villages, or other objects not warranted by military necessity.

UNIT 12 — DIGNITY AND SELF RELIANCE IN RWANDA

12.1. Key unit competence

To be able to explain dignity and self-reliance and their implications for Rwandan society.

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

In order to study this unit, the students should have knowledge, skills and competences on the Government of unity in the post independent Rwanda already studied in p 6 primary level.

12.3. Introductory activity and guidance

A) Introductory activity

In Rwanda, after the 1994 genocide against the Tutsi, the Government of Rwanda adopted different home-grown solutions so as rebuild the country that had been detroyed by the genocide. In this process, two pillars have been emphased i.e. dignity and self-reliance. Discuss with your friend and come up with the definition of the concepts of dignity and self-reliance and some of the measures put in place by the government of Rwanda to achieve self-reliance.

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 the dignity and self-reliance and their implications for Rwandan society.

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 dignity and self-reliance, measures put in place by the government of Rwanda to achieve self-reliance and its implication on Rwandan society.

12. 4. List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Dignity and self-re-liance	The students should be able to define the concepts of dignity and self-reliance.	1
2	Measures put in place by the government of Rwanda to achieve self-reliance	The students should be able to explain the measures put in place by the government of Rwanda to achieve self-reliance.	2
3	Implication of dignity and self-re-liance on Rwandan society	The students should be able to evaluate the implication of dig-nity and self-reliance on Rwandan society	1
4	End unit assess-ment		1

Guidance on different lessons

Lesson title 1: Dignity and self-reliance and measures put in place by the government of Rwanda to achieve self-reliance

Learning objective

The students should be able to define the concepts of dignity and self-reliance and measures put in place by the government of Rwanda to achieve self-reliance.

a) Teaching resources

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

b) Learning activity

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

Suggested answers for activities

Answer Sto The Introductory Activity

Dignity: It is a condition of being worth of respect, esteem or honour.

Self-reliance: This is a state of being independent in all aspects. The independence could be social, political or economic.

Some of the measures put in place by the Government of Rwanda to achieve self-reliance include abunzi (conciliators committees (abunzi), Girinka programme (one cow per poor family), Agaciro Development Fund, Ubudehe, Itorero, kuremera, Umuganda (National community service),

gacaca (traditional community courts), etc.

Answer to learning activity 12.1

Dignity: It is a condition of being worth of respect, esteem or honour.

Self-reliance: This is a state of being independent in all aspects. The independence could be social, political or economic.

2.The four things that make me proud of Rwanda are the following:

✓ Good leadership
✓ Security

✓ good Infrastructures

✓ Cleanliness

✓ unity

One that promote respect and hard work is: unity

The English translation of Rwanda National Anthem is as follows:

Rwandan National Anthem (Beautiful Rwanda)

Rwanda, our beautiful and dear country

Adorned of hills, lakes and volcanoes

Motherland, would be always filled of happiness

Us all your children: Abanyarwanda

Let us sing your glare and proclaim your high facts

You, maternal bosom of us all

Would be admired forever, prosperous and cover of praises.

Invaluable heritage, that God protects to you

You filled us priceless goods

Our common culture identifies us

Our single language unifies us

That our intelligence, our conscience and our forces

Fill you with varied riches

For an unceasingly renewed development.

Our valorous ancestors

Gave themselves bodies and souls

As far as making you a big nation

You overcame the colonial-imperialistic yoke

That has devastated Africa entirely

And has your joy of your sovereign independence

Acquired that constantly we will defend.

Maintain this cape, beloved Rwanda,

Standing, we commit for you

So that peace reigns countrywide

That you are free of all hindrance

That your determination hires progress

That you have excellent relations with all countries

And that finally your pride is worth your esteem.

2. We learn much from our National Anthem including the Rwandan values like unity, resilience, dignity, peace, etc.

Lesson title 2: Implication of dignity and self-reliance on Rwandan society

a) Learning objective

The students should be able to evaluate the implication of dignity and self-reliance on Rwandan society.

b) Teaching resources

In order to tackle this sub-topic well, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activity

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

Guide the learners and help them do in groups **the learning activity 12.2** followed by a plenary discussion.

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

Suggested answers for activities

Answers to learning activity 12.2

The following are wha Rwanda will get from dignity and self reliance:

- They have brought, among Rwandans, a sense of togetherness and love for one another. The love is not based on any other string but Rwandans,hence the slogan '*Ndi Umunyarwanda'*.

- Dignity and self-reliance have played a big role in the economicdevelopment of Rwanda. Every Rwandan feels that it is their duty to develop their own country.

- Dignity and self-reliance has led to promotion of peace and stability among Rwandans. People learn to respect and live in harmony with eachother.

- Rwanda has been able to fight the bad history of tribalism of 1950s and early 1990s. Rwandans now work together towards the development of their nation.

- They have also helped to reduce income inequalities among Rwandans. Rwandan society looks forward to dignifying every member, that is, the rich help the poor.

- Dignity and self-reliance reduce the dependency ratio on the government.Some issues are addressed by the citizens through various campaigns such as 'bye-bye *nyakatsi.*' Campaigns such as *kuremera* and *Agaciro* Development Fund have enabled the government to finance up to 66% of its budget.

Rwanda has been able to provide basic services to its citizens. For example, under the *Ubudehe*, the vulnerable Rwandans are given priorityin terms of education

Answer to application activity 12.2

See the answer of the learning activity 12.2

Answers of the application activity 12.2

Additional content/ text for teacher

This unit had not an introductory activity and the learning activity in its third lesson and had been added as well as the answers. Besides, it also lacks the application activities for the lessons 1 and 3. In this teacher's guide thes activities are now provided and their answers. Additional information made up of a text will help you have a deeper understanding on this unit

Ten things to know about Rwandans' self-reliance

Rwanda is a country with unique history. It is populated by people sharing the same culture and language with ambitions to strive for self-reliance, as it has always been.

The country's history shows that Rwandans have always sought homegrown solutions to address issues facing them and avoid overdependence.

This story will focus on 10 things that characterize Rwandans' self-reliance dating back from forefathers until today.

The initiative takes roots from Rwandans' culture and history but efforts to advance self-reliance got much attention particularly after the 1994 Genocide against Tutsi to cope with effects of country's dark past.

It is against this backdrop that the Government of Unity instilled the spirit of developing home-grown solutions to overcome its dark past and help Rwandans to move forward.

Promoting self-reliance has helped the country to find solutions for different problems in the areas of governance, economy, social wellbeing, justice and socialization among Rwandans.

The self-reliance is also enshrined in the article 11 of Rwanda's Constitution where Rwandans set up unique approaches to address their problems with a view to build the nation, preserve the country's culture and uphold self-dignity.

The aspects of Rwandans' self-reliance range from four categories, the first being Governance. This includes National Leadership Retreat (Umwiherero), National Itorero, Performance contracts, governance month and political forum among others.

The second is Social Protection. It features Girinka Program, Ubudehe, VUP, Community Based Health Insurance and 12-year basic education among others.

The third is economy encompassing home grown solutions like community work, Agaciro and land consolidation while the fourth aspect is Justice. The latter comprises of home-grown solutions like Gacaca courts and community mediators among others.

National civic education training program (Itorero)

Rwanda's history shows that Itorero existed even before the advent of colonization where it served as a platform helping the youth to learn cultural values, patriotism, socialization, games, dances, songs and how to protect national integrity.

Trainees under this program known as 'Intore' also learnt more about Rwandans' values and taboos. Among others, Itorero was a good platform that prepared future leaders.

History shows that the first national civic education training program took place at the reign of King Ruganzu I Bwimba around 1312.

From 1924 to 1994 during the period of colonization and first republics, Itorero was banned with a view to destroy Rwandans' unity, solidarity, patriotism and other values.

Banning Itorero is believed to be among actions that provided loopholes for preparation and execution of the 1994 Genocide against the Tutsi.

Itorero was re-launched in 2009 coinciding with the establishment of the National Itorero Commission.

Participants of past civic education programs have told IGIHE that they pulled many advantages from it.

Olive Uwizeyimana, a teacher in Nyarugenge District has said that individuals attending the program become more responsible citizens willingly contributing to national development in respective capacities and embrace patriotism.

She revealed that a talk delivered by General James Kabarebe, Senior Defence and Security Advisor in the Office of the President in January 2020 in Nyanza District inspired her and colleagues to stand against ethnic divisionism, and concert efforts for a common cause to spur national development.

Performance contracts (Imihigo)

The signing of performance contracts (Imihigo) is one of Rwanda's home-grown solutions playing an integral role in the ability of the Rwandan government to deliver a better life for all.

The performance contracts are signed by different leaders from top government institutions to grass root leaders with a view to achieve community targets and help the country meet envisaged progress.

History shows that 'Imihigo' take root from ancestors' culture where an individual had to set target to be achieved in a specific period of time irrespective of hindrances that might come along the way.

In a bid to fast track national development and promote good governance, the Government of Rwanda officially re-launched Imihigo in 2006 as one of home-grown solutions with huge impact.

Right from the start, performance contracts have been fundamental for Rwanda to promote good governance and fast track development.

It is with this regard that all districts sign performance contracts entailing development targets with President of the Republic on annual basis.

Mayors also sign performance contracts with other local leaders including sector executive secretaries so that they can combine efforts to deliver on expectations.

This has inspired individuals to dream big and work hard for their progress. This is the same case for Alphonse Nkurunziza, a tea farmer in Nyaruguru District who has pledged to buy a car to facilitate him in daily activities.

National Leadership Retreat (Umwiherero)

The National Leadership Retreat is one of home grown-solutions transmitted from generations to generations.

Rwanda's history shows that leaders in the past used to come together at different times to discuss issues of national interest and seek together the solution to address problems affecting ordinary citizens.

Rwanda re-launched the annual National Leadership Retreat in 2004. Such retreats bring together top government officials, local leaders and members of the private sector among others to make performance evaluation and discuss new measures to move forward along the development journey.

Answers to end of Unit Assessment

1. Dignity refers to a condition of being worth of respect, esteem or honour.
2. Dignity and self-reliance have been achieved in Rwanda in the following ways

    By starting programmes such as:

    Abunzi

    Girinka (one cow per poor family)

    Agaciro Development Fund

    Itorero

    Ubudehe

    Kuremera

    Umuganda (National community service)

    Ishema ryacu

    Gacaca courts (officially closed)

    Ndi Umunyarwanda

3. The implication of dignity and self-reliance on our society can be delivered s follows:

Brought, among Rwandans, a sense of togetherness and love for one another
Encouraged Rwandans to develop their own country
Promoted peace and stability among Rwandans
Ended tribalism that was experienced in the 1950s and early 1990s
Helped to reduce income inequalities among Rwandans
Reduced the dependency ratio on the government
Enabled Rwanda to provide basic services to its citizens
4. Self-reliance is a state of being independent in all aspects. The independence could be social, political and economic.

12.5. Additional activities

- **Remedial Activities**

Questions
1. When the programme of ndi Umunyarwanda was launched?
2. What is it aimed to?

Answers
1. The programme of ndi Umunyarwanda was put forward by the National Unity and Reconciliation Commission (NURC). It was launched on the 15th November 2013 at Integrated Polytechnic Regional Centre (IPRC), Kigali.

2. Ndi Umunyarwanda is a national program that aims to promote unity and reconciliation by encouraging conversation about the causes and consequences of the genocide, and about how to rebuild the country by focusing on the national theme, "Remember-Unite-Renew."

Consolidation activities

Questions

1. At the time of its launching, Girinka programme (one cow per poor family) was assigned four objectives. Name them.

2. List two conditions that someone has to fulfill to be eligible for girinka progrmme.

Answers

1. *Four objectives* that are *assigned to* Girinka programme *(one cow per poor family) are:*

✓ Fighting malnutrition

✓ Reducing poverty through dairy farming

✓ Improving agricultural productivity through use of manure

✓ Improving soil quality and reducing effects of erosion through planting trees and grass

2. *Three conditions that someone has to fulfill to be eligible for girinka progrmme are:*

✓ The beneficiary must not have already owned a cow.

✓ One must be considered poor by the community through the *ubudehe* principle.

✓ One must have constructed a cow shed.

- Extended activities

Questions

Umuganda is one of the Home-Grown solutions adopted by the Government of Rwanda. Briefly evaluate some of its achievements.

Answers

Achievements of the population through Umuganda are numerous and include the construction of houses for vulnerable people, support to the implementation of water supply projects, construction of new classrooms for 9 YBE and latter 12 YBE, health centres, public offices, sectors, cells and Umurenge SACCO offices, road maintenance, tree planting, radical terracing and other soil erosion control infrastructures, etc.

Umuganda serves also as a forum in which community members discuss the problems they face and propose possible solutions. It is a tool for the national unity and reconciliation and a channel that all public policies pass through to be disseminated, communicated and explained to the population. Umuganda enhances also social cohesion among people. It was established that Umuganda triggers neighbourhood socialisation and is one route for the communication of public policies and community mobilisation. It contributes to social protection and economic development through the construction of community infrastructure and shelter for the needy.

UNIT 13

CONCEPT OF DISABILITY AND INCLUSIVE EDUCATION

13.1. Key unit competence

To able to understand the concept of disability, types of disability and explore attitude towards people with disability in Rwanda.

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

In order to study this unit, the students should have knowledge, skills and competences on the living together in society and human rights in social studies and general studies and communication skills.

13.3. Introductory activity and guidance

A) Introductory activity

Nowadys, the Government of Rwanda has committed to place a particular emphasis on inclusive education by putting in place all the required policies and logistics so as to facilitatate the education of learners with special educational needs. Define the concepts of disability, inclusive education, special educational needs and special needs education.

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 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 concept and its types, the consequences of disability and measures to prevent disability.

13.4. List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Concept and types of disability	The students should be able to define the concept of disability and explain its types.	1
2	Causes and consequences of disability	The students should be able to explain the causes of disability and assess its consequences.	1
3	Measures to prevent disability	The students should be able to identify and explain the measures to prevent disability	1
4	End unit assessment		1

Guidance on different lessons

Lesson title 1: Concept and types of disability

a) Learning objective

The students should be able to define the concept of disability and explain its types.

b) Teaching resources

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

c) Learning activity

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

Suggested answers for activities

Answer to the Introductory Activity

Special educational needs is a term that refers to learners who experience learning difficulties that make it harder for them to learn than most children and young people of the same age.

Learners with special educational needs experience difficulties because of any one of the following, or some combination of: behavioural and social skill difficulties, communication or language disabilities, concentration difficulties, executive functions, hearing impairments, literacy and language difficulties, numeracy difficulties, mental health issues, physical or neurological impairments and visual impairments

Special needs education or **special education** refers to separate schools, classes, or instruction specifically designed for students categorized as having **special educational needs** (SEN). Special education is defined as an 'education designed to facilitate the learning of individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an educational programme.

The reasons may include different physical, behavioural, intellectual, emotional, and social capacities. 'Educational programmes in special needs education may follow a similar curriculum as that offered in the parallel regular education system, however they take individuals' particular needs into account by providing specific resources (e.g. specially trained personnel, equipment, or space) and, if appropriate, modified educational content or learning objectives.

Traditionally, the vision of 'special education' differs from an inclusive education system, since it relies on segregation or integration, instead of inclusion. In inclusive education systems, the physical infrastructure of schools, teaching and learning materials, teachers themselves, among many more, are adapted to meet the needs of everyone

Inclusive education is an approach to schooling in which students with many different. kinds of disabilities and learning needs are educated in classes with non-disabled and typically developing students.

Disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Answers to learning activity 13.1

1. Disability is difficult for some people to carry out activities that a normal person does.

2. Inclusive education happens when children with and without disabilities participate and learn together in the same classes.

3. The pictures above show two different types of disabilities. One type is the physical disability and another is the sensory disability

Answer to application activity 13.1

4. It is difficult for some people to carry out activities that a normal person does. This could be due to pre-existing or acquired conditions. Such people are said to be living with disability.

5. Three categories of disability are:

- Physical disability
- Sensory disability
- Mental disability

Lesson title 2: Causes and consequences of disability

a) Learning objective

a) The students should be able to explain the causes of disability and assess its consequences.

b) Teaching resources

In order to tackle this sub-topic well, you will, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activity

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

Guide the learners and help them do in groups **the learning activity 13.2** followed by a plenary discussion.

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

Suggested answers for activities

Answers to learning activity 13.2

- Stigma can be addressed by sensitizing people that disability is not inability. Everyone is equal according to the way he/she was created.
- Breaking up of families; this can be addressed by understanding, respecting and loving each other despite the way he/she is.
- Low self-esteem; this can be addressed by knowing that everyone is important in the community.

Answer to application activity 13.2

1. Two causes of disability are the following:

✓ *Accidents:* Many people become disable as a result of road, fire and work related accidents.

✓ *War:* Apart from causing death and destruction of property, war has always left many people disabled. This can be done through affecting their body parts like the limbs, eyes and as well as trauma causing brain and emotional disability.

2. The following consequences can be addressed in the following ways.

✓ *Stigma:* Disability sometimes makes those living with it to have fear. Some people also cause fear to people with disability.

✓ *Low self-esteem:* Some of those living with disability look down upon themselves. They feel that they are not important in the society.

Lesson title 3: Measures to prevent disability

a) Learning objective

The students should be able to identify and explain the measures to prevent disability.

b) Teaching resources

In order to tackle this sub-topic well, you will, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activity

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

Guide the learners and help them do in groups **the learning activity 13.3** followed by a plenary discussion.

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

Suggested answers for activities

Answers to learning activity 13.2

1. The following are the causes of disability we can have in our community:

- Vaccination and immunisation.
- People must ensure hygiene is maintained everywhere and every time.
- Safety measures should be encouraged so as to avoid and limit accident
- People should seek timely medication especially the pre-natal care for expecting mothers so as to avoid compounding any infections that may result into disability at some later stages.
- Improving on the feeding habits especially for expecting mothers and children who are more
- vulnerable to malnutrition effects.
- Seek aid from international and national organisations that help the needy for example World Vision and Compassion International to provide food for people in war and in poverty-stricken countries.
- Sensitising the community on how to prevent disability and even learn how to manage them
- People should be taught on the importance of environmental conservation and the need to conserve and preserve it naturally.

2. The following have helped in preventing disability in the following ways:

Vaccination and immunisation: If children are vaccinated or immunised on time, disability-causing diseases such as polio and measles can be prevented. Parents should always ensure that they strictly follow the vaccination and immunisation schedules

Traffic rules should be put in place so as to avoid and limit accidents. For example, always fasten your safety belts while travelling. This will reduce road accidents hence prevent disability.

Health insurance: People should seek timely medication especially the prenatal care for expecting mothers. This will help to avoid any infections that may result into disability at some later stage in life

Answers to learning activity 13.3

- **Inclusive education sector:** Rwanda has implemented an inclusive education policyaimed at ensuring that learners with disabilities are integrated into mainstream schools.

- **Teacher training programs:** there have been efforts to provide training for teachers to equip them with skills and knowledge needed to effectively support learners with disabilities. This includes strategies for adapting teaching methods, creating inclusive classrooms, and providing individualized support.

- **Accessible infrastructure:** Steps have been taken to make school infrastructure more accessible for students with disabilities. This includes constructing ramps, accessible bathrooms, and other facilities that cater to the needs of learners with different abilities

- **Specialised support services:** Some schools have implemented specialized support services, such as resource rooms and specialized teachers, to provide additional assistance to learners with disabilities

- **Collaboration with NGOs:** The government has collaborated with non-governmental organizations (NGOs) and international partners to implement programs and projects focused on inclusive education and support for learners with disabilities

- **Public awaereness campaigns:** Efforts have been made to raise awareness about the importance of inclusive education and to reduce stigmatization of individuals with disabilities. Public awareness campaigns help create a more supportive and understanding community

- **Assistive technologies:** The integration of assistive technologies in classrooms has been explored to facilitate the learning process for students with disabilities. This may include technologies such as screen readers, adaptive software, and other tools tailored to individual needs.

13.5. Additional informational for the teacher

Defining Impairment and Disability

A disabled person is a person with an impairment who experiences disability. Disability is the result of negative interactions that take place between a person with an impairment and her or his social environment. Impairment is thus part of a negative interaction, but it is not the cause of, nor does it justify, disability.

Impairment: an injury, illness, or congenital condition that causes or is likely to cause a loss or difference of physiological or psychological function

Disability: the loss or limitation of opportunities to take part in society on an equal level with others due to social and environmental barriers

Defining Impairment and Disability

The importance of definitions

From our experience of working in local government, we have learnt that definitions of disability can influence the way in which non-disabled people respond to disabled people. That is, a definition can place limits not merely on what is possible, but what is 'thinkable' in an organisation. This is particularly so when the definition is built into organisational policy, procedure, and practice, and used in training sessions and guidance notes.

The role of definitions in organisational change

Organisations (whether they be community groups or large local authorities) are, at their simplest level, a series of relatively coordinated and predictable events: for example, people come and go at more or less predictable times and are expected to carry out predetermined tasks in a relatively predictable manner. Within organisations, people have to give reasons for changing the rules that guide and shape such events.

The validity of the reasons is often measured by making judgments about those people who 'need' flexibility and organisational resources, and those who simply 'want' them. For example, distinctions are made between those people who 'need' to start work after nine thirty because of taking children to nursery and those who 'want' to start work later because it is simply convenient for them. Similarly, when someone takes 'sick leave' they are expected to show that they need to stay at home and not just that they want to.

The weight given to any particular definition of want or need depends on many things including the authority of the person putting the case. For example, a manager's arguments may carry more weight simply because of their position in the organisation.

Also, the language for talking about needs and wants will formulate the sort of questions to be asked and the knowledge used for devising solutions to the problem. Thus, the language used does not simply reflect reality it creates it within particular relations of power.

As things are now, people with impairments who require changes in organisational rules are encouraged to show that it is their individual impairment that gives rise to a need for organisational change. For example, 'I can't sort the mail because I am partially sighted!' The organisation is thus asked to respond to an individual's (tragic) loss.

This individual approach to disability gives rise to two potential problems.

Firstly, because people with impairments are forced to articulate their needs in terms of deficiencies in their own bodies, they consistently have to show that they are substandard; that their impairment equates to a deficiency in their whole identity.

Secondly, when organisational change is founded on the needs of an individual, change is seen as a 'one-off' arrangement. For example, 'we have made arrangements for Smithers in accounts because she's partially sighted'. The problem is that such organisational arrangements often depend on the good will of particular colleagues, who, for example, choose to make time to arrange audiotaping. However, this sort of arrangement is fragile - it is likely to break down if the helpful colleague is on holiday or changes job. Furthermore, if say, the accounting procedures that facilitate the helpful colleague's actions change, such change may easily fail to acknowledge the existence of an informal adjustment. Also, arrangements made to suit one individual do nothing to increase disabled people's access to the organisation in general, either as employees or as customers.

If, however, the 'problem' of disability was turned on its head and impairment was not seen to be the cause of the 'need', a different and more positive picture of disabled people may emerge. In addition, if the arguments for organisational change were put differently - if people were to use different ideas and ways of thinking to engineer change - the chances of change become part of the organisational culture would increase.

Thus, we can either say that people with impairments cannot carry out a particular task because of their impairment **or** we can say that because those organisational procedures that facilitate such a task have developed in the absence of people with impairments, they cannot accommodate their requirements.

This approach to disability has the advantage of encouraging people in organisations to identify those forms of social organisation that disable people with impairments.

Thus, when such an approach is taken the collective informed experience of people facing disabling barriers can be become the arbiter of social justice and not the subjective experiences of individuals.

There will of course come a point where the organisational change will be calculated as being too expensive or would take too long to accomplish. Nevertheless, the fact that the argument has pointed towards a solution, however distant, means that the organisation will be unable to articulate its failure in terms of fundamental flaws in people with impairments - it must articulate failure in organisational terms.

13.6. End of unit assessment

1. People living with disability are those who have conditions such as visual impairment which cannot allow them to carry out activities that a normal person does.

2. 2. The types of disability that we have in our communities are the following:

- Physical disability
- Sensory disability
- Mental disability
- Developmental disability

3. The causes of disability in most African countries today are as follows:

- Accidents
- War
- Diseases
- Birth related
- Inherited disability
- Injections and medicine
- Natural disasters
- Failure to immunise and vaccinate children
- Poison
- Poison

4. The consequences of disability in Rwanda today are:

- Stigma
- Discrimination
- Break up of families
- Low self-esteem
- Exploitation
- Vulnerability to diseases

5. Different ways through which disability can be prevented are;

- Vaccination and immunisation as a measure of preventing children against the immunisable diseases that can cause disability for example polio, measles and in case its not easy to access the vaccines, mothers should breast feed their children for longer periods to boost natural immunity.

- People must ensure hygiene is maintained everywhere and every time for example environmental hygiene, body hygiene, food hygiene, this can be done through sensitisation of the mass for example communal work that is done every last Saturday of the month in Rwanda.

- Safety measures should be encouraged so as to avoid and limit accidents for example road accidents and also encourage use of public means to reduce on traffic congestion.

- People should seek timely medication especially the prenatal care for expecting mothers so as to avoid compounding any infections that may result into disability at some later stage.

- Improving on the feeding habits especially for expecting mothers and children who are more vulnerable to malnutrition effects. In case the balanced diet is hard to get, food supplements should be given in form of medicine for example ion tablets, vitamins etc

- Seek aid from international and national organisations that help the needy for example World Vision, Compassion International, to provide food for people in war, and in poverty stricken countries.

- Sensitising the community on how to prevent disability and even learn how to manage them for example by home treatment. This can as well help people to understand the importance of vaccination and, hygiene and good eating habits.

- People should be taught on the importance of environmental conservation and the need to conserve and preserve it naturally without using poison, since it does not only affect the insects but even land and human lives.

13.7. Additional activities

- **Remedial Activities**

Questions

1. Mention three types of disability.
2. List two causes of disability.

Answers

1. Three types of disability are sensory disability, mental disability and developmental disability.
2. Two causes of disability include diseases and accidents.

Consolidation activities

Questions

Explain what the following types of disability:

(a) Mental disability
(b) Developmental disability

Answers

(a) Mental disability refers to a psychological or behavioural condition that affects the brain.
(b) Developmental disability refers to the disability that affects

- **Extended activities**

Questions

Define disability and find out its causes.

Answers

Disability is the absence of competent physical, intellectual and moral power to perform an activity in the normal way as a human being for example inability to hear, walk, talk or see. The causes of disability vary from physiological factors to environmental ones and these include genetic causes, drug abuse, illness like cancer and heart attacks, bacterial and viral infections, accidents, brain damage, non-execution of the immunisation schedule, food scarcity (and malnutrition) and poor sanitation, use of strong drugs such as insecticides and herbicides to kill insects and weeds yet the poison can always spread to the things we eat.

UNIT 14 FAMILY AND PERSONAL VALUES

14.1. Key unit competence

To be able to examine the relationship between values and behavior of a person and make consistent decisions with individual values.

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

In order to study this unit, the students should have knowledge, skills and competences on the peace education and human rights; the human body, organs, systems and their function already studied in in SET in primary level.

14.3. Introductory activity and guidance

A) Introductory activity

In different societies that exist on this planet, various peoples behave differently in reference to their cultural and social values. Define the concept of value and list some sources of values.

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 the family and personal values. 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 values and sources of values.

14.4. List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Definition of values and sources of values	The students should be able to define the concept of values and its sources.	2
2	Cultural Rwandan values and taboos	The students should be able to describe and explain cultural Rwandan values and taboos.	2
3	End unit assessment		1

Guidance on different lessons

Lesson title 1: Definition of values and sources of values

a) Learning objective

The students should be able to define the concept of values and its sources.

b)Teaching resources

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

c) Learning activity

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

Suggested answers for activities

Answer Sto The Introductory Activity

Values are principles or standards of behaviour. They are one's judgment of what is important in life. Values also refer to important and lasting beliefs or ideals shared by the members of a culture. These ideals determine what is good or bad, desirable or undesirable. Values have major influence on a person's behaviour and attitude. They serve as broad guidelines in all situations.

The sources of values include genetics, culture, parents (family), friends and peers, school, media/press, other value systems, etc.

Answers to learning activity 14.1

1. Values refer to important and lasting beliefs or ideals shared by the members of a culture. These ideals determine what is good or bad, desirable or undesirable

Answer to application activity 14.1

Espoir Primary School

Motto

Knowledge and culture for excellence

Vision

To provide quality education to students and give them the ability to achieve the highest level of academic achievement and prepare them to become productive, responsible, and ethical future leaders.

Mission

Academic excellence and cultural development

The values promoted by the above statement are: **Unity, Patriotism, Selflessness, Responsibility, Dignity, Good service delivery, Politeness**

Lesson title 2: Cultural Rwandan values and taboos

a) Learning objective

The students should be able to describe and explain cultural Rwandan values and taboos.

b) Teaching resources

In order to tackle this sub-topic well, the following materials will help you: Senior 1 History Student's book, internet, poems, media, stories, songs, fossils, jaws software, talking globes, tactile materials, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching learners with hearing impairment.

c) Learning activity

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

Guide the learners and help them do in groups **the learning activity 14.2** that is provided in additional content/ text for student and teacher followed by a plenary discussion.

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

Answers to learning activity 14.2

The following are the values of a Rwandan citizen**:**

Unity (Rwandanness, Patriotism, Selflessness, Re-sponsibility, Volunteerism, Humility, **Dignity, Good service delivery**, **Politeness**, **Honesty**

The following are the Rwandan taboos:

Division and discrimination, Lack **of commitment in the process of the development of the country**, Self-ishness *or self-centred*, Lack **of pride of being a Rwandan**, **Laziness: Lack of devotion, Lack of motivation, not working well**, Lack **of punctuality**, Dependency, neglecting **work: Lack of quality**, Lack **of security (insecurity)**, **Bad management of resources**, Wastefulness, Working *without a target*, *Lack of mutual respect*, *Inequali* ty, Bad management of family resources, Violence

14.5. Additional content/ text for teacher

Sources of values

Values are believed to be hereditary and genetically determined but some of them are driven by environmental factors which are as follows;

- **Family** – Family is the prime and most important source of obtaining values. Every child learns some values from his family since his childhood and retains those values in his mind throughout his life. The ways the parents nurture, educate and raise their child shape his personality and inculcate values in him.

- **Society** – After family, society also plays a major role developing value system of an individual. Every child learns basic manners and discipline from the school. Besides schools and colleges, other groups of society such as religious groups, economic and political groups to which an individual belongs also affect value system of an individual.

- **Personal factors** – Personal characteristics like intelligence, ability, appearance and education level of a person determines his value system very strongly. For example, an intelligent and educated person will understand and learn the social and work-related values relatively faster than the uneducated person.

- **Culture** – Cultural factors which influence value system of an individual include norms, beliefs and other behaviour patterns which are preferred and acceptable by the society. These values are often carried in rituals, customs or narratives that are often repeated and highly resistant to change because they are seen as absolute.

- **Religion** – Religion is comprised of set of values and

traditions which guide routine behaviour and decision making of an individual. Religious values help people determine what is good or what is bad.

- **Life experiences** – Man learns most from his own experiences and sometimes from experiences of others too. The values which an individual learns from own experiences of life are relatively long lasting and difficult to change.

- **Role demands** – Role demand refers to the behaviour which is associated with the particular position or role profile in an organisation. Every individual plays multiple roles in his life. The problem occurs when there is a role conflict. In such case, individuals quickly learn the value system prevailing in the organisation so that they may survive and progress in the same organisation.

- **Constitution** – Almost, all the existing constitutions of various countries highlight the values of democracy, equality and world peace. The values enshrined in the Constitution of India are stated in its Preamble are Justice, Liberty, Equality of status and opportunity and Fraternity. Herein, justice occupies the first place, followed by liberty, equality.

14.6. End unit assessment

Answers to end of Unit Assessment

1. Values are principles or standards of behaviour. Values also refer to important and lasting beliefs or ideals shared by the members of a culture.

2. The various sources of values are:

•Genetics

•Culture

•Parents (family

•Friends and peers

•School

•Media/press

1. The following are the values of a Rwandan citizen**:**

Unity (Rwandanness, Patriotism, Selflessness, Responsibility, Volunteerism, Humility, **Dignity, Good service delivery**, **Politeness**, **Honesty**

2. **The following are the Rwandan taboos:**

Division and discrimination, Lack **of commitment in the process of the development of the country**, Selfishness ***or self-centred***, Lack **of pride of being a Rwandan**, **Laziness: Lack of devotion, Lack of motivation, not working well**, Lack **of punctuality**, Dependency, neglecting **work: Lack of quality**, Lack **of security (**

insecurity), **Bad management of resources**, Wastefulness, Working ***without a target***, ***Lack of mutual rerespect***, ***Inequality***, Bad **management of family resources**, Violence

14.7. Additional activities

- **Remedial Activities**

Questions

Define the concept of values.

Answers

Values are principles or standards of behaviour. They are one's judgment of what is important in life. Values also refer to important and lasting beliefs or ideals shared by the members of a culture. These ideals determine what is good or bad, desirable or undesirable. Values have major influence on a person's behaviour and attitude. They serve as broad guidelines in all situations.

Consolidation activities

Questions

Explain two of its sources.

Answers

Two sources of values are:

Culture: Certain values are reinforced by culture. Certain cultures consider values such as achievements, peace, cooperation, unity, equity and democracy desirable.

Parents (family): Values are established in our families through parents. Parents mould and instill a certain sense of values in their children. This will help the kids to cope with future challenges.

Extended activities

Questions

Account for various types of values.

Answers

The various types of values can be explained as follows:

a) Ethical or moral values are principles that people use to determine what is right and wrong in different situations. They are the values that govern and guide the behaviours. Examples of ethical values include; honesty, fairness, care, justice, respect for others.

b) Doctrinal or ideological; these are the teachings or instructions of ideas or beliefs about religions, politics and organisations.

c) Social values; social values are moral principles accepted by the society. These values/ principles form an important part of the culture of the society

d) Aesthetic value is a judgement of value based on the appearance of the object and emotional response it brings. For example, the things that appear to be more attractive are always on high demand and expensive.

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