



South Sudan

# Secondary History 1

Teacher's Guide

**Secondary History** has been written and developed by Ministry of General Education and Instruction, Government of South Sudan in conjunction with Subjects Experts. This course book provides a fun and practical approach to the subject of History, and at the same time imparting life long skills to the students.

The book comprehensively covers the Secondary 1 syllabus as developed by **Ministry of General Education and Instruction**.

Each year comprises of a **Student's Book** and **Teacher's Guide**.

The **Teacher's Guide** provide:

- Full coverage of the national syllabus.
- A strong grounding in the basics of History.
- Clear presentation and explanation of learning points.
- A wide variety of practice exercises, often showing how History can be applied to real-life situations.
- It provides opportunities for collaboration through group work activities.
- Stimulating illustrations.



All the courses in this secondary series were developed by the **Ministry of General Education and Instruction, Republic of South Sudan**. The books have been designed to meet the secondary school syllabus, and at the same time equipping the students with skills to fit in the modern day global society.

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# HISTORY

## Teacher's Guide 1

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## FOREWORD

I am delighted to present to you this Teacher's Guide, which is developed by the Ministry of General Education and Instruction based on the new South Sudan National Curriculum. The National Curriculum is a learner-centered curriculum that aims to meet the needs and aspirations of the new nation. In particular, it aims to develop (a) Good citizens; (b) successful lifelong learners; (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society. This textbook, like many others, has been designed to contribute to achievement of these noble aims. It has been revised thoroughly by our Subject Panels, is deemed to be fit for the purpose and has been recommended to me for approval. Therefore, I hereby grant my approval. This Teacher's Guide shall be used to facilitate learning for learners in all schools of the Republic of South Sudan, except international schools, with effect from 4th February, 2019.

I am deeply grateful to the staff of the Ministry of General Education and Instruction, especially Mr Michael Lopuke Lotyam Longolio, the Undersecretary of the Ministry, the staff of the Curriculum Development Centre, under the supervision of Mr Omot Okony Olok, the Director General for Quality Assurance and Standards, the Subject Panelists, the Curriculum Foundation (UK), under the able leadership of Dr Brian Male, for providing professional guidance throughout the process of the development of National Curriculum, school textbooks and Teachers' Guides for the Republic of South Sudan since 2013. I wish to thank UNICEF South Sudan for managing the project funded by the Global Partnership in Education so well and funding the development of the National Curriculum, the new textbooks and Teachers' Guides. I am equally grateful for the support provided by Mr Tony Calderbank, the former Country Director of the British Council, South Sudan; Sir Richard Arden, Senior Education Advisor of DfID, South Sudan. I thank Longhorn and Mountain Top publishers in Kenya for working closely with the Ministry, the Subject Panels, UNICEF and the Curriculum Foundation UK to write the new textbooks. Finally, I thank the former Ministers of Education, Hon. Joseph Ukel Abango and Hon. Dr John Gai Nyuot Yoh, for supporting me, in my role as the Undersecretary, to lead the Technical Committee to develop and complete the consultations on the new National Curriculum Framework by 29 November 2013.

The Ministry of General Education and Instruction, Republic of South Sudan, is most grateful to all these key stakeholders for their overwhelming support to the design and development of this historic South Sudan National Curriculum. This historic reform in South Sudan's education system is intended to benefit the people of South Sudan, especially the children and youth and the future generations. It shall enhance the quality of education in the country to promote peace, justice, liberty and prosperity for all. I urge all Teachers to put this textbook to good use.

May God bless South Sudan. May He help our Teachers to inspire, educate and transform the lives of all the children and youth of South Sudan.



Deng Deng Hoc Yai, (Hon.)

**Minister of General Education and Instruction, Republic of South Sudan**

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# UNIT 1: PRE-COLONIAL ERA

Refer to Student's Book pg 1-21

History Form 1	Unit 1: Pre-Colonial Era
Learn about	Key inquiry questions
<p>Learners should know what is history, why they study it and its sources</p> <p>Learners should work in groups to investigate and describe Pre-colonial trade, and how it was organised in Africa (Long Distance, Coastal and Trans-Sahara Trade), the factors that favored their growth and development and the impact it had on the societies involved. They should identify the key factors in growth and development, and the reasons for its subsequent collapse.</p> <p>Learners should work together to examine and debate the factors that led to the growth and collapse of the Pre-colonial trade in Africa. They should also work in groups to discuss the effects of the Pre-colonial trades on the people of the trading areas, and the lessons that learned from it. They should make a group presentation to the class, highlighting the key points and the evidence for their conclusions.</p>	<ul style="list-style-type: none"> <li>• What is history and its sources?</li> <li>• How were the Pre-Colonial Trade organised in Africa?</li> <li>• What were the factors that favoured their growth and development?</li> <li>• What impact did Pre-colonial Trade have on the societies involved?</li> <li>• Why did the Pre-colonial Trade collapse by the end of 19<sup>th</sup> Century?</li> <li>• What lessons could be learned from the Pre-colonial Trade?</li> </ul>

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Describe how the pre-colonial Trade was organised in Africa (Long Distance, Coastal and Trans-Sahara Trade)</li> <li>• Understand the factors that led to its growth and development.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse how Pre-colonial Trade was organized.</li> <li>• Investigate factors and effects of pre-colonial trade on the societies involved.</li> <li>• Carry out debate on the reasons why pre-colonial Trade collapsed from different parts of Africa.</li> <li>• Write articles on pre-colonial Trade in Africa.</li> <li>• Assess the impact or effects of this trade on the people (Societies) involved.</li> <li>• Examine the reasons for the decline of Pre-colonial Trade in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the contribution of Pre-colonial Trade to the development of the societies involved.</li> </ul>

**Student Competencies:**

Critical and creative thinking: investigate the origin of Pre-colonial Trade and factors that led to their development.

Conversation and cooperation: in group work and presentations

**Links to other Subjects:**

Citizenship: the civic relationships that underpinned pre-colonial trade

Peace Education: the importance of trade



## **Assessment Opportunities**

Opportunities for all three forms of assessment are indicated in each of the activities.

- Observation
- Conversation
- Product

## **An outline of the learning**

In this unit, learners should explore the meaning of history and the sources of information in history. They should explore the Pre-colonial Trade in Africa, The Long Distance Trade and The Coastal Trade. They should discuss the Organisation of these trades, the routes that were used by these traders, the factors and effects for the development and decline of these trades.

## **Using the Learner's Textbook**

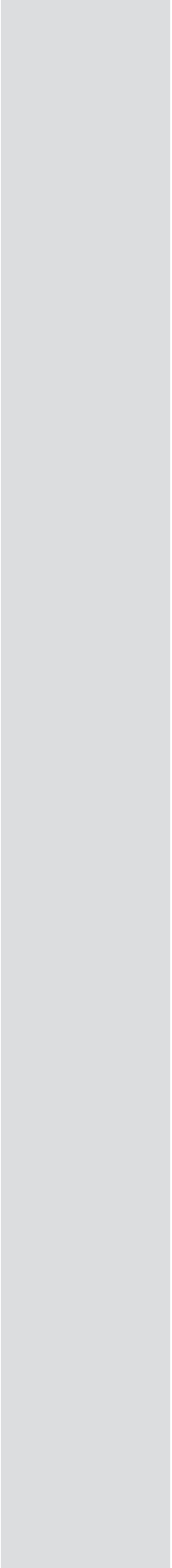
The Learner's Book has text, pictures, maps and primary sources. Help the learners in interpreting the messages contained in the sources. Discuss different types of trades which were carried out during the Pre-colonial Era, the way they were organised, the routes they used and the items involved. Help the learners to identify the factors for the growth and decline of these trades from the texts, maps, stories and photos in their Learner's Book.

Guide learners to work in pairs and groups. The activities are set out in the Learners' Books, but they will need help to ensure they understand what to do and how to work together.

Put learners in pairs and groups and make sure they work together throughout the unit. Choose three to four pairs to form one group. Maintain the same groups throughout the unit. Let for sometime pairs share their work with the group. At times, choose people to make presentations of their groups to the class. Ensure all learners are active in the class and in the groups by making sure they participate in discussions and presentations. Make sure learners read the passages in the book for themselves first and then select some learners to read it through the class to make sure everyone understands.

## **The Students competencies**

This unit presents many opportunities for critical and creative thinking. For example, interpreting pictures and maps, giving reasons



for the answers, making references, linking to the other parts of unit and making up questions. There are continuous opportunities for co-operation and team work.

In their discussions and presentations, there are so many opportunities for communication .This can be explored during discussions and presentations.

The subject matter will also deepen their understanding of South Sudan culture and identity.

## Activity 1: Introduction to history

Refer to Student's Book pg 1-5

The key learning points here in this activity is for the learners to understand the meaning of history and sources of information in history. Ask learners challenging questions to help them think. Ask them about one political event they can remember. Ask them how they got to know it. Did they witness it, hear it from someone or read about. As they tell you about the sources of their information, note them down on the black board. Tell them that the information they just shared is history. Tell the learners to note down their source of the story they gave in their notebooks.

Ask learners to read the text in the box. You may need one learner to read the text as you explain. Task other learners to identify the key words in that text. Ask learners to answer the questions under the text in groups and write their answers. Let every group representative read the answers in class. Discuss the answers in class from each group.

**Unit**  
**1**

**PRE-COLONIAL ERA**

**Activity 1****Introduction to History**

History is the study of past events. The past can be millions of years ago. It can also be as recent as yesterday. In history, we study about past leaders, political structures, military organisations, our ceremonies and our means of livelihood in the past. There is political history, social history and economic history.

**Group work**

In groups:

- a) What do you understand by the word Pre-Colonial era?
- b) Differentiate between Pre-colonial era and history.

**Sources of information on history**

These are things, places or people from where we get historical information. It is these sources of history that make us know what happened in the past.

The sources of information on history are divided into:

- (i) Primary sources
- (ii) Secondary sources
- (iii) Tertiary sources

**Primary sources**

Primary sources of information give us first hand information about some historical happenings. They include:

**(a) Resource people**

Resource people are people who witnessed some historical event. We have individuals who are experts in history and they teach others on what happened in the past. These include people who have gone through Western education and those who have not. Some elderly people like our grandfathers and

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Ask the learners to identify the category under which the sources of their story belong to. Explain to the learners that there are things, places and people where we get historical information from. Ask learners to read as you stop at every source to discuss to give more explanations to make sure every learner understands. Give them time to look at pictures. What do these pictures tell us about sources of history? Do they inspire learners to find more? Talk to the learners about primary sources. Invite a resource person as a primary source to talk to the class about the Pre-colonial history. Give learners time to pronounce some words in class in their mother tongue. This will enable you to know their origin as other source of history.

On secondary source, find some past newspapers and books containing some historic information about the past. Carry them in class during the lesson, allow learners to read through these sources, to find out information about the past. This will make the materials memorable and challenge their comprehension skills.

On tertiary source you may need to provide learners with either a video or an audio about some historic information. Let them listen to it either in class or outside the class as they take notes. Have they enjoyed the film or the audio? Are they inspired to listen and watch more? This will make the lesson more interesting and memorable. Encourage learners to ask more questions concerning sources of history.

In the question, the challenge is for the learners to search for advantages and disadvantages of primary, secondary and tertiary sources.

### **Observation**

Observe learners as they discuss primary, secondary and tertiary sources. Have they enjoyed the video?

Can they differentiate the three sources by giving examples of each?

### **Conversation**

Talk to the learners as they listen to the resource person. Have they understood why this is a primary source? Can they give advantages and disadvantages of these sources? Do they aspire to be like him or her?

### **Product**

Examine the reasons for studying history and answers about sources of history if they are correct.

## Activity 2: Pre-colonial Trade in Africa

Refer to Students Book pg 5-11

This activity covers Pre-colonial trade in Africa. Here learners need to understand that there were different types of trade in Africa during the Pre-colonial period. An example was a local trade which was believed to involve few people and to occur within a village. Ask learners some questions like, what do you understand by the word trade? Why do they think people in the Pre-colonial period carried out trade? What items do they think were commonly used in that trade? Who is a buyer and a seller?

Organise a nature walk for learners to walk to the nearby market and do a research about the commodities they sell and observe what is happening in the market for them to understand the meaning of local trade.

The main activity here is for learners to understand and differentiate Regional and Trans-Saharan Trade which occurred during Pre-colonial period in Africa. Give learners time to work in pairs, using their dictionary to find out the meaning of the common words used in trade during that time. Words like currency trade and Berber. Are they able to use the dictionary?

### Activity 2

### Pre-colonial Trade in Africa

During the Pre-colonial period, there were different types of trade in Africa. There was Local trade which involved a few people and occurred within a village or several neighbouring villages for example, among the Nuer or between the Dinka and the Nuer.

Ask learners to read the text in their textbooks. Talk to the class about Regional and Trans –Saharan Trade as you explain.

Let learners read source 1 in Learner’s Book. Encourage them to read and understand the source so that they can be able to answer the questions after that. In pairs, learners are expected to present their thoughts from the sources they have read why they think that the Trans-Saharan Trade continued even with the challenges.

Give learners time to look at the map showing The Trans-Saharan Trade routes. What do these routes tell us about the Trans-Saharan Trade? Let them read source 2 in the Learner’s Book and answer the questions in pairs. In pairs, they are expected to describe conditions in the desert. With the knowledge from the sources, they are expected to discuss their thoughts about the importance of camels to the Trans-Saharan traders.

Emphasise on the routes and the reasons why they followed those routes. Let learners work in groups to research on items used during Trans-saharan Trade. Give them time to draw a table showing the main items used. Are they able to give all the items used in during the regional and Trans-saharan Trade? Can they give reasons why those items were commonly used in trade?

Take learners through source 3. Discuss the message in the source with the learners. From the source, can they suggest answers about the reasons for the decline of this trade? Ask them to read the text following the source for more information. In pairs, learners are expected discuss the challenges faced during the Trans-Saharan Trade using the knowledge they have acquired from the sources and the text they have read. They should also discuss ways used by the traders to deal with the challenges.

### **Observation**

Observe the learners as they discuss in pairs. Are they able to tell the different types of trade? Can they give all the items that were used during the Regional and Trans-saharan Trade?

### **Conversation**

Discuss with the learners the challenges faced by Trans-Saharan and Regional Trade?

### **Product**

Read the answers they have written and explanations the learners have written to find out if they are correct.

## **The Trans-Saharan Trade**

This activity covers the Trans-Saharan Trade. Start by explaining to the learners that Trans-Saharan Trade is an example of a regional trade. Let the learners tell you what they know about the trade. Explain to the learners how the trade was organised, the items of trade used and the communities involved in the trade. Use maps to trace the routes which were used in the trade.

The topic helps the learners develop critical thinking as they investigate the origin of Trans-Saharan Trade. Group work encourages the values of cooperation. Encourage each learner to participate in all the activities.

- Let learners discuss what they know about the Trans-Saharan Trade.

## Activity 3: The Long Distance Trade

Refer to Learners Book pg 11-17

This activity talks about the Long Distance Trade. In this activity, the key learning here is for the learners to understand why this trade was referred as Long, the commodities that were used, the people who were involved in that trade and the reasons why it collapsed.

Ask learners to read the text. Talk to the class on how the trade was conducted. What are some of the commodities that you think were commonly used during that trade? Which people do you think participated in this trade? Why do you think they are the ones who participated in this trade? This will brainstorm the learners to think beyond the textbooks. Discuss the answers they have given in the class.

Give the learners time to read the text about the factors which favored the trade. Explain each factor to the learners. After explaining these factors, then select some learners to read the text about the organisation of the Long Distance Trade. The rest of the class listen carefully as they note down the key words and write some questions concerning the trade. Explain the organisation of the Long Distance Trade to the learners for more understanding. Ask learners to observe the map showing the routes of the long Distance Trade. Are they able to trace the routes of this trade? Can they identify the main items used in that trade? Which were the main trade centers?

**Activity 3**      **The Long Distance Trade**

The Long Distance Trade occurred between the East Coast of Africa and its interior in the 19<sup>th</sup> Century. It was conducted on a very large geographical area covering present day Kenya, Uganda, Tanzania, Zimbabwe, Zambia, Congo, South Sudan and Sudan. Goods from this trade were mostly sold at the coast of East Africa to Europeans and Asians.

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Give the learners time to read the story in pairs from their text books to help them understand the positive and negative impacts of Long Distance Trade. Can they summarise the impacts of this trade from the story they have read? Can they suggest



who were the losers and winners of this trade by giving reasons? Let the learners read the text after the story. Discuss with them about the effects of this trade to make them understand more. Ask them to read about the factors that led to decline of this trade and explain to them each factor.

The main challenge is for learners to identify the effects of Long Distance Trade and Trans-Saharan Trade basing on political, social and economic effects.

**Observation**

Observe the learners as they discuss in pairs. Can they explain briefly the factors that led to the decline of the trade? Are they able to trace the routes of The Long Distance Trade on the map? Can they identify all commodities used in that trade? Are they able to come up with the trading centers where the trade was carried out?

**Conversation**

Explain to the learners effects of this trade basing on political, social and economic.

**Product**

Read the answers the learners have written.

## Activity 4: The Coastal trade

Refer to Student's Book pg 17-19

This activity talks all about the Coastal Trade. The key learning here is for the learners to understand the organisation of this trade, the main items that was used in this trade and the type of people that were involved in this trade.

Introduce learners to this activity by asking them some prompt questions concerning the activity to help them think and get conversant with the topic. Questions like, why do you think this trade was referred The Coastal Trade? Which items do you think were mostly used in that trade? Who do you think were the people involved in that trade? Let them answer these questions orally. Discuss their answers in class.

Give learners time to read the text. Talk to the learners about the factors that favoured this trade. Discuss each point with the class as you encourage them to ask questions where they have not understood.

### Activity 4

### The Coastal trade

This trade was between the East African coast, the interior of East Africa, Europe, Asia, America and the Middle East. Traders from the interior of East Africa brought trade goods to the coast and exchanged them with Europeans and Arab goods. These goods included copper, slaves, ivory, leopard skin were exported to Europe, India, America and the Middle East. This trade occurred at the same time as the Long Distance Trade.

#### Factors that favoured the development of this trade

1. The Long Distance Trade provided the much needed goods.
2. Seyyid Said introduced stronger currency in form of copper coins from India that facilitated trade.
3. He signed trade agreements with the Americans, French and British ensuring market for products from East Africa.
4. There was high demand for goods from East Africa especially slaves and ivory. Arabia was in high demand for slaves from non- Muslim areas as Islam does not allow enslaving of a fellow Muslim. Portuguese needed slaves for their plantations in Brazil. The ones from Angola were not enough.
5. The coast of East Africa had deep harbours good for the foreigners to anchor their ships.

Choose some learners to read the text about the organisation of this trade. They may need your help here. Talk to them as you explain the way this trade was organised. Have they understood how it was organised? Can they summarise with their own simple words this organisation of The Coastal Trade in groups? In groups, learners are expected to use the knowledge about the organisation of Long Distance Trade and discuss the Organisation for the Coastal Trade. Every member of the group is expected to draw a table and indicate what trade each community took to the coast.

Give the learners time to discuss the factors that led to the decline of The Coastal Trade. From the passage about the factors, can they make a list of these factors? Prepare the class to have a debate about the main factors that led to the decline of the Coastal Trade. Choose one group of the learners to be proposers and the other group to be opposer. Observe learners as they carry out the debate. Can they defend their side either proposers or opposes with strong points?

Let the learners read the text about the impacts and discuss them after the debate. Give them time to research more impacts of this trade in pairs and write their own questions concerning this activity. This will improve their understanding and help you to check if they have understood the activity well.

Ask learners to observe the primary source showing the way the Coastal Trade was carried out that the sea. In pairs, they are expected to present their thoughts about other items they think were exchanged along apart from goods and money. The under the pair work 2<sup>nd</sup> question in this pair is to help learners to think. It also helps them to link what is happening today with the early trades using the knowledge from the source.

### **Observation**

Observe the learners as they conduct the debate. Are they able to use good language? Can they give out the key points concerning the debate topic?

### **Conversation**

Talk to the learners about the organisation of The Coastal Trade. Can they summarise the Organisation in their own words? Can they give more impacts of The Coastal Trade?

### **Product**

Read the answers the learners have given.



## **Answers to end of unit exercise**

In question one; let the learners understand what the question is all about. Can they interpret the question correctly by themselves? Guide the learners in understanding that the question requires them to identify the shortcomings of archeology as a source of information.

Guide the learners in interpreting the other questions and correct them where is necessary.

## UNIT 2: COLONIAL RULE

Refer to Student's Book pg 22-47

History Form 1		Unit 2: Colonial Rule
<b>Learn about</b>		<b>Key inquiry questions</b>
<p>Learners should read a range of sources information about Colonial rule and work together to identify the various colonialists who came to Africa, and discuss their objectives or reasons for colonisation of the African continent. They should compare this with colonial rule in other continents such as South America.</p> <p>Learners work in small groups to find out the types of colonial administration used in Africa, and compare this system to their pre-colonial administration under Kingdoms or chiefs and write reports.</p> <p>They should explore the types and reasons for African responses to colonial rule, and identify areas of achievement and failures and relate them to the present situation in Africa.</p>		<ul style="list-style-type: none"> <li>• Why did the Colonialists come to Africa?</li> <li>• Why did the colonialists use different types of administration systems in Africa?</li> <li>• How did this compare to other continents?</li> <li>• How did Africans respond to colonial rule?</li> <li>• What were the effects of Colonisation on the Africans?</li> <li>• Why were some Countries not colonised in Africa?</li> </ul>
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Identify the different colonialists who came to Africa.</li> <li>• Understand why some Countries were not colonised.</li> <li>• Describe the types of administration used by colonialists.</li> <li>• Explain the African response towards colonial rule.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate the different colonialists who came to Africa.</li> <li>• Analyse different systems of administration applied by the colonialists in Africa and their effects.</li> <li>• Discover the various responses of the African people towards colonialism.</li> <li>• Establish archives of the different facts about colonialism in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>• Show concern for the colonial influence on the African people.</li> <li>• Value African response to the colonial rule.</li> <li>• Appreciate the positive contribution of the colonialists to the Africans.</li> <li>• Value human rights</li> </ul>

**Contribution to competences:**

Critical thinking: through researching on why Europeans scrambled for and partitioned Africa

Problem solving skills: Taking decision on unfair practices in their communities.

Co-operation working in groups to carryout documentary review of the colonial system of administration.

Culture and heritage: artifacts and tools that were used by African resistors and create an archive

**Links to other subjects:**

Geography: through the study of geology where we learn about the remains of the past

Citizenship: through presenting the findings on the tools or weapons used by the resistors

English Language: through dialogue and discussion.

Peace Education: African response to colonialism

## **Assessment Opportunities**

Opportunities for all three forms of assessment are indicated for each of the activities.

- Observation
- Conversation
- Product

## **An outline of the learning**

In this unit, learners should research the meaning of colonialism, scramble and partition. They should investigate the scramble and partition of Africa. They should also explore the colonial rule and administration and the response of Africa to the colonial rule.

## **Using the Students Textbook**

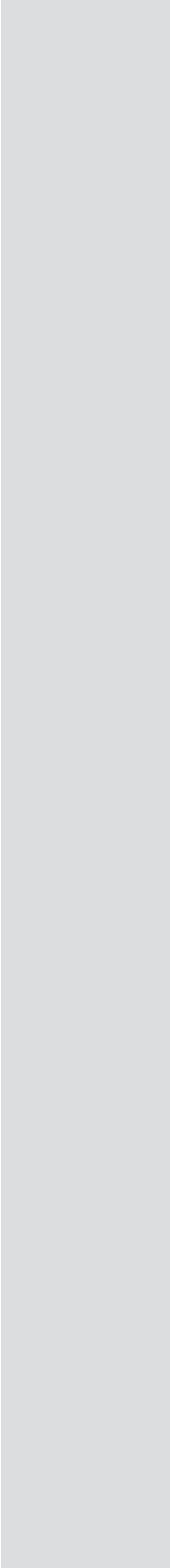
The unit contains text, photographs and maps. By using them, learners should describe how Africa was partitioned by the colonialists. They should identify the colonial administration systems in Africa and the response of Africans to those systems. They should also identify similarities and differences discovered from the texts, photographs and maps in the Learner's Book.

Guide the learners to work in pairs and groups. The activities are set out in the Learner's Book. Learners will need help to understand what to do and how to work together.

Learners are expected to work in pairs throughout the unit. Three or four pairs should form a group. Maintain the same group throughout the unit. Often the pairs will share their work with the group. At times, you will need to select people to make presentations in the class. Help learners work effectively by ensuring that all learners in the group have a role and participate in the discussion and presentations. There are many passages to read in the Student's Book. Ask the learners to read the passage by selecting someone to read it through to the class to make sure everyone has understood.

## **The Student Competencies**

This unit presents many opportunities for creative and critical thinking. Interpreting pictures, maps, giving reasons for the answers, making references and links to other parts of the unit and making up questions.



Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and team work. Communication opportunities can be promoted through discussions and presentation. This can be explored in the whole class discussions.

The subject matter will also deepen their understanding for the South Sudan culture and identity.



## Activity 1: The Scramble and Partition of Africa

Refer to Student's Book pg 22-26

This unit talks about Colonial Rule .In this activity, you will talk about The Scramble and Partition of Africa.

To help the learners understand the meaning of scramble and partition of Africa, bring 2 sweets to the class. Throw the sweets randomly to the learners. Each learner will try to get a sweet. Tell the learners that, that is what is called **scramble**. Ask the learners to share the sweets among themselves until each learner in the class gets a piece. Tell them that the sharing of the two sweets is a partition.

Tell the learners to give you their own meaning of scramble and partition from the activity they have just carried out. Discuss the meaning of these words in the class as you select one learner to read the text in the box. Encourage learners to ask questions where they have not understood.

Give learners time to observe the primary source 1 with the information about the scramble and partition of Africa. After looking at the cartoon strip as a primary source, can they discuss the message in that cartoon strip? Tell the learners that this cartoon strip was drawn to show how Africa was been divided like a cake in the Berlin Confrence.

Allow them to justify Hegel's remarks. Ask them to observe the world map and use their atlas to locate the European countries that colonised Africa to check if they know them.

Ask learners to recite the poem about the White man's burden as a source. Allow the pairs to take turns in reciting the poem. Listen to their tone variation. Here they are expected to answer questions after the source. From the message in the poem can they explain what the White man's burden is?

### Activity 1

### The scramble and partition in Africa

#### Source 1



Looking at the cartoon strip above, what message do you think its trying to deliver about the scramble and partition of Africa.

They are expected to justify the author's message by supporting his views by the points they have gotten from the poem. You may need to draw the flow chart on the board showing the reasons for the colonialism in Africa in order to be able to explain in details to make all learners understand the chart. Explain all the reasons social, economic and political reasons. Emphasise on these reasons to the learners as they are the main cause of scramble and partition of Africa.

Assess the understanding of the learners to make them think outside the box by giving them a class work that will make them think and link what they have learn with the reality. They are expected to discuss reasons that can make a person or a group of people to want to take control of others. This will make you know if they have understood the activity well. Let learners present their thoughts to the class. Discuss with the class the answers of their presentations as you explain.

### **Observation**

Observe the learners as you examine how they work in pairs. Take note of how the learners interact with each other and encourage them to actively participate. Assist learners in their pair activity by providing them with ideas as a way of encouraging them to be active in discussion.

### **Conversation**

Engage learners from each pair in a conversation as you ask them to explain the main reasons for the colonial rule in Africa. Encourage them to comment on those reasons and write why they think these European countries chose to colonise Africa and no other continent. Explain to them different ways on how Africa was partitioned by different European powers.

### **Product**

Assess the learner's explanations and arguments. Consider their ability to argue on Hegel's remarks from the answers they have written. Are the learners able to criticize his remarks? Can they write their own reasons that can make them to wish to colonise a country or a place?

## Activity 2: Colonial rule and administration

Refer to Student's Book pg 27-41

In this activity learners are expected to know the colonies that colonised Africa, reasons why some countries were not colonised, types of administration systems in Africa, effects of colonial rule, direct and indirect rule in Africa.

Introduce learners to this activity by asking them to draw a table with different columns representing the colonies that colonised Africa, then in each write the countries they colonised starting with the European power which had the many colonies. This will require them to do a research from the previous books they have read.

### Activity 2

### Colonial rule and administration



#### Pair work

1. Draw a table with different columns representing the European powers that colonised Africa. In each write the African country that the European power colonised.
2. From your table arrange the European powers starting with the one that had most colonies?



During the Berlin Conference of 1884-1885, Africa was shared among

the seven European countries of Britain, France, Germany, Belgium, Spain, Portugal and Italy. The Berlin Conference was convened by the German Chancellor Otto Von Bismarck. There were certain conditions set for any European power that wanted to colonise Africa. These conditions were known as the terms of the Berlin Conference. They stated:

- a) That any state laying claim to any part of Africa must inform other interested parties.
- b) That all signatories must declare their "sphere of influence" which was an area under each nation's occupation.
- c) That interested nations must effectively occupy their spheres of influence and establish administration.
- d) Countries must undertake to stamp out slave trade in the area they occupy.

Let learners take turns and read the texts provided in the Students Textbook. Discuss each point with the learners to make them understand more.

Give time learners to observe the map on the Student's Textbook and interpret it. Ask them to read the passage after the map and summarise in their own words. Can they identify the key words?

### **Class activity**

Learners are supposed to answer the question using the knowledge from the map they have drawn during pair work. Provide them with the flashcards to write the names of the countries that were not colonised or write the on the board. Ask them to read the text about reasons why some countries were not colonised. Explain to them deeper for more understanding.

Select learners to read the text under colonial administration systems in Africa. Here they may need your help. Stop at every point to explain to make learners understand in simple words in order to be able to differentiate those systems that were used by the colonies to colonise Africa. Direct rule, indirect rule and assimilation policy which was mostly used by French.

Let learners take their time to observe the cartoon image on their textbooks. Do they understand the message in that cartoon strip? Let them use their imaginations and their thoughts with the knowledge they have gotten from the texts they have read and identify who the cartoon represent. Through their guess you will know how far they have understood the unit.

Ask learners to read the primary source 4. This will help them to understand some of the ways in which Africa land was acquired. And how African chiefs were cheated by colonisers. From this source, learners are expected to identify the message of the author. They are expected to argue the point if African chiefs were cheated by the Europeans by signing the treaties. This will enable learners to express their thoughts as they give out their opinions.

Ask learners to read the text about the effects of the colonial rule, direct and indirect rule in Africa. Select some learners to go through the text loudly as you encourage others to listen. Discuss these rules to the learners for more understanding.

In groups, learners are expected to find a research about the African countries which were colonised through direct and indirect rule. They should give reasons which led to the use of specific rule to a specific country. Every learner here is expected to come up with his or her findings. Assess their report if their points are correct. Let them recite the primary source 5 from their learner's book. Select some of the learners to recite the poem in pairs about of

the Black Man's Burden a respond of the White Man's Burden by Rudyard Kipling. Do they like the poem? Pair them to answer the questions after the poem. They are expected to understand the poem well in order to be able to analyse the key issues discussed in the poem. Let them explain in details the altitude of the author of the poem. This will help learners to understand how Africans felt towards the colonial rule .Make sure they understand the message of the author in that poem. Ask learners to read the text to understand more.

### **Observation**

Evaluate how well learners are able to engage in pairs and class activity. Consider their effort to participate in collective work and check the quality of their contribution.

### **Conversation**

As learners work in pairs encourage them to read and understand the questions well. Assess learners whether they are able to carry out debate in the right way. Are they using good communication skills?

### **Product**

Evaluate how learners develop their creativity and communication during debate and presentation.

## Activity 3: African Response to Colonial rule

Refer to Student's Book pg 42-46

The key learning here is for the learners to understand how Africans responded to Colonial rule. Ask learners some questions to brainstorm them. Questions like; what is the meaning of resistance? What is collaboration? Why do you think Africans responded in those two ways? Discuss the answers they have given as you correct them to make them understand more.

This activity is supposed to encourage learners to practice their reading and listening skills. Learners are encouraged to take turns and read the text provided in the Student's Textbook. Ask the learners to identify the key words from the texts. Let them summarise the text in their own words.

Select a learner to read the texts under the reasons for Africans collaboration. Here you may need to discuss to the class as you explain every point for more clarification.

In this group activity, creative and critical thinking are assessed. Each group member is expected to participate and voice their opinions. Let learners discuss this activity using the knowledge they have acquired in this unit.

Ask them to read the text in their Student's Textbook. Stop at each point to discuss with them the reasons. Then get learners to suggest their own questions to the class so that everyone can understand.

### Activity 3

### African response to colonial rule

**African communities responded in different ways to European occupation. The main responses were resistance and collaboration.**

#### Source 8

'I have listened to your words but can find no reason why I should obey you—I would rather die first.... If it should be friendship that you desire, then I am ready for it...but to be your subject that I cannot be.... I do not fall at your feet, for you are God's creature just as I am.... I am Sultan here in my land. You are Sultan there in yours. Yet listen, I do not say to you that you should obey me; for I know that you are a free man.' — *(King Machelamba of the Yao in East Africa to German commander Hermann von Wissmann, 1980.)*

## **Observations**

Listen to the learners as they make presentations to the rest of the class of the questions they have come up with. Observe the learner's presentation and communication skills. Have they understood the reasons why African resistance failed?

## **Conversation**

Engage learners from each pair in a conversation as you ask them to explain the difference between collaboration and resistance. Can they give reasons why some collaborated and others resisted? Encourage them to find out more reasons.

## **Product**

Evaluate whether the answers they have given are correct. Consider how learners have used their critical thinking throughout the unit.

## **End of unit exercise**

The first question requires the learners to argue about the colonial administrative systems used by the colonialists. You can make this a debate or individual work through writing.

The second question requires the learners to identify the various factors that might have influenced Africans response to colonial rule.

# UNIT 3: EARLY SOCIETIES IN SOUTH SUDAN

Refer to Student's Book pg 48-65

<b>History Form 1</b>		<b>Unit 3: Early societies in South Sudan</b>
<b>Learn about</b>	<b>Key inquiry questions</b>	
<p>Learners should read a range of sources information about Colonial rule and work together to identify the various colonialists who came to Africa, and discuss their objectives or reasons for colonisation of the African continent. They should compare this with colonial rule in other continents such as South America.</p> <p>Learners work in small groups to find out the types of colonial administration used in Africa, and compare this system to their pre-colonial administration under Kingdoms or chiefs and write reports.</p> <p>They should explore the types and reasons for African responses to colonial rule, and identify areas of achievement and failures and relate them to the present situation in Africa.</p>	<ul style="list-style-type: none"> <li>• Why did the Colonialists come to Africa?</li> <li>• Why did the colonialists use different types of administration systems in Africa?</li> <li>• How did this compare to other continents?</li> <li>• How did Africans respond to colonial rule?</li> <li>• What were the effects of Colonisation on the Africans?</li> <li>• Why were some Countries not colonised in Africa?</li> </ul>	
<b>Learning outcomes</b>		
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>• Identify the different colonialists who came to Africa.</li> <li>• Understand why some Countries were not colonised.</li> <li>• Describe the types of administration used by colonialists.</li> <li>• Explain the African response towards colonial rule.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate the different colonialists who came to Africa.</li> <li>• Analyse different systems of administration applied by the colonialists in Africa and their effects.</li> <li>• Discover the various responses of the African people towards colonialism.</li> <li>• Establish archives of the different facts about colonialism in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>• Show concern for the colonial influence on the African people.</li> <li>• Value African response to the colonial rule.</li> <li>• Appreciate the positive contribution of the colonialists to the Africans.</li> <li>• Value human rights</li> </ul>



**Contribution to competences:**

Critical thinking: through researching on why Europeans scrambled for and partitioned Africa

Problem solving skills: Taking decision on unfair practices in their communities.

Co-operation working in groups to carryout documentary review of the colonial system of administration.

Culture and heritage: artifacts and tools that were used by African resistors and create an archive

**Links to other subjects:**

Geography: through the study of geology where we learn about the remains of the past

Citizenship: through presenting the findings on the tools /weapons used by the resistors

English Language: through dialogue and discussion.

Peace Education: African response to colonialism

### **Assessment Opportunities**

Opportunities for all three forms of assessment are indicated for each of the activities.

- Observation
- Conversation
- Product

### **An outline of the learning**

In this unit, learners should explore the early societies in South Sudan. They should explore centralised and decentralised societies in South Sudan. They should discuss the Shilluk, the Nuer, the Azande and the Dinka kingdom. Their social, political and economic organisations.

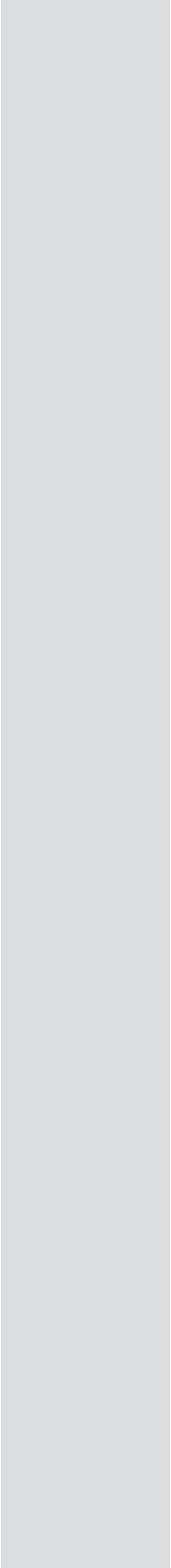
### **Using the Student Textbook**

Using learner's texts, photographs and maps, they should describe how societies were organised in centralised and decentralised societies. They should identify the people of South Sudan and discuss their political, social and economic organisations. They should also identify similarities and differences discovered from the texts, photos and maps in the Learner's Book.

Guide the learners to work in pairs and groups. The activities are set out in the learners books ,but they will need help to ensure they understand what to do and how to work together. Put the learners in pairs. These pairs will work together throughout the unit. Three or four pairs should form a group. Maintain the same group throughout the unit. Often the pairs will share their work with the group. At times, you will need to select people to make presentations to the class. Help learners work effectively by ensuring that all learners in the group have a role and participate in the discussion and presentations. There are many passages to read in the student's book. Ask them to read to themselves first. Then select someone to read it through to the class to make sure everyone has understood.

### **The Student Competencies**

This unit presents many opportunities for creative and critical thinking. Interpreting pictures, maps, giving reasons for the answers, making references and links to other parts of the unit and making up questions.



Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and team work. In their discussions and presentations, there are many opportunities for communication. This can be explored in the whole class discussions. The subject matter will also deepen their understanding South Sudan culture.

## Activity 1: Centralised and Decentralised societies in South Sudan

Refer to Student's Book pg 48-49

This activity talks about early societies in South Sudan. Ask the learners from different communities to tell oral stories about their origin. From their stories, identify the social, political organisation of those early communities. Ask them to compare the political, social and economic organisation of these communities with what they have today. Tell the learners to note down the political heads from each community according to the stories they have given.

Take learners through the introduction to understand what centralised and decentralised societies. Ask them to classify each community they heard a story about into centralised and decentralised community according to what they have read. Give learners time to observe the images in their Learner's Book as the primary source 1. This will enable them to suggest some of the characteristics of centralised societies in South Sudan. Here, they are expected to work in pairs and suggest those characteristics as from the sources. Can they differentiate these two societies by their characteristics? Explain every point to them for more understanding. Draw a table on the board showing centralised and decentralised societies in South Sudan to make it easy to remember. Here you will need to invite a resource person if possible to the class. Task learners to write down questions they would like to ask concerning the activity they have learnt. Ask them to discuss the questions with their group members.

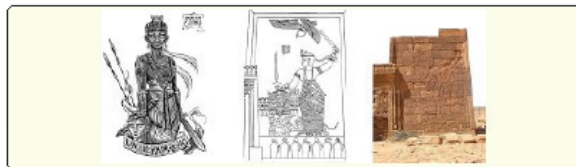
### Activity 1

### Centralised and decentralised societies in South Sudan

South Sudan had various societies during the pre-colonial period. Some of the societies in South Sudan were centralised while others were decentralised.

#### Characteristics of centralised societies

##### Source 1



#### Pair work

The source above shows images of drawings and a building that date from times when there were centralised societies in what is now South Sudan. What do the images suggest about the characteristics of centralised societies?



### **Observation**

Evaluate how the learners are able to work in pairs. Consider their efforts to participate in collective work and the quality of their contributions. Can they give a summary about their society including all the facts?

### **Conversation**

Ask the learners questions and give them hints as they tell stories about their communities. Encourage other learners from the same community to participate in the story telling.

### **Product**

Read and assess the sequence of events given by the learners. Find out if the learners are able to differentiate centralised and decentralised societies from the characteristics they noted down.

## Activity 2: The Shilluk Kingdom

Refer to Learners Book pg 49-51

The key learning point here is for learners to understand the origin, political, social and economic organisation of the Shilluk Kingdom. Introduce this activity by giving learners a brief history about the Shilluk Kingdom. Involve them in the lesson by asking them some few questions about the Shilluk kingdom. Who ruled the Shilluk people? Were they centralised or decentralised?

Ask them to read the introduction about the Shilluk kingdom. Have they understood the origin of this kingdom from the introduction? Ask them some questions to assess them. Questions like: Who is Nyikang in the Shilluk Kingdom? Let them summarise the origin and the organisation of this kingdom in their own words.

Ask learners to read the primary source in their books. This will help them to understand the sequence of the events that were involved in the transition from one king to the other.

After they have read the source, they are expected to work in pairs where they are expected to present the events that were involved in transition from one king to another in a flow diagram. This diagram will help them remember easily.

### Activity 2

### The Shilluk Kingdom (1490-1865)

The Shilluk Kingdom is also known as the Chollo Kingdom. The Shilluk are part of the Luo Nilotes group. The Shilluk were a centralised community. They are also known as the Chollo. Their kingdom was situated on the banks of the White Nile. Its capital was at Fashoda. It was founded in mid-15<sup>th</sup> Century by a man known as Nyikang. He is said to have quarreled with some of his relatives and parted with them. He migrated to a different location with his followers who were then known as the Shilluk. He was regarded as a semi-god. The Shilluk kingdom was therefore a sacred monarchy.

#### Political organisation of the Shilluk

##### Source 2

The Shilluk king, or reth, was indeed said to embody a divine being—a god or at least a demi-god—in the person of Nyikang, the legendary founder of the Shilluk nation. Every king was Nyikang. The reth was not supposed to die a natural death. He might fall in battle with the nation's enemies. He might be killed in single combat after a rival prince demanded a duel, as they had a right to do, or be suffocated by his own wives or retainers if he was seen to be physically failing (a state which was indeed seen to lead to poor harvests or natural catastrophes). On his death, though, Seligman emphasised, Nyikang's spirit left him and entered a wooden effigy. Once a new reth was elected,

Take learners through the text about political, economic and social organisation of the Shilluk Kingdom. Explain each point to the learners for more understanding as you give them examples that they know from their societies. Ask them to look at the picture of the Shilluk King. What does this picture tell us about Kings during the pre-colonial period? Explain the decline of the Shilluk Kingdom to the class.

### **Observation**

Listen to the learners as they express their thoughts on how the Shilluk Kingdom was organised and pay attention to how they articulate words and their self-expression. They should show confidence as they give their explanations of the origin, political, social and economic organisation of the Shilluk people.

### **Conversation**

Talk to the learners as you discuss the answers they have written. Assess whether they are able to identify the key points from the passage as well as write a summary of the origin of the Shilluk in their own words.

### **Product**

Read the learner's individual report and consider how well they are able to use the guidelines and come up with the relevant report.

## Activity 3: The Azande Kingdom

Refer to Student's Book pg 52-54

This activity involves discussion and research. Introduce the activity by asking learners who come from the Azande Kingdom to stand. Ask them to give a short history about their society. If it is possible ask them to sing a song about their society which talks about their culture. Task others to take notes as they give a short history of their society and encourage them to ask questions to get more information. Are they able to give a brief history about the Azande Kingdom? Can they give all the features that describe the Azande Kingdom? Can they give all the facts about the Azande? Read the notes they have written as you discuss them in the class. Ask learners to read the text in their books. As they read, explain to the learners some of the keywords. Make sure all learners understand political, social and economic organisation of Azande people. Ask learners to summarise these organisations in their own words. Can they differentiate among the three based on their characteristics?

### Activity 3 The Azande Kingdom

The Azande are a Bantu community. The Azande means the people who possess much land. The Azande people are found in present day Democratic Republic of Congo, South Sudan and in the Central Africa Republic. The Azande Kingdom was created through military conquests and was ruled by two different dynasties; the Banda dynasty and the Vungara dynasty. In South Sudan, they live in the Central and Western equatorial states of Yei, Maridi, Yambio and Tambura or Tumbura. The word Azande means people who possess much land. They were fierce warriors who were able to acquire a lot of land through conquests.



Fig. 3.2 Azande warriors

#### Political organisation

They were ruled by Kings. The kingdom was made up of many tribal kingdoms ruled by the Vungara dynasty. After a King's death, the sons would fight for the seat. The losing sons would move and establish kingdoms in neighbouring areas. This made the Azande Kingdom spread far and wide especially Eastwards and Northwards.

Each kingdom was divided into provinces.

The king appointed chiefs to help him rule.

The kingdom had a strong army which was feared by many.

#### Economic organisation

1. In the Azande Kingdom, roles were gender based. The Zande were iron workers. They made iron knives, bows, arrows and swords.
3. They were also mixed farmers. They kept animals like cattle and grew crops like millet and sorghum. They practised shifting cultivation.
4. They hunted animals to supplement their meal.
5. They traded with their neighbours.
6. They made pots and baskets to store food and water.
7. They made baskets from bark and palm leaves.



Give learners time to look at the primary source in their books. This source will enable them to get more information about the Azande people beliefs in witchcraft and how the practice was carried out and its importance. They are expected to discuss what can happen as a result of mangu.

Under the work to do learners are expected to use the knowledge they have acquired from the two activities to correctly fill in the table. They should find out the political, social and economic similarities between Azande and Shilluk people. This should come clearly as they will use the knowledge they have acquired throughout the activity. This will enable you to assess their understanding.

### **Observation**

As some learners give the story about their society and sing a song in the class, observe if others are attentive as you encourage them to ask questions and write some notes. This is to assess their listening and writing skills. Are these learners narrating the story courageous and loud?

### **Product**

Evaluate the learner's courage. Consider if they are able to give all the facts about the Azande people.

## Activity 4: Anyuak (Anywaa) Kingdom

Refer to Learners Book pg 55-58

In this activity, learners are expected to understand the socio-political, economic, and social organization of the Anyuak kingdom. They should also know that the Anyuak are part of the Luo Nilotes group examples: Cholo (Shilluk). Pari, Luo of the Bahr el Ghazal, Luo of Kenya, Alur and Jopadhola in Uganda, and Acholi both in Uganda and South Sudan. Involve learners in discussion more about territory, beliefs, customs, and culture of the Anyuak. Ask learners who come from the Anyuak? Let him/her tell the rest about their people, where they live in South Sudan (Akobo and Pochalla). Ask them to read the Source 2 below:

### Activity 4 The Anyuak (Anywaa) Kingdom

The people called themselves Anywaa (single) Anywaas (plural). Others, particularly their neighbors simply know them as Anyuak. The Anywaa land originally was the stretch of territory extending along the Sobat River with its tributaries of Baro, Alworo, Gilo (draining western Ethiopia) and Akobo, Oboth, Agwei-Pibor. The Anyuak are part of the Luo Nilotes group. They were centralized community. Many Kings exist but there is king of kings. The Anyuak kingdom headquarters is in Otalo, Adongo clan.



Fig. 3.3 His Majesty king Adwago Adwago, the 23<sup>rd</sup> King of the Anyuak Kingdom

### Socio-Political Organization of the Anyuak

#### Source 4

The kingdom of Anyuak society was originally divided into two large clans: Tung Goc and Tung nyo-Odolla, which were perpetually feuding and competing for dominance. The Anyuak settled in big villages along the Akobo, Baro, Alworo, Oboth, Agwei, and Dikony (Pibor) Rivers. Each Anyuak village has a King (Nyiya) single or chief (kwaro) or Kway-Luak (sub chief) in control of the social and administrative matters of the village. The Anyuak society is communal. It is obligatory to share resources and assist one another in times of famine and diseases. The Anyuak are strongly religious and have

The Anyuak kingdom used to be a federation of villages. The village is the largest political and economic unit in the Anyuak Land. A village community is generally associated with lineage of some clans. Each village is headed by an independent king (Nyiyā) or chief (kwaro). The villages headed by kings (Nyiyāe) were constantly feuding among themselves for the control of Ocwok- the royal throne and bead. This state of insecurity prompted the British colonial administration to make Nyiyā Agada Akway Cham king of kings ostensibly after the Ethiopian feudal system (Emperor Haile Sellasie was king of kings) rendering the Ocwok to permanently remain in his possession and protection. All other kings (Nyiyāe) come to his court to be put on Ocwok or enthroned. Ask them some questions. Ask learners to discuss in pair the naming system in their own communities and how theirs differ from the naming system in the Anyuak society. Let the learners present their work to whole class. Ask individual learner about sharing resources in their society and let him/her present to the class. Take learners through the text about political, economic, and social organization of the Anyuak kingdom. Explain each point to the learners for more understanding as you give them examples that they know from their societies

## **Observation**

Listen to the learners as they express their thoughts on any question, activity, and presentation and pay attention to how they articulate words and their self-expression. They should show confidence as they give their expressions of the political, economic and social organization of the Anyuak kingdom

## **Conversation**

Talk to the learners as you discuss the answers they have written. Assess whether they are able to identify the key points from the passage.

## **Product**

Read the learner's individual report and consider how well they are able to use the guidelines and come up with the relevant report.

## Activity 5: The Nuer

Refer to Learners Book pg 59 - 61

In this activity, learners are expected to understand the political, social and economic organisation of the Nuer people. They should also know that the Nuer are believed to be related to the Dinka by blood and that they are the tallest people in South Sudan. In this activity you have to involve learners in a discussion. Select some of the learners from the Nuer group to tell the rest of the class what they know about their people. Ask them to sing a song in their language about their culture. Ask others to listen as they take down the key points about these people. This is to assess their listening skills. Discuss with the learners what they have written. Ask learners to read the information from the primary source provided. The source talks about the Nuer and the Dinka. This source will enable the learners to understand the relationship between the Nuer and the Dinka and why the Nuer people hate the Dinka despite all what they have undergone together. From this source learners are expected to work in pairs to discuss the contradictions of the source about the attitude of Nuer towards other tribes. They are also expected to give their thoughts on whether the anthropologist will ever come to the same conclusion.

### Activity 5

### The Nuer


They live in the upper Nile valley. They are Nilotes. The Nuer people were a de-centralised society. They are believed to be related to the Dinka by blood. Some people claim that in the past the descendants of the Nuer and Dinka were children of the same father.

Source: 4

#### The Nuer and the Dinka

The Nuer feel closer to the Dinka than to other groups of strangers. They fought together in the SPLA and often speak of each other as cousins. At the same time, the Nuer show greater hostility toward the Dinka than toward other strangers.

*"The nearer people are to the Nuer in mode of livelihood, language, and customs, the more intimately the Nuer regard them, the more easily they enter into relations of hostility with them and the more easily they fuse with them. ...Nuer make war against a people who have a culture like their own" – Evans-Pritchard.*





### Pair work

Study the source above and answer the following questions.

1. What apparent contradiction does the source suggest about the attitudes of the Nuer towards other tribes?
2. Do you think the anthropologist would come to the same conclusion today? Give reasons for your answer.

Give learners time to read the political, economic and social organisation of the Nuer people. Discuss each point with the learners for more understanding. Let learners read through these organisations by themselves. Ask them to write in their own words the organisation of these people from political, social and economic. In the class discussion, learners are expected to research from their teacher and their fellow students who come from Nuer people how was these marriage were done and the reasons. Every learner is expected to contribute as they discuss from the research they have done.

### **Observation**

Evaluate how learners are able to engage in class discussions. Consider their effort to participate as you encourage them to be active and give out their views in order to promote team work and co-operation.

### **Conversation**

Interact with the learners as you discuss with them about the facts of the Nuer people and how they carried out their marriages. Ask them to discuss the reasons for the hatred between Nuer and Dinka people.

### **Product**

Read and evaluate how well learners develop their ideas on their research about the Nuer people. Assess their ability to define their thoughts.

## Activity 6: Dinka

Refer to Student's Book pg 61-64

Introduce this activity by asking the learners to pick the tallest people they know in their class and in their school. Are they from Dinka society? If there is any ask him or her to tell other learners stories about their people. If there is none you can invite anyone from the school to give the learners some information about the Dinka people.

Take learners through the introduction about the Dinka people. Help them in explaining the political, economic and social organisation. Give learners time to look at the pictures on their Learner's Books. Are they familiar with the pictures? Do they know them? If there is any girl from the Dinka people ask them to produce jewellery if they have to show them to others.

Ask learners to recite the poem as a primary source 5. Select a pair to recite the poem as others listen and note down the main message in that poem. Do they agree with the poem? Check their reaction while they recite the poem. They are expected to work in pairs to compare source 4 and 5 and discuss the similarities between the Nuer and the Dinka people. Are they able to give the comparisons? Can they point out the key message being conveyed in the poem?

### Activity 6

### The Dinka

They are the largest ethnic group in South Sudan. They also call themselves the Jieang. They are River Lake Nilotes. They are among the tallest people in the world.

#### Political organisation

They were a decentralised community organised in clans. They had leaders from ruling families who ruled over the people. These leaders were ritual chiefs who were believed to have healing powers. They were known as *Beany Bith* or masters of fishing.

Men who had undergone scarification became known as *Parapuel* and formed the warriors of the community.

#### Economic organisation

1. The Dinka men made carved fishing hooks and spears.
2. Dinka women wove baskets and sleeping mats from papyrus.
3. They made pots and leather belts from animal skin.
4. They were pastoralists. They kept large herds of cattle.
5. They were also traders. They traded with the Nuer in cattle, grain and ivory.

In the work to do, learners here are expected to copy the table Under Student's Book and fill them correctly with social, political and economic similarities among the centralised and decentralised societies. They are also expected to draw another table to write the differences using the knowledge they have acquired in this unit. Check their books to assess the answers they have written if they are correct. This will help you to know if they have understood the unit.

### **Observation**

As the learners discuss the pictures in their Learner's Book in groups, evaluate how well they are able to engage in the group and class discussions. Consider their efforts to participate in collective work and the quality of their contribution.

### **Conversation**

Talk to the learners as they discuss their answers on the research they have conducted. Assess whether they are able to identify all the facts concerning the Dinka people.

### **Product**

Assess learner's ability to comprehend and understand the poem. Do they express their thoughts towards the message of the author in the poem and come up with reasons why the Dinka and Nuer people should live like brothers.

# UNIT 4: THE TURKO-EGYPTIAN AND MAHDISTS IN SUDAN

Refer to Student's Book pg 66-82

<b>History Form 1</b>		<b>Unit 4: The Turko-Egyptian and Manhdists in Sudan</b>	
<b>Learn about</b>		<b>Key inquiry questions</b>	
<p>Learners should read a range of sources information about Colonial rule and work together to identify the various colonialists who came to Africa, and discuss their objectives or reasons for colonisation of the African continent. They should compare this with colonial rule in other continents such as South America.</p> <p>Learners work in small groups to find out the types of colonial administration used in Africa, and compare this system to their pre-colonial administration under Kingdoms or chiefs and write reports.</p> <p>They should explore the types and reasons for African responses to colonial rule, and identify areas of achievement and failures and relate them to the present situation in Africa.</p>		<ul style="list-style-type: none"> <li>• Why did the Colonialists come to Africa?</li> <li>• Why did the colonialists use different types of administration systems in Africa?</li> <li>• How did this compare to other continents?</li> <li>• How did Africans respond to colonial rule?</li> <li>• What were the effects of Colonisation on the Africans?</li> <li>• Why were some Countries not colonised in Africa?</li> </ul>	
<b>Learning outcomes</b>			
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes</b>	
<ul style="list-style-type: none"> <li>• Identify the different colonialists who came to Africa.</li> <li>• Understand why some Countries were not colonised.</li> <li>• Describe the types of administration used by colonialists.</li> <li>• Explain the African response towards colonial rule.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate the different colonialists who came to Africa.</li> <li>• Analyse different systems of administration applied by the colonialists in Africa and their effects.</li> <li>• Discover the various responses of the African people towards colonialism.</li> <li>• Establish archives of the different facts about colonialism in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>• Show concern for the colonial influence on the African people.</li> <li>• Value African response to the colonial rule.</li> <li>• Appreciate the positive contribution of the colonialists to the Africans.</li> <li>• Value human rights</li> </ul>	



**Contribution to competences:**

Critical thinking: through researching on why Europeans scrambled for and partitioned Africa

Problem solving skills: Taking decision on unfair practices in their communities.

Co-operation working in groups to carryout documentary review of the colonial system of administration.

Culture and heritage: artifacts and tools that were used by African resistors and create an archive

**Links to other subjects:**

Geography: through the study of geology where we learn about the remains of the past

Citizenship: through presenting the findings on the tools /weapons used by the resistors

English Language: through dialogue and discussion.

Peace Education: African response to colonialism

## **Assessment Opportunities**

All the three assessment opportunities have been provided for under each activity.

- Observation
- Conversation
- Product

## **An outline of the learning**

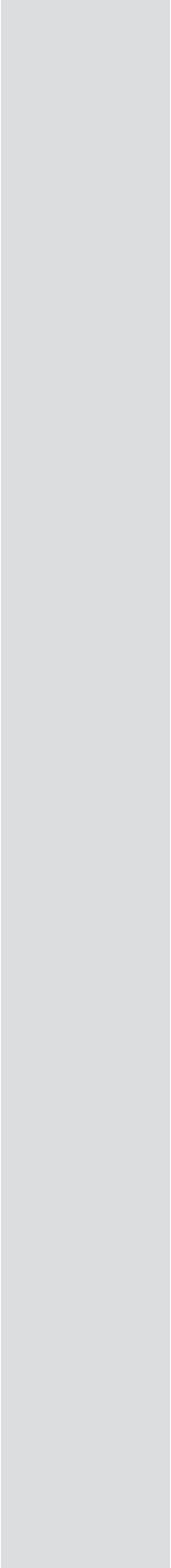
Turko-Egyptian Administration of Sudan is a unit that will help the learners understand how their country's administrative system today has been influenced by various historical factors including religion and colonialists. The learners are expected to explore the various communities that lived in Sudan before the coming of the Turko-Egyptians, their social, political and economic organisation and how this was affected by the coming of the Turko-Egyptians. The learners should explore the various factors that triggered the Mahdist Revolution, its impacts and the Mahdist policy in South Sudan. Learners should be able to understand how religion can serve to unify and divide people while exploring the course of the Mahdist Revolution. In the long run, learners are expected to understand the factors which contribute to conflicts and revolutions in a society and understand how they can be resolved.

## **Using the Learner's Book**

The Learner's Book contains both text and pictures. There are also various sources under different activities. You can tell the learners to read through the text as you explain to them. Ask the learners questions or to get questions from them. This way, you will be able to gauge the learners' understanding and also to get their attention. Explain to the learners that while using other books or the internet, the word Turko may be written as Turco, which is also correct. Help the learners in interpreting the various pictures and sources used in this unit. You can ask the learners their opinion of the sources and pictures given before giving them some background information of the source or the picture.

## **The Student Competencies**

The unit has continuous opportunities for learners to develop their communication skills especially when answering open-ended questions and presenting their various researches work in class.



The learners also get to develop their co-operation and teamwork competencies by working in groups and in pairs to compare the different events under the Turko-Egyptian and Mahdist rule. This unit allows the learners to exploit their creative competencies through thinking and writing about their interpretation of different source material provided.

## Activity 1: The Turko-Egyptian rule in Sudan

Refer to Student's Book pg 66-69

Start the lesson by asking the learners to tell each other who they think the Turko-Egyptians were. To help them, get the meaning first, you can write the two words separately and ask them to define each word. Ask them if they have ever heard stories about the Turko-Egyptians rule in Sudan. If they have, encourage them to share the stories in class.

Take the learners through the introduction. Ask them to study the two pictures in their books keenly and try to identify the similarities and the differences between them. You can prompt them by asking questions like: Are the people in the pictures wearing the same kind of clothes? Explain to the learners that both the sources show people of Turkish originality. Tell learners that the importance of the sources is to show the influence of the Turks in both Egypt and Sudan.

Ask the learners to read through the text as you pose to explain to them some of the key points. Ask the learners to discuss how they think the slaves were captured using their previous knowledge on slave trade.


Group the learners to research about the conquest of Sudan and record their findings. Tell the learners that the table is just but a guide on how they can represent their findings. Encourage them to use other ways of representing their findings like a flow chart or even a line.

**Activity 1**    **The Turko-Egyptian Rule in Sudan**

**Source 1**

a.

**Who was Mohammed Ali Pasha?**



- He is often referred to as the founder of modern Egypt.
- Muhammad Ali Pasha (c. 1769–1849) was an Ottoman Turkish military leader who ruled Egypt for much of his adult life.

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## **Observation**

Observe the learners as they discuss in pairs about the source materials given. Can they interpret sources correctly and link them to the topic of discussion.

## **Conversation**

Talk to the learners as they read through the text.

## **Product**

Assess the learners' presentation of the research. Are they able to present the correct timeline of the events in a chronological way?

## Activity 2: The Turko-Egyptian administration in Sudan

Refer to Learners Book pg 70-73

Ask the learners to describe the administrative system used in South Sudan today. Ask them questions like: who is the leader of the country? Ask them to describe how the office of that leader is passed on and how conflicts are solved. Write the key aspects of the government on the board as learners describe the administrative system. Ask the learners to read through the text as you explain and note down some of the key features of the Turko-Egyptian rule of Sudan on the board. Ask the learners to compare and contrast the current administrative system and the Turko-Egyptian administrative system. Tell them to identify some of the features of the current government that were borrowed from the Turko-Egyptians. You can then engage the learners in a discussion about the system they think would work best for South Sudan.

### Activity 2

### Turko-Egyptians administrative structures in Sudan

Turko-Egyptian rule in Sudan lasted for a period of about 60 years. The Sudan territories that initially consisted of kingdoms and tribal territories were put under one centralised administration. Northern Sudan was divided into 6 provinces. A governor general who was answerable to Cairo headed this centralised bureaucracy. During this period, Sudan was ruled by Turkish

speaking elites and those they appointed. Top ranks in the army were meant for Turkish speaking Egyptians, while the South Sudanese provided slaves. Egyptian soldiers lived well and overtaxed the people. Muhammad Ali won allegiance of some tribal and religious leaders by granting them tax exemptions.

Egyptians divided Sudan into provinces, which were further sub-divided into smaller administrative units that were based on tribal territories. Khartoum became the centre of Egyptian domain and served as a residence of the Egyptian deputy. Garrison towns became administrative centres. At local level, traditional chiefs assumed administrative responsibility. These changes increased tension that already existed between the centre and periphery especially the south. The seat of power moved to the central part, that is Khartoum. Slave trade enhanced the position of these northerners yet slaves came from the south. The Turko-Egyptians and north Sudanese collaborated against those of the south and exploited them into slavery.

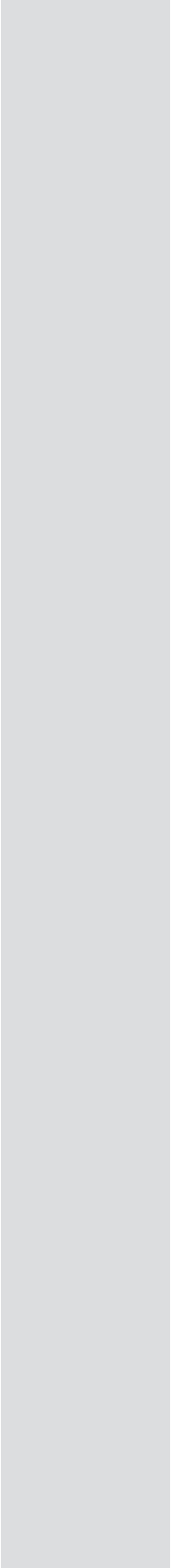


Fig. 4.2: City of Khartoum



#### Note!!!

The centralised government introduced by Muhammad was only used in North Sudan and among the Shilluk.



Ask the learners to read the source in their books and tell each other the message being passed in the source. Ask the learners to identify some of the developments brought about by the Turko-Egyptian rule in Sudan. Ask the learners to discuss in their groups whether the Turko-Egyptian rule played a key role in shaping the South Sudan we have today.

Conclude by explaining to the learners the reasons which led to the decline of the Turko-Egyptian rule in Sudan. Ask the learners to analyse the reasons and identify the main or the immediate reason leading to this decline.

### Activity 3: Mahdist Revolution

Refer to Student's Book pg 74-79

Start the lesson by asking learners to tell each other some of the things that have always proved to bring people together and unite them under one goal. Tell them to share their points in class. Write their points on the board. Ask them whether they have ever experienced a strike or heard about any. What were some of the factors which caused that strike? Why were the people united in the strike? Did the strike succeed or fail? What are the factors that led to the success or the failure? Note the points down as they give them to you.

Let the learners read through the source provided. Explain to the learners that the Mahdist revolution was a war against the Turko-Egyptian rule. Ask them what they think ignited the Sudanese against the Turko-Egyptians. Was it because of the common problems they were all experiencing? Was religion the major reason for their unity? Allow the learners to explain their points.

Allow the learners to read through the text as you explain some of the key points and events that occurred during the revolution. Give the learners time to read the second source and ask them to compare it with the first source. Guide the learners in reading through the reasons why the Mahdi revolution occurred. Help the learners role play religion in the organisation of the revolution.

#### Activity 3

#### Mahdist Revolution (1881 to 1889)

##### Source 3

AHMED IBRAHIM ABU SHOUK

The Sudanese Mahdiyya was a movement of social, economic and political protest, launched in 1881 by Muhammad Ahmad b. 'Abd Allāh (later Muhammad al-Mahdi) against the Turco-Egyptian imperialists who had ruled the Sudan since 1821. After four years of struggle the Mahdist rebels overthrew the Turco-Egyptian administration and established their own 'Islamic and national' government with its capital in Omdurman. Thus from 1885 the Mahdist regime maintained sovereignty and control over the Sudanese territories until its existence was terminated by the Anglo-Egyptian imperial forces in 1898.



Take the learners through the source in of their Learner's Books. Do the reasons they give about what makes a strike successful link with the reasons given by the source?

Conclude the lesson by telling the learners to study the cartoon strip and answer the question provided on their own.

### **Observation**

Observe the learners as they work in groups and pairs to analyse the source materials given. Can they interpret the message in the source correctly?

### **Conversation**

Talk to the learners about the Mahdist revolution in details. Ask them prompting questions as they give their different narrations.

## Activity 4: Mahdist administration

Refer to Student's Book pg 79-81

Ask the learners with the knowledge they have gained about the nature of the Mahdi revolution and Islam being the main religion in the revolution, what are some of the aspects of the administration they can think of. Ask them to tell each other in pairs whether they think that the Mahdi rule was a success or it was also challenged at some point. Let them present what they have discussed in class. Link their points to the Mahdi administration. Let them understand that the Mahdi applied Sharia rule in their rule of Sudan.

Conclude the lesson by asking learners to compare the Turko-Egyptian rule, the Mahdist rule and current administration. They can debate on the best rule that Sudan has ever had.

### Activity 4

### Mahdist administration

The Mahdiyya (Mahdist regime) imposed traditional Islamic laws (Sharia laws). This, according to Muhammad Ahmed, would promote religious unity unlike the old order which was believed to promote tribalism. The Mahdi maintained that his movement was not a religious order but a universal regime. To him, this was a genuine Sudanese nationalist government. Initially, the Mahdiyya (Mahdi state) functioned as a Jihad state run like a military camp. After the death of Muhammad Ahmed on 22<sup>nd</sup> June 1885 due to typhus, the state fell in the hands of Khalifa Abdullahi. The Khalifa instituted an administration and appointed "Arsam" (usually Baqqara) as emirs of the provinces he established in his kingdom. He established the military and organised workshops to manufacture ammunition and maintain steamboats. There existed a department of finance or treasury which kept detailed records, taxed the subjects and distributed wealth. The state minted its own coins for the local economy.

At the top of the Mahdist administration was the Khalifa. He often delegated his authority to his brother who commanded the largest division within the



Fig. 4.4 Khalifa Abdullahi



### **Observation**

Observe the learners as they narrate stories to others about strike and link their knowledge to the Mahdist revolution. Do they understand what a revolution is all about?

### **Conversation**

Encourage the learners to participate in the debate and discussion.

### **Product**

Assess the learners' comparison of different administrations. Can the learners identify the main aspects of a government correctly?

# UNIT 5: CONTRIBUTIONS OF REGIONAL AND INTERNATIONAL BODIES IN ACHIEVING INDEPENDENCE AND DEVELOPMENT IN AFRICA

*Refer to Student's Book pg 83-101*

<b>History Form 1</b>	<b>Unit 5: Contribution of Regional and International Bodies in Achieving Independences and Development in Africa</b>	
<b>Learn about</b>	<b>Key inquiry questions</b>	
<p>Learners should read a range of sources information about Colonial rule and work together to identify the various colonialists who came to Africa, and discuss their objectives or reasons for colonisation of the African continent. They should compare this with colonial rule in other continents such as South America.</p> <p>Learners work in small groups to find out the types of colonial administration used in Africa, and compare this system to their pre-colonial administration under Kingdoms or chiefs and write reports.</p> <p>They should explore the types and reasons for African responses to colonial rule, and identify areas of achievement and failures and relate them to the present situation in Africa.</p>	<ul style="list-style-type: none"> <li>• Why did the colonialists come to Africa?</li> <li>• Why did the colonialists use different types of administration systems in Africa?</li> <li>• How did this compare to other continents?</li> <li>• How did Africans respond to colonial rule?</li> <li>• What were the effects of Colonisation on the Africans?</li> <li>• Why were some Countries not colonised in Africa?</li> </ul>	
<b>Learning outcomes</b>		
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>• Identify the different colonialists who came to Africa.</li> <li>• Understand why some Countries were not colonised.</li> <li>• Describe the types of administration used by colonialists.</li> <li>• Explain the African response towards colonial rule.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate the different colonialists who came to Africa.</li> <li>• Analyse different systems of administration applied by the colonialists in Africa and their effects.</li> <li>• Discover the various responses of the African people towards colonialism.</li> <li>• Establish archives of the different facts about colonialism in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>• Show concern for the colonial influence on the African people.</li> <li>• Value African response to the colonial rule.</li> <li>• Appreciate the positive contribution of the colonialists to the Africans</li> <li>• Value human rights</li> </ul>

**Contribution to competences:**

Critical thinking: through researching on why Europeans scrambled for and partitioned Africa

Problem solving skills: Taking decision on unfair practices in their communities.

Co-operation working in groups to carryout documentary review of the colonial system of administration.

Culture and heritage: artifacts and tools that were used by African resistors and create an archive

**Links to other subjects:**

Geography: through the study of geology where we learn about the remains of the past

Citizenship: through presenting the findings on the tools /weapons used by the resistors

English Language: through dialogue and discussion.

Peace Education: African response to colonialism

## **Assessment Opportunities**

Opportunities for all three forms of assessment are indicated for each of the activities.

- Observation
- Conversation
- Product

## **An outline of the learning**

In this unit, learners should explore contributions of regional and international bodies in achieving independence and development in Africa. By understanding the objectives of different organisations, the learners will be able to understand the need for cooperation with others in the attainment of certain goals. They should explore the organisation and objectives of OAU, AU, IGAD, ECOWAS, COMESA and IMF. They should discuss how regional and international organisations helped in the beginning of independence of Africa.

## **Using the Student Textbook**

The Learner's Book has texts, sources and photographs. Learners should describe the regional and international bodies in Africa. They should identify the achievements and objectives of these organisations. They should also identify similarities and differences discovered from the texts and pictures in the Learner's Book.

Guide the learners to work in pairs and groups. The activities are set out in the Learner's Book, but they will need help to ensure that they understand what to do and how to work together.

Put the learners in pairs. Learners will work in these pairs throughout the unit. Three or four pairs should form a group.

Maintain the same group throughout the unit. Often the pairs will share their work with the group. At times, you will need to select some learners to make presentations to the class. Help the learners to work effectively by ensuring that all learners in the group have a role and participate in the discussion and presentations.

There are many passages to read in the student's book. Ask them to read to themselves first. Then select someone to read it through to the class to make sure everyone has understood.

## **The Student Competencies**

This unit presents many opportunities for creative and critical thinking. Interpreting pictures, giving reasons for the answers, making references and links to other parts of the unit and making up questions are all avenues whereby the learner will be developing his or her competency.

Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and team work.

In their discussions and presentations, there are many opportunities for communication .This can be explored in the whole class discussions.

The subject matter will also deepen their understanding of the South Sudan culture and identity.

## Activity 1: The Organisation of African Unity

Refer to Student's Book pg 84-86

This activity needs learners to understand the organisation of OAU, its member states and its objectives. Learners should also understand the contributions of OAU in achieving independence and development in Africa.

Ask learners to read the text in the box. Can they name all organisations both regional and international? What is the difference between regional and international organisations? If it is possible you may need to provide a video showing OAU proceedings in the class or outside the classroom for learners to understand what they discuss in their meetings.

Take learners through the text about organisation of the OAU. Explain to the learners when the organisation was formed and the way it is organised.

In the work to do, the learners are expected to name the clubs they participate in school. They also need to write the rules and regulations of the clubs. Tell the learners that for the success of any organisation, there must be set rules and objectives.

Ask learners to look at the picture in their books. From the video they have watched can they confirm that the picture was taken from an OAU meeting in Addis Ababa in Ethiopia? Ask learners to read the text on the achievements of OAU. Explain to them all the objectives of the OAU.

In groups, learners are expected to research about the achievements of OAU and fill the table correctly.

### Activity 1

### The Organisation of African Unity (OAU)

This was an organisation formed by independent African countries in 1963. It owes its origin to Pan-Africanism.



Fig. 1.1 Pan Africanism Leaders





## **Observation**

Observe the learners as they watch a video in class. Evaluate their concentration as they watch the video. Can they name some of the presidents they can see from the video? Encourage them to write notes as they listen.

## **Conversation**

Engage learners in a discussion as you ask them to explain to you what they have heard from the video. Encourage them to ask questions for more understanding. Can they name all the member states of OAU?

## **Product**

Read and evaluate if the research the learners conducted about the achievements of OAU are correct.

## Activity 2: The African Union

Refer to Student's Book pg 86-88

The key learning point here is for learners to understand the organisation, objectives and know the member states of AU. Ask learners to tell you what AU stands for. Help the learners to know that AU was formed to replace OAU.

Give learners a short history about AU. As they read the text ask them to tell you the where the headquarters of AU are located and why they are there. Ask them to tell you about what they think about the objectives of AU and if they are achievable? Discuss the answers they will give in the class.

Take learners through the text about the objectives. Explain every point to the learners to make them understand more. Give the learners time to look at the picture in their books. Can they identify their president from the picture?

In groups, learners are expected to carry out research about all member states of AU and their achievements. Make sure that every learner participates in this activity.

### Activity 2

### The African Union (AU)

This was an organisation formed by African countries to replace the OAU in 2002. It is the current organisation writing and representing Africa in the world. Its charter was signed on 11<sup>th</sup> July, 2000.

The African Union stipulated the organisation, objectives and the rules.

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### Conversation

Talk to the learners as they work in groups about the factors that led to the need for OAU to change AU.

### Product

Evaluate the answers given by the learners.

## Activity 3: Intergovernmental Authority and Development

Refer to Student's Book pg 88-90

In this activity, learners are expected to know what IGAD stands for in full. They also need to know the member states and the objectives of IGAD. Introduce this activity to the learners by explaining to them the meaning of IGAD. Why is it associated with drought? What they think were its main objectives telling from the name?

Ask the learners to note down its member states from the Learner's Book. They can compose a song using the names of those member states. This will help them remember and memorise the member states. This will also help the learners in developing their creativity. Take learners through the objectives of IGAD. Take time to explain to the learners each objective.

In pairs, learners are expected to research from the internet and other sources the achievements of IGAD. They are also expected to cut a manila paper and write the member states of IGAD and stick it in their class wall. This will help them to easily remember them.

### Activity 3

### Intergovernmental Authority and Development (IGAD)

This is an organisation of African countries. It succeeded the Intergovernmental Authority on Drought and Development (IGADD). Its member states are:

- Djibouti
- Eritrea
- Ethiopia



Fig. 3.3 IGAD logo



### **Observation**

As they cut the manila paper in pairs, observe their coordination. Take note on how learners interact with each other. Encourage every pair to participate in doing the activity. Are the names clear enough to be seen from far?

### **Conversation**

Talk to them as you discuss their research results. Are they able to list all the achievements setting examples of the countries?

### **Product**

Read the answers and then evaluate how well learners develop their ideas and creativity.

## Activity 4: The Economic Community of West Africa States

Refer to Student's Book pg 90-91

Introduce this activity by drawing the compass direction on the board. Choose one learner to indicate the four directions of the compass direction. Draw the map of Africa. From the compass direction where is west from the map? Let learners point the direction from their desks. Can they name all the countries in West Africa and locate them in the map using their primary school knowledge? Discuss the answers in class.

Take learners through the objectives of ECOWAS. Explain each objective to the learners to make sure they understand. After explaining the first one, you can ask the learners their understanding of the rest and also give some examples of their attainment.

Task the learners with finding out the headquarters of this organisation. In groups, let the learners research from resource people and other sources the achievements of this organisation stating the countries.

### Activity 4

### The Economic Community of West African States (ECOWAS)

This is an organisation of West African States that was formed in 1975 with the signing of the Lagos treaty.

The Economic Community of West African States (ECOWAS) is made up of fifteen member countries that are located in the Western African region. These countries have both cultural and geopolitical ties and share common economic interest.

#### Objectives of ECOWAS

- a) To improve the living standards of the people in member states.
- b) To achieve and maintain economic stability.
- c) To improve relations between member states.
- d) To promote cultural interaction among member states.
- e) To promote industrial development among member states.
- f) To increase cooperation in specific fields like transport, agriculture and trade.



## **Conversation**

Engage the learners of each group as you discuss the research work in the class. Explain to them the achievements of this organisation and explain how they have been achieved.

## **Product**

Assess the learners' understanding of the objectives of ECOWAS as they explain them in class.

## Activity 5: The New East African Community

Refer to Student's Book pg 91-93

This activity requires the learners to understand the formation, objectives and member states of EAC. Take learners through a short introduction to the EAC. Ask learners to name the countries in East Africa. Are all countries in East Africa members of EAC? Discuss the answers with the learners. Give learners time to read the names of the member states of EAC.

Ask them to name their discussion groups according to the names of these member states. This will encourage them to remember the member states of EAC. Task every group to draw and colour the flag of the country they had been named after and stick them on their desk.

Ask learners to read the objectives and explain to them to each objective giving examples. Give them time to look at the picture in their books. Can they identify all the presidents in that picture by their names?

### Activity 5

### The New East African Community (EAC)

The New East African Community was formed in 2001 to replace the old one that had ceased to exist from 1977. It was to revive the old unity that existed among states in the East African region. The old East African Community had three member states, Kenya, Uganda and Tanzania. The New East African members are:

- Kenya
- Tanzania
- Burundi
- Uganda
- Rwanda
- South Sudan

It has a motto and anthem. Its headquarter is in Arusha, Tanzania.

In groups, learners are expected to conduct a research from the internet and all resource people around their school on the achievements of EAC. Discuss the answers they have found in the class as you compare them from all the groups. This will promote teamwork and co-operation in class.

### **Conversation**

Talk to the learners as they observe and discuss the people in their books.

Can they identify them with their names and their countries?

### **Product**

Assess the learner's research. Consider if they are able to give the facts.



## Activity 6: The Common Market for Eastern and Southern Africa (COMESA)

Refer to Student's Book pg 93-95

This activity introduces learners to another international organisation. Ask them some questions to check what they know about COMESA. Questions like, what does COMESA stand for? Which are some of the members of this organisation? Where is its headquarters? What are some of the activities that COMESA countries participate in?

After they have answered these questions, discuss with them the answers.

Learners are expected to understand the aims, objectives and member states of COMESA. Task them to work in groups to find out the member states of this organisation. Let them exchange their books with other groups to check whether they have the same answers. Discuss the answers in class for more clarification.

Take learners through the aims and objectives of COMESA. Explain these aims and objectives to the learners.

Ask learners to read about the European Union. Explain to them its organisation, its member states and its objectives.

Ensure that they understand their motto which is "United in Diversity." Give them time to look at the pictures of the flags of the member states. These flags will make them know the member states. Ask them to read the objectives of this union. Discuss them in the class.

### Activity 6

### The Common Market for Eastern and Southern Africa (COMESA)

The Common Market for Eastern and Southern Africa (COMESA) is a free trade area with nineteen member states stretching from Libya to Swaziland. COMESA was formed in December 1994, replacing the Preferential Trade Area, which had existed since 1981.

#### The aims and objectives of COMESA

- a) To ensure continuous growth of members by encouraging a balanced production and marketing.
- b) To promote joint development in all fields of economic activity.
- c) To promote peace, security and stability of member states.
- d) To strengthen relations between COMESA and the rest of the world.
- e) To create an environment which encourages cross border and domestic investment.

#### The European Union

It is a political and economic union of 28 states mainly in Europe. It developed an internal single market by standardising its laws to be followed by all member states. They developed a monetary union where they use their currency known as the Euro.

Member states include Australia, Belgium, Cyprus, France, Germany, Poland, and Spain among others. Britain is in the process of withdrawing from the union.



## **Conversation**

Listen to the learners as they read their answers to the rest. Encourage them to be loud enough for others to understand. Are they able to list all its member states? Can they identify the flags with its state?

## **Product**

Read the answers they have written if they are correct.

## Activity 7: The International Monetary Fund (IMF)

Refer to Student's Book pg 95

Learners are expected to understand what IMF stands for and its objectives.

Introduce learners to this activity by explaining to them the meaning of IMF. Let them know that almost all countries of the world are members of IMF.

Ask learners to read the text about the objectives of International Monetary Fund. Explain to them these points as they read.

In groups, learners are expected to research other objectives of IMF. Ask them to research the role of IMF and the World Bank.

In the question, the challenge here is for learners to give the relationship between the IMF and the World Bank. Read their answers in the class and discuss with them.

### Observation

Observe how the learners are working in groups. Take note of how the learners interact with each other and encourage them to actively participate in group work. Assist the learners in their group activity by providing them with ideas on how they can build their confidence as a way of participating in the group.

### Product

Evaluate the learners' report about the research. Consider whether they are able to develop their ideas well.

#### Activity 7

#### The International Monetary Fund (IMF)

It was formed in 1945. Almost all countries of the world are members of IMF.

#### Objectives of the International Monetary Fund

- a) To promote international monetary cooperation.
- b) To promote the growth of international trade.
- c) To promote stable exchange of money.



#### Group work

1. Research and list down other objectives of the IMF.
2. What does the IMF and the World Bank do?
3. Write down the answers in your note books.

## Activity 8: How regional and international organisations helped in the gaining of independence in Africa

Refer to Student's Book pg 95-100

In this activity, learners are expected to understand the UN as the oldest international organisation which has contributed greatly in helping African nations gain their independence. From the knowledge of previous lessons and activities, ask the learners some questions concerning UN. What does UN stand for? Where is its headquarters? What are some of their objectives? Discuss the answers they will give in class. Take learners through the text about UN and explain the points given in detail.

In groups, learners are expected to write brief information about African organisations, their contributions in helping South Sudan gain her independence and the challenges they faced. Here they may be required to use their Learner's Book from the previous activities to do their research.

### Activity 8

### How regional and international organisations helped in the gaining of independence in Africa

One international organisation that we have not discussed above is the United Nations which was formed in 1945. Together with the organisation of African Unity, the United Nations has played a great role in freeing African nations from colonisation.

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Ask the learners to read the text on page of their books. After they are through select learners to take turns and read the text loud to the rest of the class. Explain each point to the learners. Make sure that all learners listen carefully as you explain.

Under work to do, learners are expected to visit their school library and read about the suggested articles. They are also required to write a summary of each article. In question C, they are required to work in pairs to justify the statement about UN being in the fore front in helping African countries gain independence and develop. Let them write their points.

Give the learners time to read the challenges that regional and international organisations face when addressing African affairs. Explain these challenges to the learners one by one.

Under work to do, each learner is expected to present his or her work to the rest of the class as other learners ask questions.

Explain to the learners that the speech given as source information, was given by Kwame Nkurumah, the former president of Ghana, during a OAU meeting. Inform the learners that Kwame Nkurumah greatly advocated for the unity of African countries.

### **Observation**

As learners work in groups and pairs, examine how they work. Observe and take note on how learners interact with each other. Encourage them to actively participate by providing them with ideas.

### **Conversation**

Talk to the learners as they present their work to the rest of the class. Encourage them to ask questions as others present. Assess whether their findings are the same as you check their writing techniques.

### **Product**

Evaluate the learner's essays. Consider whether they are able to develop creative essays.

# UNIT 6: SLAVES AND OTHER ITEMS OF TRADE

Refer to Student's Book pg 102-124

<b>History Form 1</b>		<b>Unit 6: Slaves and other items of trade</b>
<b>Learn about</b>		<b>Key inquiry questions</b>
<p>Learners should work together to find out about slave trade in Africa, and how that affected South Sudan. They should research the origins and development of the trade and its economic and social effects, Africa, Europe and the Americas. They should research one country as a case study and make a presentation to the class about slave and other items of trade. They should also make a study of the founders and organisation of the trade in South Sudan.</p> <p>They should discuss the effects of slave trade in South Sudan before independence, and compare general trade in 17<sup>th</sup> Century to 21<sup>st</sup> Century in South Sudan.</p>		<ul style="list-style-type: none"> <li>• What were the types and items of trade in South Sudan?</li> <li>• How was slave trade abolished?</li> <li>• When did slave trade take place?</li> <li>• What routes were used for slave trade in South Sudan and Africa?</li> <li>• Who were the founders of slave trade in South Sudan?</li> <li>• How was slave trade in South Sudan and Africa organised?</li> <li>• How slave trade of the 18<sup>th</sup> century is compared to that of the 21<sup>st</sup> century in South Sudan?</li> </ul>
<b>Learning outcomes</b>		
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>• State the types and items of trade in South Sudan 17<sup>th</sup> to 20<sup>th</sup> centuries.</li> <li>• Explain the meaning of slave trade.</li> <li>• Describe the routes used in slave trade period.</li> <li>• Explain the organization of slave trade.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw sketch maps of Africa and South Sudan showing the routes used by slave traders.</li> <li>• Discuss other forms of trade in Africa and South Sudan.</li> <li>• Analyse the political, economic and social impact of the slave trade.</li> <li>• Catalogue slave trade activity in South Sudan.</li> <li>• Carry out a detailed case study of the slave trade in one country.</li> <li>• Compare and contrast the slave trade in the 17<sup>th</sup> and 21<sup>st</sup> centuries.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the appalling effects of slave trade.</li> <li>• Appreciate the abolition of slave trade.</li> </ul>

**Contribution to competences:**

Critical and Creative thinking: through analysing the political, economic and social impact of slave trade bodies.

Conversation and co-operation: carry out a detailed case study of slave trade and its abolition

Culture and identity: other items of trade

**Links to other subjects:**

Peace Education: impact of slavery

Geography: maps showing routes of slave trade

## **Assessment Opportunities**

Opportunities for all three forms of assessment are indicated for each of the activities.

- Observation
- Conversation
- Product

## **An outline of the learning**

In this unit, learners should explore the origin and development of slave trade in South Sudan. They should also explore the trans-Atlantic slave trade and modern day slavery. They should compare between slave trade in the 17<sup>th</sup> Century and 21<sup>st</sup> Century in South Sudan.

## **Using the Student Textbook**

Using learner's texts, photographs and maps and primary and secondary sources, they should describe the origin and development of slave trade in South Sudan. They should discuss the Trans-Atlantic Slave trade and modern day slavery. They should also identify similarities and differences discovered from the texts, photos and maps in the Learner's Book.

Guide the learners to work in pairs and groups. The activities are set out in the Learner's Books, but they will need help to ensure they understand what to do and how to work together.

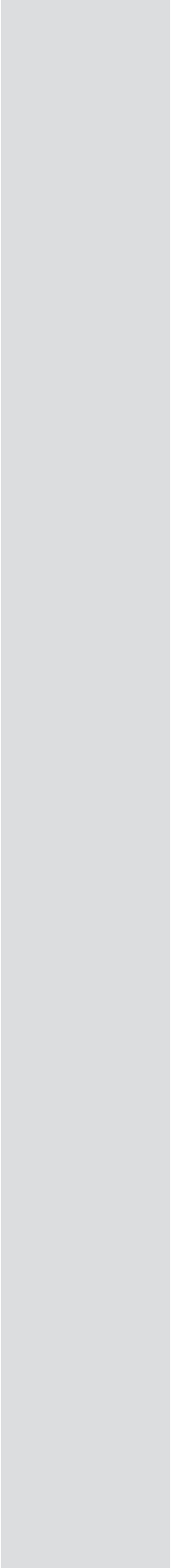
Put the learners in pairs. These pairs will work together throughout the unit. Three or four pairs should form a group. Maintain the same group throughout the unit. Often the pairs will share their work with the group. At times, you will need to select people to make presentations in class. Help learners work effectively by ensuring that all learners in the group have a role and participate in the discussion and presentations.

There are many passages to read in the Learner's Book. Ask them to read by themselves. Later select someone to read it through to the class to make sure everyone has understood.

## **The Student Competencies**

This unit presents many opportunities for creative and critical thinking. Interpreting pictures, maps, giving reasons for the answers, making references and links to other parts of the unit and making up questions.





Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and team work.

In their discussions and presentations, there are many opportunities for communication .This can be explored in the whole class discussions.

The subject matter will also deepen their understanding of the South Sudan culture and identity.

## Activity 1: Slave Trade in South Sudan

Refer to Student's Book pg 102-108

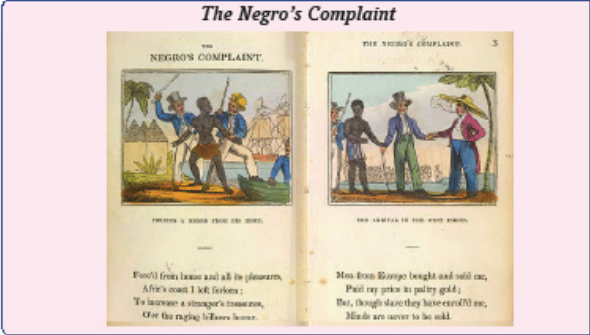
This activity talks about slave trade in South Sudan. The key learning here is for learners to understand the origin and development of slave trade in South Sudan from the primary source provided and the text. They should also explore the trade routes that were followed by the slave traders. Introduce this activity by asking learners oral questions to brainstorm their mind and prepare them for the lesson. Questions like, what is trade? What is slave trade? Why do you think it was named slave trade? Discuss the answers they will give in class for more explanation.

Ask learners to read the text on the introduction. This is to practice their reading and listening skills. Let them note down the key words from the text. Ask learners to read the poem provided in the Learner's Textbook. Select learners to take turns and read the poem loudly to the rest of the class. Have they understood the poem? Can they explain what the poem is talking about?

**Activity 1****Slave trade in South Sudan**

**Recite the poem below.**

*The Negro's Complaint*



**THE NEGRO'S COMPLAINT.**

From my home and all its pleasures,  
Africa's coast I've broken;  
To increase a stranger's treasure,  
O'er the raging waves I roam.

**THE NEGRO'S COMPLAINT.**

Men from Europe bought and sold me,  
Paid my price in paltry gold;  
But, though slave they have crucified me,  
Men do are never to be sold.

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In the groups, learners are expected to give their comments on how they would feel if they are separated from their loved ones like their parents. Can they identify the impacts of slave trade from the poem as a group? Prepare the learners to role play the life of a slaves during slave trade. Choose few learners to role play, let some learners be the slaves and others the slave traders. Encourage them to practice what the slaves were undergoing during the trade in order to role play it well. This will promote co-operation and team work during the lesson. Give learners time to read the primary source provided in their Textbooks. Take them through the source as you explain. In groups, learners are expected to read the text about the source and comprehend in order to answer the questions after the source. They are expected to pretend to be a member of parliament and come up with laws that can prevent slavery in South Sudan.

Ask learners to read the text on page 79 and 80. Here you may need to explain to them as you discuss to the class. Ask them some questions to check if they have understood the text. Encourage them to ask questions about the excerpt they have read. Give them time to look at the pictures for more understanding. In pairs, they are expected to find out the trade routes used in South Sudan from the text read. Give them time to read the text in their books and discuss. Let learners summarise the text in their own words.

### **Observation**

Observe the learners as they discuss answers. Listen to the learners as they recite the poem. As you listen, assess the learner's presentation and communication skills. Engage with them as you examine how they work in groups and how they interact with one another.

### **Conversation**

Engage learners from each pair in a conversation as you ask them to explain to you the origin and development of slave trade in South Sudan from the text they read. Explain to them how this trade was cruel to lives of people and the negative impacts it brought to South Sudan.

### **Product**

Read and evaluate the learner's explanations and suggestions. Consider their effort to investigate more impacts of slave trade.

## Activity 2: The Trans-atlantic slave trade

Refer to Student's Book pg 109 - 118

In this activity, learners need to understand the origin and development of the Trans-Atlantic Slave trade. Begin by tasking learners to read the text in their textbooks about the origin and development of this trade. Give them time to observe the world map in their textbooks to know why this trade was referred as the Trans-Atlantic trade or triangular trade. Explain the text to the learners to make them understand more. Give learners time to read source 2 in their Learner's Books as a primary source providing information about the treatment of slaves during slave trade. Can they give other sources with such information? In pairs, they are expected to read the two sources and justify how far they agree with them. They are expected also to describe the treatment of slaves during slave trade using the knowledge acquired from the source and the text read. Let learner's work in pairs to discuss the questions about the source. In pairs work they are expected to read the source and identify the treatment of slaves.

Give learners time to read the organisation of the Trans-Atlantic slave trade. As they read explain to them the primary source 3 provided to get more information about the organisation of this trade. In pairs, they are expected to give reasons that the Europeans gave for enslaving Africans and justify if slavery was a just act from what they have read from the primary source. Discuss the answers they have

### Activity 2 The Trans-Atlantic slave trade

#### Origin and development

The Trans-Atlantic slave trade involved the transportation of enslaved African people from Africa to the Americas and their sale there. The trade existed from the 16<sup>th</sup> to the 19<sup>th</sup> Centuries. The slave trade used mainly the triangular route as slaves were taken from Africa to the Americas and worked on large plantations. Their labour yielded raw materials, which were taken to Europe to be processed into finished products. Europe, especially Britain, had undergone the industrial revolution and had industries. The finished products were brought back to Africa to be sold as cheap imports. The trade therefore involved three continents of Africa, America and Europe forming a triangle hence the term a "triangular trade." The Portuguese were the first European country to engage in this trade followed by other European countries including the British, the French, the Spanish and the Dutch empires.



Fig. 6.3 Triangle formed between Africa, America and Europe in the Trans-Atlantic trade

The Trans-Atlantic slave trade was as a result of labour shortage created by the desire of European colonialists to exploit New World Land (America) and its resources for capital profits. The native inhabitants of America mainly the Red Indians were utilized at first as slave labour but a large number died from overwork and diseases. Europeans looked for alternative source of

given. Allow them to make a summary in their own words from the text they have read about the organisation of this trade.

Take the learners through the next primary source 4a and b. Do they agree with this two sources? Select some learners to take turns in reading the text about primary source to get first hand information about the problems that slaves faced. In the group activity, learners are expected to analyse the facts about these sources and prove them. They should also analyse the problems that slaves faced on their way to Europe during this trade. Let them read their presentations to the rest of the class as you discuss with them. This activity will encouraged team work and co-operation. Ask learners to read the text after the group work.

Ask learners to read the information on the primary sources 5a and b provided. Here you will need to explain to them so that they can answer the group work provided after the source. In groups, learners are expected to highlights all the effects of this trade using the knowledge from the primary source. Discuss the answers class. Ask learners to read the text on the effects. Explain every point for more understanding. Emphasise to the learners that the Trans-Atlantic Trade had extremely negative effects to Africans. Explain to the learners the factors that led to the abolition of Slave Trade. Give them time to look at the image of William Wilberforce a Briton who led to the campaign to abolish Slave Trade and slavery. Do they like him? Are they inspired to find more? Pair them to do a research if the abolition of slave trade was an easy task. Let learners exchange their views. This will encourage their thinking. Discuss the answers they have given to the class.

### **Observation**

Listen to the learners as they present their work to the rest of the class. Encourage them to be loud for all learners to hear. Observe them as they watch a video about the Trans-Atlantic Trade. How is their reaction when watching the video?

### **Conversation**

Engage learners in a conversation as you ask them to explain the origin and development of the Trans-Atlantic slave trade. Encourage them to comment on how this trade was conducted from the text read and the video they watched and from the primary source they have read.

## Product

Assess what they have written down about the effects of the Trans-Atlantic slave trade. Consider if they understand the difference between social, political and economic aspects of history.

### Activity 3: Modern day slave

*Refer to Student's Book pg 119-122*

The key learning here is to understand the meaning of Modern day slave, its origin and its causes. Ask learners some questions like what do you understand by modern day slave? Why do you think it is named Modern? Give time for learners to read through the text carefully. This is to practice their reading skills. When they are through with reading, select some learners to read them loudly in the class. Stop at each point to explain the text to the learners. From the text ask them these questions to check if they have understood. What was the cause of this slave trade? Where were these slaves transported to? What is the reaction of the learners after reading this text? Emphasise to the learners to research from more sources like the people who were there during that time and who witnessed this trade. Either their parents or guardians or their teachers. You may need to invite a resource person to the class or outside the class to explain more if available. Encourage learners to pay attention to the person and ask questions where they can't understand.

Take learners through source 5 as you explain it to the learners. Narrate to the learners more stories that you know about slavery in South Sudan or even in the entire Africa. There are different types of slavery ask them to mention a few. What are their comments on these stories? Ask learners to narrate more stories they have ever heard

#### Activity 3 Modern day slavery

##### Slavery in the 21<sup>st</sup> Century

The current wave of slavery in Sudan began in 1983 with the second Sudanese civil war between Northern and Southern regions. It involved large numbers of "African" Sudanese mainly the Dinka, Nuer and Nuba being captured, sold and exploited in other ways by Northern Sudanese 'Arabs'. In 1989, the National Islamic backed military government took power and the Khartoum government declared a 'jihad' against non-Muslim opposition in South Sudan. The Baggara of North Sudan who neighbour the Dinka in South Sudan were also given freedom to kill these groups, loot their wealth, capture slaves, expel the rest from the territories and forcefully settle in their lands. The Sudan criminal code of 1991 did not list slavery as a crime. According to the *Insum of Armar* and former prime minister, Sadiq Al Mahdi, 'jihad requires initiating hostilities for religious purposes. It is true that the regime has not enacted a law to realign slavery in Sudan. But the traditional concept of jihad does allow slavery as a by-product.'

Human rights watch and others described the contemporary form of slavery mainly as the work of the armed government backed militia of the Baggara tribes who raid civilian primary of the Dinka ethnic group from the South region. These slaves were "forced to work for free in homes and in the fields, punished when they refuse and abused physically and sometimes sexually. The government of Sudan used slavery as a low cost way of weakening

about slavery in South Sudan. Are they able to narrate any story about the slavery? Discuss these stories to the class.

In pair work, learners are expected to read the story and comprehend. They are expected to discuss the plight of slaves in Sudan using the information from the story. Can they explain the plight well with all the stages taken?

### **Observation**

Observe learners as they read the history about the Modern day slave. Encourage them to participate in the lesson by asking questions. Do it inspire them to read more?

### **Conversation**

As learners work in pairs, encourage them to read and understand the text in the Learner's textbook.

Assess whether they are able to identify the key cause of the modern day slavery from the text. Can they write in their own words the origin and the causes of this trade? Encourage them to ask questions where they have not understood.

### **Product**

Evaluate the learner's stories about the modern day slavery if they have some truth. Consider if they are able to develop ideas on how today's slavery can end in South Sudan.

The main activity here is to compare slave trade in the 17<sup>th</sup> Century and in 21<sup>st</sup> Century in South Sudan.

## Activity 4: Comparison between the 18<sup>th</sup> Century and 20<sup>th</sup> Century slave trade in South Sudan

Refer to Student's Book pg 122-123

You will need to ask some questions to the learners concerning these two slave trades. Questions like, what was the main cause of these trades? How were these trades conducted? Who were involved in these trades? This is to examine what they have understood throughout the unit and what they know about these two slave trades from the previous lessons of this unit. Discuss the answers they have written in the class.

You may need to draw two tables on the blackboard. One for similarities the other for differences. Ask learners to take turns to read the two texts in their Learner's Book. Stop at each point and explain to the learners as you write them in the tables. Encourage them to ask questions concerning these two trades for better understanding. Task them to research more about the differences and similarities between the two slave trades from other sources.

### Activity 4

### Comparison between the slave trade in the 17<sup>th</sup> Century and 21<sup>st</sup> Century in South Sudan

#### *Similarities*

1. All races are taken as slaves.
2. Strong men and women are taken as slaves.
3. There is a price that is paid either in form of materials or money.

#### *Differences*

1. The motive of slavery in the 17<sup>th</sup> Century was the need of labourers in European plantations while in the 21<sup>st</sup> Century the motive is for domestic workforce.
2. In the 17<sup>th</sup> Century, energetic mature men and women were the ones taken as slaves while in the 21<sup>st</sup> Century, anyone can be taken as a slave including children and women.
3. Slaves in the 17<sup>th</sup> Century were exchanged for goods for example, exchange of slaves for clothes. Slave trade in the 21<sup>st</sup> Century involves exchange of slaves for money.



In pairs, learners are expected to find out information from many sources around their school, like library, resource people and using the knowledge they have acquired from the entire unit and discuss if there is still slavery in 21st Century. This will enable you to know if they have understood the activity or not.

### **Observation**

Observe how learners are able to engage in groups and pairs. Consider their efforts to participate in collective work and the quality of their contribution. Can they give the similarities and differences in the two slave trades?

### **Conversation**

Talk to the learners as they read the text. Encourage them to read well and understand the text. Listen to them as they discuss the point about the 21<sup>st</sup> Century slavery. Are they able to defend their points as they discuss?

### **Product**

Evaluate learner's points if they have facts. Consider how they are able to develop their ideas from many sources of information and research.

# UNIT 7: CHRISTIAN MISSIONARIES IN SOUTH SUDAN

Refer to Student's Book pg 125-135

<b>History Form 1</b>		<b>Unit 7: Christian missionaries in South Sudan</b>
<b>Learn about</b>		<b>Key inquiry questions</b>
<p>Learners should understand and identify the groups of Christian Missionaries which came to South Sudan in the 19<sup>th</sup> Century. They should work together to explain the reasons for the coming of the Missionaries to the South Sudan. They should also find out the activities of the Christian Missionaries in South Sudan and compare and contrast their activities with the current activities of Churches.</p> <p>Learners should discuss the problems faced by the Christian Missionaries in South Sudan then compare and contrast with the problems faced by the Churches now.</p> <p>Learners should work in groups and discuss the impact of Christian Missionaries in the South Sudan.</p>		<ul style="list-style-type: none"> <li>• Which groups of Christian Missionaries came to South Sudan?</li> <li>• Why did the Christian Missionaries come?</li> <li>• How did Christian Missionaries carry out their activities?</li> <li>• What were the problems faced by Christian Missionaries?</li> <li>• What were the impacts of the activities of the Christian Missionaries?</li> <li>• How could the activities of the Missionaries in the past be compared to the activities and problems faced by the current churches?</li> </ul>
<b>Learning outcomes</b>		
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>• Identify the various which came to South Sudan.</li> <li>• State the reasons for their coming.</li> <li>• Explain the problems the faced in South Sudan.</li> <li>• List the negative and positive effects of missionaries' activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the activities and problems of the Christian Missionaries.</li> <li>• Explore the effects of the Christian Missionary activities.</li> <li>• Compare and contrast the activities and problems of the Christian Missionaries with the current Churches.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate other people's beliefs and cultures.</li> <li>• Value the Missionary activities in South Sudan.</li> <li>• Appreciate human endeavour.</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><u>Critical and creative thinking</u>: while analysing the reasons for the coming of the Christian Missionaries and their activities.</p> <p><u>Co-operation and Conversation</u>: while working groups and making presentations.</p> <p><u>Culture</u>: while appreciating other peoples' beliefs.</p>		
<p><b>Links to other Subjects:</b></p> <p><u>Peace Education</u>: the role of missionaries</p> <p><u>Geography</u>: location of various missionary groups</p>		

## **Assessment Opportunities**

Opportunities for all three forms of assessment are indicated for each of the activities.

- Observation
- Conversation
- Product

## **An outline of the learning**

In this unit, learners should explore missionary groups in South Sudan. They should explore the reasons for the coming of these groups of missionaries and the problem they faced in South Sudan. They should discuss the problems that are faced by churches today in South Sudan.

## **Using the Student's Textbook**

Using learner's texts, photographs and primary sources, they should describe the mission groups that came to South Sudan. They should identify activities of the early missionaries and the problems facing churches today in South Sudan.

Guide the learners to work in pairs and groups .The activities are set out in the Learner's Books ,but they will need help to ensure they understand what to do and how to work together.

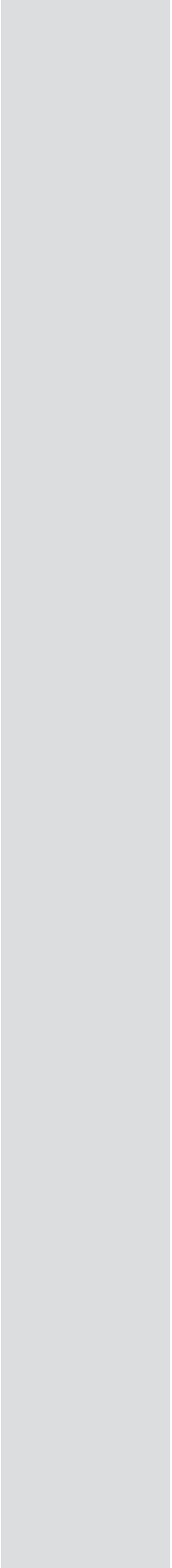
Ask the learners to work in pairs. These pairs will work together throughout the unit. Three or four pairs should form a group. Maintain the same group throughout the unit. Often the pairs will share their work with the group. At times, you will need to select people to make presentations to the class. Help learners work effectively by ensuring that all learners in the group have a role and participate in the discussion and presentations.

There are many passages to read in the Learner's Book. Ask them to read by themselves. Then select someone to read it through the class to make sure everyone has understood.

## **The Student Competencies**

This unit presents many opportunities for creative and critical thinking. Interpreting pictures, giving reasons for the answers, making references and links to other parts of the unit and making up questions.

Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and team work.



In their discussions and presentations, there are many opportunities for communication .This can be explored in class discussions.  
The subject matter will also deepen their understanding on the South Sudan culture and identity.

## Activity 1: Mission groups that came to South Sudan in the 19<sup>th</sup> Century

Refer to Student's Book pg 125-132

Introduce this activity to the learners by asking them to name some of the churches that they know in their region. Ask them to name the churches that they attend when they are at home. Who is a missionary? What problems does your church at home face? Give them time to discuss these questions in pairs. This will enable you to involve them in the lesson. When they are through discuss the answers they have written.

Give learners time to recite the poem by Wayne Talley in their Learner's Book as a primary source 1 about the role and the wish of the early missionaries. Select some learners to recite the poem. Task others to listen carefully as they write down the main point. In pairs, learners are expected to have understand the poem well so that they can explain the character of the Wayne Talley the author of the poem and explain the main message of this author.

Ask learners to read the text on their Learner's Book. Select learners

Unit  
7

### CHRISTIAN MISSIONARIES IN SOUTH SUDAN

#### Activity 1

Mission groups that came to South Sudan in the 19<sup>th</sup> Century

#### Source 1

##### Missionary Eyes

Lord, give me missionary eyes,  
To see the lost and dying,  
To see their pain and crying.  
Lord, give me missionary eyes.  
Lord, give me missionary hands,  
to selflessly serve in any way I can.  
Knowing that my reward will be  
eternity spent next to Thee.  
Lord, give me missionary hands.  
Lord, give me missionary feet,  
to take your precious gospel down the street,  
to those who need to hear today,  
to those who need to know the Way.  
Lord, give me missionary feet.  
Lord, give me missionary zeal  
for there's a dying world that needs  
to feel that someone cares about their soul,  
Loosen my tongue, Lord, make me bold.  
Lord give me missionary zeal.  
Lord, give me missionary eyes,  
to see the lost and dying,  
To see their pain and crying.  
Lord, give me missionary eyes.

By Wayne Talley

to take turns and read the text loud to the rest of the class. Explain to them the text giving examples. Give them time to look at the picture in their textbooks.

Give learners time to look at the images in the primary source 2. What can they see from the images. Do they understand the 2 images? Pair them to answer the questions after the source. Here they are expected to discuss the roles of the missionaries from the source. Ask them to read the text about the activities of the missionaries in their Learner's Book.

Ask learners to read the speech of Fr Christian Carlassacre from the primary source 3. Encourage them to read through lines to understand the missionary activities in South Sudan. Let them work in pairs to explain the main agenda of the speech. They are also expected to use the knowledge from the speech they have read and write a speech assuming that they are addressing a meeting about the early missionaries. This will give you an opportunity to assess their writing skills and creativity.

In class activity, learners are expected to interact with the immediate environment and conduct a research about some of the missionary activities in their community. Encourage them to take part in the field study and ask the community members questions in relation to the Christian churches. Let them find out the school constructed by the missionaries in South Sudan. Take them through the text to discuss about the problems faced by the early missionaries in South Sudan. Explain each point to the learners for more understanding. Let them read the primary sources talking about the missionaries in South Sudan.

Give learners time to look at the two primary sources. Source 4 and 5. Do they understand the message in those two sources? Can they get the similarity between the two sources? Task them to work in pairs to explain some of the problems that early missionaries faced during the early days in South Sudan from the sources and their attitudes towards their work. Make sure every learner write his or her own thoughts about the two images.

Give them time to look at the picture in their textbooks. Do they know this mission center in South Sudan? Do they know other mission center in South Sudan? You may need to plan for a visit to one of the mission centers in South Sudan for the learners to learn more about the early missionaries in South Sudan.



### **Observation**

As the learners walk to the immediate environment to learn more about the activities of the early missionaries in South Sudan, observe if they are co-operative. Do they have notebooks to write their findings? Are they posing questions to the people they are interacting with?

### **Conversation**

As learners carry out a field research, talk to them as you encourage them to interact with the people in the community and ask them questions. Assess whether they are able to identify various problems faced by the churches in South Sudan.

## Activity 2: Problems that churches face in South Sudan today

Refer to Student's Book pg 132-134

This activity involves discussion, introduce it by asking learners some questions like, which church do you go? What are the problems that your church face? Who do you think are the causes of these problems? Let learners discuss questions in pairs. Read the answers they have given as you correct them in the class.

Ask learners to read the text. Select some learners to take turns to read the text. Discuss the class to points in make sure everyone understands. Encourage them to be attentive as you explain. Discuss the positive impacts of Christian missionaries in South Sudan. Let learners write the impacts as you discuss in class and explain in their own words.

In this activity, you will need to invite a resource person available either a pastor, a priest or a clergy in the class or even outside the class to talk to the learners more about the problems that churches face today. Encourage learners to ask questions and to be courageous. Ask them to look at the picture on their Learner's Book on how missionaries interacted with the South Sudanese.

### Activity 2

### Problems that churches face in South Sudan today

#### 1. Attacks from armed groups

On 28<sup>th</sup> December 2016, catholic sisters were attacked at the Solidarity Teacher Training College in Yambio who did not want them to operate in the area. Many other Christians have died in South Sudan over the years. The Episcopal Church of South Sudan recognises martyrs of South Sudan in its liturgical calendar (Christian year calendar).

#### 2. Shortage of staff

After the attack at Yambio for example, training staff from Kenya and Uganda were evacuated leading to a big shortage of staff at the college.

#### 3. They live in fear, as there is a lot of violence in South Sudan

There are many militias and almost everyone is armed. There is a complete lack of respect for human. In 2016, South Sudanese troops attacked aid workers in a hotel in Juba and raped several women and carried out mock executions. Americans were specifically singled out. UN peacekeepers did not respond on time. Many foreigners were evacuated. Many Catholic foreign workers however chose to remain and serve the common man but this does not remove the fear in them, as they always have to be vigilant.



In groups, learners need to discuss negative effects of the coming of the missionaries. Here learners are expected to find out about these effects from the internet and from the resource people they can access.

### **Observation**

Evaluate how well learners are able to engage in pairs and class discussions. Consider their effort to participate in collective work and quality of their contribution. Are they able to present their thoughts well?

### **Conversation**

As learners work in groups, encourage them to participate and contribute. Talk to them as they discuss the questions by giving them ideas.

### **Product**

Read the answers the learners have written if they are correct. Consider if they are able to develop their ideas in an appropriate manner.