



South Sudan

# Secondary History 4

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 4 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

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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: THE RISE OF THE UNITED STATES OF AMERICA

Refer to Learner's Book pages 1 to 32

HistorySecondary4	Unit 1:The rise of the USA
<b>Learn about</b>	<b>Key inquiry questions</b>
<p>Learners should find out about the recent history of the USA from the Civil War to its present political and economic pre-eminence. They should investigate its system of government at both the national and local levels.</p> <p>Learners should use a range of sources to trace the development of the USA from the Civil War to the First World War. They should investigate factors contributing to the rapid economic development during this period. They should relate this to the rate of immigration at that time and the social implications it had on the country.</p> <p>They should investigate the inter-war period of the Great Depression and the New Deal. They should also explain the role of President Roosevelt in re-building the economy as well as analysing the factors led to the recovery.</p> <p>Learners should find out the rise of the USA as a global super-power following the Second World War. They should compare and contrast it with the USSR. They should investigate its roles in the Vietnam, the Gulf and Iraq wars. They should also investigate its place in global social developments including the Civil Rights Movement, Human Rights and Democracy. They should find out its continued economic power and significant contribution to Arts and Technology.</p>	<ul style="list-style-type: none"><li>• How do you trace the origin and development of the USA from the Civil War to the World War 1 period?</li><li>• Why is the USA politically and economically so powerful?</li><li>• What is the Great Depression and the role of Roosevelt in rebuilding the economy?</li><li>• What is its system of government?</li><li>• How did USA rise as super power?</li><li>• What role did USA play in local and global social developments?</li></ul>

<b>Learning outcomes</b>		
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>• Describe the origin and development of the USA from the Civil War to the World War 1 period?</li> <li>• Explain how USA became politically and economically powerful.</li> <li>• Define the Great Depression.</li> <li>• Explain the role of Roosevelt in rebuilding the economy.</li> <li>• Identify the factors that contributed to the rise of USA as super power.</li> <li>• Explain the roles USA play in local and global social developments?</li> </ul>	<ul style="list-style-type: none"> <li>• Trace the origin and development of the USA from the Civil War to the World War 1 period.</li> <li>• Investigate why the USA is politically and economically so powerful.</li> <li>• Analyse the Great Depression and the role of Roosevelt in rebuilding the economy.</li> <li>• Examine how USA rose to a super power.</li> <li>• Outline the role of USA in local and global social developments.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the contribution of the USA to global social and economic development.</li> <li>• Value the contribution of Roosevelt in rebuilding the economy.</li> <li>• Appreciate the USA contribution to the arts and sciences.</li> </ul>
<p><b>Contribution to the competencies</b></p> <p>Critical and creative thinking: Analysing factors contributing to economic success and political power</p> <p>Communication and Cooperation: Working in groups and making presentations</p> <p>Culture and heritage: Contributing in technology</p> <p><b>Links to other Subjects</b></p> <p>Science: The arts and technology</p> <p>Peace Education: Conflicts</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**

This unit will help learners develop their understanding in relation to history of United States of America. The activities will help learners to understand how USA got its super power status. There are many opportunities within this unit for learners to practice and improve their speaking, teamwork, critical thinking and creative thinking skills.

This unit is about the rise of United States of America. Let the learners understand the history of United States of America, its developments, its systems of government and how it became a super power. They should also find out more about its roles in different wars. Teach the learners how to write poems and how to answer different questions. Make the learners understand the importance of studying the history of United States of America.

The activities listed here for this unit include some written texts, but the focus is mostly on the skills mentioned above. It is possible to find alternative additional tests about the history of the United States of America. You may choose to set this as a research project or a homework activity for your learners in order for them to be able to compare sources of information and provide them with additional knowledge and understanding.

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

There are both words, maps and pictures in the Learner's Book, and as your learners are developing different skills, it is important to ask them to answer the questions themselves or in groups. Encourage them to ask questions to clarify their understanding. Enable them to respond to these questions where appropriate. It is helpful to have some key points noted down in the learners note books as this will help them to review what they have learnt. Learners could develop this collection as they progress through the unit.

## **The Student Competencies**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture and heritage. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork. This unit provides good opportunities to create roles in groups so that learners can learn easily from each other. It is important in secondary four that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

## Activity 1: Recent history of USA from the Civil War to its present political and economic prosperity (Refer to Learner's Book pages 1 -3)

Take learners through the key inquiry questions as you discuss their relevance to the unit. Explore and discuss how the activities in this unit are related to the key inquiry questions and how they will assist them in further understanding of the topic. Take learners through the introduction by asking them to look at sources provided and read the text under each source. You can ask them questions like: What do you find interesting on the sources provided and why? The source is about slavery. Ask them to look at the map of USA during the reconstruction period, in the map, let them check the location of United States by 1861, the newly admitted states and the readmitted states. This will help them understand the areas affected by the Civil War in USA during that period.

In groups, guide the learners to study the economic history of USA before the Civil War period by reading the text below about how life was in USA before the Civil War.

The following notes will help you understand the activity better.

### Notes for the teacher

The Civil War in the USA was fought between the Southerners who were pro-slavery and the northerners who were anti-slavery. The victory of Northerners over the Southerners led to the emergence of a strong and united nation. This resulted to the economic and political prosperity in America. (This will help you answer the questions in source 1)

The Southerners were predominantly agriculturalists. That is why they needed slave labour to work on their plantations farms. On the other hand, Northerners invested in industry, finance and commerce thus they were not keen on keeping slaves. (This will help you answer the questions in source 1)

Before the Civil War, the Southerners enjoyed economic prosperity. Cash crops such as cotton were grown and exported. Cotton from Southern American was sold in America and Europe. Staple crops were also grown. The food crops were used locally and the surplus exported. This earned them revenue.

The Civil War therefore left the economy of USA in bad shape. States accrued a lot of debts during the war. The states were left with very little funds to rebuild the economy. Nevertheless, unlike the South that dived into poor economy after the Civil War, the North had a

relatively good economic times. With the use of machines in farms and industries there was an increase in production in those areas.

It is therefore right to say that the Civil War in USA left the country's economy on its knees. The earlier economic gains she had were watered down due to this war.

At the end of the Civil War, there was need to re-admit the Southern States into the Union. The Republican Party was in power at this time, the process of re-admission had to be done in a way that the Southerners could not come into an alliance with the Northern Democrats. Emancipation of African Americans politically meant that the number of Southerners in the Congress was going to increase by fifteen members. Fearing for a massive opposition from the African Americans in the South, the Republicans came up with a compulsory Adult Suffrage of all blacks in the former Confederate States with an aim to please them. Republicans knew that this would win them favour against South White Democrats. Republicans also attempted to disenfranchise [deprived of some rights and privileges] the Southern Whites who opposed Republican policies.

## **Assessment Opportunities**

### **Observation**

Observe the learners as they answer the questions and make presentations to the rest of the class. Check if all the key points are mentioned during the presentation. Also check if the answers they are giving are in context. As learners work in groups, encourage them to read and understand the text in the Learner's Book. Working in groups will help them encourage team work.

### **Conversation**

As learners work in groups, encourage them to ask questions on the things that they do not understand. Asking questions will help you know the points that they have not mastered.

### **Product**

Evaluate the answers provided by the learners and their presentation. Consider whether they are able to structure and develop their ideas in an appropriate manner.

**Activity 1: Recent history of USA from the Civil War to its present political and economic superiority**

Read the following sources on how the country was divide because of slavery.

Source 1



A cartoon strip published in 2011

Study the cartoon above. Who is against slavery? Who is supporting slavery? Why do you think they had different opinions about slave trade?

Source 2

Made so plain by our good Father in Heaven, that all feel and understand it, even down to brutes and creeping insects. The ant, who has toiled and dragged a crumb to his nest, will furiously defend the fruit of his labour against whatever robber assails him. So plain, that the most dumb and stupid slave that ever toiled for a master, does constantly know that he is wronged. So plain that no one, high or low, ever does mistake it, except in a plainly selfish way; for although volume upon volume is written to prove slavery a very good thing, we never hear of the man who wishes to take the good of it, by being a slave himself.

Abraham Lincoln's speech on slavery 1858

Source 3

"We are proclaiming ourselves political hypocrites before the world, by thus fostering Human Slavery and proclaiming ourselves, at the same time, the sole friends of human freedom"

Abraham Lincoln's speech at Springfield, Illinois October 4, 1854

Read source 2 and 3. What was Abraham Lincoln's view on slave trade? Explain.

**The Civil War and the World War 1 period**

The history of the USA from the Civil War to the World I War period is covered in the years of 1861 to 1918. This period is known as the **Reconstruction Period**. In this period, there was industrial progress as well as immigration of the people in the USA.

**Activity 2: Development of USA from the Civil War to World War 1 Period (Refer to Learner's Book pages 3 -4)**

The texts in this section is on the economic development of USA before the end of World War 1. Learners should be able to explain the economic aspect of USA before the civil war and during the civil war period. They should read the text in the learner's book so that they can understand the developments before the end of World War 1. Ask them to compare the developments in terms of the type of infrastructure, ways of communication, machines, banking systems during the civil war and before the end of the First World War.

In groups, let the learner's research on the ongoing civil war in their country, they can visit the library if they have one, use the internet if they can access or ask the leaders about the ongoing civil war. Learners are expected to know something about the ongoing civil war in our country including the causes like ethnicity and political wrangles. They should after that compare the economic challenges



facing our country because of the civil war like poor transport, poor means of communication, lack of enough food, lack of economic growth, poor storage facilities, destruction of farm produce among others the possible solutions like educating farmers on the proper storage and crop management among others.

After the Civil War, the South had to be economically rebuilt. Therefore, this provided an opportunity for investment and entrepreneurs took advantage.

The First World War broke out in 1914. USA joined the war in 1917. In these three years she was able to focus on production of goods and economic growth. She accumulated a lot of wealth during this period and later joined the war after provocation by Germany.

### **Assessment Opportunities**

#### **Observation**

See to it that every learner is taking part in the discussion. Stop by a group and select any member to share with others any of the economic challenge that they have discussed. Encourage learners to discuss all the points that they have come up with.

#### **Conversation**

As learners work in groups, encourage them to come up with more challenges and discuss the possible solutions to the problem they have identified.

#### **Product**

Read the answers they have written. Assess if all the answers are included.

With the inflation, workers demanded higher wages or salaries. The rich businessmen were also not spared. They complained of a heavy tax burden on their shoulders.

Note !! The Civil War in USA left the country's economy on its knees. The earlier economic gains she had were watered down due to this war.

Politically, the Southern states had seceded and were now known as the Confederate states. Republican party was the party in government at the time of the war. Therefore, its policies were meant to subdue the Southerners.

There were conditions for African Americans to fulfill to be allowed to vote. The qualifications to vote was based on the amount of property and the level of education.

#### Activity 2: Developments of USA from Civil War to World War I period

##### *Economic development of the USA before the end of World War I*

The last quarter of the 19<sup>th</sup> Century saw unprecedented industrial growth in the USA. There was improvement of infrastructure that enabled people to travel. It also made trading easier. Communication networks were also enhanced through invention of telephone and telegraph.

There was also the influx of foreigners who came up with ideas to USA. As migration was taking place there was urbanisation. The growth of urban centers enabled people to share ideas on how to make their lives better.

Many Americans became entrepreneurs, this led to establishment of banking and financial organisations. Banks provided credit facilities to investors. There was also an upsurge of insurance firms which covered business risks.

There was the invention of electricity which provided energy to run engines in factories. With the invention of electric power, there was mass production of industrial goods.

There was emergence of a new class of entrepreneurs in the USA. Their ideas came to propel economic growth. They included; John D. Rockefeller, Andrew Carnegie and John Jacob Astor.

### Activity 3: The USA system of government (Refer to Learner's Book pages 5 -12)

This activity covers the USA system of government. It covers the composition of USA system of government and the functions of the three arms of government. The three arms of USA government include the legislature, executive and the judiciary.

Introduce the activity by asking the learners questions like: What do you know about our system of government? Let them tell you what they know about the roles of their presidents. Also ask them what they know about their judiciary. Remember to ask them about the law courts that they have. You can help them categorise them from the highest to the lowest giving out their functions.

Refer the learners to source 4 on activity 3. Ask them what they know about the bill of rights. Don't forget to tell them the importance of the bill of rights. They should use these importance to answer the questions on this source.

When talking about any of the arms, make sure you compare it with the same arm in South Sudan. Let them discuss the things that they

find important in the USA legislative organ so that they can be able to answer the questions on group work.

Pair the learners so that they can discuss why the government is important.

### **Notes for the teacher**

The types of cases heard at the States Courts include criminal cases, probate cases (involving wills and estates), contract cases, tort cases (involving personal injuries) and family law (involving marriages and divorces). One may appeal a case to the Supreme Court, which may choose to hear the case or not.

The Supreme Court helps to interpret the constitution in case of any dispute. It also handles cases involving treaties of the USA, cases involving ambassadors and public ministers, disputes between two or more states, admiralty law, bankruptcy and habeas corpus issues. It also acts as an adjudicator between the President and the Congress and between the federal and the state governments.

### **Assessment opportunities**

#### **Observation**

Observe pairs of learners working together and consider how effectively they are co-operating with each other in order to come up with the best answers.

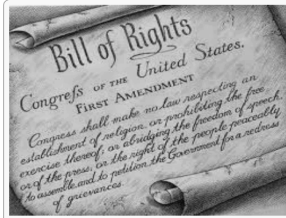
#### **Conversation**

Talk to the learners to see whether they understand the relationship between the USA system of government and that of their country. Check if the discussions they are having are in context and correct them if they are wrong.

#### **Product**

Assess whether the learners are able to communicate ideas creatively and accurately in an appropriate way.

### Activity 3: The USA system of government



A copy of USA constitution on the national archives catalog newsletter.

#### Source 4

Why do you think the source is important?

Imagine what difference adopting the bill of rights must have made to US society.

The system of government in USA is analysed at two levels. They include:

- A. National level
- B. Local level

#### A. National Level

At national level, the government of USA comprises of three arms, which are:

1. The Legislature
2. The Executive
3. The Judiciary

#### 1. The Legislature

The legislative arm of the government is known as the **Congress**, which comprise of the Senate and the House of Representatives.

There are two senators representing the state regardless of the size of the state or the population of the state. That means that there are one hundred Senators in the Senate. They serve a period of six years. There are Senate elections every three years whereby only half of the Senate is subjected to elections. This move ensures continuity and experience should the Senate be composed of first time senators only.

## Activity 4: The rate of immigration and its social implication in USA from the Civil War to World War 1 (Refer to Learner's Book pages 12 -13)

Refer to activity 4 in the Learner's Book. Let the learners read the text about immigration into USA in 1907, they can then use it to answer the information on group work on the same activity. The learners should know about the massive immigration to the USA during the colonial era. Tell them about the 19th and the 20th Century foreigners came to USA. Explain to the learners the reasons why many people migrated to USA during that time. Also tell them about the laws that were put in place to reduce the number of people who were moving in and out of the country. Emphasise on the impacts of the immigration on America.

### Assessment opportunities

#### Observation

Observe pairs of learners working together and consider how effectively they are co-operating with each other in order to get good answers.



## Conversation

Talk to the learners to see whether they understand what the activity is about. Check if the answers they are getting are in context. Correct them if they are wrong.

## Product

Read the answers provided by the learners. Check if they are towards the right direction and are presented in the appropriate way.

There are municipalities and counties at local government level in the USA. Municipalities in some counties are divided into city, town, borough and village. Counties on the other hand are divided into township.

People in the specific jurisdiction elect mayors and council officials. The local governments draw their powers from the respective state government. The local government then takes charge.

### Activity 4: The rate of immigration and its social implications in USA from the Civil War to the World War I

After the Civil War, many immigrants came to seek economic freedom. A small percentage also came due to religious persecution in their homeland. USA being a country that tolerated religious difference, they came to seek religious freedom.

The climax of immigration to USA was in 1907 when an estimated 1.3 million people gained entry into USA legally. However, with the outbreak of the war, immigration reduced significantly. This was because the Congress introduced laws to curb immigration. The Congress introduced literacy tests as well establishment of immigration quota, which put 2% as the total number of people from each nationality to gain entry into USA. Another law required that immigrants be thoroughly inspected and be subjected to medical tests before landing in USA.



Fig. 1.7: Jews migrating to USA in groups

### Social implications of immigration in USA

1. There emerged religious intolerance in USA. The Catholics especially the Irish were discriminated upon based on their religious beliefs. The anti-Catholic movement tried to curb the immigration through political and economic measures.

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## Activity 5: Inter war period (Refer to Learner's Book pages 13 -20)

The great depression refers to the period in USA when the stock market crashed. It was characterised by inflation, high rate of unemployment, low incomes, poverty, low profits and low purchasing power by consumers. It was caused by drought conditions, failure of banks, American economic policy with Europe and the reduction in purchases.

Divide the learners into small groups, let the learners study the sources in the Learner's Book and the questions that follows. These

sources provide information on how the Great Depression happened and how it was a serious issue. During that time of the Depression. The president in power was Herbert Hoover. Hoover was not able to deal with the Great Depression for the following reasons:

The Depression came just months after his inauguration, secondly the cost of the First World War left most European nations bankrupt. On the other hand, he is being blamed for the Great Depression because of the following reasons: He signed into law the Smoot-Hawley tariff which led to the decline of the international trade. He also agreed on tax increases on states business and checks. His business career and personal beliefs also made him to be accused of the Great Depression.

Source 6 explains how he struggled with the Great Depression. The baby is spilling words and Hoover is trying to stop the child. The baby is spilling the problems which Hoover could not stop during the Depression. Source 7 is a letter from Hoover to Bruce Barton informing him that the Depression is has ruined the life of most people in USA including the middle class.

After reading the text on the causes of the Depression, let the learners study source 8 on the New Deal and came up with the message from the cartoon. This source explains how Roosevelt tried by all means to come up with the New Deal. It also explains how very many people doubted the New Deal. Not everyone was happy with the New Deal that he came up with. In source, let the learners talk about the programmes introduced by Roosevelt by looking at the meaning of each programme and what each was supposed to deal with. This source shows how happy he was with his New Deal. To understand more let them understand how USA recovered from the Great Depression. They should not forget about Roosevelt's New Deal.

## **Assessment opportunities**

### **Observation**

Watch the learners working together and consider how effectively they are co-operating with each other in order to get the correct answers. Working together will encourage team work hence they can easily learn from each other.

### **Conversation**

Talk to the learners to see whether they understand what the Great Depression was about and how they understand the New Deal. Check if they can interpret the message from the cartoons.

## Product

Evaluate the answers provided by the learners. Check if the answers they have provides are in the right direction.

2. The coming of foreigners meant an increase in the population. The population pressure in urban areas led to increasing demand for houses as well as other social amenities.
3. With the increase in the number of people, there was an increase in provision of social services such as education and health care.
4. Welfare groups were also created by those who were staying in urban centers to collectively assist one another in times of need.
5. There was discrimination at work places. White Americans filled top management positions while immigrants and African Americans filled low cadre jobs.



### Group work

Research how South Sudan controls immigration and emigration. Report your findings in class.

### Activity 5: Inter war period

#### The Great Depression

Source 5



Black Tuesday headline, Brooklyn Eagle, October 1929.

What is the message about the stock market crash of 1929?

What evidence do they provide that the Great depression was a serious issue?

13

## Activity 6: Rise of USA as a super power (Refer to Learner's Book pages 20 - 25)

Introduce the lesson by asking the learners what they think USA has done as a super power. This will help them improve on their communication skills. This will also help you know if they understand the meaning of the word super power.

USA rose to be a super power due her super power due to her military strength. She was able to manufacture nuclear weapons. The only country that could challenge American super power status was the Soviet Union. This military strength made the word to avoid provoking the USA for fear of attacks. America also emerged as a super power because the country had strong and organised political leaders as well as military leadership.

The United States rose to power after the civil war this was because of the industrial revolution. Its rapid growth in economy required an increasingly centralised state to manage it. This means that power or authority was to come from one person. More power was concentrated in the executive branch and the bureaucracy, the easier it was for the president to acquire territories abroad.

During the Spanish American war, America acquired a whole a lot of different territories around the globe.

Let the learners use their knowledge in what they learnt in the lower secondary to explain how USA participated in the Korean War, Vietnamese War, Gulf War and the Iraq War. Let them also compare USA and Russian super power status by understanding the texts that are in the Learner's Books.

### **Assessment opportunities**

#### **Observation**

Observe the learners taking notes. Check if they understood how USA achieved the super power status. Also check if they can they compare the USA and the Russian super power status. Check if they can explain the role of USA in the Vietnam War, Gulf War and the Iraq War.

#### **Conversation**

Talk to the learners to see whether they understand the role of USA in the different wars and how this is related to the super power status. Ask the learners oral questions when explaining this activity.

#### **Product**

Assess whether the learners are able to communicate ideas creatively and accurately in an appropriate way.



#### The Failures of the New Deal

The successes of the New Deal are far more than the failures. However, we can criticise the New Deal in the following two ways:

Firstly, it did not end the Great Depression. For example, Problems like unemployment persisted all the way into World War 2. So it is honest to say that with all the hype and optimism of the New Deal, it did not solve the economic hardship in America.

Secondly, New Deal's programme was run by the national government. This made the various states to lack initiative to work hard and raise local funds.

#### Factors that led to economic recovery of USA after the Great Depression

1. The leadership of Roosevelt was vital in economic growth of USA. He came with legislations and programmes that stimulated economic growth all over the land.
2. Banks and insurance companies provided credit facilities and covered risks respectively therefore enabling investors to invest with much confidence.
3. The availability of entrepreneurs who were willing to take risks and start businesses was important for the growth of American economy.
4. There was the discovery of electricity that supplied power to run machines. There was a deep pocket of raw materials that were used to manufacture various items.
5. Unlike other European countries that were heavily engaged in various fights and World Wars, USA did not involve herself at initial stages making her be the sole manufacturer of many items. She accumulated a lot of wealth by selling to the warring Europe as well as her domestic population.

#### Activity 6: Rise of USA as a super power

##### Reasons for the rise of USA as a super power following World War 2

The World War 2 broke out in 1939 and ended in 1945 after the bombing of the two cities of Japan that is, Hiroshima and Nagasaki. Japan had been accused by USA of launching a sudden aerial attack on the American naval base at Pearl Harbour on the Hawaiian Island.

1. USA rose to be a super power due to her military strength. She was able to manufacture nuclear weapons. The only country that could challenge

## Activity 7: Global social developments in the USA (Refer to Learner's Book pages 25 - 30)

Introduce the activity by asking the learners to research on the global social developments of USA and discuss their finding in groups. They can do this to improve their understanding on the global social development of USA.

They should learn the developments of civil rights movement in USA. Emphasise on the role played by American women activists in insuring that women were recognised in enjoyment of public utilities. Tell the learners about the development of Human Rights in the USA.

Let them research on the story about Rosa on the internet or books or library and share with other learners what they have found out on the racial discrimination during this time and their own reasons why they are against racial discrimination. Sharing will help them improve on their communication skills.

Let the learners read the speech of Martin Luther and analyse why they think it is one of the most important speeches. Let them research about the leaders who have brought about democracy in USA like Abraham Lincoln, Andrew Jackson and Thomas Jefferson.

Let them read the poem on racial discrimination and write their own on what they know about racial discrimination. Let them also discuss and write an essay about how human rights are protected in our country. Group the learners and let them write an essay on the impacts of democracy in our country.

### **Notes for the teacher**

The institution of slavery was predominant in the South of USA where many African Americans were still being subjected to racial oppression. However, at the end of Civil War, American slaves were emancipated and Blacks were accorded basic civil rights through the passage of the Fourteenth and Fifteenth amendments to the constitution.

Martin Luther called for an all-inclusive government and enjoyment of freedoms regardless of the colour. He called for America where everyone had an opportunity not because they are White or Black but because they are human beings.

Civil Rights Movements in USA used non-violent and civil disobedience to make the government authorities pay attention to the problems facing African Americans. The Civil Rights Act of 1964 banned discrimination based on race, gender, religion or national origin. This act removed discriminations at places of work, education institutions, voter requirements, rental housing among other social areas. The end result was an increase in the African Americans in the middle-class jobs as well as the military.

Rosa became to be known as the 'Mother of Freedom'. Women also took up the initiative to teach illiterate people how to read and write to enable them struggle for freedom and liberation.

Another development on civil rights activism was the movement of the African American to the Northern and Western cities to take up defense related jobs. When this group of people came back south they strengthened the black voting potential and were also determined to end racism.

In the inter-war period after World War 1, USA was able to support self-determination and protection of minorities. To this end, USA led in championing for decolonisation of some countries.

The USA has also held governments accountable to their obligations to Universal Human Rights without violating them. USA attempts to

promote the rule of law and accountability within the country as well as in other nations.

## Assessment Opportunities

### Observation

Observe the pairs writing a poem against racial discrimination. Check if they are creative enough to come up with good poems. Also check if their essays are having all the important points.

### Conversation

Talk to the learners about what they find interesting about the global social development of the USA. Ask them if they have ever been discriminated and how they felt. Sharing their experiences will help improve on their communication skills. Correct them if they are wrong when answering the questions. Also check if what they have written are within the context.

### Product

Read the answers and the poems written by the learners. Check if there is any creativity in the poems.

#### The role of USA in Iraq War

The Iraq War took place in 2003. It is also known as the Second Gulf War. It was led by the USA to overthrow the government of Saddam Hussein. This war against Iraq was under the American President George W. Bush.

The motive of attacking Iraq came from the suffering of the Americans under terrorists. The terrorists killed more than six thousand Americans in a bomb attack of World Trade Centre and the Military Base Pentagon on 11<sup>th</sup> September 2001. The Americans were convinced that Iraq government supported terrorist activities materially and financially. They were also convinced that the Iraq offered training ground for terrorists.

The Americans believed that the Iraq government was harbouring the terrorist groups fighting the Turkish and the Iran government. It was also suspected that Saddam was developing weapons of mass destruction like the anthrax, nerve gas and nuclear weapons that was meant to murder people.

Having fought a terrorist group, 'Taliban' in Afghanistan, the Americans were determined to eliminate any visible enemy as well as show their military might. They also believed that the then President Bush who was the son of former President Herbert Hoover wanted to finish what his father had started in First Gulf War.

The Americans invaded Iraq without the consent of United Nations Security Council. They flashed out perceived enemies of world peace in America. The USA and her allies defeated Iraq forces, captured Saddam and had him tried in the Iraq's law court. He was handed a death sentence and his execution done in full glare of the world by being aired on television probably to send a warning to any terrorist out there.

#### Activity 7: Global social developments in the USA

##### 1. Development of Civil Rights Movement in USA

The Civil Rights Movement refers to the fight against racial discrimination. In America, non-violent protests broke out in the 1950s and 1960s. During this time, African Americans fought for space with the whites in enjoyment of public service. There was racial segregation in public schools, there were restrictions on those allowed to vote and they were also denied employment opportunities.



## Activity 8: Contribution of USA to Arts (Refer to Learner's Book page 30)

You can introduce the activity by asking the learners to tell you the type of music that they know. Learners will like this topic. Also ask them the reasons why they like these type of music. You can also ask them why they think the music industry is important. In this question, expect them to give you the importance of music like for entertainment and consolation. Also ask them where the type of music that they like came from. They can research on this at their own free time.

In groups, let the learner talk about the group work on the same activity. The following notes will help you answer this question.

### Notes for the teacher

The music industry fuels job creation, economic growth, tourism development and artistic growth, and strengthens a city's brand. A strong music community also attracts highly skilled young workers in all sectors for whom quality of life is a priority. This in turn attracts business investment.

Music is a powerful means of connecting people. It bridges linguistic and cultural divides, and is a vehicle for identity and expression like no other. Collectively, the music ecosystem generates rich social, cultural and economic benefits.

Music is an art, it is rising to become something more powerful than it already is, and when that happens, we all would have some amazing music to listen too.

USA is known for her richness in art in form of television, movies, theatre and music. She has produced Hollywood movies which acts as a source of entertainment and education. Explain to the learners how USA has contributed to Arts. Mention her richness in commercial arts and music industry. Group the learners to do the activity in page 31 and explain how the music industry in USA has benefitted the people of South Sudan.

Each person has their own likes and dislikes, this allows them to be picky about the type of songs they would like to listen too. You will find people with the same taste of music, thus connecting on social and economic grounds. When a concert occurs, people unite in one area to watch the show. This allows citizens to feel close to one another, and safer knowing there are a lot of people around them who share the same values as they do.

The music industry effects the economy by giving job opportunities to people. Have you ever had a concert in another city and wanted

to go so bad? Well, that's one way the music industry affects the economy, it increases tourism within that city and attracts more people to come sight-see and discover what the city is about. As well as spending throughout their whole stay.

## Assessment Opportunities

### Observation

Watch the groups discussing the questions about the music industry. Check if the learners can identify the effects of the music industry to the people of South Sudan.

### Conversation

Talk to the learners while they are discussing the questions. Encourage them to talk about their love or hate for music. This will help them improve on their communication skills.

### Product

Read the answers provided by the learners. Check if their answers are within the context.



#### Pair work

With the help of your teacher, explore how democracy began in South Sudan then write an essay on the impacts of democracy in our country.

#### Activity 8: Contributions of USA to Arts

The USA is best known for her richness in art in form of television, movies, theatre and music. These have been shared by other nations around the globe. According to research done, American entertainment industry contributes to a third of the world's economy.

For movie production, America has Hollywood which is a film production place. Many movies have been shot in Hollywood and they have acclaimed international recognition. Many Americans and foreigners are employed in Hollywood where the living standards have been improved remarkably.

Television channels in the USA have not only been a source of news reports but also a place of entertainment and education. USA is home to Cables News Network, which is a cable and satellite network owned by the Turner Broadcasting System and enjoys viewership all over the globe.

In commercial arts, a number of paintings have made recognition in the USA. Some have been sold and used both locally and abroad.

Music industry in the USA has also been a success story. There exists many genre of music that is popular all over the world. They have Jazz, Hip-hop music, rock music among others.



#### Group work

Think of a place that you recently visited and found music being played, was it Jazz music, Hip-Hop music, rock music or another type of music? Discuss how the music industry in USA has affected the people of South Sudan. Each group to present what they have discussed to the class.

## Activity 9: Contributions of USA to Technology (Refer to Learner's Book page 31)

Introduce the activity by asking the learners to explain their understanding of the word technology is. Let them tell you some of the technological devices that they know and how they have affected different aspect of life. Ask them the effects of technology on the eating habits, ways of communication, transport and communication.

Let them compare life before technology and life after technology. With this information, they can answer the question on group work under activity 9.

### Notes for the teacher

The technology advancement in USA was made possible by several factors during the Industrial Revolution. The factors include the availability of capital and the good climate among others. Explain to the learners the inventions of USA in communication, transport business transactions and entertainment. Group the learners to explain how technology has changed most of the things in our country. In pairs, learners to discuss how the contribution of USA to technology has changed most of the things in our country. Emphasise on the technological devices that were invented by the Americans.

### Assessment Opportunities

#### Observation

Observe the pairs discussing the answers. Check if they can explain the impacts of technology in their country. Check if they can compare life before and after technology. Working in pairs will enhance team work.

#### Conversation

Talk to the learners while they are discussing the answers to the questions. Check if their explanations are logical.

#### Product

Read the answers provided by the groups. Check if they are towards the right direction.

### Activity 9: Contributions of USA to Technology

The advancement of technology in the USA was necessitated by several factors and was marked during the period of Industrial Revolution. Availability of capital, good infrastructure, diverse climate, good education and the influx of foreigners among others were the factors that contributed to rapid Industrial Revolution in America.

In the South of USA, the discovery of cotton gin by American Eli Whitney marked a great change in the field of agriculture. The manufacture of cotton to be used within USA and abroad encouraged farmers to do more farming activities to ensure continued supply of the commodity.

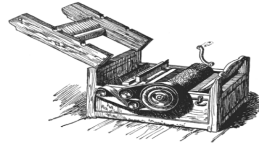


Fig. 1.17: Cotton gin

Technological advancement in the US therefore has contributed to her economic success, good educational system, sound political environment, distinct social structure and cultural identity.



#### Pair work

The contribution of USA to technology has had a major impact on our country. Discuss. Present your conclusions in class.



# UNIT 2: RUSSIAN REVOLUTION OF 1917

Refer to Learner's Book pages 33 - 58

History Secondary 4	Unit 2: The Russian Revolution
<b>Learn about</b>	<b>Key inquiry questions</b>
<p>Learners should use a range of sources to investigate the causes and effects of the Russian Revolution. They should compare and contrast the Russian Revolution with Cuban Revolution.</p> <p>They should explore the factors that led to the rise and fall of Russian Revolution and understand the reforms made by Mikhail Sergeyevich Gorbachev and the importance of these reforms to Europe and Africa.</p> <p>They should compare and contrast elements of patriotism and internationalism through reading patriotic statements from Russian revolutionaries and Fidel Castro.</p> <p>They should investigate the impact of the Russian Revolution on the world in the 20th Century.</p>	<ul style="list-style-type: none"> <li>• What were the causes, course and effects of the Russian Revolution?</li> <li>• How important were the reforms made by Mikhail Sergeyevich Gorbachev to Europe and Africa?</li> <li>• What were roles of Lenin, Trotsky and Stalin in the Russian Revolution?</li> <li>• How did the Russian Revolution impact on the history of the 20th Century?</li> </ul>

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Explain the causes, course and effects of the Russian Revolution.</li> <li>• List the reforms made by Mikhail Sergeyevich Gorbachev and their effect on Europe and Africa.</li> <li>• Outline the roles of Lenin, Trotsky and Stalin in the Russian Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the causes, course and effects of Russian Revolution.</li> <li>• Discuss the importance of the reforms made by Mikhail Sergeyevich Gorbachev to Europe and Africa.</li> <li>• Examine the roles of Lenin, Trotsky and Stalin in the Russian Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>• Value the positive aspects of the Russian Revolution and its reforms.</li> </ul>

<ul style="list-style-type: none"> <li>Describe the effect of the Russian Revolution on the history of the 20th Century.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the impact of the Russian Revolution on the history of the 20th Century.</li> </ul>	
<p><b>Contribution to the competencies</b></p> <p>Critical and creative thinking:Analysing the factors that caused the revolutions.</p> <p>Communication and Co-operation:Discussing in groups and making presentations</p> <p><b>Links to other Subjects</b></p> <p>Peace Education: Causes of conflict and revolution</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

This unit will help learners develop their understanding of Russian Revolution. The activities used in this unit will help learners to understand how the Revolution happened in Russia and its causes.

There are many opportunities within this unit for learners to practice and improve their communication, cooperation, critical and creative thinking skills.

This unit is about the revolution in Russia. Let the learners understand what a revolution is, its causes, chronology of events, and the effects of the revolution and the role of specific leaders during the revolution. Make the learners understand how the revolution helped shaped the history of Russia.

The activities listed here for this unit include some written texts, but the focus is mostly on the critical and creative thinking skills as well as on communication and cooperation.

You may choose to set research projects or a homework activity for your learners in order for them to be able to compare sources of information and provide them with additional knowledge and understanding.

## Using the learner's book

There are both words and pictures used in the Learner's Book, and as your learners are developing different skills, it is important to study the sources provided in the Learner's Books and answer the questions under every source and activity.

Encourage learners to ask questions to clarify their understanding. Give the learners time to respond to these questions where appropriate. It is helpful to identify the key features and factors on the sources provided.

## The Student Competencies

This unit presents many opportunities for communication and cooperation, it also provide opportunities to think critically and creatively about different aspects of culture and identity. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork. It is important in Secondary Four that the teacher continues to model good communication and creativity skills, critical thinking and cooperation by describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

### **Activity 1: History of Russia before the Revolution (Refer to Learner's Book page 33)**

Refer the learners to the Learner's Book. After guiding them through the text by explaining to them what the revolution was all about, let them look at the sources provided about the Ottoman Empire and discuss what is in the sources.

Before the Revolution in Russia, the country was under the leadership of Tsar and had an absolute monarchy as the form of government. Tsar ruled without a parliament during this time. Since the monarch was ruthless, the Russian society became divided by the beginning of the 20th Century. During World War 1, Russia was defeated by Crimea, Japan and Italy. This further made the Russian State weak hence a revolution was unavoidable.

During the Industrial Revolution, some peasants moved from the rural villages to towns. This led to a large working population in the cities, who lived on meager pay resulting to misery.

The Monarch was ruthless resulting to discontentment among the majority. They revolted at the slightest opportunity. The Monarch came from the people, this created a deep feeling of hatred over his rule.

The key activity is for learners to understand the form of government in Russia during this time and the type of leader they had. Explain to the learners the history of Russia before the Revolution of 1917.

## Assessment Opportunities

### Observation

Observe learners interpreting what is in the sources and how well they can come up with the message of the cartoon. Consider how effectively they are co-operating with each other in order to give the correct answers to the questions. Check if they have included the struggles of the Russian proletariat against bureaucracy of the ruling monarch in source 1, also check if they have included the Russian cruel oppressive rule leading to the social arrest in source 2.

### Conversation

Talk to groups of learners about the sources provided, checking that they can describe the sources and if they can relate the sources to the texts.

### Product

Read answers provided by the learners and consider whether the answers they have provided are correct in the given contexts.

Unit

2

## Russian Revolution of 1917

### Activity 1: History of Russia before the Revolution

From 1547, the Tsar ruled Russia as an Absolute Monarch without a parliament. Between the late 19<sup>th</sup> Century and the early 20<sup>th</sup> Century, Russia was a vast empire that stretched from Poland to the Pacific. It is believed that by 1900, the population of Russia was estimated to have reached 165 million people, made from diverse ethnic, languages, religion and culture. This made it difficult for the Monarch to rule such a huge empire.

The ruling class was referred to as the Nobility and the Clergy (church). They owned much of the land while the majority of the people were peasants. They lived under very difficult conditions in their poor villages. The peasants were under the control of the Mir (a local council who had the power to decide whether a peasant would own or rent land from the rich landowners).

Source 1



Source 2



Study source 1 and 2.

What do the sources suggest about the relationships between the ruling class, the state and the people?

By the beginning of the 20<sup>th</sup> Century, the Russian society had become polarised (divided). This made it very difficult for the Tsar to govern. During the World War 1, Russian troops suffered humiliating defeat in the hands of Crimea, Japan and Italy. The World War further strained the already weak state and a Revolution was inevitable.

## Activity 2: Causes of the Russian Revolution (Refer to Learner's Book pages 34 - 38)

Introduce the activity by reviewing the previous activity, you can do this by asking the learners why the study of activity 1 is important. Expect answers like: It helps them know how life was in Russia before the revolution and the key things that led to the revolution. For example, the long oppressive rule of the Tsar.

Let them understand how the Tsar's rule led to the Revolution and how the other factors led to the revolution. Let them study source 3 and explain how the Russians were inspired by that ideal. The following statement will help you.

Marx sees the historical process as proceeding through a necessary series of modes of production, characterised by class struggle, culminating in communism. Marx's economic analysis of capitalism is based on his version of the labour theory of value, and includes the analysis of capitalist profit as the extraction of surplus value from the exploited proletariat. The analysis of history and economics come together in Marx's prediction of the inevitable economic breakdown of capitalism, to be replaced by communism. However, Marx refused to speculate in detail about the nature of communism, arguing that it would arise through historical processes, and was not the realisation of a pre-determined moral ideal.

Let the learners study source 4 which is related to the text on the same page and come up with reasons why they think Rasputin was murdered. Expect answers like he was hated because he was the Tsar Chief advisor and the Tsar who was oppressive and his presence revealed the corruptive nature of the Monarch. You can read more about Rasputin.

Let them study sources 5 and 6 and use it to answer the questions below it. Some of the expected answers include: Strikes, lack of food in the city and loss of the support of the army.

In small groups let them discuss how Tsar Nicholas (II) was not having leadership qualities. Expected answers include; dissolution of the Duma every time, his lack of leadership, poor timing, and his clinging to a form of government that no longer fit the time, makes him one of the worst. The man was a very pious ruler but it could not make up for the pile up of bad decisions he made.

### Information for the teacher

It is believed that the Russian Revolution was a product of the World War I (1914- 1918). Other factors also contributed to the 1917 Russian

Revolution. These factors can be divided into political, economic and social.

The Monarchs' rule was characterised by oppression, poverty, misery and poor decision. The Tsar did nothing to rescue the masses there. Prior to the 1917 Revolution, Russian Monarch had become weak due to the oppressive rule of Tsar Nicholas II, he ascended to the throne in 1894, after the death of his father.

The peasants and labourers had no right to vote especially the women. This left the masses with no legal means of improving their social and economic life. They also had no means of airing their grievances. Whenever they went on strike to press for their demands, the Monarch ruthlessly cracked down any resistance against the authority. Moreover, the peasants, factory workers and a small group of middle class struggled to have a greater say and recognition in the government.

During that time, majority of the population lived in poverty, misery and suffered continuously under the hands of the Nobility, the clergy and the elites. Furthermore, the peasants had to pay heavy taxes and levies to the land owners forcing them to live under inhuman conditions. These conditions were characterised by hunger, diseases and even death. Russians had lost faith in the leadership of the Tsar. There was massive corruption among the government officials and the economy remained backward. The Tsar repeatedly dissolved the Duma, whenever it opposed his will.

The feudal lords had continuously lost their land to the rising middle class. The liberated peasants and serfs had lost hope of getting more land, while the labourers and workers lives became unbearable due to low wages. The military had become demoralised while the political parties were denied all privileges. Every person in the society had lost trust in Nicholas II government and a Revolution was inevitable.

Following days of intense political unrest, the Tsar realised that he had lost the support of the army and was forced to abdicate the throne (stepped down) and the Bolshevik party took over power under the leadership of Lenin. In October 1917, a second revolution erupted and the Bolsheviks created the worlds' first communist state.

## **Assessment Opportunities**

### **Observation**

Observe learners working in groups and how well they come up with the correct answers. Consider how effectively they are co-operating with each other in order to give the correct answers to the questions.

Check if they have included reasons for the murder of Rasputin for example, he was a bad adviser. Also check if they have included bad leadership qualities of the Tsar like his poor decision making skills.

## Conversation

Talk to groups of learners about the sources provided, checking that they can come up with the key factors in each point. Correct them if they are out of context.

## Product

Read answers provided by the learners and consider whether the answers they have provided are correct in the given contexts.

### Activity 2: Causes of the Russian Revolution

#### Long term causes of the Russian Revolution

##### Political causes of the Russian Revolution

###### 1. Russia under Tsar Nicholas II

Russia was under an Absolute Monarchy for more than 500 years. The Absolute Monarchy was a repressive and a ruthless system of government. Tsar Nicholas II was a weak ruler who had no skills of running a government. He used divide and rule system which placed landowners and the church to run the government. They were placed far above the common people.



Fig. 2.2: Tsar Nicholas II in the Winter Palace-St. Petersburg (later changed to Petrograd)

In 1905, The Tsar introduced the following reforms to counter the growing tension. He established a series of people representative assemblies also known as **Dumas**. However, the Duma remained a powerless and a toothless parliament. It had limited powers as the Tsar kept dissolving it whenever it went against his wish. Because of this, the masses lacked representation in the government. They expected the Tsar to address their problems, but the government did nothing to improve their conditions. This created bitterness, mistrust and discontent that manifested in all aspects of life.



### **Activity 3: The course of the Russian Revolution of 1917 (Refer to Learner's Book pages 39 - 41)**

This activity can be used to reinforce how events happened during the Revolution with the correct dates. By asking the learners to role play the social unrest of October 1917, you are asking them to identify the key things that happened that led to the revolution.

Role play will help enhance team work, communication skills and creativity. Choose a participant to represent the groups since not all the learners can dramatise at the same time. Ensure that all the members are concentrating during the role play by walking round the classroom once in a while. It will also help you assess the learners understanding of the activity.

Guide the learners in stating the events in order. Using role play, guide the learners when dramatising the October 1917 social unrest against the provincial government in Russia. Help the learners complete the table on the order of events from February 1917 to the end of Civil War in Russia. Help the learners analyse how the Bolshevik Party was formed.

#### **Assessment Opportunities**

##### **Observation**

Watch learners working in groups. Consider how effectively they are co-operating with each other in order to give the correct answers to the questions. Check if the flow chat is in order. Also check if the chart is filled properly.

##### **Conversation**

Talk to groups of learners about the events that they find important and ask them why they think that they are important. Correct them if they are out of context.

##### **Product**

Assess the learners dramatising and study the completed charts provided by the learners, check if they are completed correctly.



### Activity 3: The course of Russian Revolution of 1917

The following series of events culminated into the Russian Revolution of 1917:

- By the beginning of the 20<sup>th</sup> Century, the Russian economy had crumbled, pushing the Empire to the brink of a revolution. The mismanagement and corruption within the government left people dissatisfied and eager for change.
- In 1905, hundreds of unarmed protestors marching in the streets demanding for reforms were massacred by the government troops in what is referred to as the **Bloody Sunday Massacre**. After the massacre, angry workers responded with a series of strikes throughout the country.
- Russian government instituted some reforms by forming series of people representative assemblies or the Dumas.
- In August 1914, Russia joined the war in support of Serbia, French and her British allies. Russian involvement in the war proved disastrous for the Russian Empire since soldiers were killed and maimed. Additionally, the economy of Russia was seriously disrupted by the war which led to high food prices and fuel shortage.
- In 1915, the Tsar Nicholas II left the capital of Petrograd to take command of the Russian army front. During his absence he left his wife in charge of the government, the Tsarina fired all the elected officials. At the same time she took the controversial Serbian monk, Rasputin as her advisor who increased her influence over Russian politics and the royal Monarch. By then, most Russians had lost faith in the failed leadership of the Tsar.
- In December 1916, some Russian nobles murdered Rasputin in order to end his influence. Meanwhile, the moderate Russians soon joined the revolutionaries in calling for the overthrow Tsars' rule.
- In February 23<sup>rd</sup> 1917, a huge crowd of demonstrators and striking industrial workers walked to the streets of Petrograd demanding that the government provide them bread. The police tried to break the demonstrations but the protestors refused to leave the streets.
- In March 11<sup>th</sup> 1917, the Tsar called the troops from the army garrison in Petrograd to quell the uprising. Some of the soldiers opened fire to the protestors but they refused to leave the streets. The troops staged a mutiny, abandoned the Tsar, armed the demonstrators and joined the protest.
- In March 12<sup>th</sup> 1917, the Duma formed a provincial government and few days later, the Tsar realised that he had lost the support of the army. He abdicated the throne, ending centuries of the Russian Monarch.

## Activity 4: Lenin and the Russian Revolution (Refer to Learner's Book pages 42 -45)

Introduce the activity by reading to the learners the early life of Lenin provided below. This will help the learners to know some of the things that made Lenin the leader that he was. A person's early background helps shape the future of the person.

### Early life of Lenin

Lenin was born on 22 April 1870. He was born in Simbirsk to an upper-middle class family. His revolutionary ideals started when he witnessed the execution of his elder brother (a member of a revolutionary group, for his involvement in a plot to assassinate Tsar Alexander III). He excelled in school and went to the University to study law where he was exposed to Karl Marx radical literature. He was personally impressed by the idea of a classless society that predicted an imminent revolt by the working class, or proletariat. This influenced him to get involved in revolutionary activities, and was always in constant trouble with the government. Eventually, he was expelled from the University for his radical policies. In 1981, Lenin completed his law degree as an external student.

He then moved to St Petersburg, got married and continued with his professional revolutionary activities. He was later arrested and like other contemporary revolutionists, he was exiled in Siberia. In 1901, he left Siberia and embarked on several tours around Europe.

Lenin took power in Russia by the Bolshevik Party in October 1917. Before then, he was a revolutionist and was always in constant trouble with the government. Emphasise on the role Lenin played in the revolution after he took over the government. Explain to them the reasons why the Bolsheviks were able to take over power from the Provincial Government.

Lenin spent the last years of his life disturbed. This is because his rule was changing to a Bureaucratic Regime. Secondly, he expressed his concern over the increasing power of Joseph Stalin who was to become his successor.

In small groups, let the learners study the information in source 8 about Lenin's hope in his new policy. Which include Liberty for private trading, peasants to sell and buy manufactured goods, industrial production by industries and re-introduction of bonuses foods.

In the same groups, let the learners discuss how Lenin and his government were able to deliver peace bread and land to the Russian people.

The following points will help you: Lenin concluded a peace with Germans on their terms in March 1918.

- All land in Russia was nationalised, which in practical terms meant peasants were given a free hand in expropriating properties.
- The same was true for industrial and residential properties in the cities. Nationalisation of these gave workers the legal ground for across-the-board confiscations. The absence of central planning authorities at the time (1917-1918) meant that employees were free to do with these properties what they wanted.
- In the same vein, the entirety of state power on all levels of administration went to Soviets. In practice that meant any group of people supportive of the Communist idea could come together and declare the Soviet rule at their place, if they claimed proletarian allegiance and had the numbers and weapons to handle anyone who objected.

## Assessment Opportunities

### Observation

Watch learners working in groups. Consider how effectively they are co-operating with each other in order to give the correct answers to the questions. Check if they can identify how Lenin delivered peace, land and bread to the Russian people.

### Conversation

Talk to groups of learners about the things that they find key in the role of Lenin in the Russian Revolution. Correct them if they are out of context.

### Product

Assess the learners' answers. Check if all the answers are properly presented.

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#### Activity 4: Lenin and the Russian Revolution

Vladimir Lenin was among the most influential revolutionists of the 20th Century. In October 1917, he took over power in Russia by the Bolshevik party. He was the founder and head of the USSR (The first Communist Government in the world).



*Fig. 2.4: Vladimir Lenin*

#### Role played by Lenin in the Revolution

He agitated and organised for a revolution which he believed was to be inevitable in Russia. This made him to emerge as a prominent figure in the International Revolutionary Movement.

Lenin returned from exile in Switzerland, with the help of the Germans. They allowed him to travel through the war zone in a sealed train, to take over the leadership of the Bolshevik faction of the Russian Social Democratic Worker's Party.

When Lenin took over the government, he signed a peace pact with Germany and withdrew the Russian troops from the war front. He then embarked on a campaign known as the 'Red Terror' where he ordered Leon Trotsky (a former Menshevik), to engage the Bolshevik Red Army in a Bloody Civil War against the Whites (a loose collection of armies united by their opposition towards Bolshevism). In this struggle, Lenin used the Marxist ideas and bloody practices of class warfare. He ordered the use of brutal tactics not only against the Whites

## Activity 5: Stalin and the Russian Revolution (Refer to Learner's Book pages 45 - 47)

Introduce the activity by asking the learners if they have ever heard anything or any story about Stalin who was from Russia. They can share with other learners what they know about Stalin. Sharing with others is a way of improving their communication skills.

Refer the learners to the Learner's Book and let them study source 9 and use it to identify the traits of Stalin. Expected answers: Dictator, arrogant, insecure and egocentric.

In small groups, let the learners produce a mind map, spider diagram or posters in explaining how Stalin created a totalitarian State. This will help them improve on their creativity skills.

In pairs, let them talk about what they find similar and the differences between Stalin and Lenin. Expected answers include:

### **Similarities between Vladimir Lenin and Joseph Stalin**

- Both were bright and intelligent students. Lenin studied law at the university and Stalin got a scholarship to study Theology in the Georgian Orthodox Church.
- Both read the works of Karl Marx extensively. This influenced their revolutionary practices.
- Both dealt with their dissidents ruthlessly. Both their regimes (Lenin and Stalin) led to death and suffering of millions of Soviets.
- They were both expelled from college due to their radical principles.
- They were revolutionaries who inspired the Russian masses to resist the Tsar Nicholas II.
- Both played active roles in the 1905 and 1917 Russian Revolution. They incited and supported workers' strikes in the cities.
- They used the Red army to consolidate their power in Russia through the Bolshevik party.
- Both were against Russia's involvement in the World War 1. Lenin signed peace pacts with Germany to remove Russian troops from the war, while Stalin signed a non-aggression pact with Germany during the early years of World War 2.

## Differences

- Lenin was born in a middle class family while Stalin was from a poor Georgina family.
- Lenin studied law at the university while Stalin trained as a priest in the Georgian Orthodox Church.
- Lenin had a pleasant personality and was much organised while Stalin had an overbearing personality, discreet, a racist and a male chauvinist.
- Lenin held a high position in the Bolshevik Party while Stalin held only minor positions in the party.
- Lenin changed Russia from a socialist society to a communist state while Stalin changed Russia from a peasant society to an economic super power.

## Information for the teacher

### His early life

His name was Joseph Yugashvil. He was born by a peasant family in Gori Georgia. In 1930, he changed his name to Stalin of Russia (man of steel). Stalin was the only child from a poor family (father worked as a shoe maker and mother as a laundress). Since he was a bright boy, he got a scholarship to attend a seminary in Tibilis in the German Orthodox Church.

In 1899, Stalin was expelled from the seminary for his radical principles. He became an underground political agitator and took part in the labour demonstrations and strikes in the cities. He also joined the military wing of the Bolsheviks as a minor player. In 1920, he got involved in criminal activities to support his revolutionary politics. For example, he organised and conducted bank robberies to fund the revolutionary activities of the Bolshevik party,

### Stalin and World War II

- On the eve of World War 2 (1939-1945), Stalin signed a non-aggression pact with Germany's dictator Adolf Hitler. During the first years of the war, he took control and annexed parts of Poland, Lithuania and Latvia. He also launched an invasion in Finland.
- In June 1941, Germany broke the peace pact and invaded Russia. They took over Moscow which was the Russian capital. Stalin personally directed his troops to use the scorched earth policy to destroy food supplies and all infrastructures (roads and railway) that would benefit the enemy. From August 1942 to February 1943,

Russia fought with Germany and in the Battle of Stalingrad, the Red Army defeated the Germans and drove them out of Russia.

- As the war progressed Stalin joined the allied forces and attended several of their meetings.
- Stalin's personality, iron willed and his thrift political skills enabled him to play loyalty to the allied forces whenever his help was required. He therefore abandoned his vision of expanding the Soviet Empire.

### **Stalin after World War 2 (1939-1945)**

- As a dictator, he defaced age and continued his executions while sending others to forced labour camps.
- He suppressed all dissidents on anything to do with the Western ideology (Capitalism). His foreign policy of isolating Soviet Communism with the Western world led to the cold war (1946-1991).
- He established a Communist Government throughout Eastern Europe.
- In 1946, he led the Soviet in exploding a nuclear atomic bomb.
- In 1950, he supported the North Korean leader Kim Il (1912-1994) invade South Korea. Because of the support of America, it triggered the Korea War.
- In the last years of his reign, he increasingly became paranoid. In March 1963, he died. His body was embalmed and preserved in the Red Square in Moscow. After his death, Gorbachev (1915-1971) took over power and immediately embarked a process to de-Stalinise USSR.

### **Assessment opportunities**

#### **Observation**

Observe pairs of learners working together and consider how effectively they are co-operating with each other in order to give the correct answers.

#### **Conversation**

Talk to the learners to see whether they understand the role of Stalin in the Russian Revolution. Check if they can identify the similarities and the differences between Lenin and Stalin. Also check if they can identify the bad traits of Stalin that he used to create a totalitarian state.

## Product

Assess whether the learners are able to communicate ideas creatively and accurately in an appropriate way.

5. Lenin was a visionary, pragmatic and a quick thinker who was able to motivate and inspire his party.



### Group work

Referring to the Bolshevik Civil War, discuss how Lenin and his government was able to deliver "peace, bread and land" to the Russian people. The group should present its conclusions to the class.

### Activity 5: Stalin and the Russian Revolution

Stalin ruled the Soviet Union from the late 1920s to his death in 1953. He is known as a brutal dictator. During the first years of Bolshevik regime, no one thought that Stalin would ever be the successor of Lenin.

Stalin had facial hatred for the Russian Jews and a disregard for the women folk. During his training in the seminary, he secretly read a lot of literature by Karl Marx which influenced him to support the revolutionary movement against the Russian Monarchy.

#### Source 9

Stalin's arrogance and insecurity reached the most farcical proportions when the great motion picture director, Sergei Eisenstein, was chosen to make a film called October, to be shown at the Bolshoi Theatre to mark the tenth anniversary of the October revolution. Stalin turned up the day before the first screening and, after seeing the film, ordered Eisenstein to remove any reference to Trotsky, the man acknowledged by the Bolshevik party as the genius behind the October coup, but now regarded by Stalin as his dangerous rival. When the film was screened for the general public the following day, there was no mention of Trotsky from the beginning to end. Pravda described the film as a masterpiece, and made no mention of the missing Trotsky.

An extract from Jeffery Archer's book *Mightier than the Sword*

Read the source above. What kind of a leader was Stalin?

## Activity 6: Leon Trotsky and the Russian Revolution (Refer to Learner's Book pages 48 - 51)

Ask the learners to research on the role of Trotsky in the Russian Revolution. They should do this to help them understand this activity better. Let them read the information in activity 10 and think about Trotsky's state of mind when he was writing this. You should remember that at one point he was exiled.

Let them study the information in the source and answer the questions that follows. Ensure that all the key points are included in the answers.

### His Early History

He was born to prosperous Jewish farmers David and Anna Bronstein in November 7, 1879, in Yanovka, Ukraine. He went to school at the age of 8 years but was later taken to Nikolayev Ukraine in 1896, for his final year in school. While in school, he got impressed by the ideals of Marxism which influenced his activities as a revolutionary.

He is among the leading Communists who helped to ignite the Russian Revolution of 1917. He also participated in building the Red Army which was used to take over power from the Provincial Government. He was among the founders of the South Russian Workers Union. He

was a revolutionist and was arrested and spent two years in prison because of this. He acted as a mediator to bring the two factions of the Socialist Party.

## Assessment opportunities

### observation

Observe pairs of learners working together and consider how effectively they are co-operating with each other in order to give the correct answers.

### Conversation

Talk to the learners to see whether they understand the role of Trotsky in the Russian Revolution. Check if they can give examples of similar propaganda like the one in the Learner's Book.

### Product

Assess whether the learners are able to communicate ideas creatively and accurately in an appropriate way.

#### Activity 6: Leon Trotsky and the Russian Revolution

Leon Trotsky is among the leading Communists who helped to ignite the Russian Revolution of 1917. He was among those who built the Red Army which the Bolshevik Party used to take over power from the Provincial Government. He was exiled many times and was later assassinated by Soviet agents for opposing Stalin's aristocratic regime.

While in school, he got impressed by the ideals of Marxism which influenced his activities as a revolutionist.

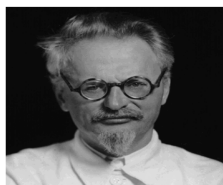


Fig. 2.6: Leon Trotsky

#### Trotsky and the Proletariat Russia

In 1897, Trotsky was among the founders of the South Russian Workers Union. Due to his active role as a revolutionary, he was arrested and spent two years in prison. He was later tried and convicted to serve a four years sentence in Siberia. While in prison, he got married to a former revolutionary who had also been sent to exile in Siberia. In 1902, after serving for two years in prison, he escaped from prison. He then used forged papers to change his name to Leon Trotsky, a name which he was to use for the rest of his life. Using the forged documents, he traveled to London, England where he joined the Social Democratic Party. He then met Vladimir Lenin and together they worked to foster the Russian Revolution of 1917.

#### Trotsky and the Provincial Government

The Socialist Party split into two factions, one was led by Lenin and the other one by Mastov. Trotsky acted as a mediator and tried to bring the two factions together. Many of the professional revolutionaries including Joseph Stalin supported Lenin



## **Activity 7: Effects of Russian Revolution on world History (Refer to Learner's Book pages 51 - 53)**

Introduce the activity by asking the learners to identify some of the results of any protests that they have witnessed. Sharing this will help them improve on their communication skills. You can ask them some to also identify some of the problems experienced after a protest. Use this activity to assess what the learners have learnt in the unit by asking them questions at random.

Russian Revolution had a great impact on the world history. The growth of capitalist powers, the formation of the first Black Trade Unions in South Africa, end of Romanov Monarchy, creation of the Soviet Union are some of the effects of the Revolution. The Revolution had effects in Russia and Africa. Emphasise on the effects of the Revolution in Europe and in Africa. The learners to work in pairs and compare the Communist dictatorship in the Soviet Union to the dictatorship in Africa.

### **Effects of Russian Revolution on world History**

Revolution refers to a successful attempt by a large crowd of people to change the political system of their country by force. It is also the overthrow of a regime or a political system by the governed. A revolution aims to bring change in the way a country is governed and seeks to bring far reaching and drastic changes in ideas and the way things are done.

In March 2, 1919, Lenin in a Congress meeting in Moscow, created an international communist organisation the COMINTERN. The main aim of COMINTERN was to coordinate organisations that were committed to revolutionary socialism and anti-imperialism around the globe. The early COMINTERN debates centered on the development of anti-colonial movements in Africa were voted to support African freedom movements in order to stop European imperialism which had led to the growth of the Capitalist powers. To deny the Capitalists exploitation in the colonies, the congress agreed to help the mass movements in Africa achieve their independence. Through their support in 1917, the Southern African International Socialist League became the first revolutionary organisation in the continent. The League formed the first Black trade Unions in South Africa.

Secondly, the Russian Revolution and the actions of the COMINTERN drew the attention of many black intellectuals and workers from Africa, and in the Diaspora such as George Padmore. W.E.B Dubois and Marcus Garvey. They became the pioneers of Pan African movement that spearhead the liberation movements in colonial Africa.

## Assessment Opportunities

### Observation

Observe the learners as they compare the dictatorship in the Soviet Union to the dictatorship in Africa and correct them if they mention something that is out of context.

### Conversation

Talk to groups of learners about what they find difficult about this activity and also check if they can identify the main features in the two dictatorships. Encourage them to share their ideas, this will help them improve on communication and critical thinking skills.

### Product

Assess whether the learners are able to communicate ideas creatively and accurately in an appropriate way.

Source 11



The propaganda portrayed Stalin as a brilliant and kind, all-knowing figure who would lead the world's people to socialism calling him the 'father of Nation'



#### Pair work

Write an article similar to the propaganda Stalin used to discredit Trotsky's role in the Revolution and in the Bolshevik party. Find the examples of this propaganda. Take to the teacher to assess. Research examples of similar propaganda. Your teacher will explain the expectations you should aim for in your article.

### Activity 7: Effects of Russian Revolution on world History

#### Impact of Russian Revolution in Europe

1. The Revolution ended the Romanov Monarchy which had ruled the Russian Empire for 500 years.
2. The Revolution removed Russia from the World War I in 1917, a year before the war ended.

## **Activity 8: Mikhail Gorbachev's reforms and their effect on Europe and Africa (Refer to Learner's Book pages 53 - 57)**

Refer the learners to the activity in the Learner's Book and explain to them the meaning of the two reforms that Gorbachev introduced. After that divide them in small groups and let them write a letter congratulating Gorbachev for his reforms. This will help them improve on their creativity skills.

Let them also role play an imagined conversation between Gorbachev and Reagan. In the role play, since all of them cannot dramatise at the same time, let them be represented with two people. Let a learner act as Gorbachev and the other to act as Ronald Reagan. Let the one acting as Gorbachev persuade the one acting as Ronald Reagan to change his anti-communist views. The remaining learners should be watching.

He was elected the leader of the Soviet Union at the age of 54. He introduced changes in the economic, internal affairs and international relations that drastically led to the collapse of the Soviet Union. He made Russia to become a modern state by moving away from authoritarian rule of the past. Guide the learners in discussing the USSR under Gorbachev's rule including his reforms and the effects of the reforms to Russia and to the entire world.

### **Assessment opportunities**

#### **Observation**

Observe the learners as they write letters and as they role play. Check if the learners are creative enough to come up with good letters. Check if the letter are having two addresses since it is formal letter. Also check if there is salutation in the letter. In the role play, ensure that the learners are creating enough to bring out the information in the role play.

#### **Conversation**

Listen as the learners role play the imagined conversation. Do they understand the topic? Ask them what they find difficult when writing the letters. Ensure that you correct them if they mention something that is out of context.

#### **Product**

Read the letters written by the learners. Check if they are creative enough and can come up with good letters.

rebel movements. For example, in 1977, the movement massacred an estimated 80,000 people who were thought to be supporters of Western Capitalism. The movement received a lot of military support from the Soviet Union, Cuba and other socialist countries like the German Democratic Republic (GDR). Angola became one of the many African countries that had a Communist one-party system.

7. Additionally, many African elites got inspired by the works of Karl Marx. This made them to support the Communist liberation movements. The revolutionaries commented on the importance of Marxist ideas in debates about colonial and racial liberation, leading to the formation of various Pan-African Movements in Europe and USA.
8. Through the Communist ideologies, the national and religious cultures of many African communities were suppressed to match those of Communism.
9. After the collapse of the Soviet Union, multi-party systems emerged in Africa.



#### Pair work

Compare the communist dictatorship in the Soviet Union with dictatorships in some African countries. Present your findings in a form that you think best explains the similarities and differences.

### Activity 8: Mikhail Gorbachev's reforms and their effect on Europe and Africa

#### USSR under Gorbachev's rule

Mikhail Gorbachev became the Secretary General of the Communist party of the Soviet Union in 1985. He was the youngest member of the ruling Politburo that voted him into power. At the age of 54, he was elected the leader of the Soviet Union. Gorbachev introduced profound changes in economic, internal affairs and international relations. This drastically altered the course of Russian history and ultimately led to the collapse of the Soviet Union. Gorbachev's "new thinking" policy spread to Eastern Europe and people were calling for an end to Communist rule. Subsequently, the true life and work of the former Soviet leader Stalin was uncovered. This included mass murder which he had manipulated to boost his image in the media. He wanted to appear favourable and to hide his dishonesty in running the state. The reforms in the Soviet government made the

# UNIT 3: COLONISATION AND INDEPENDENCE IN LATIN AMERICA

Refer to Learner's Book pages 59 - 71

History Secondary 4	Unit 3: Colonisation and Independence in Latin America
Learn about	Key inquiry questions
<p>Learners should study the broad history of Latin America from colonisation to independence and contrast this with the experience of Africa.</p> <p>They should use a range of sources to investigate the early colonisation of South and Central America by Spanish and Portuguese colonists. They should learn about the impact this had on native Americans. They should analyse the factors that enabled a relatively small group of forces to conquer a continent. They should compare and contrast those developments with the colonisation of Africa (previously studied in S3 Unit 3.)</p> <p>Learners should investigate the impact of the Latin American colonies on development in Europe and the circumstances that lead to the division of the continent between Spain and Portugal.</p> <p>They should explore the factors that led to the independence movement and examine the role of Simon Bolivar. They should compare and contrast this to the history of independence in Africa. They should work in groups to make a case study of one Latin American country and one African country and make a presentation to class.</p>	<ul style="list-style-type: none"> <li>• How was Latin America colonised by Spain and Portugal?</li> <li>• In what ways was the colonisation of Latin America different from that of Africa?</li> <li>• How did the native Americans react to colonialism?</li> <li>• What was the impact on Europe?</li> <li>• With particular reference to Simon Bolivar and Africa, how were the independence movements organised?</li> </ul>

<b>Learning outcomes</b>		
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>• Explain how Latin America was colonised by Spain and Portugal.</li> <li>• Describe the differences between the colonisation of Latin America from that of Africa.</li> <li>• State native Americans reactions to colonialism.</li> <li>• Identify the impact of the colonisation of Latin America on Europe.</li> <li>• With particular reference to Simon Bolivar and Africa, describe how the independence movements were organised.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how Latin America was colonised by Spain and Portugal.</li> <li>• Analyse how the colonisation of Latin America was different from that of Africa.</li> <li>• Investigate how the native Americans reacted to colonialism.</li> <li>• Examine the impact on Europe.</li> <li>• With particular reference to Simon Bolivar and Africa, compare and contrast how the independence movements were organised?</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the Latin American struggle for independence.</li> </ul>
<p><b>Contribution to the competencies</b></p> <p>Critical and creative thinking: Analysing factors and making contrasts and comparisons</p> <p>Communication and Co-operation: Discussion, group work and presentations</p> <p>Culture and heritage: Colonialism</p> <p><b>Links to other Subjects</b></p> <p>Peace Education: The linkage of colonisation to conflict</p> <p>Geography: Demarcation and population</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**

This unit will help learners develop their understanding in relation to the colonisation and independence of Latin America. The activities will help learners to understand how Latin America achieved their independence and the process of colonisation. There are many opportunities within this unit for learners to practice and improve their speaking, teamwork, critical thinking and creative thinking skills. It also provides an opportunity for culture and heritage.

This unit is about how Latin America was colonised and how it achieved its independence. Let the learners understand the factors that led to independent movements in Latin America and the role of Simon Bolivar in the independence of Latin America. They should also find out more about Latin America colonisers. Make the learners understand the importance of studying the history of the independence of Latin America today.

The activities listed here for this unit include some written texts, but the focus is mostly on the skills mentioned above. It is possible to find alternative additional tests about the how Latin America achieved independence. You may choose to set this as a research project or a homework activity for your learners in order for them to be able to compare sources of information and provide them with additional knowledge and understanding.

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

There are both words, maps and pictures in the Learner's Book, and as your learners are developing different skills, it is important to ask them to answer the questions themselves or in groups. Encourage learners to ask questions to clarify their understanding and enable them to respond to these questions where appropriate. It is helpful to have some key points in the learners note books as this will help them to review what they have learnt. Learners could develop this collection as they progress through the unit.

## **The Student Competencies**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture and heritage. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork. This unit provides good opportunities to create roles in groups so that learners can learn easily from each other. It is important in secondary

four that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

### **Activity 1: Colonisation of South and Central America by the Spanish and the Portuguese (Refer to Learner's Book pages 59- 66)**

Introduce this activity by asking learners what they understand by the term colonisation and independence. This will help you know if the learners understand the two key terms in this activity. You can also ask them to name countries and their colonisers. Don't forget to ask them what they know about Latin America before they read the text in the Learner's Book. This will help you know if the learners understand the two key terms in this activity.

Since this activity covers the colonisation of Latin America in the post-Columbian period. Latin America was colonised just like Africa, so learners should be able to relate to this activity very well. The effects of colonisation are felt by Latin Americans to date. Africa benefitted from the colonisation too but Europe was the greatest beneficiary.

Let the learners read the text about how Latin America was colonised by the Spanish and the Portuguese. Ask them to study the information in source 1 about Christopher Columbus who was a sailor in Genoa and whose character was questionable. They should use the source to debate whether Columbus was a hero or a criminal. The following text will help you know something about Christopher Columbus before the debate.

In 1499, the Spanish monarchs got wind of the mistreatment of Spanish colonists in Hispaniola, including the flogging and executions without trial. Columbus, who was governor of the territory, was arrested, chained up, and brought back to Spain. Although some of the charges may have been manufactured by his political enemies, Columbus admitted to King Ferdinand and Queen Isabella that many of the accusations were true. Columbus was stripped of his title as governor.

When Columbus first set foot on Hispaniola, he encountered a population of native people called the Taino. A friendly group, they willingly traded jewelry, animals, and supplies with the sailors. "They were very well built, with very handsome bodies and very good faces," Columbus wrote in his diary. "They do not carry arms or know them.... They should be good servants." The natives were soon forced into slavery, and punished with the loss of a limb or death if they did not collect enough gold (a portion of which Columbus was allowed



to keep for himself). Between the European's brutal treatment and their infectious diseases, within decades, the Taino population was decimated.

Columbus lobbied European monarchs to bankroll his expensive quest to discover a western sea route to Asia. In 1484, he tried unsuccessfully to get support from King John II of Portugal, whose experts believed Columbus had underestimated how far he would need to sail. Three years later, he appealed to King Henry VII of England and King Charles VIII of France but was once again turned down. He was even rejected initially by Spain in 1486, but the Spanish monarchs changed their mind and eventually agreed to fund his trip.

In what has become known as the Columbian Exchange, Columbus' voyages enabled the exchange of plants, animals, cultures and ideas between the Western and Eastern hemispheres. Once the Europeans were able to reach nearly all parts of the globe, a new modern age would begin, transforming the world forever.

Let the learners study the map and identify the indigenous population that lived in different parts of America before the Columbus period. They include the pre-Columbian peoples of the Americas and their descendants. Let them find out more about these indigenous people.

In small groups, let the learners study source 2 and use the quote to answer the questions under this source. The text above on Columbus can help answer the question.

In pairs, let the learners use their knowledge on S3 to answer the questions on pair work. This activity is important since it will help the learners use the knowledge they had and the things that happened in their country to answer the question well.

In small groups, let them find the words from the word search and write the meaning of the words that they have found. The value of the word search is for the learners to learn about the words but not finding the words.

## **Assessment Opportunities**

### **Observation**

Observe the learners as they answer the questions and make presentations to the rest of the class. Check if all the key points are presented during the presentation. Also check if the answers they are giving are in context. As learners work in groups, encourage them to read and understand the text in the Learner's Book. Working in groups will encourage team work.

## Conversation

As learners work in groups, encourage them to ask questions on the things that they do not understand. Asking questions will help you know the points that they have not mastered.

## Product

Evaluate the answers provided by the learners and their presentation. Consider whether they are able to structure and develop their ideas in an appropriate manner.

Unit  
**3**

### Colonisation and independence in Latin America

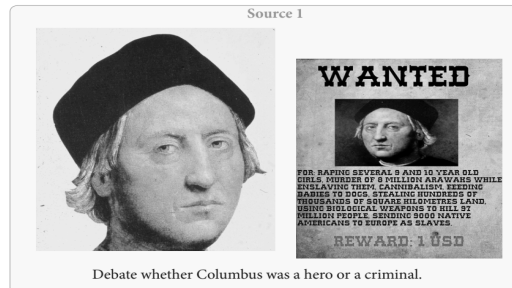
#### Activity 1: Colonisation of South and Central America by the Spanish and the Portuguese

Did you know that Spanish rule in the Americas ended in 1898?

Latin America refers to nineteen independent states, other territories and dependencies. The dependencies are from the Northern border of Mexico, to the Southern tip of South America including the Caribbean. In the Treaty of Tordesillas in 1494, the earth outside Europe was divided into two by the Spanish and Portuguese (Castilian and Portuguese areas) just for conquest and colonisation. The Spanish were the first Europeans to set foot in Central and South America. Christopher Columbus was a sailor in Genoa. When he landed in Bahamas, he claimed the land of Spain. Later, Hernan Cortes from Spain also came to Mexico and conquered the Aztecs in 1521. The Aztecs lived in Mexico where they had an empire. Later, Francisco Pizarro conquered the Inca. The Inca had a vast empire covering what is present day Peru and parts of Chile. Large parts of Latin America had precious metals like gold and silver, which attracted the Europeans. There were vast lands suitable for agriculture.

The following are the different portraits of Christopher Columbus:

Source 1



59

## Activity 2: Factors that led to the independence movements in Latin America (Refer to Learner's Book pages 66 - 68)

Introduce the activity by asking the learners to identify the independent movements in Africa and some of the reasons why they were formed. This will help them mostly when they will be comparing the colonisation in Africa and that of Latin America.

They should know that it is the independent movements that led to the independence of many countries that were colonised by the

Portuguese, Spaniards and French. These movements were greatly influenced by the French and the American Revolutions.

The slaves in Haiti killed their masters and revolted against the whole plantation system where they were overworked. Let the learners read the text in the Learner's Book to understand the factors that led to the independence movements in Latin America.

When comparing the independence history of Latin America and the independence history of Africa explain to them each point so that they can understand them better.

### Observation

Observe the learners as they compare Africa with Latin America. Sharing what they know helps improve communication skills and also make them learn from each other. Check if all the key points are mentioned during the class discussion.

### Conversation

Talk to the learners on what they find interesting on the colonisation in Africa and that of Latin America. Encourage them to ask questions on the things that they do not understand.

### Product

Read the notes provided by the learners. Check if they are well written and are within the context.

#### Comparison of Latin America colonisation and the colonisation of Africa

In both the Latin America colonisation and colonisation of Africa:

- Colonialists mainly used divide and rule.
- The locals resisted using guerilla warfare in many areas.
- They had the support of foreign nationals who shared their cause.
- Nationalists had divisions amongst themselves in their approach on how to fight for their independence.

However, countries in Latin America got their independence relatively earlier. This could be because they were also colonised earlier than Africa. Most of the Africans got their independence in 1960s. They used deadly weapons to make the Europeans to surrender. In Mozambique, Portugal did not want to let go of this colony, the nationalists had to carry out serious sabotage activities like the bombing of bridges and setting on fire five oil refineries.



Fig. 3.5. Spanish Conquistador



#### Class discussion

- Compare the reaction of indigenous Latin Americans to European invasion of their land to that of Africans.
- Present your conclusions to the class.
- Why do you think there are so many similarities?

#### Activity 2: Factors that led to the independence movements in Latin America

This movement started in the late 18<sup>th</sup> Century to early 19<sup>th</sup> Century. It led to the independence of many countries that were colonised by the Portuguese, Spaniards and French. It was greatly influenced by the American and French Revolutions. In Spanish America, the Peninsular War which led to French occupation of Spain made the Americans not sure on whom to pay allegiance to. They took advantage

**Activity 3: Simon Bolivar (1783-1830) (Refer to Learner's Book pages 68 - 71)**

Refer the learners to the Learner's Book and let them read the story about Simon Bolivar. Ask them about what they think made Bolivar the man that he was. Let them read the quotes from Bolivar and explain why they think the quotes are important.

Simon Bolivar was born in 1783 in Venezuela. He led revolutions against Spanish rule. This was after the French took over Spain and the Spanish Monarchy lost its legitimacy. Guide learners in discussing the roles of Bolivar in the independence movements in Latin America.

**Assessment Opportunities**

**Observation**

Observe the learners reading about Bolivar. Check if they can identify his role in the independent movements in Latin America. Also check if they can relate his early life to the person he came to be.

**Conversation**

Talk to the learners about what they see as key points. Ask questions and check if they can answer them in the correct way. Sharing their points help improve on their communication skills.

**Product**

Read the short notes written by the learners. Check if all the points are correctly noted down.

**Points to remember**

**Factors that led to independence movements in Latin America**

- Heavy taxation
- No freedom to vote
- Social inequalities
- Slave revolts
- Peninsular War which made the Americans not sure of who to pay allegiance to.

**Similarities between the independence history of Latin America and the independence History of Africa**

1. In both, the nationalist used both peaceful and violent methods to get their independence. They could hold peaceful protests. For example, in Haiti, the slaves killed their masters and in Kenya, the Mau Mau fighters also attacked homes of Europeans and killed them.
2. In both, the independent movements fought for a long time.
3. In both, there was shedding of blood to get the liberation. The nationalists had inferior weapons compared to the Europeans. Many were killed during this liberation period.
4. In both, they formed political movements and parties to fight for their independence and to mobilise the local people. In Central and South America, there was the United Provinces of Central America and the Patriotic Society in Venezuela. In Africa had the Black Consciousness Movement in South Africa, the Front for Liberation of Mozambique, the Kenya African Party in Kenya and the Sudanese Liberation movement on South Sudan.

**Activity 3: Simon Bolívar (1783-1830)**

He was born in 1783 in a rich creole family in Venezuela. He was educated and travelled in Europe and other parts of the world. He read the works of Hobbes, Spinoza, Montesquieu and Jacques Rousseau. This made him believe in reason, progress and highly in freedom. He described liberty as *'the only object worth the sacrifice of man's life'*. He wanted equality of all men regardless of creed, class or colour. He believed that the government should be responsible for the well being of the people. His education and travels opened his mind to many issues going on in the world. He said *'only the majority is sovereign'*. *'He who takes the place of the people is a tyrant'*. He was schooled at home by tutors but also attended school in Spain including a military school.

## UNIT 4: THE MIDDLE EAST

Refer to Learner's Book pages 72-102

History Secondary 4	Unit 4: The Middle East
<b>Learn about</b>	<b>Key inquiry questions</b>
<p>Learners should find out about the history of the Middle East from the First World War until the US-Iraq War.</p> <p>They should use a range of sources to investigate the role of the 'Great Powers' in the division of the Middle East into countries after the First World War and its immediate consequences. They should trace the economic and political development of the Middle East until the Second World War.</p> <p>Learners should analyse the impact of the events immediately following the Second World War, including the creation of the State of Israel, the nationalisation of the Suez Canal and subsequent Suez Canal War.</p> <p>They should analyse the impact of the exploitation of the region's oil reserves on the local and world economies. They should learn about the role of OPEC and the rise of oil prices in the 1970s and its affect on this has on the region's political emergency. They should relate it to the role of Western Countries in the Middle East through to the Gulf Wars.</p> <p>They should analyse relationships between Israel and neighbouring Arab countries, and trace the developments from 1948 to the present day.</p> <p>They should consider the impact of the Sunni and Shia differences on the Middle East.</p>	<ul style="list-style-type: none"><li>• What are the roles of the Great Powers in creation of states in the Middle East after the First World War?</li><li>• How was the State of Israel created and what is its relations with neighbours?</li><li>• What were the developments leading to the nationalisation of the Suez Canal and after effect?</li><li>• Why was OPEC formed and what were its effect?</li><li>• What are the differences between the Sunni and Shia Islamic sects and its impact on the region?</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 roles of the Great Powers in the creation of states in the Middle East after the First World War.</li> <li>• Explain how the State of Israel was created and its relations with neighbours.</li> <li>• Outline the developments leading to the nationalisation of the Suez Canal and after effect.</li> <li>• Describe the formation of OPEC and its effect.</li> <li>• List the similarities and differences between the Sunni and Shia Islamic sects and its impact on the region.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the roles of the Great Powers in creation of states in the Middle East after the First World War.</li> <li>• Examine the creation of the State of Israel created and its relations with neighbours.</li> <li>• Analyse the developments leading to the nationalisation of the Suez Canal and effect.</li> <li>• Discover why OPEC was formed and what were its effect.</li> <li>• Compare and contrast the differences between the Sunni and Shia Islamic sects and the impact on the region.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the developments leading to the creation of states in the Middle East.</li> </ul>
<p><b>Contribution to the competencies</b></p> <p>Critical and creative thinking:Analysing and identifying factors</p> <p>Communication and Co-operation:Working in groups and making presentations</p> <p>Culture and heritage: OPEC and formation of states</p> <p><b>Links to other Subjects</b></p> <p>Peace Education: Understanding current conflicts and the measures taken to resolve them</p> <p>Geography: Map of the Middle East</p> <p>Citizenship: Belong to a state</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 the Great Powers and the Middle East after World War 1. They should also explore the Middle East during the World War 2. They should know how the state of Israel was created. They should analyse the Israel and the Arab conflict. They should also explore the conflict between Israel and Palestinians. They should assess the Rise of Arab nationalism in the 20th Century. They should investigate the end of imperialism and the Middle East conflict. They should also investigate the western powers and the nationalisation of the Suez Canal. They should discuss the Suez Canal Crisis and also the formation of the Organisation of Petroleum Exporting Countries (OPEC). They should compare the Sunni and the Shia Islamic sects. Lastly, they should assess the Persian Gulf War.

## **Using the student Textbook**

Texts, cartoon strips, poems, speeches, maps and pictures have been used extensively in the Learner's Book. Read the text with your learners and guide your learners in studying the pictures to enable them interpret the pictures.

Alternatively, you can group or pair learners to effectively work together. You should guide the learners working in pairs and in groups. The different sources used across the unit are purposed to help learners understand the unit well.

## **The student competencies**

This unit presents many opportunities for critical and creative thinking: Analysing and identifying factors.

Learners are asked to work in groups and make presentations. So there are continuous opportunities for cooperation and teamwork.

In their discussions, there are many opportunities for communication. The subject matter will also deepen their understanding of the history of the Middle East.

## **Activity 1: The Great Powers and the Middle East after World War 1** *(Refer to Learner's Book pages 72 -3 75)*

World War 1 changed the political geography of the Middle East. Before the War, the Great Powers like Britain had become a major player in the Middle East. They acquired Egypt in order to protect the Suez Canal, which was the gateway to India. Therefore, with the outbreak of the war, Britain was in a position to support the



Arabs against the Turks who were supporting Germany. Britain gave contradicting promises to her Allies in order to win the War. The Arabs knew that their victory against the Turks meant the creation of an Arab Nation. The Arabs then launched the first Great Arab Revolt against the Turks. Emphasise on the role of the Great Powers in the Middle East after World War 1. Help the learners analyse the map on page 80 and come up with the areas that changed after World War 1. Explain to the learners the impacts of World War 1 on the Middle East. They should also study the map showing the former Ottoman Empire carved by the League of Nations and placed under the mandate of Britain and France on page 82. In pairs, ask learners to complete the table of events on page 82 and match them with the correct years.

The revolt against the Turks began in Hejaz (a region of Arabia along the Red Sea). His sons, the Emirs Abdullah and Faisal, led the Arab forces to liberate Damascus from Ottoman rule in 1918. At the end of the war, Arab forces controlled the modern Jordan, parts of the Arabian Peninsula and parts of Southern Syria. On the other hand, the allied forces invaded Palestine and captured Jerusalem. The Arabs became victorious, bringing the Turkish rule over Middle East to an end.

Later, large numbers of Jews from the Middle East also moved to Israel. They moved either to escape anti-Semitic violence or because they were forcefully expelled especially after the Holocaust. Consequently, violence between Jews and Arabs in British Palestine began spiraling out of control.

Give the learners time to study source 1 and 2 in the learners book and guide them answer the questions about the sources.

## **Assessment Opportunities**

### **Observation**

Observe the pairs discussing the answers. Have they understood what the Great powers did after World War 1? Can they explain the impact of World War 1 on the Middle East?

### **Conversation**

Talk to the learners while they are discussing the key points. Are their explanations logical?

### **Product**

Read the explanations they have given.

**Activity 1: The Great Powers and the Middle East after World War 1**

The Ottoman Empire had been named the 'Sick Man of Europe' having weakened for nearly a Century. The Ottoman Empire had therefore retreated from its territories in the Balkans before the beginning of World War 1. After the eruption of World War 1, it was not clear which side the Ottoman Empire would support. They finally supported the Central powers against the Allies. This came to be vital as the Ottoman Empire lost its territories which brought the Turkish domination over the Middle East to an end.

Source 1



Source 2



Why do you think the Ottoman Empire was called the sick man of Europe? To answer this question refer to what you did in secondary 3 on the Ottoman Empire or research the size of the empire at the heights of its power and shrinkage that took place thereafter.

What view do you think the cartoonist had of the Ottoman Empire.

The political geography of the Middle East was changed by the World War 1.

During the war, the Ottoman Empire sided with the Central powers against the Allies. The British had promised to support the Arabs only if they would give them support against the Turks. This desire for independence created the tension that led to the outbreak of World War 1. On 28<sup>th</sup> June 1914, Archduke Franz Ferdinand was assassinated at Sarajevo triggering the war.

## Activity 2: The Middle East during the World War 2 (Refer to Learner's Book pages 76 - 77)

Germany invaded Poland in 1939 triggering the outbreak of World War 2. Nazi Germany and her Allies conquered much of Europe. Both the Arabs and the Jews continued their attacks on Britain. The Arabs were unhappy with the British authorities based in Palestine because of the League's mandate. Explain to the learners in detail the situation in the Middle East during the World War 2. In pairs, learners to complete the table on page 75. By May 1945, the Germans and their supporters had murdered six million European Jews. When the allied troops entered the concentration camps, they discovered piles of corpses and bones of human, a testimony to Nazi mass murder. Soldiers also found thousands of survivors both Jews and non-Jews suffering from starvation and disease. The Jews accepted the proposal and the state of Israel was created. The Arabs refused to recognise the newly created state of Israel and from May 1948 to January 1949, Israel was subjected to a series of terrorist attacks from the Palestinian Arabs. The attacks later became more organised with the creation of the Palestinian Arabs Liberation Organisation (PLO). To

them, the area that Jews regarded as Israel was always Palestine but to the Jews, it was Israel. This led to prolonged violence in the region, with very few years of peace from 1948.

## Assessment Opportunities

### Observation

Observe the pairs discussing the answers. Have they understood the history of the Middle East during the World War 2?

### Conversation

Talk to the learners about what they see as the key points.

### Product

Read the written explanations.

#### Activity 2: The Middle East during World War 2

In 1933, The Nazi took over power in Germany. During the first six years of Hitler's dictatorship, the German Jews felt the effects of more than 400 decrees and regulations that restricted all aspects of their public and private lives. This triggered a massive refugee crisis as German Jews sought to find safe haven from persecution.

Between 1933 and 1936, more Jews moved from Germany to Palestine than to other parts of the world. Hundreds of Jews entered Palestine legally while thousands moved illegally. This increased the percentage of Jews in the Palestinian population from nearly 17 percent in 1931, to almost 30 percent in 1935.

Meanwhile, the Nazi Germany also intensified its pursuit of final solution to the Jewish issue. The years that followed saw massive deportations of millions of Jews to killing centers in a systematic plan of genocide (The holocaust). On 1st September, 1939, the Germans invaded Poland triggering the outbreak of World War 2 (1939-1945). Over the next years, Nazi Germany and her allies conquered much of Europe. During World War 2, the Arabs in Palestine and the Jewish Zionists were enlisted in large numbers to help the British against the Germans, but they both continued to regard British imperialism as the long-term enemy of freedom.

Both the Arabs and the Jews continued their attacks on Britain. The Arabs were unhappy with the British authorities based in Palestine because of the League's mandate. They were also suspicious of the increased Jewish immigration in the region.

In May 1936, violence increased. The British was forced to move in and restore law and order using the military but violence did not stop. The Jews on their side were unhappy because the British had not honored the promise of making Palestine a home for the Zionists. By 1944, the Jews increased their attacks on British troops and the bombing of the British installations become common. They also established military training camps in Kibbutzim to train an army to fight the British.

In 1947, Britain unable to reconcile its conflicting obligations to both Jews and Arabs, requested that the newly formed United Nations take up the question of Palestine. The United Nations accepted the idea of partitioning Palestine into a

### Activity 3: Creation of the state of Israel (Refer to Learner's Book pages 77 - 82)

The Jews in Russia established modern Israel in the 19<sup>th</sup> Century. The British used the Balfour Declaration to seek support from Israel against the Ottoman Turks. They also used the same declaration in promising the Zionist push for homeland for the Jews, which later led to the creation of Israel. Explain to the learners in detail how the state of Israel was created. Emphasise on the conflict between Israel and the Arabs and the conflict of Israel and the Palestinians. By 1916, Sir Mark Sykes from Britain and Francois Georges from France negotiated a post war breakup of the Ottoman Empire and shared out the Arab world. In 1917, Britain issued the Balfour Declaration with an intention of establishing a homeland for the Jews in Palestine. Despite a protest by the Arabs, the Balfour Declaration was included in the British Mandate over Palestine, which was later authorised by the League of Nations in 1922. Consequently, due to the Arab opposition to the establishment of any Jewish state in Palestine, the British continued to rule throughout the 1920s and 1930s.

Source 3 and 4 in this activity explains how the state of Israel was created. There are questions that probe the learner to study the sources to help them answer those questions.

#### **Assessment Opportunities**

##### **Observation**

Observe the learners taking notes and asking questions. Have they understood how the state of Israel was created? Can they explain the conflict between Israel and the Arabs? Can they explain the causes of conflict between Israel and Palestinians?

##### **Conversation**

Talk to the learners about what they see as the key points.

##### **Product**

Read the written explanations.

zone for the Jews (Israel) and a zone for the Arabs (Palestine). In May, the United Nations Special Committee on Palestine (UNSCOP) was created by a General Assembly resolution. The main purpose of the United Nations Special Committee on Palestine was to investigate the situation in Palestine and submit the proposals which the committee was to consider appropriate for the solution of the problem of Palestine. With the United Nations proposal of 14 May 1948, the British officially withdrew from the region.



Fig. 4.3: Israel Troops raising Israel's flag during 1948 Arab-Israel War.

#### Activity 3: Creation of the state of Israel

Modern Israel was established in the 19<sup>th</sup> Century by the Jews in Russia. These Jews longed for the establishment of a territorial Jewish state through the Balfour Declaration. The Declaration planted the seeds of the Palestinian-Israel conflict that has continued to tear apart the Middle East to date. The British used the Balfour Declaration to seek support from Israel against the Ottoman Turks. They also used the same declaration in promising the Zionist push for homeland for the Jews, which later led to the creation of the state of Israel.

In 1897, the first Zionist Congress was held in Basel in Switzerland, during a time when an influx of Jews from the European countries was taking place. The Zionists believed that the establishment of a Jewish state was the only way of protecting the Jews from anti-Semitism. Palestine which was the original home of the Jews, was chosen as the most desirable location of a Jewish nation.

### Activity 4: Rise of Arab nationalism in the 20<sup>th</sup> Century (Refer to Learner's Book pages 82 - 83)

The collapse of the Ottoman Empire led to the establishment of European Imperialism in the Arab World. The Arabs did not succeed in creating a United Arab Kingdom despite the promises given to them by the British. The Middle East was later divided between the British and the French as their spheres of Influence. They were given the mandate by the League of Nations to establish a permanent rule over these areas. Their attempt to establish a permanent rule was prevented by the rise of Arab nationalism in the Middle East. Explain to the learners the rise of Arab nationalism in the 20<sup>th</sup> Century. Group the learners to discuss why France was unable to maintain her rule over Egypt they should use the knowledge on French Revolution that they studied in Secondary 2.

#### Assessment Opportunities

##### Observation

Observe the groups presenting. Have they understood the rise of Arab nationalism in the 20<sup>th</sup> Century? Can they come up with points on why France was unable to maintain her rule over Egypt?

## Conversation

Talk to the learners about what they see as the key points.

## Product

Read the written explanations.

Despite the withdrawal of Israel troops from Palestine, hostility continued. In December 9, 1987, riots broke out among the Palestinian Arabs in Israel. They occupied territories like the Gaza strip, West Bank and Jerusalem. The following year, through mass disobedience known as the *Intifada* or shaking off, the riots were directed against Israelites occupation of the West Bank and the Gaza Strip.

After several years of violence, a major peace accord in 1993 also known as the Oslo Accords was signed between Israel and the Palestinian Labour Organisation (PLO). The agreement was to help in the gradual implementation of Palestine self-government, in the West Bank and the Gaza Strip before a permanent peace settlement was signed.

### Activity 4: Rise of Arab nationalism in the 20<sup>th</sup> Century

Israel and Judah had been under Islamic control since the 7<sup>th</sup> Century. Many Jews continued to live in Palestine, but any attempt to create a Jewish homeland always met serious resistance. Similarly, before 1919, there was no independent Arab nation in the world apart from Persia (Iran) and Afghanistan which were both non-Arab states.

During the French Revolution in 1879, Napoleon took over Egypt, setting a motion of the long European scramble for the Middle East. Due to financial constraints, France was unable to maintain her rule over Egypt. Because of this, Britain invaded Egypt, Sudan and other smaller states within the Persian Gulf. France on the other hand seized Morocco and Algeria. The Arabs tried to resist this encroachment by European imperialists, prompting the bloody violence that lasted until the mid-19<sup>th</sup> Century.

The collapse and the demise of the Ottoman Empire, led to the establishment of a European Imperialism in the Arab world. Despite British promises, the Arabs did not succeed in creating a United Arab Kingdom. Using the Sykes-Picot Agreement, the Middle East was divided between the British and the French as their spheres of influence. Between 1920-1945, the two powers were given mandates by the League of Nations but their attempt to establish permanent rule were thwarted by the rise of Arab nationalism in the Middle East. Additionally, the British mandate over Palestine led to deterioration of the relations between the Jews and the Arabs. This was after the British recognised the Balfour Declaration which favoured the creation of Jewish homeland in Palestine.

When the British forces withdrew from Saudi Arabia, the Arab nationalism intensified and Ibn Saudi (a young Wahhabite prince) took advantage of the

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## Activity 5: End of European Imperialism and the Middle East conflict (Refer to Learner's Book pages 84 - 85)

After the creation of the state of Israel, the Palestinians became disappointed and the Arab states desire for unity increased. The Arabs from the neighbouring states attacked Israel. They were determined to destroy the newly created nation. In that war, Israel won the war and regained her territories. Explain to the learners the end of European Imperialism and the Middle East conflict. Guide the learners in locating the position of Israel from the map on page 84. In pairs, ask learners to discuss the reasons why USA attacked Iraq in 2003.

From 1075 to 1989, the political regime in Lebanon was based on a fragile alliance. The communities became a battleground where various factions fought for a place in the future of Lebanon and for a

chance to become players in the regional and international geopolitics of Lebanon. In 1979, during the Iran's Islamic Revolution, the Soviets invaded Afghanistan leading to the rise of Islamic radicalism. This was followed by intensified violence between Iran and Iraq. In 1980, following the Iran Shiite Revolution, Iraq attacked Iran and invaded the oil rich Kuwait, prompting the United States to attack Iraq in 2003.

By mid 1990s, America was faced by the new form of radical terrorism the Al-Qaida. It was led by Osama Bin-Laden who organised and executed a deadly attack on September 11<sup>th</sup> 2001. This led to deeper involvement of United States in the Middle East politics.

## Assessment Opportunities

### Observation

Observe the pairs discussing. Have they understood the end of European Imperialism and the Middle East conflict? Can they come up with points on why USA attacked Iraq in 2003?

### Conversation

Talk to the learners about what they see as the key points.

### Product

Read the written explanations.

#### Activity 5: End of European Imperialism and the Middle East conflict

The collapse of European imperialism in the Middle East after World War 2 intensified the desire for Arabs unity throughout the Middle East. This encouraged all other nations around the world to fight imperialism, resulting to a dramatic permanent change to the world map. World War 2 ended in 1945, although the Allied Powers achieved victory over the Axis Powers, they were left in deep financial crisis. They lost most of their colonies in the Middle East.



Fig. 4.5: Palestine in 1948 and now

After the creation of Israel, the Palestinians became increasingly disappointed and the Arab states ambitions for unity intensified. Within hours, the Arabs from the neighbouring states determined to destroy the newly created nation, attacked Israel. For a while, the two groups fought but the following year, Israel won the war and regained her territories in addition to the land she was granted by the United Nations resolution. Most of the Arabs left their land and have continued to live as refugees in West Bank, Gaza, Lebanon, Syria, Jordan and Egypt. The Arabs who stayed in Israel were granted citizenship in the newly created nation. Today,

## Activity 6: Western powers and the nationalisation of the Suez Canal in the 20th Century (Refer to Learner's Book pages 85 - 90)

Suez Canal was built by the Universal Suez canal Ship Company built the Suez Canal. The Company was to operate the Canal for 99 years after which it was to be handed over to the Egyptian Government. Napoleon Bonaparte made the first attempt to build the Canal. He believed that the building of the Canal would cause trade problems for the British since he believed that it would force them to pay dues to France. Because of the miscalculation, the building of the Canal stopped. After the construction of the canal, it had an important impact on world trade. Later, there were disagreements over the use and the control of the Canal. This led to the Suez Canal Crisis in the 20<sup>th</sup> Century. In pairs, let learners explore the examples of canals in Africa and analyse their uses. Emphasise on the causes of the Suez Canal Crisis in the 20<sup>th</sup> Century and the impacts of the Suez Canal. Help the learners in studying the map of the modern Egypt on page 97. Help the learners explore the different methods warring communities use to make peace after conflict.

It was built by the Universal Suez Canal Ship Company, which was formed by the French under Ferdinand de Lesseps and the Egyptian government between 1859, and 1869. The Company was authorised to start the construction of the canal. It was also given the right to operate it for 99 years after which it was to be handed over to the Egyptian government.

The canal was disregarded several years after its construction and its use stopped soon after. The canal is strategically located hence generate huge income annually to the country.

Use source 6 in the learner's Book to explain to the learners the reason as to why the construction of the Suez Canal stopped.

### Assessment Opportunities

#### Observation

Observe the pairs discussing. Have they understood the Suez Canal Crisis in the 20<sup>th</sup> Century? Can they explain the impacts of the Suez Canal?

#### Conversation

Talk to the learners while they are discussing the answers.



## Product

Read the written explanations.

most of them enjoy considerably personal freedoms than their fellow Arabs in the Arab ruled countries.

In 1956, after a series of conflicts in the Middle East, Israel sided with Britain and France against Egypt's revolutionary government, in an attempt to take back the Suez Canal from the European imperialists. After the 1967 Six-Days War between the Israelites and Arabs, the Jewish state began colonising some of the territories it occupied in Palestine in order to guarantee its security. The Jewish state deliberately rendered any attempt by the Arabs to make any territorial concessions impossible. The Americans intervened, forcing Britain and France to withdraw. They did not achieve their goal due to the rise in Arab nationalism which led to massive Arab uprising against Israel.

Within the next few years, Britain lost Algeria and almost all their empires. She also lost the Suez Canal. By 1971, she withdrew completely from the region, bringing an end to European Imperialism in the Middle East. Imitating the Cold War between the East and the West, USA and Russia became main players in the Middle East. The Suez Crisis took a new twist splitting Palestine between Progressive and Conservative factions up to 1973. The Americans and the Russians created a new world order (the Cold War Protagonist). They used the proxy states in the Middle East to fight each other's interests and ambitions in the region.

**Activity 6: Western powers and the nationalisation of Suez Canal in the 20th Century**

A canal is a man made (artificial) river that is used to transport goods and people. The Suez Canal in Egypt links the Mediterranean Sea and the Red Sea. It also links the Nile Delta and the Red Sea.

The first attempt to build a modern canal started in the late 1700s. This was when Napoleon Bonaparte led an expedition in Egypt. He believed that building the canal cause trade problems for the British. He believed that it would force them to either pay dues to France or continue sending goods over land from the southern part of Africa. In 1799, Napoleon made a plan to build the canal. However, a problem arose since he miscalculated the measurement of the sea level. It was not possible for a canal to be built to link the Mediterranean and the Red Sea, so the construction was stopped.

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## Activity 7: Formation of the Organisation of the Petroleum Exporting Countries (OPEC) (Refer to Learner's Book pages 90 - 93)

The Organisation of Petroleum Exporting Countries (OPEC) was founded in 1960 by 5 countries. The main aim for the formation was to regulate the supply of oil. Other nations joined the organisation later. The member countries meet annually. The headquarters of OPEC is in Vienna, Austria.

Guide the learners in explaining the formation, objectives and the impacts of the Organisation of Petroleum Exporting Countries (OPEC). Group the learners to draw a map showing the Organisation of Petroleum Exporting Countries (OPEC) member countries. In the groups, the learners to investigate the impacts of the Organisation of Petroleum Exporting Countries.

Carefully guide the learners to study the two sources provided under the activity. Ask them to attempt the questions derived from the sources. After that, take time and explain to them what the sources are talking about.

## Assessment Opportunities

### Observation

Observe the groups drawing maps and discussing. Have they understood the member countries of OPEC? Can they explain the objectives of OPEC? Can they explain the impacts of the Organisation on their country?

### Conversation

Talk to the learners while they are discussing. Are their explanations logical?

### Product

Read the written explanations.

#### Impact of the Suez Canal

1. Goods take the shortest time to reach their destination since it acts as the shortest trade link between Mediterranean Sea and the Red Sea.
2. It brings billions of dollars annually since it is a strategic waterway for Egypt.
3. The cost of transporting goods has reduced since it is cheap.
4. It has led to growth of towns along its banks. This has also led to the growth of settlements in towns.
5. It has led to growth of agriculture since its water was used to irrigate land.
7. It supports the world's shipping traffics and more ships pass through it daily since it is an important waterway.
8. The Canal has led to the establishment of custom free zone and tax free industrial zones. For example, Port Said was made a customs free zone in 1975.



Fig. 4.8: A photo of ships sailing through the Suez Canal

#### Activity 7: Formation of the Organisation of the Petroleum Exporting Countries (OPEC)

The Organisation of Petroleum Exporting Countries (OPEC) was founded in 1960 by Iran, Iraq, Kuwait, Saudi Arabia, and Venezuela as an intergovernmental organisation. The main aim for its formation was to regulate the supply of oil prices. Other nations later joined the Organisation of Petroleum Exporting Countries (OPEC) namely Qatar (1961), Indonesia (1962), Libya (1962), United Arab Emirates (1967), Algeria (1969), Nigeria (1971), Ecuador (1973), Gabon

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## Activity 8: Comparison between the Sunni and the Shia Islamic sects (Refer to Learner's Book pages 93 - 97)

Islam as a religion has two branches. The two branches have different believes. The Sunni Muslims believe in the sayings of Prophet

Mohammed. The Shia Muslims believe that Ali who was the Prophet's son in law and cousin was his rightful successor. Explain to the learners the similarities between these two sects of Islam. Guide them when discussing about their differences.

In pairs, guide the learners to recite a prayer and show how they pray facing Mecca. Group the learners to discuss the religious sects that they have within their religions.

## Assessment Opportunities

### Observation

Observe the pairs discussing. Have they understood the similarities and the differences between the Sunni and the Shia Islamic Sects? Can they explain the sects within their religions?

### Conversation

Talk to the learners while they are discussing.

### Product

Read the explanations that they have given.

- High oil prices leads to high costs of food production which is passed over to the consumer in form of high food prices.
5. The movement of goods from one place to another using means that rely on petroleum products affects the consumers. For example, when oil prices are high, all other goods and services are affected and the costs are passed over to the consumer.



#### Group work

Investigate the impacts of the Organisation of Petroleum Exporting Countries (OPEC) in our country. Group leaders present their conclusions to the class.

#### Activity 8: Comparison between the Sunni and the Shia Islamic sects

Islamic religion has two main branches:

1. The Sunni
2. The Shia

##### 1. The Sunni

The Sunni Muslims believe in the sayings of Prophet Mohammed. They follow the way of life of the Prophet. They believe that everything that the Prophet said is true. In addition, they accept and reject everything that the prophet supported and opposed respectively.

##### 2. The Shia

The Shia Muslims believe that Ali was the rightful successor of Prophet Muhammed. Ali was the Prophet's son in law and also his cousin.

The Shia's faith include:

- Prayer
- Fasting
- Charity
- Pilgrimage
- Khums (a tax of one fifth)

They love what is good and disassociate with those who oppose good and harm others.

**Activity 9: The Persian Gulf War (mid-19th Century to 2003) (Refer to Learner's Book pages 97 - 102)**

The Persian Gulf War was about who was to control the oil rich region of Kuwait in the Middle East. The president of Iraq invaded Kuwait claiming that the region was given to Iraq by the Western imperialists. This was a lie. The then Egyptian President initiated talks with other powers over the disagreement between Iraq and Kuwait but it did not stop Saddam Hussein from invading Kuwait in 1990. Explain to the learners what the Persian Gulf War was about. Emphasise on the terms given to Saddam Hussein by the USA government. Explain to the learners the aftermath of the Gulf War.

The main learning activity here is that learners need to study the sources provided related to the Persian Gulf War for them to understand the activity better. Explain to them the sources as you probe them to tackle the questions about the sources. Clarify anything that they may not understand fully.

**Assessment Opportunities**

**Observation**

Observe the learners asking questions. Have they understood the causes of the Persian Gulf War?

**Conversation**

Talk to the learners about what they see as the key points.

**Product**

Read the written explanations.



Group work

Do you know of sects within other religions or your own religion? Analyse the differences between the sects. Share your findings with the rest of the class.



Fig. 4.12: A muslim praying facing Mecca

Activity 9: The Persian Gulf War (mid-19<sup>th</sup> Century to 2003)

Study the sources below.

Source 9

The Weather

**Hill Valley Telegraph**

Vol. XVII, No. 22 JULY 16, 1985 50 Cts

### Persian Gulf War Heats Up

Evolution of the Persian Gulf War continued today when Iranian aircraft attacked two oil tankers (see inside the national news of Britain). A line of British military was engaged with only five remaining aircraft after leaving port. At the same time a sea of oil tankers. The world has responded to Iranian sea attacks in Britain which is now possible for several days. Coalition air operations in Iraq.

A significant feature of the report on Britain, the author notes that the line has started being used in British waters again for the first time since early 1984. In Washington, the Administration has United Congress for the proposed article on neutral shipping, with its operation of plans to not use military in Saudi Arabia is encouraging Iran to become more aggressive.

Gulf crises before the Indians are also reacting to a lightning financial system through which by taking world oil prices, which their policies in Saudi Arabia, as well as to the general financial situation Saudi Arabia and its close ties to the Iraq war effort.

Since early 1984 Iran and Iraq have been locked in a bitter struggle in the gulf, as each tries to keep the other out of oil reserves needed for its military operations. Iraq requires regularly with a number of tankers loaded with oil in the Persian Gulf towards the western end of the gulf. In retaliation, Iran attacks tankers carrying Saudi Arabia, Kuwait and other gulf countries that support Iraq.

# UNIT 5: CHINA AND JAPAN

Refer to Learner's Book pages 103 - 121

History Secondary 4	Unit 5: China and Japan
Learn about	Key inquiry questions
<p>Learners should study the contrasting developments of China and Japan since the Second World War.</p> <p>Learners should investigate the Japanese invasion and occupation of China in the Second World War and how it shaped the relationships between the two countries. They should examine the Chinese civil war and the roles of Mao Tse Tung and Chang Kai Chek. They should trace the developments of the between Communist revolution and 'Cultural Revolution' and the effects.</p> <p>Learners should analyse the factors promoting Japan's rapid economic growth after the Second World War. They should also investigate the reasons for its economic growth.</p> <p>Learners should analyse the factors contributing to China's more recent economic growth, impact on its people and its emergence as a world power. They should compare and contrast the economic models of China and Japan.</p> <p>They should look at the economic and political role that China is playing in Africa and other parts of the world and contrast this with the role played by Japan.</p>	<ul style="list-style-type: none"><li>• Explain the impact of Japan's invasion of China in the Second World War.</li><li>• Why did the Communist Revolution happen in China?</li><li>• How do you explain the basis for Japan's rapid economic growth after the Second World War?</li><li>• What was the impact of China's 'Cultural Revolution'?</li><li>• How do you account for China's more recent economic growth?</li><li>• What are the differences between Chinese and Japanese economic and political policies towards 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>• Explain the impact of Japan's invasion of China in the Second World War.</li> <li>• List the reasons for the emergence of the Communist Revolution in China.</li> <li>• Explain the basis for Japan's rapid economic growth after the Second World War.</li> <li>• State the impact of China's 'Cultural Revolution'.</li> <li>• Account for China's more recent economic growth.</li> <li>• Differentiate between Chinese and Japanese economic and political policies towards Africa.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the impact of Japan's invasion of China in the Second World War.</li> <li>• Examine why the Communist Revolution happened in China.</li> <li>• Analyse the basis for Japan's rapid economic growth after the Second World War.</li> <li>• Suggest the impact of China's 'Cultural Revolution'.</li> <li>• Account for China's more recent economic growth?</li> <li>• Compare and contrast the differences between Chinese and Japanese economic and political policies towards Africa.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the contribution of China and Japan to the world economy.</li> </ul>
<p><b>Contribution to the competencies</b></p> <p>Critical and creative thinking: Analysing the factors of economic growth and development</p> <p>Communication and Co-operation: Working in groups and making presentations</p> <p>Culture and heritage: Communist and cultural revolutions</p> <p>Citizenship: Nationalism</p> <p><b>Links to other Subjects</b></p> <p>Environment and sustainability: Economic growth and sustainability</p> <p>Geography: Location of Japan and China and economics</p> <p>Peace Education: Japanese occupation of China</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 the Japanese invasion and occupation of China in the World War 2 and the impacts of the invasion. They should also explore the Chinese Civil War. They should know the Communist Revolution in China and lastly discuss China as a world power.

## **Using the student Textbook**

Text has been used extensively in the Learner's Book with pictures used where necessary to help explain the text. Where pictures have been used, guide the learners to study and interpret the pictures. This will help learners develop their picture interpretation skills.

Alternatively, you can group or pair learners to effectively work together. For instance, there are different sources and maps in the book. Learners should be given time to study and interpret the maps and sources to initiate creative and critical thinking among the learners. You should guide the learners when they are working in pairs and in groups.

## **The student competencies**

This unit presents many opportunities for critical and creative thinking: Analysing factors of economic growth.

Learners are asked to work in pairs and groups so there are continuous opportunities for cooperation and teamwork.

In their discussions, there are many opportunities for communication. The subject matter will also deepen their understanding on the development in China and Japan and also relate it to that of South Sudan.



## **Activity 1: Japanese invasion and occupation of China in the World War 1 (Refer to Learner's Book pages 103 - 108)**

China and Japan are economic powers rivaling the USA today. For a long time the relations between the two countries have not been good. After the World War 1, Japan had an upper hand over China militarily and occupied sections of it. Japan had invaded Manchuria in 1931. She invaded the Republic of China in July 1937. This invasion sparked a war of resistance in China against the Japanese. Explain to the learners how the Japanese invaded China. Emphasise on how the invasion of China affected the relationship between China and Japan. Help the learners discuss the impact of Japanese invasion of China in World War 2. Sources 1 and 2 will help you explain the impacts of Japanese invasion with ease. Learners will also have more knowledge about the Japanese invasion of china after studying the sources. Emphasise on the factors contributing to Japans rapid economic growth after World War 2 and the political and economic role that Japan is playing in Africa and other parts of the world.

Group the learners into two groups to debate. Those supporting the motion should take the topic on page 116 the way it is. Those opposing the motion should say: The Japanese invasion of China had a negative impact on the development of China.

### **Assessment Opportunities**

#### **Observation**

Observe the learners presenting. Have they understood how the Japanese invaded and occupied China in the World War 2?

#### **Conversation**

Talk to the learners about what they see as the key points.

#### **Product**

Read the written presentations.

## Activity 1: Japanese invasion and occupation of China in World War 2

Source 1	Source 2
<p>THE GETTYSBURG TIMES SPECIAL War Edition SPECIAL War Edition Japan Attacks Pearl Harbor And Then Declares War on U.S. See and Hear What Are The Most Important Events And U.S. Big Moment Japan's Reply to U.S. Is Decried By Members of Chamber of Commerce Uncle Sam's Forces Are Fighting On Land, Sea And In Air To Hal Invasion Of Boxes By Japanese</p>	<p>A peasant killed by Japanese soldier 1923</p> <p>We heard the story from this soldier. The peasant's father had been killed by a Japanese soldier during the invasion of Guangzhou. Today was the anniversary of his father's death. "Father," he said, "you must be full of resentment that you were killed. But Japan has lost the War. Now the Japanese are pitiful prisoners. Today, for an entire day, I'm making a Japanese soldier work as a coolie carrying our load so that all your relatives can visit your grave. So forgive them, and rest in peace."</p> <p>Eating the chicken, eggs, and moon cakes that he had brought back from the offerings to the departed, we listened silently to the soldier's expressive report. I wondered what a Japanese peasant would have done. In contrast to this kindness, I saw a dozen or more bloodthirsty local Chinese intent on finding the Japanese soldiers who had killed their family members. They were waiting at the fence by the boarding gate for the boat.</p> <p>Tsuguhiro Masaru, sixty-four (m), former textile weaver, Hamamatsu</p>

What are the key information in the sources relating to how Japan became involved in world war 2, the outcome for Japan and its war with China.?

Japan invaded the Republic of China in July 1937, just before the beginning of the World War 2. It had earlier invaded Manchuria in 1931. The 1937 invasion sparked a war of resistance in China against the Japanese, which ended in 1945. This is called the Second Sino-Japanese War.

The Great Depression had greatly affected many nations. They came up with protective measures for their economy including the ban of imports from other countries. Japan had very little arable land. Its population was high and it had not enough food. It expanded into China in 1931 with the aim of settling its excess population, getting raw materials for her industries and food to feed her people. The 1937 attack was for the same reasons.

## Activity 2: The Chinese Civil War (1927-1950) (Refer to Learner's Book pages 108 - 110)

This War was fought between the Nationalist Government in China and the Chinese Communist Party. This war started in 1927 but was interrupted when Japan invaded China in 1937. This forced the two groups to unite and fight a common enemy first. There was a lot of rivalry between the two groups. This rivalry later turned into a war when the nationalist government took over the area. Explain to the learners the causes of the Chinese Civil War. Ask Learners to discuss the roles of Mao Ze Dong and Chiang Kai Shek in the Communist Party. Source 4 provided in the Learner's Book is a book that was written by Mao Ze Dong, ask learners to read the book on their own to understand the roles of Mao Ze Dong. Guide the learners when discussing the map of China showing parts affected by the Chinese Civil War (1927-1950).

## Assessment Opportunities

## Observation

Observe the learners discussing. Have they understood the causes of the Chinese Civil War?

## Conversation

Talk to the learners about what they see as the key points.

## Product

Read the written presentations.

Japan is also seeking to counter the strong Chinese influence in Africa by weakening its monopoly. It held its sixth Tokyo International Conference on African Development on African soil in Nairobi. In other times, this conference was held outside Africa. In its diplomatic Blue book, written in 2012, it says that it is important for Japan to strengthen its economic relationship with Africa, which is a promising market with high growth rates. Japan started embassies with the new nation South Sudan in 2012 and with Djibouti.

The technical wizardry, that is its ability to produce many adverse technical products, has made Japan one of the leading producers and suppliers of electric gadgets and motorcars, famous brand names like Sony, Mitsubishi and Toyota are found in all parts of the world.

Japan is a great financial and technical donor of the world. It gives out loans to the African and Asian countries. It has an agency known as Japan International Cooperation Agency (JICA), which gives technical cooperation to countries in form of loans and grants. It is the government official development assistance organisation. It carries out feasibility studies for countries and gives out technical specialists to countries that lack them. It provides technical training in medical, industrial and agriculture sector. In Kenya, Jomo Kenyatta Airport was important in development of Jomo Kenyatta University of agriculture and technology. Japan gave financial and specialists especially in engineering to help in its construction.

### Activity 2: The Chinese Civil War (1927-1950)

This war was fought between the nationalist government of China, the *Kuomintang* (KMT) and the Chinese Communist Party (CCP). The war started in 1927, but was interrupted when Japan invaded China in 1937. This forced the two groups to unite and fight the common enemy first. The Kuomintang was founded by Sun-Yasen. During the Civil War Chiang Kai Shek led the *Kuomintang*. Communist Party was led by Mao Ze Dong with the help of Zhou Enlai and others. Before the Civil War, parts of China were under the Communist Party, other parts were under the Nationalist Government and under Warlords. There was a lot of rivalry between the groups.

In 1927, this rivalry turned into a war when the Nationalist Government in a bid to take over the area, killed and arrested many Communist Party leaders in what is called the **Shanghai Massacre**. This made Mao Ze Dong to lead the peasants and the common people against the Nationalist Government.

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## Activity 3: Communist Revolution (Refer to Learner's Book pages 111 - 116)

The people who followed the Communist Ideology formed Communism. Marxism had influenced them. During this time, it was aimed at reducing social inequalities among people by encouraging mutual social responsibility through communal work. In 1917, the people of China were convinced that only Communism would save the country since she had been weakened economically after the World War 1. The leader of Kuomintang felt that he should include Communism in the government but he died before fulfilling his dream of Uniting China. Communism incited people to adopt the Russian like economic system. They encouraged them to disposses landowners and take their land. It is the Communist Revolution that led to the Civil War in China. Explain to the learners the meaning of Communist Revolution, its effects in China and its developments. Group the

learners to examine why the Communist Revolution happened in China. Emphasise how Cultural Revolution was formed and its effects in China. Source 5 and 6 as provided in the Learners Book will help learners understand effects of the Cultural Revolution.

In pairs, ask learners to write a poem about the Cultural Revolution in China. They should also pretend that they were the youths living in China during that time and write letters to their friends in the countryside with the information on page 122 under pair work.

## Assessment Opportunities

### Observation

Observe the learners discussing and writing poems. Have they understood the two Revolutions in China? Can they explain the effects of the two Revolutions and explain how they happened?

### Conversation

Talk to the learners about what they see as the key points.

### Product

Read the written presentations.

#### Activity 3: Communist Revolution

In 1921, people who followed the Communist ideology had formed the Communist Party in China. Marxism influenced them. Communism at that time was a social, political and economic belief system. It was aimed at reducing social inequalities among people by encouraging mutual social responsibility through communal work and state control of major sectors of the economy.

After the World War 1, China was still divided and weak economically. Japan took advantage of this and made unfair economic demands on China. The success of the Communist Revolution in Russia in 1917, convinced many with Communist thoughts in China that only Communism would save the country. Sun-Yat sen who was the leader of the Kuomintang at this time had exposed himself to Marxism in London. He felt that he should include Communist ideas in his government. He allowed the Communists to join Kuomintang. The communists were reluctant and were advised by the Russians to join so that they could be able to seize power from within Kuomintang. The Russians set up a military academy in China near Canton but secretly set up a system of communism to prepare for Communist Revolution. Sun-Yat sen died in 1925, with his dream of uniting China unfulfilled. The Communist Party undermined his efforts of uniting China.

Communists in Canton staged an uprising against the government. The police learnt of their plan and many were arrested and others killed in Peking.

The Communist continued getting support from the countryside where the poor suffered. The Kuomintang was strong in towns. They incited the people to adopt the Russian like economic system. They encouraged them to disposes landowners and take their land. In 1931, Kiangsi Province was proclaimed as a Chinese Soviet Republic but the Kuomintang managed to drive out the community. The fight between the nationalist government and the communist in continued until the Japanese invaded China in 1937. Each side wanted to be in control of the government of China. Marxists had the peasants support. The war resumed after World War 2. Until then, the Communists were able to drive out the Nationalists from Mainland China and establish the Peoples Republic of China. The Communist Revolution is what led to the Civil War in China. To succeed in the war, the peasants had to be trained. They were taught military tactics and Communist ideology.

**Activity 4: China as a World Power (Refer to Learner's Book pages 116 - 121)**

China has established good diplomatic relations with the developing world. It can lend others and also invest. It overtook Japan and became the World's second largest economy after the United States of America. Explain to the learners' factors contributing to the recent economic growth of China. Guide the learners in discussing the impact of China's economic growth on its people. Help the learners to compare the Chinese and the Japanese economic models. Emphasise the economic and the political role that China is playing in Africa and other parts of the world.

Group the learners and let them study source 7 and 8 in the Learner's Book then answer the questions that follows. Those supporting the motion should take the topic as it is. Those opposing the motion should say: The Japanese economic and political policies are better than the Chinese policies.

**Assessment Opportunities**

**Observation**

Observe the learners presenting. Have they understood the Chinese and the Japanese policies?

**Conversation**

Talk to the learners about what they see as the key points.

**Product**

Read the written presentations.



*Pair work*

Pretend that you are one of the youths living in China during the Cultural Revolution. Write a secret diary entry explaining why you have to move to the countryside and how you feel about it.

Explain why you have to keep a secret diary.

**Activity 4: China as a World power**

A strong economy makes a country to be respected internationally. It can lend others and invest. China has established a good diplomatic relations especially with developing world. She has won over these countries because they have one common history. Having risen from oppression, it acts as a role model and a motivating factor to the developing world. This common history of oppression has made developing countries warm towards China. This attitude of developing world has made her get a lot of trading partners and investment opportunities in Africa and Asia which has greatly boosted her economy. In international bodies, China is more sympathetic and empathetic towards African and Asian problems than Europeans. It responds quickly to the African problems. This has created more friendship with the developing world making her have a say in the political affairs of many Third World countries thus increasing her position as a global power.

Between 1100 to 1800, it made the West to grow. The West borrowed and assimilated the Chinese innovations, which helped them move to the modern Capitalism and Imperialism. The British challenged the technology by creating more advanced things. Napoleon Bonaparte said "Let China sleep for when it wakes the world will shake." Today China is awake.

## UNIT 6: WORLD ORGANISATIONS AND THE PROMOTION OF PEACE *(Refer to Learner's Book pages 122-136)*

History Secondary 4	Unit 6: World Organisations and the Promotion of Peace
Learn about	Key inquiry questions
<p>Learners should study the development of the League of Nations and the United Nations Organisation (UN), and their roles in promoting world peace.</p> <p>Learners should compare and contrast the aims, objectives and structures of the Leagues of Nations and the UNs. They should investigate the reasons for their formation and the way in which they operated.</p> <p>Learners should examine the factors that contributed to the successes and failures of the organisations and make a case study of its involvement in peace keeping (such as the Congo crisis, Korean War and Gulf War) and make presentations to class.</p> <p>Learners should investigate the causes of the Cold War and its impact on Africa, Asia and Latin America.</p> <p>Learners should investigate the role of the UN in economic and social development, rule of law and disaster relief. They should make case studies of its involvement in South Sudan or Africa.</p>	<ul style="list-style-type: none"> <li>• What was the origin, achievements and failures of the League of Nations?</li> <li>• Why was the United Nations Organisation formed?</li> <li>• How has the UN been structured?</li> <li>• How has the UN sought to promote peace and development?</li> <li>• What are the achievements and failures of the UN?</li> </ul>

<b>Learning outcomes</b>		
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>• Explain the origin, achievements and failures of the League of Nations.</li> <li>• State reasons for formation of the United Nations Organisation</li> <li>• Describe how the UN has been structured.</li> <li>• Explain how the UN has sought to promote peace and development.</li> <li>• Explain the achievements and failures of the UN.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the origin, achievements and failures of the League of Nations.</li> <li>• Investigate why the United Nations Organisation was formed.</li> <li>• Explore the structuring of the UN.</li> <li>• Discuss UN's involvement in promoting world peace and development.</li> <li>• Examine the achievements and failures of the UN.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the roles of the League of Nations and United Nations Organisation.</li> </ul>
<p><b>Contribution to the competencies</b></p> <p>Critical and creative thinking:Analysing achievements and failures</p> <p>Communication and Co-operation:Working in groups and making presentations</p> <p>Culture and heritage:Works of UN agencies such as UNESCO and UNICEF</p> <p><b>Links to other Subjects</b></p> <p>Peace Education: Understanding the role of the UN in peace keeping</p> <p>Geography: Member states</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 analyse the aims, structure, achievements and the failures of the League of Nations. They should also explore the origin and formation of the United Nations, its aims, structure, achievements and challenges facing United Nations Organisation.

## **Using the student Textbook**

Using Learner's Book, texts, photographs, sources and maps, will help learners recognise the key world organisations and promotion of peace in South Sudan. For instance, source 1,2,3,and 4 will help learners understand the origin and formation of the League of Nations and the reason why the League was formed. Source 6 is purpose to help learners develop skills of critical thinking as well as explain more about the failures of the League of Nations.

Guide learners to work in pairs and groups. There are some activities that require teamwork to be completed. Ensure that the learners understand what they are supposed to do and how to work in groups and pairs. Also ensure that the groups work effectively such that all learners have a role to play in the discussion and presentations.

## **The student competencies**

This unit presents many opportunities for critical and creative thinking: Analysing achievements and failures.

Learners are asked to work in groups and make presentations. So there are continuous opportunities for cooperation and teamwork.

In their discussions, there are many opportunities for communication. The subject matter will also deepen their understanding of the World Organisations and the promotion of peace.

## **Activity 1: The League of Nations (Refer to Learner's Book pages 122 - 127)**

The League of Nations was created by the treaty of Versailles, which was signed at the end of World War 1. It was created to help prevent the occurrence of the Second World War. Explain to the learners the aims, structure, achievements and failures of the League of Nations. In pairs, learners to discuss the pair work. Then read what they have written. There are a number of sources used in this activity to equip learners with information about the formation, aims, structure, achievements and failures of the League of Nations. Keenly study the sources with the learners and clarify to them what they did not

understand well. Give them time to study the sources on their own for them to be able to interpret. This will help them develop the skills of interpretation as well as imagination.

## Assessment Opportunities

### Observation

Observe the learners discussing. Can they explain the aims, structure, achievements and failures of the League of Nations?

### Conversation

Talk to the learners while they are trying to give their interpretations of the sources in the Learner's Book. Talk to them as they are discussing the aims, structure achievements and failures of the League of Nations.

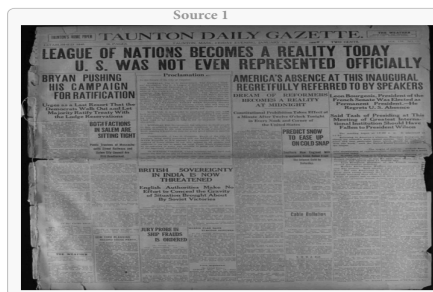
### Product

Read their suggestions in class.

Unit  
6

World Organisations and the  
promotion of peace

#### Activity 1: The League of Nations



The League of Nations was created by the Treaty of Versailles which was signed at the end of World War 1. The League was Woodrow Wilson's dream to have a **new world order** that would bring in a new way of conducting foreign affairs. It was to help abolish war and keep the world safe. During the meeting, the member states agreed that the League of Nations would be set up to deal with any future disputes among the world powers. It was to help prevent the occurrence of another world war. Unfortunately, Wilson's 14 point programme was rejected by the US Senate while Germany and Russia were not invited to join. By 1930, only 58 members had joined the League. Subsequently, it failed to achieve its objectives and in 1939, the World War 2 broke out.

**Activity 2: The United Nations Organisation (UNO) (Refer to Learner's Book pages 128 - 136)**

The United Nations Organisation was formed immediately after the Second World War to replace the League of Nations, which had failed to prevent the occurrence of the Second World War. It was to be used as a stage for dialogue between the warring countries, which was experienced in the world at that moment. Explain to the learners the origin and formation of the United Nations, its aims, structure and achievements. Group the learners and organise a debate on the topic on the Learners Book. Those supporting the topic should take the motion the way it is. Those opposing the motion should have the motion: The United Nations has failed in maintaining world peace.

**Assessment Opportunities**

**Observation**

Observe the learners presenting. Have they understood the origin and formation of United Nations, its aims, structure and achievements?

**Conversation**

Talk to the learners about what they see as the key points.

**Product**

Read the written presentations.

#### Activity 2: The United Nations Organisation (UNO)

In 1939, World War 2 broke out which resulted in the creation of The United Nations Organisation (UNO) to replace the League of Nations.

##### The origin and formation of United Nations Organisation (UNO)

After the end of World War 2, the United Nations Organisation was formed to promote peace and security in the world, promote respect for human rights, protect the environment, fight diseases and reduce poverty among nations in the world.

The United Nations Organisation was formed in the year 1945 immediately after the World War 2. It was to replace the League of Nations which had failed to preserve world peace after the World War 1. It was formed so that it could be used as a stage for dialogue between the warring countries at that moment. In October 24, 1945, the Charter of the United Nations was drafted at the United Nations Conference at San Francisco. The Conference was attended by 50 nations and several Non-Governmental Organisations who signed an agreement that created the United Nations, whose headquarter was New York, United States of America.



Fig. 8.2: United Nations headquarters in New York in USA

##### The aims of the United Nations

1. Promoting and maintaining international peace and security by preventing the occurrence of another world war.
2. Foster friendly international relations and cooperation among world nations.

## UNIT 7: THE ORGANISATION OF AFRICAN UNITY AND MODERN AFRICA *(Refer to Learner's Book pages 137 - 150)*

History Secondary 4	Unit 6: World Organisations and the Promotion of Peace
Learn about	Key inquiry questions
<p>Learners should learn about the origin, growth and roles of the Organisation of African Unity (OAU) (now African Union -AU) in the development of Africa. They should work in groups to make studies of key contributors (person or nation) and make a presentation to class.</p> <p>They should work in groups to trace Africa's economic, social and political developments since post-colonial times. They should examine developments in Africa in the context of other countries in the world such as India and Malaysia.</p> <p>Learners should also investigate some contrasting African countries in terms of development and compare with to South Sudan.</p>	<ul style="list-style-type: none"> <li>• Why was OAU formed?</li> <li>• What did OAU contribute to the social, political and economic development of Africa?</li> <li>• What are the achievements and failures of the OAU (now AU)?</li> <li>• In which ways can African countries learn from each other?</li> </ul>

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Explain reasons for the formation of the OAU.</li> <li>• State the contribution of OAU to the social, political and economic development of Africa.</li> <li>• Outline the achievements and failures of the OAU (now AU).</li> <li>• Explain how African countries can learn from each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the formation of the OAU.</li> <li>• Analyse the contributions of the OAU to the social, political and economic development of Africa.</li> <li>• Discuss the achievements and failures of the OAU (now AU).</li> <li>• Explore ways in which African countries can learn from each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the formation and role of the OAU.</li> <li>• Value the achievements of the OAU (AU).</li> </ul>

### **Contribution to the competencies**

Critical and creative thinking: Making comparisons, and contrasts and analysis

Communication and Co-operation: Working in groups and making presentations

Culture and identity: Understanding the role of South Sudan in modern Africa

### **Links to other Subjects**

Peace Education: Role of the OAU (AU)

Geography: Map of Africa

### **Assessment Opportunities**

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

- Observation
- Conversation
- Product

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

This unit will help learners develop their understanding in relation to the Organisation of African Unity and modern Africa. The activities will help learners to understand the origin, growth and role of the Organisation of African Unity which was changed to African Union in the development of Africa. There are many opportunities within this unit for learners to practice and improve their speaking, teamwork, critical thinking and creative thinking skills. It also provides an opportunity for culture and identity.

This unit is about how the Organisation of African Unity was formed and the member countries, its structure, its achievements and failures. It also talks about the African Union, its structure, aims achievements and failures. Let the learners understand why the Organisation of African Unity was changed to African Union. They should also find out more how African Union has achieved its objectives. Make the learners understand the importance of studying these two organisations.

The activities listed here for this unit include some written texts, but the focus is mostly on the skills mentioned above. It is possible to find alternative additional tests about these organisations. You may choose to set this as a research project or a homework activity for your learners in order for them to be able to compare sources of information and provide them with additional knowledge and understanding.

## Using the Learner's Book

There are both words, maps and pictures in the Learner's Book, and as your learners are developing different skills, it is important to ask them to answer the questions themselves or in groups. Encourage learners to ask questions to clarify their understanding and enable them to respond to these questions where appropriate. It is helpful to have some key points in the learners note books as this will help them to review what they have learnt. Learners could develop this collection as they progress through the unit.

## The Student Competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture and heritage. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork. This unit provides good opportunities to create roles in groups so that learners can learn easily from each other. It is important in secondary four that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

### **Activity 1: The Organisation of African Unity (OAU) (Refer to Learner's Book pages 137 - 145)**

Introduce this topic by asking the learners to identify the regional organisations that they know and their roles. This question is not new to them since they learnt the same in Secondary 1.

Let the learners study source 1 in the Learner's Book and identify the key message in the speech which include thanking President Abdel Nasser for his hospitality, the spirit of oneness, inspiration, courage and determination and the ratification of the charter. Let the learners come up with other key messages from the speech.

To understand what the Organisation of African Unity was about, let them read the text in the Learner's Book. They should also try to check the table provided in the Learners Book if their state is a member of African Unity.

Refer the learners to the Learner's Book and explain to them the structure of the Organisation of African Unity, its achievements, failures and the problems.

The Organisation of African Unity was formed in 1963 to unify independent African nations. All regional groups came together to

form this Organisation. All the Head of States met under Emperor Haile Selassie in Addis Ababa Ethiopia. That is where the Organisation of African Unity was born. It was started with 32 member states which later increased to 54. Explain to the learners how the Organisation was formed, the objectives and principles of the Organisation, its structure, achievements and roles, its problems and lastly its failures. Learners to study the member states of the Organisation of African Unity.

In small groups, let the learners discuss how the Organisation of African Unity has achieved its objective of promoting cooperation between member states. For example, through its coordination committee for the liberation of Africa, the OAU supported the emancipation of African territories that were not yet independent. The aim was achieved in 1990 with Namibia securing its independence. Africa also witnessed the crowning achievement of its fight against apartheid with the liberation of Nelson Mandela and his election as President of South Africa. Thirty years after the creation of the OAU, South Africa became its 53rd member during the Tunis summit in June 1994.

OAU has given the peaceful settlement of inter-African conflicts a key place in its work. A mediation, conciliation and arbitration commission was set up for this purpose but its resources are limited and the Organisation often uses Councils of Wise People or ad hoc committees to try to find solutions to disputes. An African Charter on Human and People's Rights was adopted at the 1981 summit in Nairobi and led to the creation, in 1986, of the African Commission on Human and People's Rights.

The Organisation is also involved in issues related to development and economic cooperation. The Lagos action plan, which was adopted at the April 1980 summit, was designed to boost economic development and the integration of African economies by, in particular, recommending regional groupings and food self-sufficiency. In June 1991, it was replaced by the Treaty of Abuja, setting up the African economic community. This treaty envisages in particular the creation, within a period of 30 years, of an African common market, a parliament, a central bank and monetary fund.

In the same groups, let them research the examples of countries with border disputes and how they were solved. Some of the states with the cause of the dispute include:



<b>States</b>	<b>Dispute</b>
Sudan and South Sudan	Both claim the territory of Abyei.
Ethiopia and Eritrea	Both claim the Badme territory.
Sudan and south Sudan	Both claim the territory of Heglig.
France and Comoros	Both claim the territory of Mayotte.
Tanzania and Malawi	Both claim the island in Mbamba Bay, Lake Nyasa.

## **Assessment Opportunities**

### **Observation**

Observe the learners working in groups and presenting their work. Check if they can identify the key message in the speech. Also check if they can give example of countries with the border disputes. Check how they are presenting their conclusions to the rest of the class.

### **Conversation**

Talk to the learners about what they find challenging in the structure of the Organisation of African Unity. Correct them when they are out of context when answering the questions.

### **Product**

Read the mind map, answers and the essays provided by the learners. Assess if the essays they have provided are in context.

**Activity 1: The Organisation of African Unity**

Organisation of African Unity (AOU) was an association of independent African states that existed between 1963 and 2002. It was renamed the African Union (AU) in 2002.

It was the child of Pan Africanism. The Pan African movement had served to unite many Africans. It became stronger in Africa after 1945. Prior to the formation of the Organisation of African Unity, there had been regional differences among Pan Africanists in Africa but they managed to solve the differences. In January 1961, several African independent states including Egypt, Ghana, Morocco, Libya and Algeria, met in Casablanca and pledged to help Patrice Lumumba of Congo against the Secessionist Movement of Moïse Tshombe. In May 1961, another group of African states, such as Liberia, Tunisia and Togo met in Monrovia and agreed to work in unity to solve the Congo crisis. The African states wanted all people to unite in Africa. The independent African nations wanted to form an organisation to unify them in Africa. In 1963, the regional groupings compromised and joined with others to form one organisation. In May 1963, foreign ministers of 32 independent African states met in Addis Ababa, Ethiopia to prepare the agenda for the Heads of State meeting. The Heads of States met under chair of Emperor Haile Selassie. It is in this meeting that the Organisation of African Unity was born with Haile Selassie as its first Chairperson.

**Source 1**

At Addis Ababa, just fourteen months ago, the first Conference of the Heads of African State and Government was held. Today, the Assembly of Heads of State and Government created by the Charter of African Unity which we signed in Addis Ababa meets in Cairo, the ancient capital of ancient Egypt, with long-established civilization, and it is Our privilege now to extend to Our host, President Gamal Abdel Nasser, the warm greetings of the Ethiopian Government and people and to express to him Our thanks for the gracious and generous hospitality which has been extended to us all in this illustrious country. Ethiopia and other East African countries are linked with the United Arab Republic not only by history but also by the life-giving waters of the Blue Nile which springs in Ethiopia and in Lake Victoria annually flooding the great Nile Delta.

**Activity 2: The African Union (AU) (Refer to Learner's Book pages 145 - 156)**

The African Union replaced the Organisation of African Union. Learners should be able to assess the role of the African Union in the development of Africa. They should be able to compare the African Union and the Organisation of African Unity. They should sincerely appreciate the achievements of the Organisation. Note that the achievements are hidden in the Learner's Book under the roles. Teach the learners how to lift them. Help the learners explore the reasons why the African leaders decided to change the name Organisation of African Unity to African Union. Ask Learners to sing the African Union national anthem. Group the learners to analyse how the political development of African Union have led to cooperation in Africa. In the same groups, ask learners to discuss how our country as a member of the African Union has benefited from the Organisation.

There are some sources that have been used in this activity to enable learners develop skills of interpretation and critical thinking. Help

by explaining to them what each source entails. Give them time to attempt the questions under the sources. Clarify anything they find not clear to them.

## Assessment Opportunities

### Observation

Observe the learners as they study and interpret the sources under this activity. Are they giving the correct interpretation of the sources? Help them understand the significance of these sources.

### Conversation

Talk to the learners while they are discussing in class. Have they understood why African leaders decided to change the Organisation of African Unity to the African Union?

### Product

Read the answers they have come up with.

#### Failures of the Organisation of African Unity

1. It failed to condemn human rights abuses in some countries. For example in Uganda under Idi Amin and in Central Africa Republic under Bokassa.
2. It failed to solve some border disputes completely. Today, we still have nations in Africa fighting over boundaries.
3. It failed to embrace globalisation as fast as other parts of the world were embracing it.
4. It delayed to intervene in conflicts on time leading to conflicts going out of control. For example, conflict in Rwanda 1994.
5. It failed to eradicate poverty and disease in Africa.

#### Activity 2: The African Union (AU)

##### Origin of the African Union

This is a continental union made up of 55 countries of the African continent. It replaced the Organisation of African Unity. Its motto is *A United and Strong Africa*. On 9th September 1999, the Heads of State and Government met in Libya and made the Sirte Declaration calling for the establishment of an African Union and a Pan-African Parliament. On 29th May 2000, the joint sitting of legal experts and parliamentarians adopted the document for the formation of African Union and Pan-African Parliament. On 2nd June 2000, Heads of State and Government adopted the Constitutive Act of the African Union drafted by the Council of Ministers. This meeting was held in **Lome, Togo**.

The African Union was born in 2002, at a Summit held in Durban, South Africa, where the first Assembly of Heads of State of the African Union was convened. The Assembly makes the most important decisions. The Union has an anthem too that is sung by members when they meet. Its official languages are English, Arabic, French, Portuguese, Spanish, Swahili and some African languages. The main administrative capital of the Union is **Addis Ababa**. Different member countries host other organisations of the Union. The African commission on Human and Peoples' rights is based in Banjul, Gambia. The New Partnership for Africa's Development (NEPAD) and the Pan African Parliament are in Midland, South Africa.

The African Union covers the whole continent except for the territories held by Spain, France, Portugal and the United Kingdom.

### **Activity 3: The political, social and economic developments in post-independent Africa (Refer to Learner's Book pages 157 - 159)**

Introduce the activity by asking the learners what they know about India, Asia and Malaysia. Ask them where they are located. They can check their position or location from the map of the world and their proximity to South Sudan.

Ask them to find out more about how India has developed over years and compare it to the development in South Sudan.

India is more industrialised than many African countries because they have had a strong work ethics instilled in them by Mahatma Gandhi. Asia, Africa and Malaysia have all industrialised since independence. The economy of Malaysia is the 3rd largest in South East Asia. Malaysia have natural resources like petroleum which has promoted her growth. Africa have increased the number of schools and hospitals after independence. The literacy level in Africa has also gone high. Guide the learners in comparing the development in India, Africa and Malaysia. Group the learners to compare the development of South Sudan to that of India.

#### **Assessment Opportunities**

##### **Observation**

Observe the learners working in groups and presenting their work. Check if they can compare the development in India and that of South Sudan. Also check if the key points are all included.

##### **Conversation**

Talk to the learners about the things that they find same and those that they find different when comparing the development in India and that of South Sudan. Correct them when they are out of context when answering the questions.

##### **Product**

Read the answer provided by the learners in their notebooks. Check if the answers are towards the right direction.

### Activity 3: Development in Africa, Malaysia and India

The two countries are more industrialised than many African countries because of the following reasons: The Indians have had a strong work ethics instilled in them by Mahatma Gandhi to promote self-reliance. The spirit of self-reliance has made India develop many industries using appropriate technology. However, Africa, Asia and Malaysia have all industrialised since independence. The economy of Malaysia is the 3<sup>rd</sup> largest in South East Asia and it's the 35<sup>th</sup> largest economy in the world. According to the global competitiveness report of 2017, Malaysia's economy is on the 23<sup>rd</sup> most competitive country in the world. The natural resources like petroleum have promoted her growth.



Fig. 7.9: Mahatma Gandhi

Africa on the other hand has developed very much just like India and Malaysia. Schools and hospitals have increased in number and quality after independence. Literacy level has gone high. Some countries in Africa are rated higher in emerging issues like promotion of gender equality, India and Malaysia lag behind in this area due to the deep noted negative traditional practices like the caste system, payment of dowry by women and honor killing. The girl child is hated in some parts of India because they are seen as a liability. In Africa, the men pay dowry in many communities.

The electoral process in these three countries is becoming more transparent and fair. Multiparty is practiced in all the three countries. Many countries in Africa have tried to control their population in Africa, family planning campaigns have increased and many tend to fewer children per family today. However, India has not been successful in this area as its population got out of hand, cities is congested.