



South Sudan

Secondary History 3

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 3 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.



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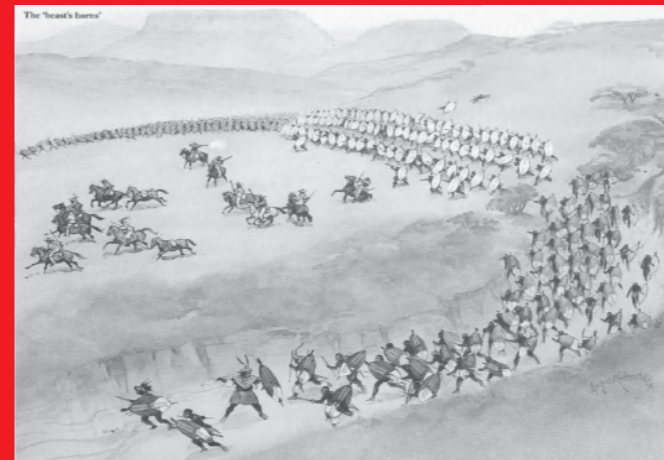
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History

Teacher's Guide 3

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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

Table of Contents

Unit 1:	Early civilisation	1
Unit 2:	African empires	17
Unit 3:	Colonialism and the African response	33
Unit 4:	The rise and the fall of the Ottoman Empire	49
Unit 5:	The Mahdist Revolution in Sudan.....	65
Unit 6:	Industrial Revolution	85
Unit 7:	The Safavid and Mughal empires	97

UNIT 1: EARLY CIVILISATIONS

Refer to Student's Book pgs 1-22

History Form 3		Unit 1: Early civilisations
Learn about		Key inquiry questions
<p>Learners should learn about early empires in Africa, Asia and America (e.g Ancient Egypt, Benin, Aztecs, Incas, Early Chinese Empires). They should work in groups and identify the key features and achievements of those civilisations.</p> <p>Each group should take a case study of one civilisation and make a presentation to class outlining its evolution, characteristics and achievements, and why the civilisation eventually collapsed.</p> <p>Learners should match the different civilisations in terms of features and achievements and analyse the impact they have had on the world (e.g in terms of arts, science and technology), and list some of the artifacts that exist at present.</p>		<ul style="list-style-type: none"> • How did early civilisations evolve? • What were their characteristics? • When did they develop and how long did they last? • What were their achievements? • What were their similarities and differences? • What impacts have they for the present world?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Describe early civilisations and their impact on the present world. • Explain how those civilisations developed. 	<ul style="list-style-type: none"> • Use a range of sources to find out about early civilisations. • Make comparisons and contrasts in historical contexts. • Analyse characteristics and evolution of early civilisations. • Make links between one historical period and another. 	<ul style="list-style-type: none"> • Appreciate the achievements of early civilisations.
<p>Contribution to the competencies:</p> <p><u>Critical and creative thinking:</u> While analysing the similarities and differences.</p> <p><u>Communication and Co-operation:</u> While discussing in groups.</p> <p><u>Culture and identity:</u> Appreciate our present culture developed from earlier ones.</p>		
<p>Links to other Subjects:</p> <p><u>Arts:</u> The development of traditional arts and crafts.</p> <p><u>Geography:</u> Locations of different civilisations.</p>		

An outline of learning

In this unit, learners will be enabled to interact with ancient civilisations in the world. To start with, this unit explores how important Egyptian civilisation was. The main learning here is for the learners to interact with this civilisation and relate its achievements to the modern day life. While you teach this civilisation, let your learners understand how and why Egyptian civilisation was the starting point of civilisation in Africa.

Learners will also learn about Benin civilisation. It will be good if learners can understand the differences and similarities of both Benin and Egyptian civilisations. Emphasise how Benin Wall was just significant as the Great Wall of China. Allow learners to ask questions about this civilisation in order to understand more.

This unit will also give learners opportunity to explore the civilisations in Africa such as the China civilisation, the Aztecs civilisation and Inca civilisations. The main learning here is for the learners to have an understanding at how other parts of the world developed their civilisations. Emphasise on the achievements in the fields of science, arts, architecture, weaponry and trade. Draw relevant similarities and differences of all these civilisations and ask learners to relate how these civilisations have impacted modern day life.

Using the learners book

This unit has maps and quite a lot of pictures mainly to test whether learners can read and interpret them to understand the information used. The book has been developed with detailed information due to so many historical accounts. This will develop their reading skills. There are quite a number of questions that involve learners to research in order to solve them. Avail the suggested research materials to the learners so that can perform these tasks.

Formulate extra tasks to challenge learners on this unit. This can also be a very good opportunity for you to come up with home assignments.

The student competencies

In this unit, learners are asked to work in pairs and in groups to discuss about various tasks on early civilisations. This provides a continuous opportunities for learners to develop their co-operation and teamwork. This unity also provides many opportunities for learners to develop their communication competencies as learners form discussion groups to discuss key learning points in the tasks they have been assigned to. Opportunities to think critically are also developed comprehensively in this unit.

Activity 1: Early civilisation in Ancient Egypt

Refer to Student's Book pages 1-4

The main learning here is for the learners to interact with this civilisation and relate its achievements to the modern day life. While you teach this civilisation, let your learners understand how and why Egyptian civilisation was the starting point of civilisation in Africa. Guide the learners to draw and interpret all maps used in the Ancient Egyptian civilisation. This will improve their drawing skills as well as their creativity.

Make available all research materials asked in this activity so that the learners can carry out research on the given tasks in the Learners Book.

Unit
1

EARLY CIVILISATIONS

Introduction

Definition of civilisation
Civilisation refers to an advanced state of human society that has developed in all spheres of life. A civilised society has a superior culture compared to other cultures. Civilisation is a complex way of life that came about as people began to develop urban settlements. The earliest civilisation was after 3000 BC when the rise of agriculture allowed people to have surplus food and economic stability. Different societies have different ideas about the precise meaning of civilisation.

Activity 1 **Early civilisations in Ancient Egypt**

Evolution and development of Egyptian civilisation

The history of Ancient Egypt can be looked at from the onset of Dynastic Period ruled by kings or pharaohs. This Dynasty started with King Narmer around 3100 BCE and lasted for more than 3000 years. It ended in 30 BCE with the death of Cleopatra VII.

Early Egyptian civilisation thrived between 3100 BCE and 30 BCE and influenced other early civilisations in Greece and Rome.

The growth of the Ancient Egyptian civilisation was after a series of stable kingdoms, which were separated by periods of relative instability. Egypt reached the pinnacle of its power in the new kingdom during the reign of Ramesseide. It rivaled the Hittite Empire, Assyrian Empire and Mitanni Empire after which it entered a period of slow decline. Egypt was invaded and conquered by a succession of foreign powers such as Canaanites, Libyans, Persians and Macedonians.

In the aftermath of Alexander the Great's death, one of his generals, Ptolemy Soter established himself as the new ruler of Egypt. The Greek Ptolemaic Kingdom ruled Egypt from 305 BC to 30 BC after which it fell to the Roman Empire and became a Roman province.

1

Assessment Opportunities

Observation

Learners to explore and examine the primary source used in activity one. Can they be able to use the source to answer questions asked on Egyptian civilisation?

Conversation

Discuss with the learners the implications of Egyptian civilisation to modern day life in Egypt, its neighbouring countries and Africa in general using all sources outlined in the Learner's Book.

Activity 2: The Benin civilisation

Refer to Learner's Book pgs 4-6

The Benin civilisation is much important as the Egyptian civilisation. This is because it has vehemently contributed towards the major cultural advancements in West Africa. The point of learning in Benin Civilisation was how the Empire used its Great Wall as a source of protection and advancement. The learners should also explore the important things about this Empire and how social class structure was upheld.

Emphasise to the learners the roles played by the Great Wall of Benin. Involve your learners in your teaching as much as possible so that they can be able to draw relevant similarities between this civilisation and that of Egypt.

Make available all research materials asked in this activity so that the learners can carry out research on the given tasks in the Learner's Book.

The decline of Egyptian civilisation

The Egyptian civilisation started to decline around 1100 BC. During this period, Pharaoh Ramses III led Egypt into a war in an attempt to conquer Syria. This war was costly and drained the treasury of Egypt. In 945 BC, Egypt was conquered and ruled by a succession of different foreign powers. This marked the decline of the great Egyptian civilisation.

Activity 2 The Benin civilisation

Benin was a pre-colonial empire located in what is now Southern Nigeria. The Benin Empire was one of the oldest and most highly developed states in West Africa dating from 11th Century to 1897 when it was annexed by the British.

The origin and development of Benin civilisation

The original inhabitants of the Benin Empire were the Edo people who were ruled by 'the kings of sky' known as Ogiso. In the 12th Century, a great palace intrigue and battle for power erupted between the warrior Crown Prince Ekaladerhan, son of the last Ogiso and his young paternal uncle. In anger over an oracle, Prince Ekaladerhan left the royal court with his warriors. When his old father, the Ogiso died, the Ogiso dynasty ended as the people and the royal king makers preferred their king's son as natural next in line to rule. By 15th Century, Benin had expanded into a thriving city- state. The king in place, the Oba, expanded the city state into an empire.

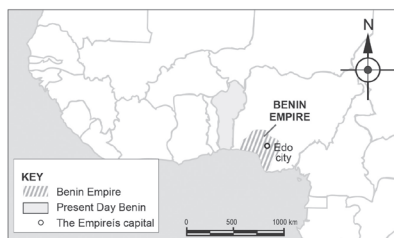


Fig 1.3: Map of Benin civilisation

Assessment Opportunities

Observation

Let the learners read and interpret the pictures used in the Learner's Book. Your students should also use the sources outlined in the Learners Book to relate to the learning here. Can they put up a relevant comparisons between the civilisations?

Conversation

Discuss with the learners the implications of the sources and pictures used in this activity. Can they relate this to Benin civilisation?

Product

Examine the points the learners have come up with from their various group discussions.

Activity 3: Early Chinese civilisation

Refer to Learner's Book pgs 6-9

This activity analyses how the Chinese civilisation started and developed in the ancient ages. It also examines how the achievements of this civilisation has contributed towards shaping major aspects of human life today.

The aim here is to enable learners understand the major things that this civilisation left behind. For instance, the learners will explore how the Great Wall was built and its significance to this civilisation.

China's civilisation in different dynasties had tremendous achievements in terms of art, architecture, science and weapon making. Enable learners to explore all relevant photos of these things if possible so that they can be able to make judgement on their own. Learners should also make comparisons between these civilisation and those learnt in the previous activities.



Work to do

In your own words, compare the factors that led to successful civilisation in Benin and Egypt.

Activity 3

Early Chinese civilisation

Chinese history of civilisation began around 1500 BC along the banks of the Huang He or Yellow River. The onset of civilisation is believed to have been as a result of invaders from North West who brought the ideas of wheat and barley cultivation, casting of bronze, writing and use of horses. Because these techniques were of Mesopotamia, it is therefore right to conclude that the Chinese civilisation was influenced by Sumerians.

During the classical period, China was ruled by three dynasties namely; the Chou, the Ch'in, and the Han. Chou dynasty was the longest starting from 1027 BC to 256 BC.

These dynasties were able to establish a strong centralised system of government enabling the stability and growth of the kingdom. There were provinces under bureaus or departments which were responsible to the emperor.



Fig 1.4: The Great Wall of China

Source 1.3

"For four generations now, Qin has won victory. Its armies are the strongest in the world and its authority sways the other feudal lords. It did not reach this position by benevolence and righteousness, but by taking advantage of its opportunities. That's all."

Assessment Opportunities

Observation

Let the learners read and interpret the pictures used in the Learner's Book such as the Great Wall of China and its architecture. Your students should also use the sources outlined in the Learners' Book to relate to the learning here. Can they generate their own conclusions on this?

Conversation

Discuss with the learners the implications of the sources and pictures used in this activity. Can they relate this to Chinese civilisation?

Product

Examine the points the learners have come up with from their various group discussions.

Activity 4: The Aztec civilisation

Refer to Learner's Book pgs 9-13

Aztec civilisation occurred in the modern day Mexico. It is one of the greatest old day civilisations. This civilisation had tremendous achievements which directly have impacted today's people's life in the whole world. This is the reason why it is a point of learning to our learners.

The main learning therefore in this case is how the achievements of the Aztec civilisation have been copied or used to transform life. Learners have to draw lessons from this civilisation. It is also very important that learners draw the comparisons between this Aztec civilisation with the others already learnt in the unit.

There are sources of knowledge used in this activity. Guide the learners in how to use them as this will enable them to make their own judgement and draw conclusion on the Aztec civilisation.

3. Overtaxing peasants caused social strife. This therefore made it easy for the people of China to be subjugated.
4. The weak Sui and T'ang dynasties contributed heavily to the collapse of the civilisation since they were not strong and were prone to external attacks.
5. Other factors that contributed to the decline include; internal uprising, poor economy, the trend of dynasties, poverty of the peasants and the corruption by the rulers also led to the decline of the Chinese Civilisation.

Activity 4 The Aztecs civilisation

The Aztecs Empire flourished between 1345 to 1521. It was founded by Montezuma (Moctezuma) I in 1440. He succeeded Itzcoatl and amalgamated several states to form an empire.

The Aztecs are a nomadic, hunters-gatherers tribe found in modern day Mexico. They moved from the Northern part of Mexico and settled in the central region. The chief city of Aztec civilisation was called Tenochtitlan (Mexico City today).

Because of their superior social, political, religious and trading organisations, they were able to dominate the region and conquer other states.

Before the emergence of Aztecs, there existed Mesoamerican civilisation by the Toltecs. However, the Aztecs came and the Toltecs' popularity declined.

Another reason for the development of the Aztecs civilisation was their superior language, Nahuatl from which some words were picked by Spanish and later borrowed by English such as chili, avocado, chocolate and many others. Their language superiority made them to easily absorb other groups.

The Aztecs were able to reclaim a swampy land and make it agriculturally viable by planting crops such as maize, beans, potatoes, tomatoes and avocados. This adequate full supply of food was able to sustain the large population as well as the army. They also got food through fishing, hunting



Fig 1.7: Montezuma I

Let your learners draw the Aztec dream used in the learner's Book and let them examine the artwork used in this illustration so that they can directly see how modern day graphics has directly copied this achievement.

Assessment Opportunities

Observation

Let the learners read and interpret the pictures used in the Learner's Book especially the Aztec dream, the calendar and the feather shield. Your students should also use the sources outlined in the Learner's Book to relate to the learning here. Can they put up a relevant comparisons between the civilisations?

Conversation

Discuss with the learners the implications of the sources and pictures used in this activity. Can they relate this to the architecture and technology used in their local community?

Product

Examine the points the learners have come up with from their various group discussions.

Activity 5: The Inca civilisation

Refer to Learner's Book pgs 14-22

The Inca civilisation occurred in a region between Ecuador and Chile. This civilisation has been chosen to be studied in our curriculum because of its great achievements in farming. This is so because South Sudan's economy relies heavily on its agriculture hence it is necessary to feed our young people with relevant skills and knowledge towards the same.


The main learning here is to understand how this civilisation was so successful and examine the achievements that were left behind. Among the many achievements realised in this civilisation, farming stands tall in all of them. Emphasise the use of primary and secondary sources used so as the learners can make their own judgements and draw conclusions.

Activity 5**The Inca civilisation**

The Inca civilisation lasted for more than 100 years. The Inca state occupied the region between Northern Ecuador to Central Chile. There were over 12 million inhabitants and more than 100 ethnic groups.

The mystical theory of the Inca has it that they were created by Inti, the sun god. Inti sent his son Mancocapac to earth through the middle of three caves in the village and settled in the valley near Cusco Circa in 1200 after leading his sisters and followers to kill his brothers.

The eighth emperor of the Inca, Viracocha Inca defeated the Ayarmaca kingdom to the south taking over the Urubamba Valley. Emperor Viracocha was helped by two of his uncles aided by his military prowess to conquer Ayarmaca kingdom. To maintain the peace in conquered lands, Emperor Viracocha built military garrison in those areas.



The map shows the geographical extent of the Inca Empire in South America, covering parts of Peru, Ecuador, and Chile. The capital, Cusco, is marked with a circle. The empire's territory is shaded with diagonal lines. Neighboring states are shown in white. The map includes a north arrow, a scale bar (0 to 3000 km), and labels for the South Pacific Ocean and South Atlantic Ocean.

Fig 1.12: Map of the Inca Empire and the neighbouring states

14

Compare the achievements of this civilisation to the others already learnt in the unit. Involve learners more in your lesson and ask them questions to gauge their understanding. Involve students who exceed expectations to answer these questions and help their classmates in solving unit challenges.

Assessment opportunities

Observation

Learners to read and internalise the achievements of Inca civilisation. Can they relate these achievements to their local life in the community?

Conversation

Discuss with the learners the implications of the sources and pictures used in this activity. Can they relate this to the architecture and technology used in their local community?

Product

Examine the points the learners have come up with from their various group discussions.

Answers to Revision Exercise

Refer to Learner's Book pg 22

1. *Explain how the Egyptians in their ancient civilisation practised mummification.*

The ancient Egyptians believed in the resurrection of the body. This belief was rooted in what they observed each day. The sun fell into the western horizon each evening and was reborn the next morning in the east. New life sprouted from grains planted in the earth, and the moon waxed and waned. As long as order was maintained, everything was highly dependable and life after death could be achieved provided certain conditions were met. For example, the body had to be preserved properly through mummification and be put in a well-furnished tomb with everything needed for life in the after world.

2. *Describe a major result of the development of civilisation in Ancient Egypt.*

There are so many things Ancient Egyptian civilisations resulted into. Having covered the sub-unit very well, the learners should have no problem in attending to this learning outcome. Learners should built their thoughts on these answers:

- The method of writing
- Literature
- Art
- Architecture
- Religion
- Science

3. *Identify how ancient civilisations' architecture have influenced buildings in our modern cities and towns.*

It's no surprise that the expansive nature of the ancient civilisations left many nations highly influenced by their architecture and infrastructure. And centuries after the fall of these empires, many iconic national monuments were designed to emulate this historic period of architectural excellence.

Columns, domes and arches have found their way into important buildings across the world, and Paris in particular drew a lot of its inspiration from these architectures.

Today's pyramid architecture is still being used to build numerous pyramids in Egypt and other North African countries.

The modern skyline skyscrapers and other building architecture is a direct reflections of the achievements in art in ancient civilisations.

Note: Let learners use examples of buildings in their nearby towns and cities as they answer this question.

4. *Based on the land surrounding the Nile River, explain why you think the old Egyptian claim stated that Nile gives life to Egypt.*

This requires learners to think out of what they know about River Nile and its importance to Egypt. They also need to have an idea on how this claim originated and at what circumstances it was agreed that indeed River Nile was a lifeline of Egypt.

The banks of the Nile was very fertile. This important characteristic is what attracted the early settlers to Egypt. They formed two different kingdoms: Upper Egypt in the south, and Lower Egypt in the north, with the Nile Delta. People fished in the Nile and farmed on its banks. An entire civilisation was formed on the banks of the Nile, because of the Nile River. That is why the Nile is known as the lifeline of Egypt.

5. *Modern building and decoration technique has allowed us to build the sky scrapers that dominate our skyline. Describe how the Chinese made buildings look like and why.*

Ancient Chinese architecture is mainly timber work. Wooden posts, beams, lintels and joists make up the framework of a house. Walls serve as the separation of rooms without bearing the weight of the whole house, which is unique to China. As a famous saying goes, 'Chinese houses will still stand when their walls collapse.' The specialty of wood requires antiseptis methods to be adopted, thus develops into Chinese own architectural painting decoration. Coloured glaze roofs, windows with exquisite applique design and beautiful flower patterns on wooden pillars reflect the high-level of the craftsmen's handicraft and their rich imagination. There were many different styles of ancient Chinese buildings. All of them are unique and equally exquisite.

Note: If the learners can't access a skyscraper, find a picture and use it to show how these buildings look like. The learners would have used the Student Book and are conversant with the Chinese architectural achievements and would know the things Chinese civilisation invented that are still used today in to build houses and skyscrapers.

UNIT 2: AFRICAN EMPIRES

Refer to Student's Book pgs 23-34

History Form 3		Unit 2: African Empires
Learn about	Key inquiry questions	
<p>Learners should learn about some of the key African pre-colonial empires. They should use a wide range of sources to find out about the Ethiopian Empire in terms of its development, organisation and achievements. They should compare and contrast this with the other empires in Africa (e.g Zulu Empire, Ghana Empire and Mali Empire.)</p> <p>They should explore and understand the reasons why Ethiopia was not colonised during colonial era. They should also discuss the roles played by Emperor Menelik in the unification of Ethiopia. The learners should identify and explain in details the achievements and failures of Emperor Menelik in Ethiopia.</p> <p>Learners should explore the events in Ethiopia that affected South Sudan.</p>	<ul style="list-style-type: none"> • What factors led to the rise of African empire? • What were the similarities and differences between the various Empires? • Why did the empires collapse? • Why were some African countries not colonised? • What were the roles played by Emperor Menelik in the unification of Ethiopia? • How did the events in Ethiopia affect South Sudan? 	
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • State the factors that led to the establishment of the African Empires. • List the factors that made some African countries not to be colonised. • Describe the roles played by Emperor Menelik in the unification of Ethiopia. • Explain how the events in Ethiopia affected South Sudan. 	<ul style="list-style-type: none"> • Analyse the similarities and differences among African empires. • Investigate the factors that led to the rise of African empires. • Explore reasons for the success of the Ethiopian unification. • Investigate how the rise of the Ethiopian Empire affected South Sudan. 	<ul style="list-style-type: none"> • Appreciate the importance of the early African empires. • Appreciate the roles played by African Emperors.
<p>Contribution to the competencies:</p> <p><u>Critical and creative thinking:</u> In analysing the similarities and differences between various empires</p> <p><u>Communication and Cooperation:</u> While researching and discussing in groups:</p> <p><u>Culture and identity:</u> Appreciate how some of South Sudanese kingdoms wer developed and sustained.</p>		
<p>Links to other Subjects:</p> <p><u>Peace Education:</u> Links between environment, resources and peace.</p> <p><u>Geography:</u> Maps locating various empires.</p>		

Assessment opportunities

The assessment opportunities under this unit are:

- Observation
- Conversation
- Product

An outline of the learning

In this unit, learners are expected to explore the African empires. The exploring of these Empires can be achieved by the learners by looking at the map in the Learner's Book that talks about the African empires. You are expected to guide the learners to view this map of Africa. Organise a class discussion on why the African Empires are located in different ways on the African map. They are also expected to identify reasons why some Empires were not colonised. The Empires in this unit include: The Ethiopian Empire, the Ghana Empire, the Mali Empire and the Zulu Empire. Learners are expected to identify how the empires were organised and developed. They are also expected to identify the similarities and differences between the African Empires. However, learners are to identify the achievements and failures of the African empires.

Using the Learner's Book

Using text in the Learner's Book, photographs and maps, the learners should be able to describe the African empires. They should also identify the similarities and differences among the African empires using text, map and photographs. Guide the learners to work in pairs and groups. The activities in the Learner's Book need to help the learners understand how to work together.

Using the Learner's Book, ask the learners to work in pairs. The learners are expected to work in pairs and groups throughout the unit. At some point, you will be expected to select group leaders to present their discussions in class.

The student competencies

This unit presents opportunities for learners to think critically, communicate, cooperate and culture and heritage. Critical thinking opportunity is provided in this unit by learners interpreting pictures, giving reasons for the answers they have given and interpreting maps in this unit.

Learners are asked to work in groups and pairs in this unit. This continuous process will ensure cooperation and communication among the learners throughout this unit. Moreover, learners will be able to explore the culture and identity of South Sudan in this unit that will ensure deep understanding of the subject matter.

Activity 1: The Ethiopian Empire

Refer to Student's Book pgs 24-28

The Ethiopian Empire is also known as the Abyssinia. You are expected to help the learners explore where the Empire was located, the period it lasted and the founder of the Empire. Explain to the learners the period that the Ethiopian Empire passed through "Princes Era."

Lead the learners in a discussion on when the Princes Era ended. However, explain to the learners how Italy invaded Ethiopia and conquered some coastal regions and how it forced the kingdom within Ethiopian Empire to sign Treaty of the Wuchale making them a colony of Eritrea.

After World War 2, Italy invaded Ethiopia in the Second Italo-Ethiopian War. You are expected to guide the learners by explaining to the learners how the Second Italo-War happened. Learners are also expected to identify the last emperor of this Empire. However they should be able describe and understand how Emperor Haile Selassie died.

Ask the learners to work in pairs and identify why Emperor Tewodros had locked up the missionaries and the British representatives. They should also identify the problems faced by Tewodros during his ruling. Choose one of the learners from each pair to present their work to the rest of the class.

However, learners are expected to explore reasons why the Ethiopian Empire was not colonised. This should be done under your directions and guidance. Emperor Menelik II had some achievements during his ruling, lead the learners in a class discussion on the achievements of Menelik II.

Moreover, guide the learners to discuss about the failures of Menelik II using the text in Learner's Book. You are expected to organise the learners to carry out a debate using the Learner's Book as a guide. Listen to the learners arguments and correct them where necessary. Learners should also identify and recognise roles played by Menelik II to unify Ethiopia.

Activity 1 | The Ethiopian empire

It was also known as the Abyssinia. It was found in the current nation of Ethiopia. It existed from around 1137 to 1947 when the ruling Solomonic Dynasty was overthrown. It had various capitals like Gondar Mekele and Addis Ababa.

This Empire was founded in the 1st Century BC by Menelik 1. In the 4th Century, the Kingdom adopted Christianity which became the state religion under the Ethiopian Orthodox Church.

When the Kingdom came under Zagwe Dynasty, it continued with Christianity as the state religion. They constructed many churches in the rocks like the Church of Saint George in Lalibela.

The Zagwe Dynasty was later overthrown by a king who claimed lineage from the Aksum Kings in 1270. It later came to be known as the Solomonic Dynasty, with the same king who ruled with little interruption until the 20th Century. During the Solomonic reign, the Empire conquered and annexed several other kingdoms around it. It is this Dynasty that fought off the Italians, Ottomans and the Egyptian forces.

However, the Solomonic Dynasty was defeated in the Abyssinian-Adal War by the Adal Empire in 1529. Adal occupied the Empire for 14 years. In 1543, the Portuguese helped the Solomonic Dynasty to defeat Adal and regained their power back.

From 1769-1855 the Ethiopian Empire passed through a period known as the 'Princes Era'. This was a period when there was a conflict between the Ras and the Emperor. There was a religious conflict between the Christians and the Muslims. This hindered growth of the Empire.

The Princes era ended with the reign of Tewodros II. The Emperor reigned at a time when the Europeans were scrambling for Africa. After he had ordered the imprisonment of various missionaries and British government representatives, the British attacked Abyssinia killing many and destroying property. This made the Emperor to commit suicide.

Italy invaded Ethiopia and conquered some coastal regions and forced the Kingdom of Shewa within the Ethiopian Empire to sign the treaty of Wuchale which created the colony of Eritrea. Later, the Ethiopians under Menelik disowned the treaty. This annoyed Italy and it declared war on Ethiopia in 1895. The Italians were defeated at the Battle of Adowa. Italy was forced to recognise the independence of Ethiopia.

24

Assessment Opportunities

Observation

Observe the learners as they debate about the origin, organisation and development of the Ethiopian Empire. Can they put forward reasoned explanations?

Conversation

Talk to the learners whilst they are debating their points. Are their explanations logical?

Product

Read the points each sides have come up with.

Activity 2: The Zulu Empire

Refer to Student's Book pgs 24-28

This activity mainly talks about the Zulu Empire. The learners are expected to explore the kings who ruled the Zulu Empire. (Shaka Senzaga, Dingane, Mpande, Cetshwayo and Dinizulu). Learners are to explore how the Zulu Empire was inhabited by the Nguni who were the Bantu Speakers in South Africa and how they rose to power during the reign of Shaka who introduced many social and political changes that enabled him create an empire. Learners are also expected to identify the family background of Shaka, how he was taken by a chief in the neighbouring clan who helped him get power.

- c) He brought back Eritrea into Ethiopia.
- d) In his government, he included people of all tribes to make them feel part of the Empire.
- e) He levied tax to pay his army therefore stopping them from looting and robbing peasants.
- f) He set up a centralised system of government that unified the country. In the provinces he replaced hereditary rulers with appointed officials and stationed his troops in areas that could potentially rebel.

Activity 2 The Zulu Empire

This was a monarchical empire in Southern Africa. It was ruled by different kings like Shaka ka Senzaga, Dingane, Mpande, Cetshwayo and Dinizulu. The Zulu Empire was inhabited by the Nguni who were Bantu speakers in South Africa. The Nguni had several clans, the Zulu being one of them. Initially, they were just like any other tribe in South Africa. They rose to power during the reign of Shaka who introduced many social and political changes that enabled him create an empire.

Shaka was the illegitimate son of the Zulu Chief Senzangakhona his mother Nandi was never recognised as member of the royal family and they were driven away from the community. Later, Shaka was taken in by chief of the neighbouring clan which helped him get power after his father's death. The British who soon came into his land gave him the name Shaka Zulu.

Shaka was very close to his mother. After her death, he forbade people from planting crops for months to mourn her. He was a cruel leader who dealt with his enemies ruthlessly. When he took over, he wanted to create a warrior nation.

In his empire, he initiated the youth to join the army at early ages. He formed an army of about 50000 men.

He developed a short stabbing spears known as the *assega* that were very good in close contact warfare.



Fig 2.2: Shaka Zulu

Assessment Opportunity

Observation:

Observe the learners as they dramatise the cow horn formation of the Zulu army in class. Can they show the real image of this army formation?

Conversation:

Talk to the learners whilst they are dramatising.

Product:

Listen to each group member as they present their findings to the rest of the class.

Activity 3: The Ghana Empire

Refer to Student's Book pgs 30

Learners are to explore the Ghana Empire. They are to learn about the duration which the kingdom lasted. The learners are also to recognise Ghana Empire with other African empires that they have already learnt. Lead the learners in conducting a wide range of research on the Ghana Empire. Ask the learners get into groups and let them carry out research on the Ghana Empire. Choose one member of each group to present their findings to the rest of the class. Lastly, lead the learners in a discussion on what led to the collapse of the Ghana Empire.

Activity 3 Ghana Empire (Wagadu Empire)

This was a kingdom that lasted from the 6th to the 13th Century. It was located south of the Sahara in modern day Mauritania and Mali.

It was formed by the Soninke. It had several capitals but the most famous was *Kumbi Saleh*. The inhabitants were traders in gold, kola nuts and ivory which they sold to the Mediterranean towns for salt.

The Soninke acted as middlemen in this trade across the Sahara (Trans-Saharan Trade).

They later dominated the trade that was formerly controlled by the *Berbers* after conquering the town of Audaghost. The Berbers tried to get back the town in vain. The Soninke conquered more people and ruled them using princes who were traditional leaders of these subjects. The kings imposed heavy taxes on traders and a production tax on gold.

In the mid 11th Century, the Almoravid Dynasty of Morocco attacked Ghana and conquered Kumbi Saleh. Ghana managed to regain the capital from the invaders.

Later, the Berbers started grazing their cattle in former agricultural lands in Audaghost bringing about desertification. This further weakened Ghana. The conquered people also started rebelling against the Kingdom and breaking away. In 1203, Kumbi Saleh was attacked by one of its former subjects, the Susu. Later, the Kingdom collapsed after being annexed by the Mali Empire.



Fig 2.3: Kumbi Saleh

Assessment Opportunity

Observation:

Observe the learners as they locate the Ghana Empire in the atlas. The learners should also try to compare this Empire with the ones already learnt. Can they make logical comparisons?

Conversation

Talk to the learners whilst they are comparing Ghana Empire with other empires in Africa. Can they come up with logical comparisons?

Product

Listen to each group member as they present their findings to the rest of the class.

Activity 4: The Mali Empire

Refer to Student's Book pgs 31-34

Lead the learners in discussing the rise of the Mali Empire. Learners are expected to identify how long this Empire lasted. In this activity, talk about the founder of Mali Empire, the Mansa Musa. You are also expected to guide the learners to identify how this Empire developed from being a small Mandinka kingdom to a great kingdom which forms an important part of African history.

Activity 4 Mali Empire (Manden Kurufaba) or Manden Empire

This was an Empire in West Africa which existed from 1230 to 1670. It was founded by Sundiata Keita, who freed his people from the rule of the Sosso Empire.

An Arab historian called Ibn Khaldun and a Moroccan traveler Ibn Battuta have written about this Empire. It began as a small Mandinka Kingdom. Sundiata was a warrior prince from the Keita Dynasty. He claimed he had a direct line to spirits of the land. After his death in 1255, the kings of Mali were known by the title Mansa. The Empire was divided into Provinces which were led by the governors known as Ferbas. Many emperors were Muslims and went for pilgrimages to Mecca.

The people were divided into classes.

There was the farmers class which was one of the most respected as they produced food. Another class was for artisans. Others included fishermen and Scribes. The Empire controlled trade routes across the Sahara in the Trans-Saharan Trade. Conquered areas paid tribute to Mali in form of rice, millet, lances and arrows. Mali prospered from the taxes collected on trade goods. Gold dust and



Fig 2.4: Mansa Musa

salt was used as currency in the kingdom. Later, cowrie shells from the Indian Ocean were introduced as currency.

The most famous of the Mali Emperors was Mansa Musa as he was very wealthy. In his pilgrimage to Mecca, he gave away large amounts of gold and brought back new ideas to Mali. He came back with architects and teachers who helped to improve Mali. The Great Mosque of Timbuktu and the Sankara Madrasa was built at his time. The city of Timbuktu was a centre of learning and architecture.

Since much of Mali was a monarchy ruled by a Mansa, much of the kingdom's power was in the hands of the court officials. This enabled the kingdom to survive bad emperors. Mansa Musa's giving away of too much gold during his pilgrimage devalued Mali's gold.

Assessment Opportunity

Observation

Observe the learners as they locate the Mali Empire in the atlas. The learners should also try to compare this Empire with the ones already learnt.

Conversation

Talk to the learners whilst they are comparing Mali Empire with other empires in Africa. Can they come up with logical comparisons?

Product

Listen to each group member as they present their findings to the rest of the class.

Answers to Revision Exercise

Refer to Student's Book pg 34

1. Assume you are a leader in your community, what are some of the good leadership skills you can use to rule your people from Mansa Musa's leadership?

The learners to explain their answers basing their answers on the following points:

- He was a patron of education. Mansa Musa revered knowledge. Education in his kingdom was free and encouraged. He invested heavily in books, libraries, and universities, so much so that Timbuktu became a centre of learning, with scholars coming from all over the Islamic world.
- He was just. Called by historians "Musa the Magnificent," he was celebrated for his piety, justice, and enlightenment. Ibn Battuta—renowned Moroccan travel writer who travelled extensively throughout Asia, Africa, and the Middle East—was so impressed by the peace and security he experienced that he wrote, "There is complete security in their country," and "Neither traveller nor inhabitant in it has anything to fear from robbers or men of violence." Criminals feared Mansa Musa; he showed them no mercy.
- He amassed great wealth. According to Time magazine, through mining and trade, he became arguably the richest man of all time, with an estimated net worth of \$400 billion. He was so rich he could afford to dress his 6,000 slaves in Persian silk.
- He was generous. On his pilgrimage to Mecca, Mansa Musa gave away gold to the poor, charitable organisations, and the rulers of the lands he and his entourage crossed. He doled out so much gold on his stop to Cairo, Egypt, that the value of gold went down. It took Cairo's gold market a decade to recover.
- He was a conqueror. Through diplomacy and warfare, he made his kingdom the largest in Africa, as well as one of the largest in the world.
- He made his people rich. At a time when Europe was plagued with famine, disease, and warfare, those who visited Mali observed that its inhabitants were rich and happy, owing to Mansa Musa's celebrated rule.
- He was hospitable. Traders always stopped at Mali. According to ancient sources, they knew they would be welcomed, fed, housed, and safe. Mansa Musa had an excellent reputation for being a very kind man.

2. *Ancient African kingdoms, such as Ghana and Mali, based their economic systems on trade and agriculture. Explain five factors why this was the case.*

Trade and agriculture influenced the development of these two empires. This is because of the following.

These two empires were located in a region that received adequate rainfall that made it possible for agriculture to flourish.

The equatorial rainfall was very important as it allowed people to grow and harvest plenty food. The surplus agricultural products here would then be sold on markets hence trading activities increased making these empire accumulate a lot of wealth. West Africa acted as a centre of trade. This is because of its location just next to Atlantic Ocean where ships from Europe and America would anchor. Traders from north of Africa would cross the Sahara to West Africa to trade with the locals. The introduction of belts in the western Sudan belt led to the strengthening of state armies as the horses would be used by the armies to boost security in the empire. This provided security to the traders and trade routes. The learners have to explain how agriculture and trade can lead to the development of a society in order to be able to answer this question adequately.

3. *Make one conclusion from the evidence about Mansa Musa's rule of Mali.*

He wealthy and kind. Mansa Musa is famously known to have been so wealthy and kind to people. He obtained his wealth from the Trans-Saharan Trade. In his pilgrimage to Mecca, he gave away large amounts of gold and learnt knew ideas from foreigners which he later used to transform the Mali Empire.

4. *With reference to Trans-Saharan trade, explain why trade is very important for the stability of a society today.*

- A source of foreign currency to help a nation's balance of payments.
- An important way of financing imports of essential imports of capital equipment , technologies and energy supplies.
- An injection of demand into the circular flow of income and spending plus creating positive export multiplier effects.
- Increased employment in export industries and related industries which can lead to rising per capita incomes and also stronger Human Development Index scores.
- Falling prices for consumers helps to increase real incomes for example by opening up markets to new competition.

UNIT 3: COLONIALISM AND THE AFRICAN RESPONSE

Refer to Student's Book pgs 35-54

History Form 3		Unit 3: Colonialism and the African response	
Learn about		Key inquiry questions	
<p>Learners should understand colonialism and explore the factors that contributed to the scramble for and partition of Africa.</p> <p>Learners should explore the reasons for the Berlin conference and its impacts on Africa. They should discuss the general impacts of colonial rules in Africa.</p> <p>Learners should work together to examine the factors that contributed to the types of African responses. They should discuss with examples the roles played by collaborators such as Semei Kakungulu, Sir Apolo Kagwa and others in the establishment of colonial rule in Africa.</p> <p>Learners should discuss in groups the roles played by Traditional Leaders in primary resistance (each group makes presentation of one leader). They should also investigate the successes and failures of the African responses.</p>		<ul style="list-style-type: none"> • What were the reasons that led to the “scramble and partition for Africa”? • What were the means used by various colonialists to colonise Africa? • What was the impact of the Berlin Conference of 1884/5? • How did Africans respond to colonial rule? • What were the roles played by collaborators in the establishment of colonial rule in Africa? • What were the successes and failures of African reactions to colonial rule? • Between 1956 to 2005, was South Sudan a colony of the Sudan? 	
Learning outcomes			
Knowledge and understanding	Skills	Attitudes	
<ul style="list-style-type: none"> • Explain the means used by the colonialists to colonize Africa. • Describe the scramble for and partition of Africa by the European powers. • State the reasons for scramble for and partition of Africa. • Outline the terms of the Berlin Conference of 1884-5 and the impacts on Africa. • Comment on the effects of African responses to colonial rule. 	<ul style="list-style-type: none"> • Investigate the reasons for the scramble for, partition and colonisation of Africa. • Explore the effects of colonisation of Africa. • Describe the various African responses to colonial rule. • Examine the roles played by collaborators during the colonial rule in Africa. 	<ul style="list-style-type: none"> • Appreciate the impact of colonial rule in Africa. • Appreciate the African the Africans to the colonial rule. • Value nationalism. 	

Contribution to the competencies:

Critical and creative thinking: In analysing the factors that contributed to responses to colonialism.

Communication and Co-operation: While working in groups and making presentations

Culture and identity: Understanding how South Sudan developed as a country

Links to other Subjects:

Peace Education: Conflict resolution.

Geography: Spheres of influence and Berlin Conference.

An outline of the learning

This unit mainly talks about colonialism and the African response to colonialism. Under this unit, learners are expected to explore different activities. Learners are expected to explore the factors that contributed to the scramble for and partition of Africa. Some of the factors that should be explained to the learners include: Political, economic, social, strategic and pull factors of Africa. Learners are also expected to explore the Berlin Conference of 1884-1885 as an activity under this unit. In this activity, learners are expected to explore the terms of Berlin Conference of 1884-1885. However, they are expected to identify the impact of the Berlin Conference of 1884 – 1885 and colonial rules in Africa.

Learners are also to explore methods used by European colonialists to colonise Africa (military force or armed conquest, diplomacy and a combination of military and diplomacy). Learners are to explore the African response to colonial rule whereby they are to identify reasons why some Africans resisted European rule and why some communities collaborated with Europeans. Moreover, they are to identify the effects of African response to European rule, the role played by the Semei Kakungulu and Apollo Kagwa in collaboration.

Learners are also expected to explore the role played by traditional African leaders in primary resistance. Under this, they are to identify the successes of African reactions to colonial rule. Learners are to identify if South Sudan was a colony of Sudan from 1956 to 2005.

Using the Learner's Book

Using the learner's text and photographs, learners should be able to describe colonialism and the African response. Guide the learners to identify the factors that contributed to the scramble for and growth of Africa.

Student competencies

This unit presents opportunities for critical thinking by asking learners to interpret pictures under each activity in this unit. Learners are asked to work in pairs and groups therefore, this provides an opportunity of continuous cooperation and communication. However, through class presentations and discussions opportunities for communication are provided among the learners. The culture and heritage understanding can be deepened using the subject matter.

Activity 1: Factors that contributed to the scramble and partition of Africa

Refer to Student's Book pgs 33-42

Start by asking the learners to name some of the factors that contributed to the scramble and partition of Africa. This activity mainly talks about the factors that contributed to the scramble and partition of Africa.



Fig 3.1: A map of African colonies after Berlin Conference of 1884

Activity 1

Factors that Contributed to the Scramble for and Partition of Africa

Before the 18th Century, there was no rush to get colonies in Africa by European powers. However, things changed in the course of time. European powers started developing interests in Africa. Most of the Europeans started coming to explore. There are a number of factors that contributed to the scrambling for and partition of Africa. These factors are categorised into:

- Political factors
- Economic factors
- Social factors
- Strategic factors
- Pull factors of Africa

You are expected to guide the learners to look at the map of Africa on colonialism and identify different countries that were colonised by other colonies. Lead the learners in a discussion about factors that contributed to the scramble for and partition of Africa. Explain to the learners the political factors, economic and social factors that led to colonialism in Africa. Ask the learners to look at the spider diagram on the conquest and colonisation.

Assessment Opportunities

Observation

Here learners will put their thoughts in writing essays. As you mark their work, have each individual learner explain vividly their point to you. Do they exhibit wide range of ideas? Do they give reasonable points?

Conversation

Talk to the learners whilst they explain their points on why African countries should or shouldn't build walls on their borders. Are their explanations logical?

Product

Read the good points each learner has come up with.

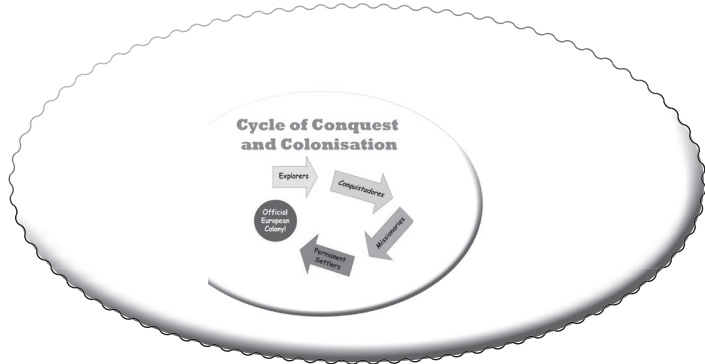
Activity 2: The Berlin Conference 1884 – 1885

Refer to Student's Book pgs 42-44

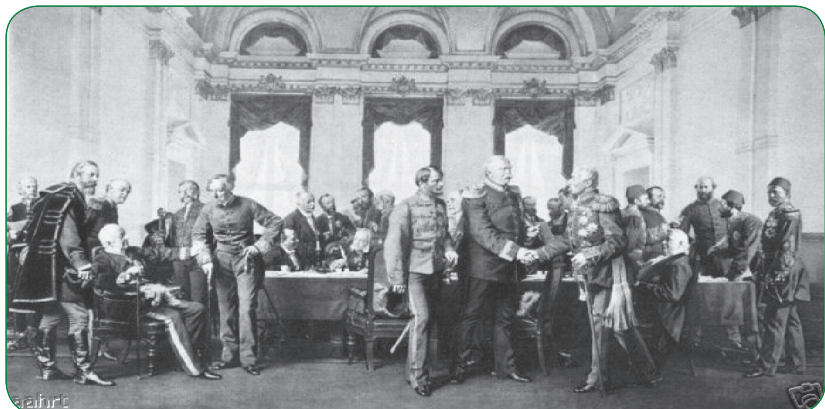
Under this activity, the learners are to learn about the Berlin Conference. The learners are expected to explore the duration it took for the Berlin Conference to last. The Conference was convened by a German Chancellor Otto Von Bismarck between 1844- 1885. Learners are also to explore the terms of the Berlin Conference of 1884-1885. However, the Conference was held to divide Africa among European nations in a peaceful way.

Activity 2

The Berlin conference of 1884-1885



This conference was convened by a German chancellor Otto Von Bismarck between 1844 -1885. This was to avoid occurrence of war in Europe at a time when powers were competing for colonies in Africa. Great Britain and France were almost fighting due to colonial rivalry. The conference was thus held to divide up Africa among European nations in a peaceful way.



You are expected to explain to the learners what could have happened if the European powers did not convene the Berlin Conference. Lead the learners in a discussion on the impact of the Berlin Conference of 1884-1885 and colonial rule in Africa.

Assessment Opportunity

Observation

Observe the learners as they discuss and analyse the Berlin conference. Do they capture the reasons for and terms of Berlin Conference?

Conversation

Talk to the learners whilst they are discussing about the Berlin Conference. Are their explanations logical?

Product

Read the points each sides have come up with.

Activity 3: Methods used by European colonialist to colonise Africa

Refer to Learner's Book pgs 44-46

This activity talks about the methods and techniques used by Europeans to administer their power in Africa. Explain the following methods used by the European power.

- a) Military force or armed conquest
- b) Diplomacy
- c) A combination of military and diplomacy

The major learning point here is to understand how each method was used in each society in Africa.

Learners should be able to identify the friendly methods that were used on each society in Africa and the methods that made Africans to suffer in the hands of colonialists. Learners should carry out research on other methods used by European colonialists to colonise Africa.

6. Christian missionaries were able to spread Christianity.
7. The boundaries split some communities into two different political units. For example, Masaai in Kenya and Masaai in Tanzania.
8. To control Africans, the Europeans used divide and rule policy. This intensified conflicts between tribes.
9. There was establishment of new and foreign systems of government different from the African traditional ones. African system was a centralised system with all powers vested on one ruler.
10. Europeans introduced new technologies. For instance, new tools were used for farming.
11. There was also introduction of new crops and animal breeds by European settlers. For example, cotton, cocoa, tea, coffee, rubber and maize; animals included Freshian and Ayshire.
12. Following the Berlin Conference of effective occupation of colonies, Europeans were able to develop infrastructures, transport and communication networks were greatly improved.
13. Many Africans learnt the languages of their colonial masters like Portuguese, French and English.

Activity 3

Methods used by European colonialist to colonise Africa

The European powers used various methods to acquire colonies in Africa. Some used more than one method in their quest for colonies.

The methods are divided in three categories:

- (a) Military force or armed conquest
- (b) Diplomacy
- (c) A combination of military and diplomacy

a) **Military Force**

Most of the European powers used force to acquire the colonies they desired. These societies had resisted colonial conquest.

The British used force for example against the Asante, Nandi, Shona or Ndebele and Malawi among others. The French used military force against the Mandinka, Morocco, Tunisia, Algeria among others. The Portuguese on the other hand used force against Angola, Mozambique, Guinea Bissau among others.

Assessment Opportunity

Observation

Observe the learners as they discuss about the methods used by Europeans to colonise Africa. Can they put forward reasonable explanations?

Conversation

Talk to the learners whilst they are discussing about the methods used by European imperialists to colonise Africa. Are their explanations logical?

Product

Read the points the learners have come up with.

Activity 4: Africans response to colonial rule

Refer to Student's Book pgs 46-50

This activity mainly talks about how different people responded to colonial rule. Different people in Africa responded to colonial rule in different ways. There are some Africans who resisted the Europeans ruling while others collaborated with their ruling.

Active resistance against colonialism involved the use of weapons to fight the Europeans. Passive resistance involved no violence since the Africans chose not to cooperate with Europeans.

They were faced with inadequate finance, inadequate personnel, vast land to rule, constant resistance from Africans, poor transport and communication networks among others.

c) A blend of diplomacy and force

In some areas, Europeans used diplomacy and force. They signed treaties and fought with Africans to subdue them. This is seen in Mandinka resistance by the signing of the treaty of Bisadugu between Samori Toure and the French.

Activity 4

African response to colonial rule

Africans reacted to European invasion by either resisting or collaborating.

Resistance was in two forms namely **active resistance** and **passive resistance**. Active resistance involved use of weapons by Africans to fight Europeans. Examples of communities that actively resisted were the Ndebele of Southern Rhodesia and Mandinka of West Africa.

On the other hand, in passive resistance, there was no violence as Africans chose not to cooperate with Europeans.

In this case, this is non-cooperation, the communities refused to work on European farms or pay taxes to the colonial government, for example, the Pogoro of Tanganyika refused to pick cotton.

At the same time, among those who resisted we have primary and secondary resistors.



Fig 3.5: Armed resistance

Primary resistors are those who began to fight colonialists from the start.

Secondary resistors are those societies that started to fight colonialists after realising that they had taken away their resources and independence.

Collaboration is where African communities cooperated with Europeans. They signed treaties with Europeans and were recipient of Western goodies in form of Western formal education, medicine, gifts or other goods.

Ask the learners to look at the source in the Learner's Book and answer the questions that follow. Lead the learners in discussing some of the reasons why some Africans resisted European rule. Lead them in a class discussion on reasons why some African collaborated with the Europeans and the roles played by Semei Kakungulu and Apollo Kagwa in collaboration with the Europeans. However, in this activity guide the learners to discuss the effects of African response to European rule. Read the story written by the learners under work to do in the Learner's Book.

Assessment Opportunity

Observation

This activity will involve learners analysing the reasons why Africans responded to the colonial rule and how they responded. As they present their findings in class, observe if they are capable to not just communicate well but if they can also give a reasonable point.

Conversation

Talk to the learners whilst they are debating their points. Are their explanations logical?

Product

Read the points each learner has come up with.

Activity 5: The role played by traditional African leaders in primary resistance

Refer to Student's Book pgs 51-52

Under this activity, lead the learners in a class discussion on the roles played by traditional African leaders in primary resistance. However, learners to identify the successes of African reactions to colonial rule. Assess the learners' books on what they have written about the problems caused by artificial boundaries after the Europeans left. Learners should also identify the failures of African reactions to colonial rule.

Activity 5

The Role played by traditional African leaders in primary resistance

1. Some led their army against the European forces. For example, Menelik II of Ethiopia led his army to fight against Italy in the Battle of Adowa of 1896. Menelik II won the war.
2. They were able to unite their people against their enemies. Samori Tuore led his people, the Mandinka against the French.
3. They were the spokesperson of their people. They presented grievances to demand for better terms.
4. The leaders also offered motivation and boosted morale of their people. Kinjikitile Ngwale of Maji Maji Rebellion of Tanganyika inspired his fighters by the use of magic water.

The successes of African reactions to colonial rule

1. Their reactions led to eventual granting of independence by the European powers. Africans were liberated from the colonial rule.
2. The activities of the resisting Africans called for the attention of international community. The Mau Mau rebellious activities caught international attention whereby many media stations aired their predicaments.
3. In some areas, Europeans introduced reforms after African armed resistance. For instance, in Tanganyika, Germans introduced a number of reforms to address some of demands put by Africans.
4. Those who collaborated got material gains in form of health, education, household goods, new crops among other things.
5. Some African leaders who cooperated with Europeans ended getting senior leadership positions. Nabongo Mumia of the Wanga Kingdom in Kenya was made a Paramount Chief having collaborated with the British.
6. Those who collaborated did not lose their lives for there were no fights with the European powers.

Assessment Opportunity

Observation

Observe each learner describing different African reactions or responses to colonial rule. Can they come up with different collaborations and different personalities in Africa who spearheaded those collaborations as well as resistances? Can they come up with rational explanations to describe the events?

Conversation

Talk to the learners whilst they are describing African responses to colonial rule. Are their explanations logical?

Product

Read the points each student has come up with.

Activity 6: Was South Sudan a colony of Sudan from 1956 to 2005?

Refer to Student's Book pgs 52-54

This activity is mainly concerned with the events of South Sudan from 1956 to 2005. Sudan gained its independence from British on 1st January, 1956. Learners are expected to explore why it was necessary for South Sudan to get independence.

Ask the learners to get more information from the local people in the community and their parents or guardians about the events which made them feel it was necessary to gain their independence. Put the learners in groups of five, let them discuss the major events that show South Sudan might have been a colony of Sudan. Ask one member of each group to present their findings to the rest of the class.

Assessment Opportunity

Observation

Learners have to discuss amongst themselves and give their views on whether they think South Sudan was a colony of Sudan from 1956 to 2005 or not. If they agree with the fact that indeed it was a colony, they should cite instances and events that have happened with time to relate to the statement. Can they give reasonable arguments?

Conversation:

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

Product:

Read the points the learners have come up with.



Group work

Discuss the problems that have been caused by the artificial boundaries that remained after Europeans left.

The failures of African reactions to colonial rule

1. Many lives and property of the resisting communities were destroyed during attacks.
2. Africans lost their way of life. Their cultures were interfered with as Europeans enforced Western way of life.
3. Africans reaction led to suspicion and division of Africans. Those who collaborated with Europeans were seen as traitors while those who resisted were seen as heroes.

Activity 6

Was South Sudan a colony of Sudan from 1956 to 2005?

Sudan gained independence on 1st January, 1956 from the British. The country was marred by civil wars from the onset of independence. The Northern part of the country was predominantly Muslim while Southern was Christian and Animist.

Southerners at the inception of the constitution in 1956 were calling for a Federal System of government. The north that was predominantly Arabs, did not take heed of the grievance given by the Southerners. This provoked the pro-federal system to be in contest with the pro-unitary system of government. With all these differences, there emerged a civil war whereby Southerners decided to fight the government of Sudan. What followed was the formation of Sudan Liberation Movement or Army (SLM/A) which changed to South Sudan People's Liberation Movement or Army (SSPLM/A).

In 1983, the then president Jaafar Nimeiri forcefully introduced Sharia Law in the entire country. This ought to have not been the case as consultation was needed. This was met with a lot of resistance from SSPLM/A.

Answers to Revision Exercise

Refer to Learner's Book pg 54

1. Write a speech that you could have delivered to colonial rulers expressing your views on European imperialism in Africa.

Ensure that learners use speech writing skills learnt from their secondary English subject. Let them express themselves fully touching on all the brutalities Africans underwent during colonialism.

2. Why did European states continue to extend their domination over world trade and colonies in the 1800s?

The European states accumulated a lot of wealth during the Industrial Revolution. They became powerful and acquired all sort of weaponry. They built so many industries and manufactured a lot of goods. This made them to get out of Europe and obtain raw materials for their industries as well as marketing their goods. In some regions, they met stiff resistances but they would easily quail these resistances since they had superior weapons compared to those conquered regions. This is one of the reasons why they dominated over world trade.

This question wants learners to explain giving relevant examples the reasons why European powers dominated and colonised other world's regions.

Every point well explained to be awarded 2 marks.

3. Do you think the United States of America and other industrial nations should engage in imperialism today? Explain your answers with reference to the factors that contributed to scramble for and partition of Africa.

Learners have just learnt the factors which made European powers to colonise other territories. Today the United States of America hold similar characteristics like the then colonial masters. USA is one of the largest economies in the world today. It has so many industries, manufactures a lot goods and has the riches business or merchants in the world.

This question will attract a variety of explanations why they think so. The question has been set to gauge learner's ability of making judgment basing on what they know and see from the knowledge acquired.

Award marks according to how interesting and flowing the ideas are.

4. *How does colonialism affect national identity?*

Examine whether the learners have explained the following points:

- (i) Colonialism makes states dependent.
- (ii) Colonialism makes states hopeless.
- (iii) Countries that have undergone colonialism tend to be shaped by foreign culture.

An important way of financing essential imports of capital equipment, technologies and energy supplies.

An injection of demand into the circular flow of income and spending plus creating positive export multiplier effects.

Increased employment in export industries and related industries which can lead to rising per capita incomes and also stronger Human Development Index scores.

Falling prices for consumers helps to increase real incomes for example by opening up markets to new competition.

5. *Do you think Europeans could have colonised Africa if the Industrial Revolution had never occurred? Explain your answer.*

This is an open ended question. Accept reasonable answers.

6. *Why do you think European societies were able to subject African societies to formal colonial rule with such rapidity?*

The learners to explain the following points in their own words.

- Disunity among African communities.
- Superior weapons.
- Europeans' trained army.
- Natural disasters and epidemics in Africa.
- Tropical diseases.

UNIT 4: THE RISE AND FALL OF THE OTTOMAN EMPIRE

Refer to Student's Book pgs 55-65

History Form 3		Unit 2: African empires
Learn about		Key inquiry questions
<p>Learners should study the origins, development and eventual decline of the Ottoman Empire. They should investigate the key characteristics of the Ottomans and their achievements and failures. They should work in groups and study selected aspect of the Empire and make presentations in class.</p> <p>They should trace the development of the Empire; expansion and decline. They should examine the ways in which other provinces reacted to the Empire. They should compare and contrast the Ottoman Empire with others they have studied in earlier units (Ethiopia, France etc).</p> <p>They should discuss the impact that the Empire has had on the subsequent history of the Middle East and modern Turkey.</p>		<ul style="list-style-type: none"> • What were the key characteristics of the Ottoman Empire? • What were its important achievements and failures? • What factors contributed to its eventual decline? • What has its impact been on subsequent history the Middle East?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Identify the key characteristics of the Ottoman Empire. • List the achievements and failures of the Ottoman Empire. • State the factors that led to the decline and collapse of the Ottoman Empire. 	<ul style="list-style-type: none"> • Analyse the impact of the Ottoman Empire on the Middle East. • Investigate the achievements and failures of the Ottoman Empire. • Analyse the characteristics of the Ottoman Empire. 	<ul style="list-style-type: none"> • Appreciate the achievements and failures of the Ottoman Empire. • Value the impact of the Ottoman on the current situation in the Middle East.
<p>Contribution to the competencies:</p> <p><u>Critical and creative thinking:</u> Analysing the importance and influence of the Ottomans.</p> <p><u>Communication and Co-operation:</u> Group work and presentations.</p> <p><u>Culture and heritage:</u> Recognise the influence of the Ottoman Empire in shaping the identity of South Sudan.</p>		
<p>Links to other Subjects:</p> <p><u>Peace Education:</u> Colonisation and slave trade.</p> <p><u>Geography:</u> Map of the Ottoman Empire.</p> <p><u>Art:</u> Ottoman mosques and houses.</p>		

Assessment Opportunities

This unit has the following assessment opportunities:

- Observation
- Conversation
- Product

An outline of the learning

Learners are mainly to explore the rise and fall of the Ottoman Empire. Under this unit, learners are to explore different activities. They are to find out the origin, organisation and development of the Ottoman Empire. You are expected to explain to the learners the factors that contributed to the rise of the Ottoman Empire. Lead the learners in a class discussion on how the Ottoman Empire became a Constitutional Monarchy. The Empire was first led by Sultan Osman in 1299.

Explain to the learners how the Empire's strong army facilitated the conquest. Discuss with the learners how the military system declined due to lack of practice which led to the loss of many wars in the 18th and 19th century.

Lead the learners to look at the map in the Learner's Book about the Ottoman Empire between the 14th and 17th century. The Ottoman Empire declined in the late 1660s.

Guide the learners to look at the source in the Learner's Book about weapons of the gun powder technology. Learners are expected to identify how achievements of the gun powder technology is related to modern weapons. Guide the learners in a class discussion on scientific and cultural achievements of the Ottoman Empire.

Explain to the learners how the modern building in the Learner's Book is a reflection to the architecture in the Ottoman Empire.

Guide the learners to read the poem under the source in the Learner's Book. Help the learners in relating the fingerprint poem with the Ottoman Empire. Ask the learners to carry out research on the cultural achievements of the Ottoman Empire. Assess what the learners have written in their books.

Lead the learners in a class discussion on the impact of the Ottoman Empire on the subsequent history of Middle East and Modern Turkey. Explain to the learners about the decline of the Ottoman Empire and the factors that led to the decline of the Ottoman Empire. Learners should also be able to identify the major timelines of development in the Ottoman Empire referring to the Learner's Book.

Using the Learner's Book

This unit contains text, pictures and maps on Ottoman Empire. Using all these, you are expected to lead the learners to identify how the Ottoman Empire was formed, factors that contributed to the growth of the Ottoman Empire, the characteristics of the Empire, achievements of the Empire and the failures of the Ottoman Empire.

The learners should be able to look at the sources in the Learner’s Book and identify the achievements of the Ottoman Empire from the gun powder technology. Using the picture in the Learner’s Book, identify how a modern building is a reflection of the architecture in the Ottoman’s Empire.

Guide the learners to recite the poem in the Learner’s Book about the Fingerprint and relate it to the development of the Ottoman Empire. Lead the learners to identify the impact of the Ottoman Empire on the subsequent history of the Middle East and Modern Turkey using the text in the Learner’s Book.

Using the text in the Learner’s Book, lead the learners in discussing the factors that led to the decline of the Ottoman Empire emphasising on the major factors that contributed to the decline of the Ottoman Empire.

Student competencies

Opportunities for student competencies in this unit are cooperation and communication, critical thinking and culture and identity. Communication is an opportunity that is enhanced in this unit among the learners whereby the learners engage in communication through class discussions, group work and asking and answering questions. Through this, communication skills are enhanced among the learners. Learners are asked to work in groups or participate in a class discussion. This enhances cooperation among the learners whereby they come together and agree on one thing in their group discussions.

This unit also promotes an opportunity of critical thinking among the learners whereby learners are asked to look at the pictures in the Learner’s Book and analyse what the pictures entail. They are also to explore the sources and maps provided in the Learner’s Book. This also enables the learners to think critically when interpreting maps in the Learner’s Book.

Culture and identity is also promoted among the learners. The learners will be able to understand the origin and history of the Ottoman Empire hence enabling the learners to understand the culture and identity of the Ottoman Empire.

Activity 1: The origin, organisation and development of the Ottoman Empire

Refer to Student's Book pgs 55 -62

The main thing learners need to learn in this unit is how the Ottoman Empire originated and how it was organised too. Learners are expected to identify the founder of the Ottoman Empire. Lead the

Unit 4

THE RISE AND FALL OF THE OTTOMAN EMPIRE (1299-1922)

Introduction

The Ottoman Empire was created by Turkish tribes in Anatolia (Asia Minor). It grew into one of the most powerful empires in the 15th and 16th Century. It was founded by Osman 1. As Sultan Mehmed 11 conquered Constantinople (today known as Istanbul) in 1453. The Empire reached its apex under Sulciman the Magnificent in the 16th Century. The Empire came to an end in the aftermath of its defeat by the allies in World War 1. The Empire was dismantled by the allies after the war ended in 1918.

Activity 1

The origin and organisation of the Ottoman Empire

At its peak in the 16th and 17th Centuries, the Empire was made up of most of South Eastern Europe, parts of the Middle East, North Africa and parts of the Arabian Peninsula. It was a transcontinental empire. At first it was an Absolute Monarchy with Islam as the state religion. From 1876, it became a Constitutional Monarchy. It had several capital cities like Sogut and Bursa. The Ottoman army was mainly made up of Christians who were regarded as slaves but were well trained and well treated.



Fig 4.1: Osman I, founder of Ottoman Empire

Its first Sultan was Osman who founded this Empire in 1299. He conquered many areas and brought them under the Turks.

learners to look at the map of Ottoman Empire. Learners are also expected to identify the factors that contributed to the growth of the Ottoman Empire, the characteristics of the Ottoman Empire and the achievements of this Empire (scientific and cultural achievements). Under this activity, learners are also expected to discuss the roles played in developing in a society.

You are also expected to choose learners in class to recite the poem under the source in the Learner's Book and relate it to the Ottoman Empire. Ask the learners to research on the cultural achievements of the Ottoman Empire, assess their work by checking the learners' books to see what they have written. Moreover, you are expected to explain to the learners the impacts of the Ottoman Empire on the subsequent history of the Middle East and Modern Turkey.

In groups, ask the learners to hold discussions in groups on why a Sultan who was to ascend to power had to kill all his brother. Ask them if they have ever heard of such in the African society. If they have ever heard of the happening, they should give reasons as to why and where it happened.

Assessment Opportunity

Observation

This is a comprehensive activity that will involve learners to look for more information other than the one given in the Learner's Book. While the learners use the maps provided to locate the empire. Can they use all the maps well? Can they locate the Empire? Can they relate the scientific and cultural achievements of the Ottoman Empire with today's way of life?

Conversation

Talk to the learners whilst they locate the empire and come up with ways in which today's lifestyle has been influenced by some of the achievements of the Ottoman Empire.

Product

Mark the maps the learners have drawn to show the location of the Ottoman Empire.

Activity 2: The decline of the Ottoman Empire

Refer to Student's Book pg 62-64

This activity mainly talks about the decline of the Ottoman Empire. You are expected to explain to the learners the factors that contributed to the decline of the Ottoman Empire. Learners are also expected to identify the major developments in the Ottoman Empire. You are expected to guide the learners to identify the events and the year they happened.

being practiced in some Middle East countries today. Religious leaders have great influence on politics.

7. After the Ottoman Turks captured many Christian and Muslim areas of Iran, Arab and North Africa, they protected these areas from being conquered by the equipped European armies. Their conquest allowed the spread of Islam in these territories. The highest position in the Islamic world – the Caliphate was given to the Ottoman Sultan. These conquests and control made some Turks start thinking of establishing a big Islamic state. These feelings are in some individuals today.



Group work

Do you know this interesting fact about the Ottoman Empire? When a Sultan ascended into power he was to kill all his brothers.

1. Why do you think this was the case?
2. Have you ever heard of something of the sort happening in any of the African societies.
3. If your answer is yes in question 2, state where and why it happened.

Activity 2

The decline of the Ottoman Empire

By late 18th Century, the Ottoman Empire faced a lot of challenges defending itself against foreign invasion and occupation. In response to foreign threats, the Empire initiated a period of internal reforms which came to be known as *Tanzimat*. They succeeded in significantly strengthening the Ottoman central state.

Over the 19th Century, the Ottoman state increasingly became powerful and rationalised, exercising a greater degree of influence over its population than in other previous eras.

This period was followed by defeat and dissolution of the Ottoman Empire (1908-1922).

Assessment Opportunity

Observation

Observe the learners as they discuss the factors that led to the decline of the Ottoman Empire. Can they come up with major factors which led the decline of the Ottoman Empire?

Conversation

Talk to the learners whilst they are debating their points. Are their explanations logical?

Product

Read the points the learners have come with.

Answers to Revision Exercise

Refer to Student's Book pg 65

1. *How did the reform period in the Ottoman Empire affect the relationship between Islam and state?*

From the very beginning of the Ottoman Empire in the early 1300s, Islam had been the basis of the state. The Ottomans built on the Islamic government traditions of the Seljuk Empire of the middle ages which prided itself on being the defender of Islam in its time. The Ottomans saw themselves in the same light. As the empire grew and expanded through the centuries, the Ottomans formalised their position as the defenders of Islam, with the sultans taking on the title of khalifah (caliph) of the Muslim world. The law of the land was the Sharia, the religious laws of Islam passed down through Prophet Muhammad in the deserts of Arabia in the 600s.

In the late Ottoman Empire, however, things began to change. With the political and economic rise of Europe in the face of Ottoman decline, questions began to be asked about the direction of the Ottoman Empire. Many people within the government of the empire began to think that in order to become more powerful like the Europeans, the Ottoman Empire needed to become more like European nations.

These beliefs reached the level of the Ottoman Sultan in the early 1800s. Soon, reforms meant to make the Ottoman Empire more European touched all aspects of Ottoman life. In 1826, Sultan Mahmud II (reigned 1808-1839) instituted a clothing reform for all government officials. Instead of the traditional robes and turbans that sultans and government workers wore, they now dressed in European-style military clothes. Looking like the Europeans was not the only reform, however. Mahmud also abolished the ancient Janissaries, military troops that came from all parts of the empire. Instead, he began a new corps called the Nizam-ı cedid, which was recruited only from the empire's Turkish citizens. Mahmud II's reforms led to the drastic changes that the Ottoman Empire would undergo in the turbulent 19th century. The changes would culminate in the Tanzimat reforms under sultans Abdulmecid in 1839 and 1856. The Tanzimat were a series of laws that was meant to modernise the Ottoman Empire along European lines. The old system of a Sharia-based government was gone. Islamic laws and norms were gone from the government. The fair and equitable Islamic social structure of the empire was gone.

2. *With reference to the growth and development of the Ottoman Empire, explain ways that can make a society develop in the 21st century.*

In this question, learners are supposed to use the factors that promoted the development of the empires already learnt and relate if these factors can be used today to develop our societies. These factors should be well defined, explained and well linked to today's events.

Mark the explanations that are generated around the following factors:

- Strong military or security of the people.
- Influential leaders.
- Political stability.
- Cooperation and people's will to work together.

3. *While the Ottoman Empire expanded strongly by defeating any alarming state, discuss how the major African empires rose to dominations in their respective regions.*

In this question, learners have to explain how African empires expanded and try to link up with the Ottoman Empire. Check whether they can explain around the following points.

- Expansion by conquest.
- Economic supremacy.
- Political stability.
- Strong military strong and influential leaders.

4. *Analyse any four major ideas that you think developing African countries should learn from the Ottoman Empire.*

Having learnt about the factors that made the Ottoman Empire to develop so fast, learners should capture this in answering this question. They should come with lessons they think developing countries like South Sudan, Kenya, and Uganda and so on should learn from this empire. The Ottoman Empire expanded so fast to other continents within a short period of time.

Note: Learners will come up with different answers, mark those that link up well with the question and the ones that make sense.

5. *Critique the claim that Ottoman Empire was 'the sick man of Europe' just before the outbreak of the First World War.*

The statement was used in the 19th century to refer to the Ottoman Empire. This was because the empire was ailing. In other words, the empire was declining just before the outbreak of the First World War. So Russia in particular was wondering how the Ottomans would defend themselves in those economic circumstances that the Ottoman Empire was in.

In their own words, learners should write their critiques in essay form criticising this claim. They should use the knowledge obtained about the Ottoman Empire and look at its nature before its decline. The circumstances leading to the empire's decline will dictate their writings.

UNIT 5: THE MAHDIST REVOLUTION IN SUDAN

Refer to Student's Book pgs 67-76

History Form 3		Unit 5: The Mahdist Revolution in Sudan
Learn about		Key inquiry questions
<p>Learners should learn about the development of Sudan during the time of Turko-Egyptian rule and the Mahdist Revolution, and how that affected South Sudan.</p> <p>They should examine the role of Turko-Egyptian administration. They should investigate the reasons for their coming to South Sudan and their activities. They should work in groups to make presentations to the class.</p> <p>Learners should investigate the causes of the Mahadist Revolution and outline the factors that led to its success. They should analyse the roles played by the South Sudanese in he revolution. The effects of the revolution and assess the problems faced by Khalifa Abdulla.</p> <p>They should discuss the Mahdia policy towards South Sudan.</p>		<ul style="list-style-type: none"> • What was the impact of Turko-Egyptian rule on Sudan? • Why did the Mahdist Revolution take place? • What were the roles of the South Sudanese in the Revolution? • What was the Mahdia policy towards South Sudan?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Describe the impact of Turko-Egyptian rule on Sudan. • Understand why the Mahdist Revolution took place and state its impact and consequences. • Understand the roles played by South Sudanese in the Revolution. • Recognise the impact of the Mahdist policy towards South Sudan. 	<ul style="list-style-type: none"> • Use a range of sources to examine the Turko-Egyptian rule in the Sudan • Examine the factors that les to the Mahdia Revolution. • Analyse the roles of South Sudanese in the Revolution. • Explore the Mahdia policy towards South Sudan. 	<ul style="list-style-type: none"> • Value the administration of the Turko-Egyptians. • Appreciate the Mahdia revolution and its policy, towards South Sudan • Appreciate the roles of the South Sudanese in the revolution.
<p>Contribution to the competencies:</p> <p><u>Critical and creative thinking:</u> Analysing the factors that led to the success of the Revolution and its impact.</p> <p><u>Communication and Co-operation:</u> Working in groups and making presentations.</p> <p><u>Culture and heritage:</u> Understanding how the present identity of South Sudan has been shaped by earlier events.</p>		
<p>Links to other Subjects:</p> <p><u>Peace Education:</u> Sources of conflict.</p> <p><u>Religious education:</u> Introduction of Islam to South Sudan.</p>		

Outline of learning

This unit has two learning sub-units that meet the inquiry questions in the syllabus. Learners will get an opportunity to learn about the Turko-Egyptian rule in Sudan. This will be an opportunity for them to build more on what they learnt in Secondary One. They will explore the reasons for the coming of the Turko-Egyptians to Sudan and the nature of its administration.

Learners for the first time will also be introduced to the Sudanese response to the Turko-Egyptian rule which was commonly referred to as the Mahdist Revolution. They will explore the course of this revolution, its cause, the factors that led to its success and its impacts in a short term and long term perspectives.

Using the learners book

This unit has maps and quite a lot of pictures mainly to test whether learners can read and interpret them to understand the information used. The book has been developed with detailed information due to so many historical accounts. This will develop their reading skills. There are quite a number of questions that involve learners to research in order to solve them. Avail the suggested research materials to the learners so that they can perform these tasks. In an event where the Learners Book has suggested a resource person, invite a competent and an eloquent speaker so that learners do not have communication barriers.

Formulate extra tasks to challenge learners on this unit. This can also be a very good opportunity for you to come up with home assignments.

The student competencies

In this unit, learners are asked to work in pairs and in groups to discuss about various tasks on the Turko-Egyptian rule and Mahdist Revolution. This provides continuous opportunities for learners to develop their co-operation and teamwork. This unit also provides many opportunities for learners to develop their communication competencies as learners form discussion groups to discuss key learning points in the tasks they have been assigned to. Opportunities to think critically are also developed comprehensively in this unit.

Activity 1: The Turko-Egyptian rule

Refer to Student's Book pgs 67-71

Introduce this activity by asking learners what they learnt in Secondary One about the Turko-Egyptian rule. Inquire whether they understood about the reasons that made the Turks to invade Sudan. Explain the reasons that led to Sudan being invaded by the Turks as outlined in the Learners Book. Use the source in the Student's Book to relate to this by asking learners to study it and respond to question one.

Explain the course and the nature of this rule in Sudan so that learners can be able to identify the activities of the Turks in Sudan on their own. The main learning here is for the learners to understand how the Turko-Egyptian rule was administered in Sudan and the reasons why the Turks invaded Sudan from Egypt.

Activity 1 The Turko-Egyptian rule



Group work

Using drawing on what you learned in S1, outline the events in the Turkish invasion of Sudan. Present it to the rest of the class.

Introduction

In Secondary One, you learnt about the nature of Sudan before the Turko-Egyptian Rule. You also learnt about the reasons for the Turko-Egyptian entry into Sudan. You were introduced to the Mahdist Revolution and how the South Sudanese participated in this revolution. In this unit, we shall analyse the Turko-Egyptian Rule and the Mahdist Revolution in detailed form. We shall also tackle the Mahdia Policy towards South Sudan.

The Turko-Egyptian administration in Sudan started when Muhammad Ali in 1820 annexed Sudan bringing it under his control. Muhammad Ali was the Ottoman viceroy in Egypt. Their rule lasted for about 65 years up to the rule of Muhammad's grandson Khedive Ismail.

In the course of the expansion of their empire, Ottoman Turks came to North Africa and made this region their part of the empire. The North African countries were made Ottoman provinces. Muhammad Ali was sent by Ottoman Empire to administer the province of Egypt. He later on declared Egypt independent from the Turkish rule and started crafting for himself an empire in Egypt. He built his own army and introduced a number of economic projects in Egypt. Muhammad Ali expanded this Empire to Sudan. This is what came to be known as the Turko-Egyptian rule.



Fig 5.2: Muhammad Ali

Organise a debate indicated on in the Student's Book for the learners to actively participate in it as you observe whether the main points of the sub-unit can be presented.

Assessment opportunities

Observation

Observe groups of learners working together and consider how effectively they are co-operating with each other in order to write down key points from their discussions.

Ensure that all learners actively participate in the discussion groups and debates indicated in this Sub-unit.

Conversation

Listen to different groups and pairs of learners as they give explanation on the answers they have given in response to the task on page 64 in the Learners Book. Encourage each group to have one member presenting their findings in class.

Product

Consider the presentations of each group. Ensure that each of their presentations reflect their understanding on how the Turko-Egyptian rule in Sudan was.

Activity 2: The Mahdist revolution (1881-1898)

Refer to Student's Book pgs 71-77

The learners are learning this historical account of the Mahdist Revolution for the second time after having been introduced to this Revolution in Secondary One History. Introduce this sub-unit by asking learners what they learnt in Secondary One about this Revolution. Explain the reasons that prompted the Mahdists to revolt against the Turko-Egyptian rule. The main learning in this sub-unit is for the learners to understand the course, the cause and the reasons for the Mahdist rule.

There are a number of pictures and primary sources used in this sub-unit. Help learners use them appropriately so that they can help to break down this knowledge about the Mahdist Revolution in Sudan.

The activities of Turko-Egyptians in Sudan

1. They established political control over the Sudanese people. They came up with a new administrative structure led by the *Hukumdar*, the governor. The governor was answerable to the Egyptian government.
2. They participated in agriculture. They did this by irrigating farms along the Nile Valley. The crops were exported to Cairo.
3. They established an education system to enlighten the Sudanese. This system was based along religious lines.
4. They established Sharia Courts and Sharia Laws to Sudan.
5. They were also involved in pacifying Sudan so as to get slaves who were recruited to the Egyptian army.
6. They spread the Islamic religion to the Sudanese who had not been converted to Muslims.



Group work

1. "The activities carried out by the Turko-Egyptians in Sudan were all for the benefit of the Sudanese." Debate.
2. Note down the main points tabled in your note book.

Activity 2 The Mahdist Revolution (1881-1898)

The Mahdist Revolution was an Islamic revolt by the Sudanese against the Turko-Egyptian rule in Sudan. Mahdism was a branch of Islam. It incorporated the idea of a golden age in which the Mahdi, translated as "the guided one", who would restore the glory of Islam in the universe. The coming of the Turko-Egyptians was not received well in Sudan.

The Turko-Egyptians had come to suppress, exploit and plunder Sudan. An anti-slave movement sprung up in Sudan leading to unrest in Sudan. The British took over Egypt in 1882 making matters worse. They had come to protect their interests in the Suez Canal and to ensure that the Egyptian government paid them the loans they had taken from them in the construction of the Suez Canal. General Charles Gordon was appointed governor of Sudan which intensified anti-slavery movement. The British were Christians, so Arab leaders in Sudan saw the move by the British as an attempt to undermine the Muslim Arab dominance in Sudan.

Assessment opportunities

Observation

Monitor the progress in understanding of this sub-unit by formulating extra tasks to challenge learners more. Involve learners who are ahead to have understood this Revolution to answer these tasks and assist others in doing the same. You can also do this by ensuring that each group has different levels of learners.

Conversation

Listen to different groups and pairs of learners as they give explanation on the answers they have given in response to the task in the Learners Book. Encourage each group to have one member presenting their findings in class.

Product

Consider the presentations of each group. Ensure that each of their presentations reflect their understanding on how the Mandist Revolution was in Sudan.

Answers to Revision Exercise

Refer to Student's Book pg 78

1. *Draw a table of comparisons between the Turko-Egyptian invasion of Sudan and colonial invasion of Africa.*

This question wants the learners to compare the nature of invasions that were undertaken by both colonial masters and the Turks during their respective times.

For instance, both invasions involved use of weapons in areas, where locals resisted to cooperate.

Locals were subjected to forced labour in both instances.

Locals lost their independencies as they were subjected to foreign rule.

Locals united later on to stage revolutionary movements to regain independencies.

These and many other instances will help the learners to answer this question adequately.

2. *In what ways do you think the Mahdist Revolution laid the foundation of nationalism in the whole Sudan region?*

Learners to discuss the ways in which they think the Mahdist Revolution laid down foundations for future nationalism. The hint here is that Mahdist Revolution made the locals to understand their rights and got the energy to stand up against the Turko-Egyptian Rule. The Turks had brutalised the locals and exploited a lot of their resources for their own goods.

The subsequent nationalistic activities over the years can be traced to have gotten their roots from this Mahdist Revolution.

In their own words, learners to make links between the nationalistic activities in the Mahdist error and those that happened recently when South Sudan gained its independence from Sudan.

3. *If you are to address Muhammad Ali, the Turko-Egyptian administrator today, what grievances would you present to him? Write them in a speech of not more than 500 words.*

Learners to write a speech articulating their grievances to Muhammad Ali. Obviously, the Turko-Egyptian rule exploited and brutalised the locals in both local and southern parts of Sudan. Mark the ideas that in a way imply a complaining voice. A voice that calls for oppression to stop.

Learners to use the exact format of writing a speech since they

have learnt it in their Secondary English subject. Award marks out of 20 depending on how much interesting the piece of writing is and the strict usage of the speech format.

4. *What made it possible for Mohammed Ahmad to easily convince so many southerners to join the Mahdi Movement?*

The Mahdist followers had high spirit and morale. They were eager to join the movement in order to fight and kill non-believers. They believed that by doing so, they would be guaranteed a place in heaven.

The high tax the Egyptians had imposed on Sudanese made them bitter and eager to fight back. The people never had jobs to earn a living and pay tax. It was also reported that the collection of tax was done ruthlessly.

The collection of slaves that were taken to Egypt and the Ottoman Empire made people angry because it broke up families and caused a lot of suffering. All these and other brutal acts of Egyptians against the Sudanese made it easy for Mohammed Ahmad to easily get a lot of followers.

5. *Just like the African resistances towards colonialism, Mahdist Revolution against the Turko-Egyptian Rule failed. What lessons do you think today's human rights activists can learn from this movement?*

Learners to discuss these lessons:

- Confidence to fight for people's rights.
- To seek protection of people's rights and freedoms without relenting.
- To use all legal possible means to articulate people's grievances.

UNIT 6: INDUSTRIAL REVOLUTION

Refer to Student's Book pgs 79-95

History Form 3		Unit 6: Industrial Revolution
Learn about	Key inquiry questions	
<p>Learners should find out the beginning and spread of the Industrial Revolution. They should make a particular study of the 'Industrial Revolution' in Europe and its impact on the world.</p> <p>They should examine some examples of the impact of new technologies on subsequent developments (eg the impact of the invention of the plough on nomadic lifestyles; the printing press; gunpowder and guns; railways etc). They should make a particular study of the impact and historical significance of one new technology (eg the invention of silk processing in China) and make presentations to class.</p> <p>Learners should investigate key inventions in Europe during the 'Industrial Revolution' and their impacts. They should use a range of sources to analyse the reasons for these developments at this particular time. Groups should make studies of particular inventions and make presentation in class.</p> <p>They should find out about the impact of the Industrial Revolution on the people of Europe (industrialisation, urbanisation etc) and on the rest of the world (the need for raw materials and markets, etc)</p>	<ul style="list-style-type: none"> • How did the Industrial Revolution begin and spread? • What impacts did the Industrial Revolution have? • What were the most significant technological inventions? • What factors led to the Industrial Revolution in Europe? • How were the people in Europe affected by the Industrial Revolution? • What were the impacts of the Industrial Revolution on the people of Africa, Asia and the rest of the world? 	
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • State the beginning and spread of the Industrial Revolution. • Describe the cause of the Industrial Revolution. • Identify some of the key technological inventions. • Describe the impact of the Industrial Revolution. 	<ul style="list-style-type: none"> • Investigate the causes of the Industrial revolution in Europe. • Analyse the impact of the Industrial Revolution • Investigate the effect of the Industrial Revolution on the people of Africa, Asia and the rest of the world. 	<ul style="list-style-type: none"> • Appreciate the impact of technological change on society. • Value the key inventions.

Contribution to the competencies:

Critical and creative thinking: Analysing factors and impacts

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

Culture and heritage: Change of the traditional ways of doing things.

Links to other Subjects:

Science: Inventions.

Geography: Areas of inventions.

Outline of learning

This unit has four sub-units that meet the inquiry questions in the syllabus. The Industrial Revolution was a rapid change in the way goods were produced in the industries in the 17th century. Learners will get an opportunity to understand the industries that existed before the colonial period. This is to help the learners see the transformation in terms of industrial activities that has existed since ancient times.

Learners will also explore how the period of Industrial Revolution period began in Britain. This will be followed by learning how this revolution spread across the European continent. This is to help them understand the role Britain and Europe in general played in helping other parts of the world industrialise. Learners will also explore the immediate and lasting effects of this industrial revolution.

Using the learners book

This unit has maps and quite a lot of pictures mainly to test whether learners can read and interpret them to understand the information used. The book has been developed with detailed information due to so many historical accounts. This will help them develop their reading skills. There are quite a number of questions that involve learners to research in order to solve them. Avail the suggested research materials to the learners so that can perform these tasks. In an event where the Learners Book has suggested a resource person, invite a competent and an eloquent speaker so that learners do not have communication barriers.

Formulate extra tasks to challenge learners on this unit. This can also be a very good opportunity for you to come up with home assignments.

The student competencies

In this unit, learners are asked to work in pairs and in groups to discuss about various tasks on Industrial Revolution. This provides continuous opportunities for learners to develop their co-operation and teamwork. This unity also provides many opportunities for learners to develop their communication competencies as learners form discussion groups to discuss key learning points in the tasks they have been assigned to. Opportunities to think critically are also developed comprehensively in this unit.

Activity 1: Origin and development of industries

Refer to Learner's Book pgs 79-80

This is an opportunity for learners to learn about industrial activities before the Industrial Revolution. The main learning here is for them to be conversant with cottage industries that existed before this Industrial Revolution they are learning in this unit. There are local industrial activities that people in South Sudan's communities undertake. Use the photo to give as an example for the learners to relate to this. These local industrial activities include pottery, basketry, using animal hides and skins to make clothes, metal recycling industries and local shoe making. This should prove to be very important as learners will be able to practically learn about industrial activities.

Unit
6

THE INDUSTRIAL REVOLUTION

Introduction

Industry is the production of goods or related services within an economy. It can also be defined as the use of raw materials to produce finished products.

The Industrial Revolution was a period of rapid change in the way goods were produced from industries. It was a transition to new manufacturing processes in the period from 1760 to 1840.

Activity 1 **Origin and development of industries**

Traditionally, the production of goods was in small scale. Today in our community, there are still human economic activities that can be categorised as local industries.

Crude methods were used to produce goods. There was a lot of human engagement in the production of goods. This required a lot of human labour. Later on, there was the discovery of machines and new sources of energy. These discoveries drastically changed the way goods were being produced.




Fig 6.1: Local industries in South Sudan

79

Assessment opportunities

Observation

Observe groups of learners working together and consider how effectively they are co-operating with each other in order to write down key points from their discussions.

Conversation

At the end of this sub-unit and activities, you can ask learners to explain what they have learnt in this activity about the origin and development of industries. Ensure that the key inquiry questions on this activity have been met.

Product

Examine the points the learners have come up with from their various group discussions.

Activity 2: Industrial Revolution in Europe

Refer to Student's Book pgs 80-88

This is a sub-unit that begins the learning of the process of Industrial Revolution. The key learning in this activity is for the learners to understand how the Industrial Revolution started in Britain. Learners will also get an opportunity to explore a variety of inventions that happened in Britain in this particular time. Guide learners to explore these inventions and their impacts in Britain in this time.

Explain the role played by Britain in spreading Industrial Revolution to the rest of the world. Ask learners to use the primary sources used in this sub-unit so as to understand more. For instance, the source used on page 72 requires learners to discuss amongst themselves how the factors outlined helped Britain industrialise.

Use the inventions given in this sub-unit to explain why Britain was so important to Industrial Revolution. You can also formulate extra task so that learners are able to make use this learning to relate to the whole unit. This can also be a good opportunity for you to generate home assignments for the learners.

Assessment opportunities

Observation

Observe groups of learners working together and consider how effectively they are co-operating with each other in order to write down key points from their discussions and analysis of the primary sources used in this sub-unit.

Conversation

Ask learners to explain their reasoning for answers they have given to source 6.1 and 6.3 on page 72 and 74 respectively in the Learners Book. Consider how effectively learners are relating the sources indicated to their learning in this sub-unit. Can they answer the questions asked?

Product

Read the answers from the learners that describe their understanding of Industrial Revolution in Britain.



Work to do

In your notebook, write about at least two industries you know about. Include the raw materials they use (if any), the products or services they provide and the sources of energy they use.

Activity 2 Industrial revolution in Europe

As explained in Activity 1, Industrial Revolution was a kind of transition in the industrial manufacturing process. This transition included:

- (i) Going from hand production methods to machines.
- (ii) New chemical manufacturing and iron production processes.
- (iii) The increase in the use of powerful sources of energy such as steam.
- (iv) The rise of factory systems.

Britain was the first country in Europe to industrialise. Later on, other European countries followed suit. Industrial Revolution in Europe was a period when industrial production turned from small cottage industries at home to large scale production in factories from around 1760. There were factors that made Britain industrialise earlier than other European countries.

Source 6.1

A VARIETY OF FACTORS LED TO THE RISE OF INDUSTRIAL PRODUCTION		
REQUIRED EXAMPLES:		
EUROPE'S LOCATION ON THE ATLANTIC OCEAN 	GEOGRAPHICAL DISTRIBUTION OF COAL, IRON, & TIMBER 	EUROPEAN DEMOGRAPHIC CHANGES EUROPE'S POPULATION IN 1700: 100 MILLION EUROPE'S POPULATION IN 1900: 400 MILLION (IT DOUBLED EVERY 50 YEARS)
URBANIZATION 	IMPROVED AGRICULTURAL PRODUCTIVITY CROP ROTATION - SEED DRILL - IMPROVED PLOUGHS ENCLOSURE MOVEMENT - SELECTIVE BREEDING NATIONAL AGRICULTURAL MARKET - LAND CONVERSION ABUNDANT WATERWAYS - NEW FERTILIZERS	LEGAL PROTECTION OF PRIVATE PROPERTY LIFE, LIBERTY, PROPERTY
ABUNDANCE OF RIVERS AND CANALS 	ACCESS TO FOREIGN RESOURCES EUROPE CONTROLLED ≈ 40% OF EARTH'S POPULATION	ACCUMULATION OF CAPITAL 200 YRS OF COLONIALISM LED TO \$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$

The source above shows variety of factors that led to the rise of industrialisation in Europe.

Discuss how each of the factors in the source above contributed to industrialisation in Europe.

Activity 3: Impacts of Industrial Revolution in Europe

Refer to Student's Book pgs 88-91

This sub-unit will offer a great opportunity to learners to analyse the impacts of Industrial Revolution in Europe in social, economic and political perspectives. Lead the learners to read the texts used in the Learners Book and interpret the pictures used.

On social impacts, talk about how Europe was divided into social classes as a result of this Industrial Revolution, how urban centres sprang up in Europe in this time, and how people migrated from rural areas to urban centres to seek industrial jobs. Explain the economic and political impacts outlined in the Learners Book. Ask learners how they think these impacts of Industrial Revolution in Europe helped shaping up industrial activities in Africa.

A debate activity on page 82 is an opportunity for learners to develop their communication skills and co-operation. Lead them debate on the impacts of the Industrial Revolution in Europe and ask them to summarise the major points that have been outlined.

Assessment opportunities

Observation

Observe groups of learners working together and consider how effectively they are co-operating with each other in order to write down key points from their discussions.

Conversation

Place learners in groups as they discuss about the impacts of Industrial Revolution in Europe. Move around the classroom and listen to various discussions. It allows you to gain valuable insight into levels of understanding of your learners.

Product

Monitor the complexities of points learners discuss in their group and debate works. Analyse the relevance of the answers to the unit.

The following are some of the machines invented during Industrial Revolution in Europe.

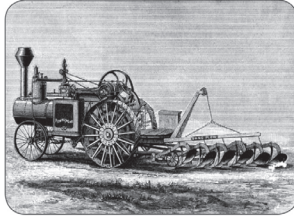


Fig 6.4: Plough

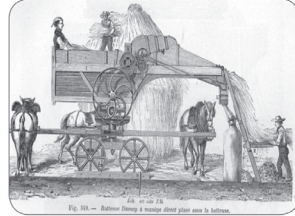


Fig 6.5: Combine harvester

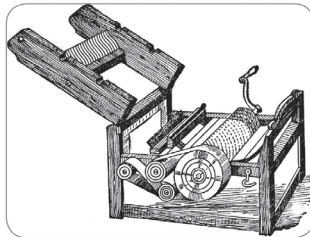


Fig 6.6: Cotton gin

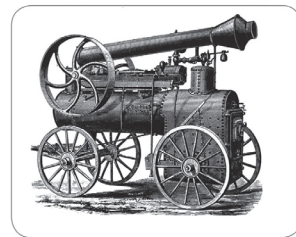


Fig 6.7: Steam engine

Activity 3

Impacts of Industrial Revolution in Europe

Industrial Revolution had far reaching social, political and economic impacts in Europe. These impacts were positive and negative.

Social impacts

1. Europe was divided into social classes. The rich industrial owners were at the top, the middle class which comprised of the skilled working population and lastly the low class which was made up of the unskilled labourers.
2. Industrial Revolution led to the development of urban centres. The areas which served as industrial centres grew and developed into urban centres.

Activity 4: Effects of Industrial Revolution in Europe and the rest of the World

Refer to Learner's Book pgs 91-94

The main learning here is how the rest of the world apart from Europe got influenced by the Industrial Revolution that had begun in Britain. It is important while teaching this sub-unit to interlink these impacts with those learnt in activity 3.

Talk about how African countries were directly and indirectly influenced by the Industrial Revolution in Europe. Ask learners how developing countries such as South Sudan are undergoing the process of industrialisation as a result of influence from western developed countries.

The primary source used on page 84 about a newspaper cutting showing the coverage of an industrial tragedy should help the learners understand that the safety of workers during the Industrial Revolution was not guaranteed.

2. The middle class became politically strong as it demanded for a voice in government. Many of them were taxpayers and they wanted consultation before taxes were imposed on them. This slowly led to the growth of Parliament as a people's representative. Most parts of Europe had monarchical governments at this time that had little regard for the common people.
3. Trade unions emerged with an aim of defending the rights of workers.
4. Many people in Europe revolted against their governments in the 19th and 20th centuries. This was because they were not satisfied with the economic status they found themselves in at that time. Many people were unemployed and those who were employed were exploited by their employers.



Group work

1. "Industrial Revolution in Europe had only positive economic, social and political effects." Debate.
2. Summarise the points debated and note them down in your notebook.

Activity 4 Effects of Industrial Revolution in Europe and the rest of the world

All European nations that experienced Industrial Revolution had significant developments. The Industrial Revolution had social, economic and political effects on European societies.

Economic effects

1. Development of machinery. Machines replaced human labour, hence production in agriculture increased.
2. Large scale production of a wide range of goods. New methods of farming, such as the use of fertilizers and new crop breeds were developed.
3. Local and international trade developed during the Industrial Revolution. Manufactured goods were sold locally while others were exported to America. Asia and Africa served as sources of raw materials.
4. The Industrial Revolution boosted the transport and communication systems. These included roads, railway networks and canals that linked

Assessment opportunities

Observation

Observe groups of learners working together and consider how effectively they are co-operating with each other in order to write down key points from their discussions.

Conversation

Listen to different groups and pairs of learners as they give explanations on the answers they have given in response to the task on page 85 in the Learner's Book. Encourage each group to have one member presenting their findings in class.

Product

Consider the presentations of each group. Ensure that each of their presentations reflect their understanding on how the Industrial Revolution spread to the rest of the world from Europe and what the impacts could be seen today.

Answers to the end of Unit Exercise

Refer to the Student's Book page 95

1. Learners to talk about what they see in their communities that reflect to what they have learnt. They should talk about pottery, basketry, local shoe making, the metallic informal industries and many others of which they may be involved in while they are at home.
2. The following are the ways in which modern industries have contributed towards the decline of cottage industries.
 - Manufactured goods are cheap compared to locally produced ones.
 - Cheap labour is required in modern industries because heavy duties are performed by machines compared to local industries.
 - Modern industries produce high quality goods.
 - Modern industries have offered employment opportunities making even those who were in cottage industries to shift.
 - The modern governments are supporting modern industries more than local ones.
3. Africa and Asia were rich in natural sources such as oil, gold mines, iron, diamond and many others.
4. In this questions, the learners to talk about the significance of industrialisation as a way of developing economies of countries. This should be in comparisons to other pillars of economy.
5. This an open ended question, accept reasonable answers.
6. Avail a bicycle dynamo to the learners. Invite a bicycle mechanic to talk to the learners how the dynamo works.

UNIT 7: THE SAFAVID AND MUGHAL EMPIRES

Refer to Student's Book pgs 96-111

History Form 3		Unit 7: The Safavid and Mughal Empires
Learn about	Key inquiry questions	
<p>Learners should study the origin, development, impact and eventual decline of the Safavid and Mughal Empires. They should investigate the key characteristics of the empires and their achievements. They should analyse the factors contributed to the unification of Persia under the Turkic Safavids and evaluate Safavid political and cultural achievements under Shah Abbas.</p> <p>They should trace the factors that contributed to their expansion and decline. They should explain the Mughal conquest of India and the success of the Turkic warrior class in uniting the diverse peoples of the Indian subcontinent. They should analyse the relationship between Muslims and Hindus in the empire and compare Akbar's governing methods and religious ideas with those of other Mughal emperors. They should assess the importance of the Indian textiles, spices and other products in the network of Afro-Eurasian trade.</p> <p>They should discuss the impact of the empires on the subsequent history of the Middle East and Asia.</p>	<ul style="list-style-type: none"> • How did Safavid and Mughal empires originate and develop? • What were the key characteristics of the empires? • What were their important achievements? • What factors contributed to their decline? • What has its impact been on subsequent history of the Middle East? 	
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand how the Safavid and Mughal empires originated and developed. • Identify the key characteristics and achievements of the empires. • Describe the factors that contributed to their decline. 	<ul style="list-style-type: none"> • Investigate how the Safavid and Mughal empires originated and developed. • Analyse the key characteristics of the empires? • Examine the key achievements • Discuss the factors that contributed to their decline? • Examine its impact on history of the Middle East. 	<ul style="list-style-type: none"> • Appreciate the achievements and impact of the Safavid and Mughal Empires.

Contribution to the competencies:

Critical and creative thinking: Analysing the influence of the Safavid and Mughal Empires.

Communication and Co-operation: Group discussions and presentations.

Culture and identity: Recognising the influence of the Safavid and Mughal Empires in shaping the identities.

Links to other Subjects:

Citizenship: Identities.

Geography: Location of the empire.

Peace Education: Wars of empire building.

Outline of learning

This unit has four sub-units. The learners will be introduced to these two gun powder empires that significantly shaped the history of Middle East countries. To start with, the learners will explore about the Safavid Empire in terms of its development, origin and organisation. They will look at the characteristics of the Safavid Empire in detailed form, explore its great achievements and analyse its decline.

Learners will also for the first time be introduced to the Mughal Empire which existed in the modern day India. They will analyse its origin, organisation, development, its characteristics and its decline.

This unit has also the end of unit revision questions which will enable learners to summarise what they have learnt in the unit and gauge themselves whether they can solve challenges.

Using the Student's Book

This unit has maps and quite a lot of pictures mainly to test whether learners can read and interpret them to understand the information used. The book has been developed with detailed information due to so many historical accounts. This will develop their reading skills. There are quite a number of questions that involve learners to research in order to solve them. Avail the suggested research materials to the learner's so that can perform these tasks. In an event where the Learner's Book has suggested a resource person, invite a competent and an eloquent speaker so that learners do not have communication barriers.

Formulate extra tasks to challenge learners on this unit. This can also be a very good opportunity for you to come up with home assignments.

The student competencies

In this unit, learners are asked to work in pairs and in groups to discuss about various tasks on the Turko-Egyptian rule and Mahdist Revolution. This provides continuous opportunities for learners to develop their co-operation and teamwork. This unit also provides many opportunities for learners to develop their communication competencies as learners form discussion groups to discuss key learning points in the tasks they have been assigned. Opportunities to think critically are also developed comprehensively in this unit.

Activity 1: The origin and development of Safavid Empire

Refer to Learner's Book pgs 96-102

Introduce this sub-unit by asking the learners to read and interpret the map. This should help them to form a picture of how Safavid Empire looked like in their minds. Talk about the origin of this empire mentioning the years and the personalities in terms of leaders that spearheaded its success as outlined in the Learners Book.

Lead the learners in using the primary source 7.1 so that they can relate to the origin and organisation of the Safavid Empire.

Talk about the diversity of this empire that helped it overcome so many challenges. Indicate how people from different empires in this time were living in Safavid making it one of the best the world had ever witnessed during its time. The main learning here is for the students to understand how this Empire was organised and relate this to how the societies today are organised. They should also use this opportunity to suggest what their communities should learn from Safavid Empire.

Unit
7

THE SAFAVID AND MUGHAL EMPIRES

Introduction

The Safavid and the Mughal Empires were Muslim empires. Both empires were founded in the 15th Century and lasted up to the 18th Century. They were called gunpowder empires because they accepted and used gun technology to make modern guns and other weapons. They even invited Europeans into their empires to train their armies on how to use their advanced weapons.

Activity 1 **The Origin and development of the Safavid Empire**

SAFAVID IRAN IN THE SEVENTEENTH CENTURY
Safavid Iran at its greatest extent (17th century)

0 100 km
0 300 mi

Fig 7.1: Map showing the Safavid Empire

96

Assessment Opportunity

Observation

Observe the learners as they debate about the origin, organisation and development of the gunpowder Empires. Can they put forward logical explanations?

Observe the learners to locate these gunpowder empire in the maps provided in the Learner's Book.

Conversation

Talk to the learners whilst they are debating their points. Are their explanations logical?

Product

Read the points each group has come up with.

Activity 2: The decline of Safavid Empire

Refer to Student's Book pgs 102-103

The main learning in this sub-unit is to make learners understand the significant factors that led to the decline of the Safavid Empire. Mention how the subsequent weak Shahs contributed a lot in the weakening of this Empire.

Have a background information on source in the Learner's Book to guide learners how to use it so that they can vividly internalise what you are teaching.

Organise a class session in a school's library so that learners can explore more information on the architectural designs of the Safavid Empire.



Fig 7.3: The beautiful Isfahan City

Other achievements of the Safavid Empire were witnessed in the fields of medicine, trade and state economy.

Activity 2

The decline of Safavid Empire

After the death of Shah Auragzed in 1707, the Empire started to decline slowly. Its complete decline was in 1722 during the reign Shah Sultan Husayn. Sultan Husayn was overthrown by an Afghan warrior called Mahmud Hotaki.

Factors that led to the decline of the Safavid Empire

There were many problems that the empire faced eventually led to its collapse. They include the following:

1. The people experienced great famines and epidemics.
2. Mismanagement of public money.
3. Succession wrangles.
4. Military disobedience and external attacks.

The Safavid military became so weak that they could not offer effective defense against the invading Ottoman Turks. So, it is worth to note that the fall of Safavid had both external and internal factors.

Assessment Opportunity

Observation

Observe the learners as they debate about the decline of Safavid Empire. Let them come up with significant factors and events that led to the collapse of this great Empire. Can they put forward logical explanations? Do their explanations involve the major points learnt?

Conversation

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

Product

Read the points each group has come up with.

Activity 3: The Mughal Empire

Refer to Student's Book pgs 93-97

The main learning in this sub-unit is to help learners understand the origin, development, organisation and the characteristics of the Mughal Empire.

The Mughal Empire was founded in 1526 in India. The founder of this empire was famously known as Babur. Lead the learners in using the map indicated as a work to do so as they can see how the empire looked like. Group the learners in all inclusive groups that involve learners with less and those with a lot of difficulties in understanding this unit.

Emphasise to the groups the need to co-operate to one another and presenting their findings on the asked tasks so as to share their experiences and ideas.

The Shia scholar-priests (Ulama) in Safavid Empire claimed that the reign of Shahs was indeed a punishment from Allah due to failure to put on the throne a legitimate successor to Prophet Muhammad. The Ulama claimed that Shahs defiled the purity of Islam by getting indulging in alcoholism. The claims by the Ulama gained support of many people making the local authorities exploit people because the power of the Shahs had gone down. What resulted was the reduction on the agricultural productivity as well as decline in local and international trade.

The internal conflicts led to Iran being exposed to attacks from the East. In 1722, Afghan attackers invaded Isfahan city leading to a big blow to the once flourishing empire.



Group work

We have learnt in this activity that the Safavid Empire shaped modern day Iran. Using reference Historical books, internet and resource persons, explore the general architectural designs in Iran cities which can be attributed to the Safavid Empire.

Activity 3

The Mughal Empire

The Origin and development of Mughal Empire

Mughal Empire was founded in 1526 in India. The founder of Mughal Empire (Mogul Empire) was Babur. He descended from the Turco-Mughal Timurid Dynasty. Babur had succeeded his father as the ruler of the state of Farghana in Turkestan when he was only 12 years old. His relatives however removed him from the throne immediately. Babur was forced to move to Afghanistan in 1504, where he established his base at Kabul. He later on moved to India after an invitation by some Indian princes who wanted to overthrow their leader. Babur was only fourteen years when he became a prince after capturing Smarkand. By the time he died, Babur controlled all of northern India from river Hindus in the west to Bihar on the east and from Himalayas to the south to Gwalior. He was succeeded by his son Humayun, who lost the control of the empire to Afghan rebels. He went to settle in Persia where he established some diplomatic relations with the Safavids.

Assesment Opportunity

Observation

Observe the learners as they debate about the origin, organisation and development of the Mughal as a gunpowder empire. Can they put forward logical explanations?

Conversation

Discuss with the learners to make comparisons between Mughal Empire and the African empires learnt in unit 2 of the Learner's Book.

Activity 4: The decline of the Mughal Empire

Refer to Student's Book pgs 108-109

Start by asking learners to outline the major factors that led to the collapse of empires learnt before. Compare these factors and come up with the common ones across all the empires. This should help learners predict the factors that contributed to the collapse of this empire even before they learn.

Emphasise on the years the empire started declining to the learners. Talk about the significant attacks from the neighbours of the Empire such as the Persians. Indicate how rulers after Mohammad Shah were incompetent as you highlight their roles in declining this empire.

Ask learners to use the existing groups of discussions and research to find out more information about the decline of the Mughal Empire.

This sub-unit should also enable learners to make comparisons between the learnt gun powder empires such the Ottoman, the Safavid and Mughal Empire.

Activity 4 The decline of Mughal Empire

The decline of the empire started with the death of Shah Aurangzeb in 1707. The wars of succession amongst the three sons of Aurangzeb started immediately after his death. These succession wars were to continue way into early 18th Century.

During the reign of Mohammad Shah, Mughal Empire was invaded by Persians under Nadir Shah who was very ruthless in dealing with his enemies. Nadir attacked the city of Delhi in 1739 holding Mohammad Shah hostage. During this march, many Mughals lost their lives and some were displaced from their homes. They also plundered the wealth of Mughal Empire leaving nothing to chance.



Fig 7.5: Shah Aurangzeb

Mohammad Shah died in 1748 after he was reduced to ruling only a small portion around Delhi. He was succeeded by other rulers who could not match the invasion of other attackers. After the death of Mohammad Shah rulers were very incompetent thus could not form a formidable force against their enemies.

Mughal was eventually defeated and with this decline, a number of states seceded from the larger Empire giving rise to independent states in the 18th Century.

Factors leading to the decline of the Empire

1. Succession wars

The Mughals did not have any law that governed succession. This translated to war after the death of an Emperor. This became very pronounced after the death of Aurangzeb. His three sons fought each other in order to access the throne. These wars weakened the dynasty.

Assessment Opportunity

Observation

Observe the learners as they debate about the decline of Mughal Empire. Let them come with significant factors and events that led to the collapse of this great Empire. Can they put forward logical explanations? Do their explanations involve the major points learnt?

Conversation

Ask learners to explain their reasoning on the points they give on the particular tasks outlined for group discussions.

Product

Read the points each group has come up with.

Answers to End of Unit Exercise

Refer to Student's Book pg 111

1. *Account the decline of the Safavid Empire from the reign of Abbas 1.*

Abbas I had a huge fear of being usurped, his fear led to the death of anyone who was eligible to do so. When he died his weak grandson was put on the throne. He was used by the high state officials. Isfahan (Capitol) was besieged by Afghani tribe's March 1722. By October over 80,000 people living there had starved or died of diseases.

Let the learners explain how they think Abbas' reign could have contributed to the decline of the Empire in their own words. Consider all thoughts generating from the death of Shah Abbas.
2. *Briefly describe the role and status of women in the Safavid Empire and compare this to the position of a woman in South Sudan societies.*

Women rarely had religious or political power. They had limited opportunities in art and education. Women of Turkish or Mongol decent lost their independence when they were living in towns of conquered areas. Isolation and veiling were forced upon all women especially elites.

This has also been the case in South Sudan in the previous years especially before independence in 2011. Women were disintegrated in the societal matters and education as well. From 2015 to date, things are changing though a lot of effort is needed to change societal believes about women.

This question will attract a variety of thoughts. Mark on the points that make sense and imply how a woman has been discriminated in our local societies.
3. *What similarities and differences can you identify between the Safavid and Ottoman empires?*

Both were dominated by warrior aristocracies who made life for the peasants very difficult causing them to revolt and leave land which drained the resources of both empires. Slaves had military power in both (Janissaries). Women were not treated as equals in both. Safavids wrote in Turkish, Ottomans wrote in Persian. Ottoman religion was Sunni Muslim, Safavid was Shia Islam.

4. *Describe how the Safavid political and cultural achievements under Shah Abbas are used by today's Muslim governments. Take Egypt as a case example.*

This question requires the learners to explain the impacts of Shah Abbas' achievement on the subsequent history of Muslim countries. Use the Learner's Book, the points on page 90-91 to mark this question.

5. *With reference to the relationship between Muslims and Hindus in the Mughal Empire, describe the relationship between Christians and Muslims in South Sudan.*

The relation between Muslims and Hindus in the Mughal Empire was not good and can be described as rivalry. In some cases, there were persecutions and live executions in the regions where either Islam or Hindu was dominant.

The Hindus in Mughal Empire referred the Muslims as foreign invaders. So many reference books and online sources can illustrate this point and give relevant examples of either persecutions of the two religions.

When comparing with Christians and Muslims in South Sudan, the relation in the last few years especially just before and after independence, there was a religious conflict between these religions.

If learners point out a persecution for instance, they should exactly give the name of place and date of the event occurred.

6. *Compare Akbar's governing methods to that of Salva Kiir, the First President of the Republic of South Sudan.*

Here the learners are supposed to compare what they think the first president did or has done to the four main political achievements of Akbar the great. These four main achievements include:

- Succeeded in developing strong military.
- Succeeded in bringing unity in the empire.
- Brought political and social reforms.
- Emphasised educational development to promote cultural and technological change.

Do they think the first president succeeded in these fields?

7. *Write an essay analysing the effects of the gunpowder empires to evolution of world's governing authorities.*

Learners in this question to explain in detailed form the impacts of the three gunpowder empires on the modern governments. Can they explain about these points?

- Strong military
- Political stability
- Cultural and technological advancements
- Political and social reforms
- Development of infrastructure