

SOCIAL STUDIES

FOR TTCs

TUTOR'S GUIDE



**OPTION: EARLY CHILDHOOD AND LOWER PRIMARY
EDUCATION (ECLPE)**

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FOREWORD

Rwandan education philosophy intends to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, competences, skills and appropriate attitudes that prepare them to be well integrated in world society and exploit employment opportunities.

In view of that philosophy, The Rwanda Education Board is honoured to avail the Social Studies Tutor's book for Teacher Training Colleges (TTCs) in Early Childhood and Lower Primary Education which serves as official guide to teaching, learning and assessing Social Studies.

The ambition to develop a knowledge-based society and the growth of regional and global competition in the job market has necessitated the shift to a competence-based curriculum. After such a curriculum successful shift, in general education, TTC curriculum also was revised to align it to the Competence Based Curriculum prepare teachers who are competent and confident to implement in pre-primary and primary education. The rationale of the changes is to ensure that TTC leavers are qualified for job opportunities and further studies in higher education in different programs under education career advancement.

I wish to sincerely express my appreciation to the people who contributed towards the development of this document, particularly, Consultants, REB staff, UR-CE lecturers, TTC Tutors, Teachers from general education and experts from Local and international Organizations for their technical and scientific support. Special appreciation goes to the Development Partners such as UNICEF, IEE, USAID/Soma Umenye, Save the Children and Right To Play for their financial support.

I take this opportunity to call upon all educational stakeholders to bring in their contribution for successful implementation of this syllabus.

Dr. NDAYAMBAJE Irénée

Director General REB

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I wish to sincerely express my special appreciation to the people who played a major role in development of Social Studies for Early Childhood and Lower Primary Education. It would not have been successful without the support from different education stakeholders. My thanks first go to the leadership of UR-CE who started the review of the TTC curriculum in 2015.

I wish also to thank Rwanda Education Board (REB) leadership who took over and supervised the curriculum review process. I wish to extend my appreciation to Consultants, REB staff, Lecturers from UR-CE, TTC Principals, TTC Directors of Studies, Deputy Principals, Tutors and Teachers from General Education for their effort during the revision process of book production.

MURUNGI Joan,

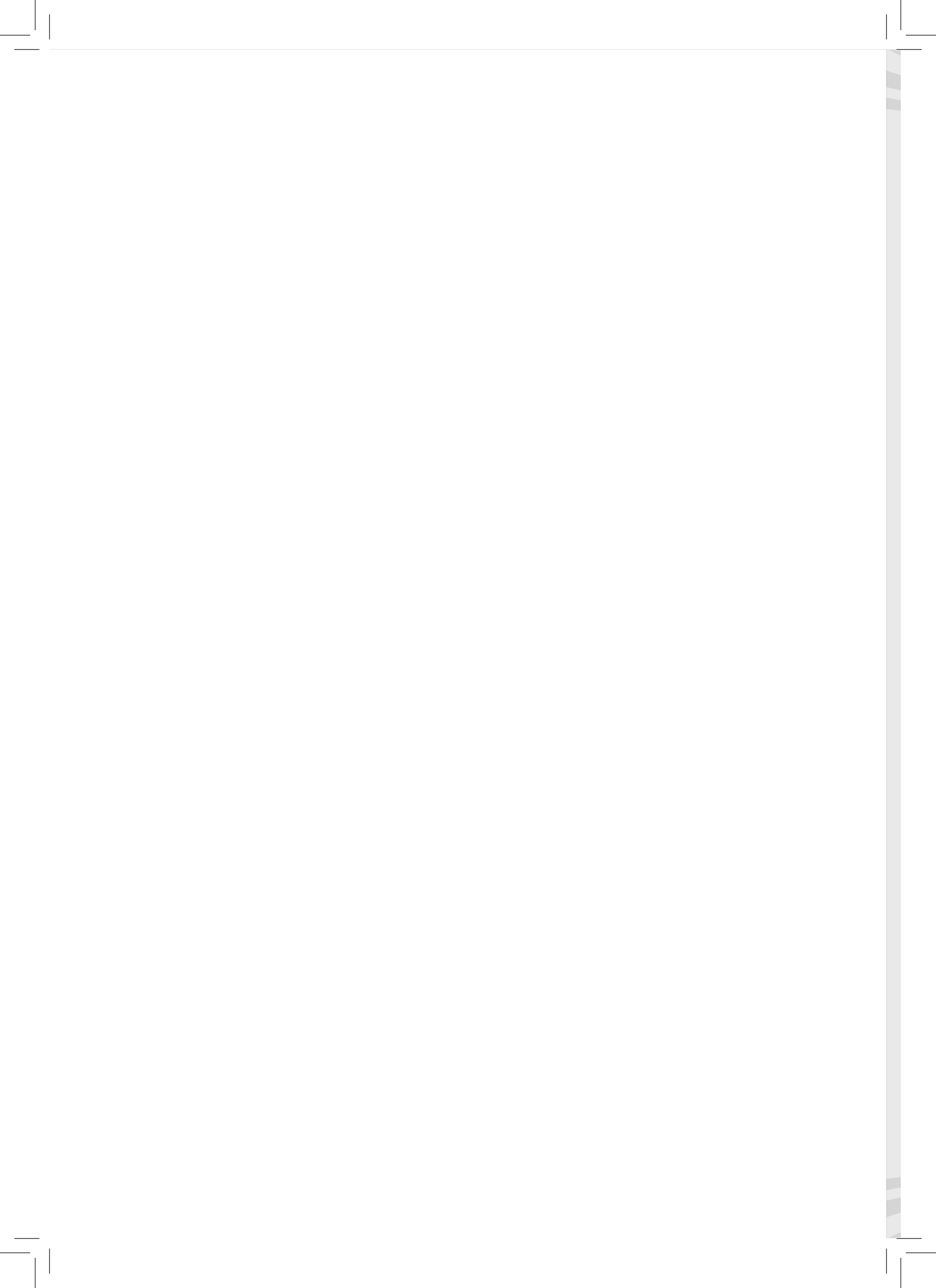
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PRESENTATION OF THE TUTOR'S GUIDE

PART I. GENERAL INTRODUCTION

1.0 Introduction

The purpose of this tutor's guide is to help you implement the Social Studies in the option of Early Childhood and Lower Primary Education. It is designed to stimulate you to create exciting and meaningful lessons by enabling you to choose relevant and purposeful activities and teaching strategies. It will encourage you to research and look for new and challenging ways of facilitating student teachers' learning. The tutor's guide and the syllabus must be used side by side. The syllabus states the learning objectives for the subject in each unit and outlines the content and skills that student teachers will learn, and the assessment requirements.

The tutor's guide provides direction for you in using the outcomes approach in your classroom using a step by step approach. This tutor's guide provides examples of teaching and learning strategies for Social Studies in the option of Early Childhood and Lower Primary Education, elaboration of suggested activities and content, detailed information on how to make assessment tasks and the resources needed to teach Social Studies in the option of Early Childhood and Lower Primary Education.

1.1. The structure of the guide

This section presents the overall structure, the unit and sub-heading structure to help tutors to understand the different sections of this guide and what they will find in each section.

Overall structure

The whole guide has three main parts as follows:

Part I: General Introduction.

This part provides general guidance on how to develop the generic competences, how to integrate cross cutting issues, how to cater for student teachers with special educational needs, active methods and techniques of teaching Social Studies in Early Childhood and Lower Primary Education and guidance on assessment.

Part II: Sample lesson plan

This part provides a sample lesson plan developed and designed to help the tutor to develop their own lesson plans

Social Studies lesson plan

School Name:

Tutor's Name:

| Term : | Date: | Subject | Class | Unit No | Lesson Number | Duration | Timing | Class size |
|--|-------------|---|---|---------|---------------|----------|--------|------------|
| | .../.../... | Social Studies for ECLPE | Year 3 ECLPE | 4 | 1/8 | 80min | ... | .../... |
| Types/category/number of special Educational need to be catered for in this lesson. | | | 1 student teacher with slight hearing impairment. | | | | | |
| Unit title | | First World War and inter-war period. | | | | | | |
| Key Unit Competence | | The student-teacher should be able to analyze the political, economic and social changes in the World between the two World Wars. | | | | | | |
| Title of the lesson | | Causes and consequence s of First World War. | | | | | | |
| Instructional Objective | | In small groups, student teachers will be able to discuss at least 5 causes and effects of the First World War perfectly. | | | | | | |
| Plan for this class | | In the classroom. | | | | | | |
| Learning materials | | World map and pictures. | | | | | | |
| References | | Peacock H.L. (2010) A History of Modern Europe 1789-1981 seventh edition, Malaysia, pages 260-292. | | | | | | |

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|----------------------|---|------------------------------|--|
| Timing for each step | Brief description of teaching and learning activities | | Generic competences and cross-cutting issues to be addressed |
| | In groups of 6, student teachers make research and discuss amongst themselves the causes and effects of the First World War. Thereafter, briefly the tutor samples out some groups for presentation in class. The audience will comment and ask questions where necessary. The tutor will facilitate student teachers to conclude by harmonizing their views or findings. | | |
| | Tutor's Activities | Student teachers' activities | |

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| <p>Introduction 5 minutes :</p> | <p>To present student teachers with the scenario.</p> <p>Scenario:</p> <p>It was one of the most catastrophic conflicts ever fought in the history of mankind. It broke out in Europe and later to the whole world. It was fought on land, in the air, on the sea under and above the sea by both soldiers and civilians.</p> <p>Almost all countries of the world participated in it.</p> <p>Q.1. with the help of the above scenario, who can guess the lesson of today?</p> <p>To announce the topic.</p> <p>Topic: Causes and effects of the First World War.</p> <p>To share learning objectives.</p> | <p>To analyse the scenalyse.</p> <p>-To answer to tutor's question.</p> <p>Answer: the scenario is about the First World War and it is today's lesson.</p> <p>To discover the new lesson.</p> <p>-To follow the topic.</p> <p>-To share learning objectives.</p> | <p>cross-cutting issue :</p> <p>Gender education: both boys and girls will be enabled to exploit their full potential and talents without any discrimination</p> <p>Inclusive education: the tutor will speak loudly to include the student teacher with hearing impairment.</p> |
|---------------------------------|--|--|---|

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| <p>Development of the lesson: 65 minutes</p> <p>Analysis</p> | <p>To form small groups.</p> <p>To provide topics for discussion.</p> <p>Topic: Discuss the causes and effects of the First World War.</p> <p>-To give instructions.</p> <p>-To move around.</p> <p>To request students present group findings.</p> | <p>To make/form groups of 6 for discussion.</p> <p>-To get topic in small groups for discussion.</p> <p>-To get instructions.</p> <p>-To share ideas about the Provided topics.</p> <p>To present group findings.</p> <p>Sample causes of the WWI:</p> <p>Lack of peaceful statesmen.</p> <p>Aggressive nationalism.</p> <p>Alliance System.</p> <p>Economic imperialism.</p> <p>Arms race.</p> <p>The Sarajevo incident, etc.</p> <p><i>Sample of effects of the WWI:</i></p> <p>The massive loss of lives.</p> <p>The destruction of properties.</p> | <p>Generic competences :</p> <p>Critical thinking through group work discussion student teachers will think critically.</p> <p>»</p> |
| <p>Synthesis</p> | <p>-To give added comments.</p> | | |

| | | | |
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| | <p>-To ask series of questions summarising the causes and effects of WWI.</p> <p>Q. Identify the two fighting camps in WWI.</p> <p>Q. Explain any 2 causes and effects of the 1st WW.</p> | <p>Tof properties.</p> <p>It led to the formation of LON.</p> <p>It led to the rise of dictators.</p> <p>It led to many refugees.</p> <p>It led to WWII.</p> <p>It led to Versailles Peace treaty.</p> <p>- To react and comment on their work.</p> <p>-To ask questions.</p> <p>-To follow tutor's added comments.</p> <p>-To answer to tutor's questions.</p> <p>Answer: <i>the 2 fighting camps were triple Alliance and triple entente.</i></p> <p>Summary of the lesson:</p> <p>WWI was fought between triple alliances against triple entente from 1914 to 1918. It started from Europe due to various causes. The whole world was involved and it affected all countries.</p> | <p>Communication will be developed through presentation of group findings.</p> <p>Research and problem solving</p> <p>Through observation of photos, learners are making research.</p> <p>PVE : through group work activities peace will be developed by respecting ideas of one another and the conclusion of the lesson such as « Never again to wars and conflicts »</p> |
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| <p>Evaluation</p> <p>10 minutes</p> | <p>To help students to summarize the lesson.</p> <p>To ask questions for evaluation.</p> <p>Q.Discuss any 5 causes and effects of the First World War.</p> | <p>To answer to evaluation questions.</p> <p>Sample of possible Answers: <i>Refer to the above learning activity.</i></p> | <p>Generic competences</p> <p>Critical thinking: through answering questions student teachers will develop critical thinking.</p> |
| <p>Tutor's self evaluation</p> | <p>In reference to the teaching aids used, questions asked and answers provided by student teachers, student teachers' activities done compared to their performance, tutor can conclude that the objectives of the lesson have been achieved.</p> | | |

Part III: Unit development

This is the core part of the tutor's guide. Each unit is developed following the structure below. The guide ends with references.

Structure of a unit

Each unit is made of the following sections:

- Unit title: From the syllabus.
- Key unit competence: From the syllabus.
- Prerequisites (knowledge, skills, attitudes and values).

This section indicates knowledge, skills and attitudes required for the success of the unit. The competence-based approach calls for connections between units/topics within a subject and interconnections between different subjects. The tutor will find an indication of those prerequisites and guidance on how to establish connections.

Cross-cutting issues to be addressed.

This section suggests cross-cutting issues that can be integrated depending on the unit content. It provides guidance on how to come up with the integration of the issue.

Note that the issue indicated is a suggestion; tutors are free to take another cross-cutting issue taking into consideration the learning environment.

Guidance on the introductory activity:

Each unit starts with an introductory activity in the student teacher's book. This section of the tutor's guide provides guidance on how to conduct this activity and related answers.

Note that student teachers may not be able to find the right solution, but they are invited to predict possible solutions or answers. Solutions are provided by student teachers gradually through discovery activities organized at the beginning of lessons or during the lesson.

List of lessons/sub-heading

This section presents in a table suggestion on the list of lessons, lesson objectives copied or adapted from the syllabus and duration for each lesson. Each lesson /subheading is then developed.

End of each unit

At the end of each unit the tutor's guide provides the following sections:

- Summary of the unit which provides the key points of content developed in the student teacher's book.
- Additional information which provides additional content compared to the student teacher's book for the tutor to have a deeper understanding of the topic.
- End unit assessment which provides the answers to questions of end unit assessment in the student teacher's textbook and suggests additional questions and related answers to assess the key unit competence.
- Additional activities: remedial, consolidation and extended activities. The purpose of these activities is to accommodate each student teacher (slow, average and gifted) based on end unit assessment results.

Structure of each-sub heading

Each lesson/sub-heading is made of the following sections:

- Lesson /Sub-heading title.
- Prerequisites/Revision/Introduction.

This section gives a clear instruction to tutor on how to start the lesson.

- **Teaching resources:** This section suggests the teaching aids or other resources needed in line with the activities to achieve the learning objectives.

Tutors are encouraged to replace the suggested teaching aids by the ones available in their respective TTCs and based on learning environment.

- **Learning activities:** This section provides a short description of the methodology and any important aspect to consider. It provides also answers to learning activities with cross reference to text book.
- **Exercises/application activities:** This provides questions and answers for exercises/ application activities.

1.2. Methodological guidance

1.2.1. Developing competences

Since 2015, Rwanda shifted from a knowledge based to competence-based curriculum for pre-primary, primary and general secondary education. This review comes as response to the needs of student teachers, society and the labour market. With a holistic learner-centered approach, it demands major changes in teaching methodology and the use of a wider range of assessment techniques focusing more on formative or on-going continuous assessment. This has implications for teacher education and the necessary provision of support and guidance provided to colleges to ensure effective implementation. Since 2016 up to 2018, TTC curriculum has been revised to be competence-based in line with the basic education curriculum. The review was to align the pre-service teacher education programs to the new National Basic Education competence-based curriculum.

This called for changing the way of learning by shifting from teacher centered to a learner-centered approach. Tutors are not only responsible for knowledge transfer but also for fostering student teacher's learning achievement and creating safe and supportive learning environment. It implies also that a student teacher has to demonstrate what he/she is able to do using the knowledge, skills, values and attitude acquired in a new or different or given situation.

The competence-based curriculum employs an approach of teaching and learning based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning. It focuses on what student teacher can do rather than what student teachers know. Student teachers develop basic competences through specific subject unit competences with specific learning objectives broken down into knowledge, skills and attitudes. These competences are developed through learning activities disseminated in learner-centered rather than the traditional didactic approach. The student teacher is evaluated against set standards to achieve before moving on.

In addition to specific subject competences, student teachers also develop generic competences which are transferable throughout a range of learning areas and situations in life.

Below are examples of how generic competences can be developed in the subject of Social Studies in the option of Early Childhood and Lower Primary Education.

- **Critical Thinking:** Student teachers analyse and evaluate their environment or community for problems or challenges faced and the causes. After, they suggest possible remedies to the identified problem.
- **Research and problem solving:** Student teachers collect data using interviews, questionnaires and any other tool, analyze the data gathered and suggest solutions to the problems identified.
- **Creativity and Innovation:** Student teachers analyse resources such as waste materials existing in the community or environment. They develop or come up with new ways of utilizing such resources or how they can be put to use.
- **Communication Skills:** Student teachers can present themselves and their abilities by writing application letters or CVs to potential employers. Can write different documents such as Memos, Notices in a clear and understandable language to convey information effectively during interpersonal communication.
- **Teamwork, Cooperation, Personal and Interpersonal management and life skills:** Student teachers in teams complete different tasks where each may take on a different role while complementing each other's strengths and weaknesses in team leadership.
- **Lifelong Learning:** Student teachers lead a problem solving and decision-making process in a team. Does a self-evaluation to identify own areas of strengths, areas of weaknesses and propose strategies for enhancing and improving in a team leadership. Alternatively, student teachers analyze a scenario involving conflicts at a workplace, identify the causes, suggest solutions and propose how they will apply the learned lessons to similar situations in real situations.

1.2.2. Addressing cross-cutting issues

Among the changes in the competence-based curriculum is the integration of cross cutting issues as an integral part of the teaching learning process-as they relate to and must be considered within all subjects to be appropriately addressed. There are eight cross cutting issues identified in the national curriculum framework.

Some cross-cutting issues may seem specific to particular learning areas/ subjects but the tutor need to address all of them whenever an opportunity arises. In addition, student teachers should always be given an opportunity

during the learning process to address these crosscutting issues both within and out of the classroom.

Below are examples on how crosscutting issues can be addressed in Social Studies Subject.

- **Gender education:** Remind student teachers that both males and females have similar opportunities, rights and obligations in the workplace, and therefore need to be treated fairly and equally when dealing with contracts or resolving conflicts. People's opinion of gender roles should not deny or hinder one's right or responsibilities to meet his or her contractual obligations while teaching Social Studies.

- **Environment and sustainability:** During the teaching of Social Studies, student teachers need to acknowledge the importance of protecting the environment in which we live in. So, throughout the unit/lesson there is need to appreciate and take great care for environment as it is paramount.

- **Inclusive education:** Student teachers need to realize that universal laws do not discriminate as they apply to all regardless of social, economic, political, physical background. Emphasis should be on how we all have the same rights. During the lessons of Social Studies, student teachers may discuss and appreciate the need for citizens' duties and state's obligations and responsibilities in the development of the country.

- **Peace and Values:** Right before the lesson begins; there are quite a lot of opportunities for tutors to promote peace and values among student teachers. Being punctual for activities (time management), involvement in various activities (teamwork), keeping together their school environment clean (responsibility), greeting one another are among such opportunities (empathy).

In a lesson, encourage student teachers to greet one another, create a conducive learning environment, clean the chalkboard, and arrange the classroom, books, class work, among others. Also, in case of conflicts within a lesson, take time to address the conflicts and discuss with student teachers the need to resolve conflicts amicably. You may also give student teachers an opportunity to participate in conflict resolution and decision making.

- **Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health):** During the lessons/activities, student teachers should be given an opportunity to discuss freely about the various changes they are undergoing, as they are adolescents. They should be aware of how to manage the changes in their bodies, discuss HIV/AIDS without stigmatization, STIs and how to control them, family planning, gender equality and reproductive health. Student teachers should be encouraged to seek for

appropriate help whenever needed. This may not directly fit or come in the lessons but utilize opportunities observed among the student teachers both in and outside of the class.

▪ **Financial Education:** For example, in setting personal goals, student teachers may be requested to make a plan of what they plan to save, how much and when they plan to achieve their saving goals. Student teachers may describe strategies to reduce spending and increase savings to become financially fit. In every lesson, student teachers can share briefly their progress towards their goals: how much, strategies that worked and what needs to improve on.

▪ **Standardization Culture:** In every lesson take an opportunity to share with student teachers that standards should be respected since they are part and parcel of our lives from school uniform, to class size, to lesson duration, language of instruction among others. So always create opportunities to have student teachers discuss where standards apply and when they need to be cautious about standards during their everyday life. Throughout the unit, Standardization will be the opportunity to learn all concepts related to standardization Culture and to see how it can apply in different area.

▪ **Genocide Studies:** Student teachers need to become aware that all human beings are equal and have equal rights. At the work place they should avoid and denounce all instances that result into other's rights being violated. Give student teachers opportunities to share how Social Studies in the option of Early Childhood and Lower Primary Education can promote the fight against genocide ideologies.

1.2.3. Attention to special educational needs and inclusive education

In the classroom, student teachers learn in different way depending to their learning pace, needs or any other special problem they might have. However, a tutor has the responsibility to know how to adopt his/her methodologies and approaches in order to meet the learning need of each student teacher in the classroom. Also, tutors need to understand that student teachers with special needs; need to be taught differently or need some accommodations to enhance the learning environment. This will be done depending on the unit and the nature of the lesson.

In order to create a well-rounded learning atmosphere, tutors need to:

Remember that student teachers learn in different ways so they have to offer a variety of activities. For example, role-play, music and singing, word games and quizzes, and outdoor activities.

Maintain an organized classroom and limits distraction. This will help student teachers with special needs to stay on track during lesson and follow instruction easily.

Vary the pace of teaching to meet the needs of each student teacher. Some student teachers process information and learn more slowly than others.

Break down instructions into smaller, manageable tasks. Student teachers with special needs often have difficulty understanding long-winded or several instructions at once. It is better to use simple, concrete sentences in order to facilitate them understand what you are asking.

Use clear consistent language to explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.

Make full use of facial expressions, gestures and body language.

Pair a student teacher who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything. Both learners will benefit from this strategy.

Use multi-sensory strategies. As all student teachers learn in different ways, it is important to make every lesson as multi-sensory as possible. Student teachers with learning disabilities might have difficulty in one area, while they might excel in another. For example, use both visual and auditory cues.

Below are general strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each student teacher is unique with different needs and that should be handled differently.

Strategy to help a student teacher with developmental impairment:

- Use simple words and sentences when giving instructions.
- Use real objects that the learner can feel and handle; rather than just working abstractly with pen and paper.
- Break a task down into small steps or learning objectives. The learner should start with an activity that s/he can do already before moving on to something that is more difficult.
- Gradually give the student teacher less help.
- Let the student teacher work in the same group with those without disability.

Strategy to help a student teacher with visual impairment:

- Help student teachers to use their other senses (hearing, touch, smell and taste) to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.
- If the student teacher has some sight difficulties, ask them what they can see.
- Make sure the student teacher has a group of friends who are helpful and who allow the child to be as independent as possible.
- Plan activities so that student teachers work in pairs or groups whenever possible.

Strategy to help a student teacher with hearing impairment:

- Always get the student teacher's attention before you begin to speak.
- Encourage the student teacher to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Keep background noise to a minimum.

Strategies to help student teachers with physical disabilities or mobility difficulties

- Adapt activities so that student teachers who use wheelchairs or other mobility aids can participate. Ask parents/caregivers to assist with adapting furniture, e.g. The height of a table may need to be changed to make it easier for a student teacher to reach it or fit their legs or wheelchair under.
- Encourage peer support.
- Get advice from parents or a health professional about assistive devices.

Adaptation of assessment strategies

Each unit in the tutor's guide provides additional activities to help student teachers achieve the key unit competence. Results from assessment inform the tutor which student teacher needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all categories of student teachers; slow, average and gifted student teachers respectively.

1.2.4. Guidance on assessment

Assessment is an ongoing process of identifying, gathering and interpreting information about student teachers' achievement of the learning outcomes and can be integrated into the student teachers' normal learning activities.

Assessment is an important part of teaching and learning.

It is used to;

- Evaluate and improve teaching and learning.
- Report achievement.
- Provide feedback to student teachers on their progress.

Types of Assessment

Assessment for learning (Continuous/ formative assessment)

Assessment for learning is often called formative assessment and is assessment that gathers data and evidence about student teachers' learning during the learning process. It enables you to see where student teachers are having problems and to give immediate feedback, which will help your student teachers learn better. It also helps you plan your lessons to make student teacher learning, and you're teaching more effective. Often it is informal and student teachers can mark their own work or their friends. An example is a quick class quiz to see if student teachers remember the important points of the previous lesson.

Assessment of learning (Summative assessment)

Assessment of learning is often called summative assessment. It is used to obtain evidence and data that shows how much learning has occurred, usually at the end of the term or unit. End of year examinations are examples of summative assessment. It is usually done for formal recording and reporting purposes.

Assessing Social Studies units

In the Social Studies syllabus, the key unit competences, which link to the broad learning outcomes, are assessed through specified assessment tasks using a range of assessment methods. Assessment criteria for each unit outcome provide clear indications of how, and to what extent, the achievement of the learning outcomes may be demonstrated. Performance standards, marking guides and assessment criterion help tutors with the marking process and this ensures that assessment is consistent across schools.

When you set a task, make sure that:

- The requirements of the task are made as clear as possible to the student teachers.
- The assessment criteria and performance standards or marking guides are provided to the student teachers so that they know what it is that they have to do.
- Any sources or stimulus material used are clear and appropriate to the task.

- Instructions are clear and concise.
- The language level is appropriate for the grade.
- It does not contain gender, cultural or any other bias.
- Materials and equipment needed are available to students.
- Adequate time is allowed for completion of the task.

Feedback

▪ When you assess the task, remember that feedback will help the student teachers understand why he/she received the result and how to do better next time.

Feedback should be:

- Constructive so that student teachers feel encouraged and motivated to improve learning.
- Timely so that student teachers can use it for subsequent learning.
- Prompt so that student teachers can remember what they did and thought at the time.
- Focused on achievement and effort of the student teachers.
- Specific to the unit learning outcomes so that assessment is clearly linked to learning.

Feedback can be:

- **Informal or indirect** – such as verbal feedback in the classroom to the whole class, or person to person.
- **Formal or direct** – In writing, such as checklists or written commentary to individual student teacher either in written or verbal form.
- **Formative** – given during the topic with the purpose of helping the student teacher know how to improve for example use of portfolios as a tool of assessment during, after or at end of the lesson.
- **Summative** – Given at the end of the unit with the purpose of letting the student teachers know what they have achieved for example use of portfolios as a form of end of unit assessment.

Tests

A test is a formal and structured assessment of student teachers achievement and progress which the tutor administers to the class. Tests are an important aspect of the teaching and learning process if they are integrated into the regular class routine and not treated merely as a summative strategy. They allow student teachers to monitor their progress and provide valuable information for you in planning further teaching and learning activities. Tests assist student teachers learning if they are clearly linked to the outcomes. Evidence has shown that several short tests are more effective for student

teachers' progress than one long test. It is extremely important that tests are marked and that student teachers are given feedback on their performance. There are many different types of tests. Tests should be designed to find out what student teachers know and about the development of thinking processes and skills. Open questions provide more detailed information about achievement than a question to which there is only one answer.

Principles of designing classroom tests

- Tests allow a wide variety of ways for student teachers to demonstrate what they know and can do. Therefore:
- Student teachers need to understand the purpose and value of the test.
- The test must assess intended outcomes.
- Clear directions must be given for each section of the test.
- The questions should vary from simple to complex
- Marks should be awarded for each section.
- The question types (true/false, full-in-the-blank, multiple choice, extended response, short answer, matching) should be varied.

Tests should:

- Be easy to read (and have space between questions to facilitate reading and writing).
- Reflect an appropriate reading level.
- Involve a variety of tasks.
- Make allowance for student teachers with special needs.
- Give student teachers some choice in the questions they select.
- Vary the levels of questions to include gathering, processing and applying information.
- Provide sufficient time for all student teachers to finish.

Tutor assessment

- Assessment is a continuous process. You should:
- Always ask questions that are relevant to the outcomes and content.
- Use frequent formative tests or quizzes.
- Check understanding of the previous lesson at the beginning of the next lesson through questions or a short quiz.
- Constantly mark/check the students' written exercises, class tests, homework activities.
- Use appropriate assessment methods to assess the tasks.

Self-assessment and peer assessment

Self and peer assessment helps student teachers to understand more about how to learn.

Student teachers should be provided with opportunities to assess their own learning (self-assessment) and the learning of others (peer assessment) according to set criteria.

Self and peer assessment:

- Continue the learning cycle by making assessment part of learning.
- Shows student teachers their strengths and areas where they need to improve.
- Engages student teachers actively in the assessment process.
- Enables student teachers to be responsible for the learning.
- Helps student teachers to understand the assessment criteria and performance standards.

1.2.5 Student teachers' learning styles and strategies to conduct teaching and learning process

- How student teacher learn.
- What I hear I forget.
- What I hear and see I remember a little.
- What I hear, see and discuss I begin to understand.
- What I hear, see, discuss and do, I acquire knowledge and skills.
- What I teach to another, I master.
(Active Learning Credo statement by Silberman 1996).

In support of this are the findings that we remember:

- 20% of what we hear.
- 40% of what we see.
- 90% of what we see, hear, say and do or what we discover for ourselves.

A student-centered approach to learning

Different student teachers learn in different ways. Some student teachers learn best by writing, others by talking and discussing, others by reading and others by listening. Most student teachers learn by using a combination of those. All student teachers learn skills through practicing and repetition. You need to use a variety of teaching strategies to cater for the different ways your student teacher learns.

The selection of teaching method should be done with the greatest care and some of the factors to be considered are: the uniqueness of subjects; the type of lessons; the particular learning objectives to be achieved; the allocated time to achieve the objective; instructional materials available; the physical/sitting arrangement of the classroom, individual student teacher's needs, abilities and learning styles.

Teaching and learning strategies

In order to cater for different student teachers' learning styles and to assist and encourage student teachers to learn, tutors need to perform certain tasks. These are teaching strategies.

You need to engage student teachers directly in learning but there are times when you have to take charge of the learning in the class and teach particular concepts or ideas.

Teaching strategies include:

- Group work.
- Skills lab.
- Research/inquiry.
- Class discussions/debates.
- Problem-solving activities.
- Teacher talk, instructions, explanations, lectures or reading aloud.
- Directed question and answer sessions.
- Audio-visual presentations.
- Text books or worksheets.
- Directed assignments.
- Demonstration and modeling.
- Guest speakers.
- Classroom displays.

Build

- **Skill Building**
- Knowledge share: creatively introducing new concepts and principles connecting to prior knowledge.
- How-to skills: demonstrating or outlining steps for skills development.



Practice

- **Practicing skills in small groups**
- Hands-on activities: Community or customer research, product making, problem solving, experiments, design.



Present

- **Groups present skills**
- Presentations: Mastering visual, written and spoken presentation skills
- Reflections: Reflect on concepts and principles learned through real life application.

i. Use of Present Boards and Portfolios during Skills Lab

Present boards are boards made by student teachers using locally available resources that contain student teachers' work/achievements. When student teachers finish their work from presentations as a group, it's hanged on the present board. This can be used by both the tutor and student teachers for reference.

The biggest sign of a successful skills lab is the activities student teacher complete. And how do we know whether student teachers completed their group activity? It's through **Present Boards**. Each team has their own board to display all the work they completed during the Skills Lab. At the end of each Skills lab, each team makes a verbal presentation to the class and shows their Present Board.

| | When? | How? | Where? |
|-----------------------|--|---|---|
| Present Boards | Last activity of each Skills Lab. Each lab team/group has their own one present Board. | Made by students. Boards have cool designs to show case the notes and work product of each lab. | Boards are hung on the walls of classroom and kept there for others to see. |

ii. Relationship between Portfolios and Present Boards

What is a Student Portfolio?

A portfolio is a collection of student teacher work for individual assessment. Student teachers fill their portfolios by completing a series of assignments.

These individual assignments are the evidence that student teachers have mastered a learning objective. Each assignment requires student teachers to apply the skill they learned in that unit practically.

Portfolios are the basis for Skills Lab. First, tutor creates the portfolio assessment for student teachers to complete.

Skills Lab is when student teachers will work on group activities to prepare for completing the portfolio assessment individually. Skills Lab is one of your tutor's normal lessons (no extra time is needed) that are especially designated for the purpose of student teachers working in groups to complete their activities. Skills Lab prepares student teachers to complete portfolio assignments on their own after classes. So, the classroom activity should connect directly to the portfolio assignment.

For example, they set goals as a group in class, and set individual goals as portfolio assignment.

| | Done by? | When? | Where? |
|-----------------------|-----------------|-------------------|---------------------|
| Present boards | Groups | During Skills Lab | On Present Boards |
| Portfolios | An Individual | As an Assignment | In Portfolio Folder |

1.2.7. Steps for a lesson in active learning approach

Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that student teachers are involved in the learning process. Below are those main part and their small steps.

1) Introduction.

Introduction is a part where the tutor makes connection between the previous and current lesson through appropriate techniques. The tutor opens short discussions to encourage student teachers to think about the previous learning experience and connect it with the current instructional objective. The tutor reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequencings.

2) Development of the new lesson

The development of a lesson that introduces a new concept will go through the following small steps: discovery activities/prediction, presentation of student teachers' findings, exploitation, synthesis/summary and exercises/application activities, explained below:

Discovery activity/prediction

Step 1

- The tutor discusses with student teachers to take responsibility of their learning.
- He/she distributes the task/activity, necessary resources and gives instructions related to the tasks (working in groups, pairs, or individual to instigate collaborative learning, to discover knowledge to be learned).

Step 2

- The tutor let the student teachers work collaboratively on the task.
- During this period the tutor refrains to intervene directly in the working of activity or results/findings of the task.
- He/she then monitors how the student teachers are progressing towards the results, output, results, and expectations knowledge to be learned and boost those who are still behind (but without communicating to them the knowledge).

Presentation of student teachers' productions

- In this period, the tutor invites representatives of groups to share their productions/findings.
- After three/four or an acceptable number of presentations, the tutor decides to engage the class into exploitation of the student teachers' productions.
- Exploitation of student teacher's productions.
- The tutor asks the student teachers to evaluate the productions: which ones are correct, incomplete or false.
- Then the tutor judges the logic of the student teachers' products, corrects those, which are false, completes those, which are incomplete, and confirms those, which are correct.

Institutionalization (summary/conclusion and examples)

The tutor summarizes the learned knowledge and gives examples, which illustrate the learned content then links the activities to the learning objectives, and guide student teachers to make notes.

Exercises/Application activities

Exercises of applying processes and products/objects related to learned unit/sub-unit.

Exercises in real life contexts.

Tutor guides student teachers to make the connection of what they learnt to real life situations. At this level, the role of tutor is to monitor the fixation of process and product/object being learned.

3) Assessment

In this step, the tutor asks some questions to assess achievement of instructional objective. During assessment activity, student teachers work individually on the task/activity. The tutor avoids intervening directly. In fact, results from this assessment inform the tutor on next steps for the whole class and individuals. In some cases, the tutor can end with a homework assignment, or additional activities.

1.2.8. Template of a lesson plan in active learning approach

LESSON PLAN

School Name: Tutor's name:

| Term | Date | Subject | Class | Unit N° | Lesson N° | Duration | Class size |
|--|------|---------|-------|---------|-----------|----------|------------|
| | | | | | | | |
| Type of Special Educational Needs to be catered for in this lesson and number of learners in each category | | | | | | | |
| Unit title | | | | | | | |
| Key Unit Competence | | | | | | | |
| Title of the lesson | | | | | | | |
| Instructional Objective | | | | | | | |
| Plan for this Class (location: in / outside) | | | | | | | |
| Learning Materials (for all student teachers) | | | | | | | |
| References | | | | | | | |

| Timing for each step | Description of teaching and learning activity | | Generic competences and Cross cutting issues to be addressed + a short explanation |
|-------------------------------------|---|------------------------------|--|
| | Tutor's activities | Student teacher's activities | |
| Introduction ...min | | | |
| Development of the lesson ...min | | | |
| Conclusion ... min | | | |
| Tutor's self-evaluation | | | |

UNIT 1

CONTRIBUTION OF THE MAIN ANCIENT CIVILISATIONS TO THE DEVELOPMENT OF THE MODERN SOCIETY

1.1. Key unit competence:

The student-teacher should be able to explore the contribution of the main ancient civilisations of the world to the development of the modern society.

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

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

- Civilisation Of pre-Colonial Rwanda.
- Origin and elements of Egyptian civilisation.
- The state and government.
- Foundation of education with history of education: contribution of the Greeks in education

The topics above have information which will help the student-teacher to learn Greek and Roman civilisations, their elements and contributions.

1.3 Cross-cutting issues to be addressed

- **Peace and values education:** To address this cross cutting issue in the process of teaching and learning, the tutor will ask student-teachers to always work together to live in a peaceful community. They should learn from the Greek democracy and involve all classmates in all activities for the safety and the harmony of the school community.
- **Financial Education:** To address this cross cutting issue, the tutor will encourage the student teachers to learn from the Greeks and Romans in terms of creativity and innovation. Student-teachers will be therefore requested to think about different project which can help them to earn money. The project can be either in art, literature and others.
- **Gender education:** This cross cutting issue will be addressed through different activities which involve equally both girls and boys. The tutor will emphasize on the importance of working together in mixed groups.

- **Inclusive education** will be addressed when student-teachers with different disabilities are encouraged to participate actively in different activities.

1.4. Guidance on the introductory activity

The tutor will ask students to read the introductory activity in the student book. The student-teachers, at their best, using different resources, will try to find the answer to the questions asked.

The answer from student-teacher may be right or wrong. The tutor will not provide immediately the right answer. However, he/ she will collaborate with them to find the right answers as long as the lesson progresses. The student-teachers themselves should find the answer through different activities.

1.5. List of lessons

| # | Lesson title | Learning objectives | Number of periods |
|---|--|--|-------------------|
| 1 | Location and expansion of Greek and Roman civilisations. | The student –teachers should be able to: -Locate on the World map, from where Greek and Roman civilisations started. -Describe the locations of Greece and Rome. | 2 |
| 2 | Elements of Greek and Roman civilisations. | The student –teachers should be able to: -Explain the main elements of the Greek and Roman civilisations. - Examine the main elements of Greek and Roman civilisations and show how the civilisations spread to the rest of the world. | 2 |

| | | | |
|---|---|---|---|
| 3 | Contributions of Greek and Roman civilisations with special focus on the Rwandan context. | The student –teachers should be able to - Identify the contributions of the Greek and Roman civilisations to the modern society. - Evaluate impact of Greek and Roman civilisations on the modern society. - Appreciate the importance of the Greek and Roman civilisations to the modern society as this will develop the learner’s spirit of working hard. | 2 |
| 6 | Skills lab | Student-teacher will be able to: describe the Greek and Roman legacy to Rwandans | 1 |
| | End unit assessment | | 1 |

LESSON 1: LOCATION AND EXPANSION OF GREEK AND ROMAN CIVILISATIONS

a) Learning objective:

- Locate on the World map, from where Greek and Roman civilisations started.
- Describe the locations of Greece and Rome.

b) Teaching resources:

- This lesson will use different resources including the textbooks of Social Studies and History, Print outs for the learning activity, photographs, atlases, maps, manila papers, charts, internet, ICT tools (Computer, Smart phone, Tablet, Projector, Loud speakers and Videos/films) and reference book related to social studies.

c) Prerequisites/Revision/Introduction:

- To start the lesson, the tutor will first recall the concept “civilisation”.
- Ask student-teachers to explain the characteristics of a civilised society.
- Referring the Egyptian civilisation, the tutor can also ask questions about the elements of Egyptians civilisation.
- The answers to these questions will be a foundation for learning the lesson of the day.

d) Learning activities

Guidance to Learning activities

- The tutor will instruct the student-teachers to read textbooks and use internet and find the location and expansion of Greek and Roman civilisations.
- Better, the student-teacher will work in groups of five depending on the class size.
- The tutor will ask to share their findings.
- Comment from the tutor and checking for understanding.
- Conclusion and assessment.

Answers to learning activities

e) Application Activity

Questions:

1. Locate Greek and Roman civilisation in the time and space.
2. Identify the factors that helped the spread of civilisations to other parts of the world.

Expected answers:

1. Locate Greek and Roman civilisation in the time and space.
2. For this question, refer to the student book unit 1
 - Identify the factors that helped the spread of civilisations to other parts of the world.
 - Through trade, ideas and products moved from one region to another and from one civilisation to another thereby enabling civilisation to spread.
 - Wars and military expeditions also helped civilisation to spread.
 - Through intermarriage between different groups civilisation could spread also from one area to another.
 - Migration movements helped also the spread of civilisation to other parts of the world.
 - Through education ancient civilisations spread to other places. For instance, when Greek teachers went to teach in Roman Empire, they spread Greek culture among the Romans.
 - Through colonization also the civilisation spread to other parts of the world. The strong countries which dominated small ones, they imposed their culture on the population they dominated.
 - Religious conversion also helped to spread the civilisations to other regions. The converted people had to adopt a set of beliefs identified with one particular religious denomination.

LESSON 2: ELEMENTS OF GREEK AND ROMAN CIVILISATIONS

a) Learning objective:

- Explain the main elements of the Greek and Roman civilisations.
- Examine the main elements of Greek and Roman civilisations and show how the civilisations spread to the rest of the world.

b) Teaching resources:

- This lesson will use different resources including the textbooks of Social Studies and History, Print outs for the learning activity, photographs, atlases, maps, manila papers, charts, internet, ICT tools (Computer, Smart phone, Tablet, Projector, Loud speakers and Videos/films) and reference book related to social studies.

c) Prerequisites/Revision/Introduction

- To start the lesson, the tutor will ask student-teachers the questions about the previous lesson “Locate Greek and Roman civilisations”.
- Ask other questions related to the location of Greece and Italy like the economic activities carried out in Greece and Italy after analyzing the representing these countries.

d) Learning activities

- The tutor will instruct the student-teachers to work in groups and to read textbooks and use internet and find the element of Greek and Roman civilisations.
- Student-teachers will discuss in groups.
- The tutor will ask them to share their findings.
- Comment from the tutor and checking for understanding.
- Conclusion and assessment.

e) Application Activity

Questions: Explain the elements of the Greek and Roman civilisations as they have been described by history authors.

Expected answers: The answer to this question, refer to student book Year 3, unit 1, lesson1.2.

LESSON 3: CONTRIBUTIONS OF GREEK AND ROMAN CIVILISATIONS WITH SPECIAL FOCUS ON THE RWANDAN CONTEXT

a) Learning objective:

- Identify the contributions of the Greek and Roman civilisations to the modern society.
- Evaluate impact of Greek and Roman civilisations on the modern society.

- Appreciate the importance of the Greek and Roman civilisations to the modern society as this will develop the learner's spirit of working hard.

b) Teaching resources:

- This lesson will use different resources including the textbooks of Social Studies and History, Print outs for the learning activity, photographs, atlases, maps, manila papers, charts, internet, ICT tools (Computer, Smart phone, Tablet, Projector, Loud speakers and Videos/films) and reference book related to social studies.

c) Prerequisites/Revision/Introduction:

- To start the lesson, the tutor will ask student-teachers the questions about the previous lesson "Elements of Greek and Roman civilisation".
- The questions asked here will lead the tutor to the lesson of the day.

d) Learning activities

- The tutor will ask the student-teachers to work in groups.
- To read textbooks and use internet and find the contributions of Greek and Roman civilisations.
- After discussion in groups, the tutor will ask them to share their findings.
- The tutor will comment on the presentation in form of addition, correction, positive feedbacks and checking for understanding.
- Conclusion and assessment.

e) Application Activity

Questions: Identify the legacies of Greek and Romans civilisations visible in Rwanda.

Expected answers: The answer to this question, refer to student book Year 3, unit 1, lesson 1.3

1.6 Skills lab

Skills Lab

With reference to various contributions of the ancient civilisations to Rwanda, imitate either Greeks or Romans to create one feature of your choice and present it to the class.

Skills lab

Topic: Contributions of the Greek and Roman civilisations to Rwanda.

Duration: (...) minutes.

Materials required: Manila paper, sample of pictures related to Greek culture, different wooden tools, sample of written theater...

Tutor preparation: prepare an example pictures portraying Greek contribution, avail, manila paper, markers, set up chairs in five circle for groups, etc.

Learning objectives (s): Student-teachers will be able to:

- Create one feature representing a Greek legacy to Rwanda.
- Present the feature to the audience.

Instructional objective: Using different resources student-teachers will be able to create a feature representing the Greek legacy to Rwanda perfectly.

Activity 1: Build: (... minutes).

- Tutor starts by asking the student-teachers to give different Greek and Roman contributions.
- Student-teachers identify the contributions which are found in Rwanda.
- Show an example of Greek or Roman achievement to the student-teachers.

Activity 2: Practice: (... minutes).

- Divide class into 5 skills lab teams (this depends to the class size).
- Ensures all student-teachers are involved.
- Responds to questions if any.
- Ensure that gender balance and inclusion is catered for.
- Ask student-teachers to consider one Greek or Roman contribution.
- Make creative feature from Greek or Roman legacy to Rwanda.

Activity 3: Present: (... minutes).

- Groups will present to the classmates the feature they made.
- Explain how the feature is a Greek or roman legacy.
- Tutor asks follow up /probing questions.
- Give feedback to each group.
- Encourage note taking.
- Conclude, supplement what has been presented.

Portfolio Assessment:

- Give an individual portfolio assignment. - Connect it to the Key unit competence; it should be a practical activity.

E.g. Read different resources about the Greek and Roman contribution to the modern world and choose one legacy and make a creative work portraying that legacy to Rwanda.

Expected Answers:

As the work is wide and the student-teachers can have various choices, we expect the following answers:

Compose drama and present it.

Make a poem.

Make a statue.

Drawing a chart representing a democratic government institutions.

Present any of the games recognized as one of the Olympic Games.

Knowledge, Skills, attitudes and values:

- Creativity, problem solving, citizenship, networking, respect, critical thinking, research, etc.

1.7 End unit assessment

Questions

1. What is civilisation?
2. Use a map and locate Greece and Italy where Greek and roman civilisation developed respectively.

3. What achievements is the Greek philosopher Pythagoras credited with?
4. Explain the achievements made in Greek and Roman civilisations.
5. Discuss the contributions of Greek and Roman civilisations to Rwanda.

Expected Answers

1. *What is civilisation?* The civilisation is a kind of human living characterized by great advance in human culture where people began to farm, form governments, use metals, live in cities and use writing.
2. Use a map and locate Greece and Italy where Greek and Roman civilisation developed respectively.

For this question, refer to the student book unit 1

3. *What achievements is the Greek philosopher Pythagoras credited with?* He was a philosopher and mathematician. He studied astronomy and geometry before founding the Pythagorean cult. The cult was devoted to the study of numbers which they saw as concrete. As a mathematician, Pythagoras also investigated the ratios of lengths corresponding to musical harmonies and developed methods of geometric proof. In geometry, he developed the Pythagoras theory or Hypotenuse theorem that is still being used today.
4. Explain the achievements made in Greek and Roman civilisations.

Achievement of the Greeks:

Greek medicine: "The father of medicine", the Physician Hippocrates believed that the disease had natural, not supernatural cause and that the body could heal itself. He was the first doctor to view medicine as science.

A common language: All the Greece islands spoke an identical language known as Greek. They were thus able to communicate easily with one another. The common language also brought feelings of togetherness among the islands' inhabitants. Greek was spoken and written.

Settlement in cities: City states were a major feature of the Greek Civilisation. Greeks lived in cities which were all independent of each other. Each city and the farms around it formed a separate state called a polis. By the 8th and 7th Centuries BC, cities were built almost everywhere throughout Greece. All these cities were independent. The city-states forged alliances with one another.

Ancient Greek city of Athens

In city states were found the acropolis (city itself) with its watchtower, the agora (public square/market place) and surrounding rural- agricultural lands referred

to as the chora. The asty was the business, political, religious and social centre of the entire community while the Chora provided the food to both the villages and to the city.

Education was very important in Athens. From their mothers, girls learned how to cook and sew and run a home, and how to be a good wife and mother. Boys went to school. They memorized poetry and learned to play a musical instrument, usually the lyre. They studied public speaking and drama and reading and writing. Sons of nobles went to high school - four more years of learning about the sciences and the arts and politics and government.

Participation in games

In Ancient Greek, there was a strong belief that athletic competitions were a way to please the gods and honour the dead heroes. Greeks therefore participated in the Olympic Games from 776 BC. During the games, fighting city-states even suspended wars between them to allow the competitions to go on. The games were held after every four years. They attracted some 40,000 Greeks into the stadium built in Olympia. The games were dedicated to the god Zeus, father of the gods. The games lasted for more than five days.

Games events included **foot races, wrestling, boxing, jumping, and javelin, discus throwing and chariot-riding**. Athletes were proud of their bodies and emphasized physical fitness. The most celebrated event during the Olympic Games was known as the **pentathlon**. It was considered the supreme contest of athletic skill. Winners were crowned with a wreath of olive leaves, a coveted Olympic prize. The wreath of olives awarded the candidate was considered sacred to Zeus.

Roman achievements

1. Architecture

Like other ancient communities, the Romans paid attention to architecture. Their architecture borrowed a lot from the Greek and Etruscans ones. They also introduced new designs and materials in their works.

The architectural works were visible in palaces, stadiums, temples, private dwellings, villas, public buildings and hydraulics. Roman architectural works emphasized grandeur.

Roman architecture made use of rows and columns and rectangular buildings. They also used curvilinear forms (forms based on curved lines): the arch, vault, and dome.

2. Law

The early Roman republic had a written code of law which was heavily based on custom. It was known as the 'Twelve Tables or tablets'. They were written to make the interpretation of the law objective. Work of writing the law begun in 451 B.C. It involved a group of ten officials. Upon finishing the work, the laws were carved on twelve tablets or tables and hung in the Forum (market place). These laws became the basis for future Roman law. They were based on the spirit of equality of all citizens to the law. Every individual had thus a duty to protect the law.

3. Government

From the earliest times, the Romans had distrust of **Kingship** and of a sole ruler. This was due to the lessons they learned from their experience with Etruscans. As a result, the Romans devised a complicated system of government. In the **Roman republic**, the chief executive officers were the **consuls and praetors**. Two consuls, chosen every year, ran the government and led the Roman army into battle. In 366 BC, a new office, that of praetor was created. The occupant was in charge of civil law. A consul's term was only one year, and once elected, he could not be elected again for ten years. One consul could also overrule or veto the others' decision.

The **senate** was made up of a select group of about 300 land owning men who served for life. It begun by serving as an advisory body to government officials. There were also a number of **assemblies** in the Roman republic. It was organized by classes based on wealth. This assembly was fixed in such a way that the wealthiest citizens always had a majority. It elected the chief officials and passed laws. The senate was allowed during war, to elect a **dictator**, or a ruler who enjoyed complete control over government. The consuls chose him before the senate elected. Each Roman dictator was granted power to rule for six months. After the expiry of the time, the dictator had to give up power and go back to his former duties. When Rome became an empire, from the reign of Octavian, Senate gave him the honorific title of **emperor**. He became known as Emperor Augustus.

4. Social organization

The Roman society was divided into classes. At the top was a group of families which claimed that their ancestors had been "fathers" who had founded the city of Rome. These families were privileged and belonged to a class known as the **patrician**. They claimed that due to their ancestry, they had the right to make laws for Rome and its people.

The other class which brought together common farmers, artisans and merchants formed the **plebeians**. They were citizens with a number of rights, including the right to vote. However, they were considered to be below the patricians. In the Roman society thus, birth and not merit or wealth, was the sole determinant of an individual's social and political status.

5. Education

The formal schooling begun around 200 BC. In most of the Roman Empire, pupils began to learn at around age six and spent the next six to seven years in school. They learnt basics of reading, writing and counting. By age twelve, they were introduced to learning Latin, Greek grammar and literature after which, they undertook training for public speaking.

6. Language

The Romans' native language was Latin. This was a form of Italic language in the Indo-European family. There were several forms of Latin spoken in the empire. Silver Age Latin was the most popular. The language's alphabet originally came from the Greek one. Greek was spoken by the well-educated elite. Most of the literature studied by Romans was in Greek. Latin in this area was mostly used by the Roman administrators and soldiers. Eventually, Greek replaced Latin as both the official written and spoken language of the eastern empire. The western empire used Latin. Later Latin was to spread in various dialects to Western Europe as a distinct Romance language hence giving birth to Portuguese, Romania, French, Italian and Spanish.

7. Literature

Roman literature, like, its religion, was greatly inspired by the Greeks'. The earliest were historical epics which told the early history of Rome e.g. Augustus sponsored the historian, Livy, to document the history of Rome from its founding to the rule of Augustus. He did this in 142 Roman style books. Generally, Latin literature took many forms.

Discuss the contributions of Greek and Roman civilisations to Rwanda.

For this question, refer to the student book unit 1, Lesson 1.3.

1.8 Summary of the unit

This unit is entitled the “Contribution of the main ancient civilisations to the development of the modern society”. It has describe three main lesson which are :Location and expansion of Greek and Roman civilisations , Elements of Greek and Roman civilisations and Contributions of Greek and Roman civilisations with special focus on the Rwandan context. The **Civilisation**

refers to an advanced and organized way of human development. It is also the advanced stage of human life in which people have cities and organized governments. Greece is a European country located at Mediterranean seaside where it enters into the sea. Greece is made up of different islands where Crete is the biggest. This country is located near Africa and Asia. It is separated by these two continents by waters of Mediterranean Sea. The Greek culture originated from island of Crete. This island served as a link for trade between Europe, Africa and Asia. As a result of this strategic location, Crete became a place where many people from different cultural backgrounds went and exchanged ideas. The civilisation that developed on Crete city became known as Minoan, named after a great King of Crete called **Minos**.

Rome is the capital city of Italy and of Lazio (Latium) Region and Rome Province, on the Tiber River, in the central part of the country near the Tyrrhenian Sea. The geography of the Italian Peninsular made possible the rise of Rome. According to tradition, Rome was founded in 753 bc on one of the Seven Hills: Capitoline, Quirinal, Viminal, Esquiline, Caelian, Aventine, and Palatine. The legend shows that Rome was founded by Romulus. Both the Greek and Romans have contributed much in science, literature, arts, medicine and others to domains which the entire world enjoy today.

1.9 Additional information for tutor

Heroes of the Trojan War: The greatest expedition of all was that which resulted in the Trojan War. The object of this quest was Helen, a beautiful Greek woman who had been abducted by Paris, son of King Priam of Troy. Helen's husband Menelaus and his brother Agamemnon led an army of Greeks to besiege Troy. After ten years, with many heroes dead on both sides, the city fell to the trick of the Trojan Horse—a giant wooden horse that the Greeks built and left outside the gates of Troy while their army pretended to withdraw. Not knowing that Greek heroes were hiding inside the horse, the Trojans took the horse into the city. The hidden Greeks then slipped out, opened the city gates and let their army in, thus defeating Troy. The Iliad, an epic poem attributed to Greek poet Homer, tells the story of the Trojan War. The story continued with the Odyssey, another long poem attributed to Homer, in which the Greek hero Odysseus made his way home after the Trojan War.

The war against Carthage

By 264 BC, the Romans had conquered some Greek City-states in the southern Italy. This brought them into contact with the Phoenician city of Carthage. Carthage controlled all of North Africa, most of what is now Spain and some of islands of the coast of Italy. It also ruled the western half of Sicily, a large island at the toe of the Italian foot.

Causes of this war

The Romans felt threatened by the Carthagians. They also wanted the granaries which were on Sicily. Carthagian expansion, maritime and military power threatened the Romans. Note that Carthage was very rich because of Mediterranean trade. Between 264 and 146 BC Carthage fought three wars that came to be known as **Punic wars**.

The first Punic war

In 264 BC, the Romans and Carthagians clashed. The war lasted for 23 years. The military strength of Carthage lay in its navy. Rome had no Navy but Romans had a strong army which was organized into legions. Each legion contained some 5000 soldiers called legionaries and was divided into groups of 60 to 120 warriors. They were well trained, disciplined, equipped and professional. As Romans had no navy, they built their first fleet to fight carthagians they modeled their ships after a carthagian warship they founded abandoned on a beach. They even improved it by adding a Corvus: a type of movable bridge to the prow. This allowed soldiers to board an enemy ship and fight hand to hand. The Romans lost many ships and men during the first Punic war, but they defeated the Carthagians who agreed to make peace and to leave Sicily: the first Roman exterior territory.

The second Punic War

In 218 BC, the Carthagians led by general Hannibal Barca, attacked the Roman by land from the North. Hannibal and his troops suppressed the Romans by crossing the Alps into Italy. They came by way of Spain through southern Gaul (France). They brought elephants with them across the mountains to help break through the Roman lines.

Hannibal's army fought its way to the gates of Rome but they failed to batter down Rome's walls because they had not heavy equipment to capture Rome. They burned towns and villages and destroyed crops. Then, the Romans attacked Carthage and Hannibal was called home to defend it. Carthage was once again defeated and agreed to pay Rome a huge sum of money and give up all its territories including Spain. The Spanish resources of Copper, gold, lead and iron now belonged to the Romans.

The third Punic War

After the second Punic war, there was peace for about 50 years. Carthage began to show signs of regaining power. To prevent this, the Romans attacked Carthage in 143 BC. Within 3 years they won the Punic War. They burned Carthage and plowed salt in its fields so that nothing would grow.

They killed the Carthagians or sold them into slavery. The same year the Romans conquered Greece after destroying Corinth. They already controlled Macedonia and Syria. Rome became the ruling power of the Mediterranean region. It became rich and a large empire. Later Egypt, Gaul, Britain, Belgium, Germany, Mesopotamia, and others became Roman Empire. The Roman senator said "Carthago Delenda est" (Carthage must be destroyed).

The Pax Romana: This was a peaceful period in Rome located between 27 BC and 180 AD. It lasted for more than 200 years.

1.10. Additional activities

1.10.1 Remedial activities

Questions:

Name the countries where Greek and Roman civilisation developed respectively.

Answer

Greek civilisation: Greece.

Roman Civilisation: Italy.

Consolidation activities

Questions

- a) Identify three great Greek philosophers.
- b) Explain any three elements of Greek civilisation.
- c) How did early civilisation spread to other part of the world?

Answer:

a) Identify three great Greek philosophers.

- Aristotle
- Socrates
- Plato

b) Explain any three elements of Greek civilisation.

- **Greek medicine:** “The father of medicine”, the Physician Hippocrates believed that the disease had natural, not supernatural cause and that the body could heal itself. He was the first doctor to view medicine as science. Basing his work in the late in the late 400s BC on observation, he diagnosed and treated illness all over Greece. According, to tradition, Hippocrates drafted a code for ethical medical conduct that has guided the practice of medicine for more than 2,000 Years. Many doctors today recite the Hippocratic Oath when they receive their medical degree.
- **A common language:** All the Greece islands spoke an identical language known as Greek. They were thus able to communicate easily with one another. The common language also brought feelings of togetherness among the islands’ inhabitants. Greek was spoken and written.
- **Settlement in cities:** City states were a major feature of the Greek Civilisation. Greeks lived in cities which were all independent of each other. Each city and the farms around it formed a separate state called a polis. By the 8th and 7th Centuries BC, cities were built almost everywhere throughout Greece. All these cities were independent. The city-states forged alliances with one another.
- The city-states governed themselves differently. Sometimes they had kings for example at Sparta. Other cities were led by a self-imposed strong man who ruled the way they wanted. Such a leader is known as a tyrant. Sometimes the nobleman ruled, and this was called an aristocracy. Sometimes all the citizens took part in the government. This was called a democracy. It was practiced in Athens. All adult male assembled together to discuss issues of interest to their polis. Other forms of government in the city states were: monarchy, oligarchy and aristocracy.

- **Ancient Greek city of Athens:** In city states were found the city (city itself) with its watchtower, the agora (public square/market place) and surrounding rural- agricultural lands referred to as the chora. The city was the business, political, religious and social centre of the entire community while the Chora provided the food to both the villages and to the city. The ancient Greeks believed that each city-state had one or two gods keeping a special eye on that city-state. The god in charge of Athens was Athena, goddess of wisdom. The city of Athens was named after their special goddess.
- **Participation in games:** In Ancient Greece, there was a strong belief that athletic competitions were a way to please the gods and honour the dead heroes. Greeks therefore participated in the Olympic Games from 776 BC.

c) How did early civilisation spread to other parts of the world?

- Through trade, ideas and products moved from one region to another and from one civilisation to another thereby enabling civilisation to spread.
- Wars and military expeditions also helped civilisation to spread. When civilised people conquered a less civilised people, the conquered people often absorbed the ideas of their conquerors, thereby spreading their civilisation.
- Through intermarriage between different groups civilisation could spread also from one area to another.
- Migration movements helped also the spread of civilisation to other parts of the world. Migrating people carried their ways of life to new lands where they settled. They could also exchange their skills with people they encountered.
- Through education ancient civilisations spread to other places. For instance, when Greek teachers went to teach in Roman Empire, they spread Greek culture among the Romans.
- Through colonisation also the civilisation spread to other parts of the world. The strong countries which dominated small ones, they imposed their culture on the population they dominated.
- Religious conversion also helped to spread the civilisations to other regions. The converted people had to adopt a set of beliefs identified with one particular religious denomination.

1.10.2 Extended activities

Question:

- a) In the Greek society, there were thinkers who challenged the belief that events were caused by the whims of gods. Instead, these thinkers, used reason and observation to establish the causes of things. They were

known as philosophers. Explain any three philosophies which influenced intellectual thoughts in Greece.

- b) The Greek civilisation remains very important to the modern world as it laid a foundation upon which different cultures has built and improved. Explain this statement.

Answer:

- a) In the Greek society, there were thinkers who challenged the belief that events were caused by the whims of gods. Instead, these thinkers, used reason and observation to establish the causes of things. They were known as philosophers. Explain any three philosophies which influenced intellectual thoughts in Greece.

Through reason and observation, the thinkers believed that, they could discover laws that governed the universe. Philosophers focused on personal behavior, especially the question of how to achieve peace in mind.

Three systems of thoughts attracted most of Hellenistic intellectuals are **Cynicism, Epicureanism and stoicism.**

The best known **cynic** was **Diogenes**. He criticized materialism and asserted that people would be happy if they gave up luxuries and lived simply, in accord with nature.

The scholar **Epicurus** started the philosophy of **Epicureanism** He argue that people should avoid both joy and pain by accepting the world as it was, ignoring politics and living simply and quietly with a few close friends.

Zeno founded **Stoicism**. **The stoics** believed that what happened to people was governed by natural laws. Accordingly people could gain happiness by ignoring their emotions, and instead following their reason. In this way, they were able to accept even the most difficult circumstances of life and do their duty. Stoicism later affected both Roman intellectuals and early Christian thinkers.

b) The Greek civilisation remains very important to the modern world as it laid a foundation upon which different cultures has built and improved. Explain this statement.

The Greeks are known because of their civilisation. They achieved a lot and their achievements influenced the entire world's culture in different aspects.

The Greeks are remembered for their democracy. During the reign of Solo and Cleisthenes democracy was established in Athens. From Athens democracy has spread all over the world including Rwanda.

The Greeks are also remembered for their philosophy. Aristotle, Socrates and Plato have established a foundation of the discipline philosophy which is taught in universities through the world.

The Olympic Games began in Greece in 776 BC on the Mountain Olympus in honour of god Zeus. These games were held every four years. Today Olympic Games are still held every four years and they are hosted in different countries around the world.

The Greek are also appreciated of their legacy in military education. The insecurity prompted the necessity to have standing army for defense against other city states. Most of countries today's worlds have adopted the system of training and readiness and government leaders have come to prominence through their military skills and success.

The Greeks introduced theater, which was performed in Amphitheatre, both comedy and tragedies were presented. Theater and drama are very alive in the world.

Greek literature, drama and poetry are part of today's curricula throughout the Western World.

These are some of the legacies of the Greeks to the modern world.

UNIT 2

POLITICAL, ECONOMIC AND INTELLECTUAL DEVELOPMENTS IN THE MEDIEVAL AND MODERN TIMES

2.1. Key unit competence:

The student-teacher should be able to examine the political, economic and intellectual progresses in the medieval and modern times.

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

The student-teachers are expected to have mastered the content of unit 2 of S2, where they studied the coming of missionaries in Rwanda. This unit of senior two provides basic foundation that student-teachers can use to understand better the content of this Unit 2 of Year three.

In order to study this unit the student teachers should have knowledge, skills, attitude and values and competences on the following:

- The coming of missionaries in Rwanda.

These already acquired knowledge, skills, attitudes and values should be used by the tutor to conduct diagnostic assessment as a way of measuring each student-teacher's abilities.

2.3 Cross-cutting issues to be addressed

- Gender Education:** Both boys and girls will be enabled to exploit their full potential and talents without any discrimination or prejudice.
- Inclusive education:** Care must be given to all student-teachers including special education needs cases. All student-teachers should be given a quality and equitable education that meets their basic learning needs and caters for the diversity of their backgrounds and abilities. It can be integrated in classroom situation where tutor pays attention on student-teachers with special needs such as student-teachers with physical disabilities, hearing disabilities or communication difficulties and visual impairment. For student-teachers with hearing disabilities or communication difficulties, in different learning activities the tutor will use enough illustrations, photos and sign languages where possible. For

student-teachers with visual impairment, the tutor will help them to use their other senses like hearing and touch because these senses can help them to play and carry out learning activities thus promoting their learning and development. This cross-cutting issue can be integrated in all lessons.

- c) **Peace and values education:** Can be integrated using the classroom situation, games and group discussions where student-teachers socialize and develop some values like sharing, honesty, cooperation, respect, etc. Furthermore, crusades contributed to disharmony between Christians and Muslims. The tutor will highlight that unless people are believers in different church, they should cooperate and live in harmony.
- d) **Genocide studies:** With this unit, the tutor will direct student-teachers to pre-empt the roots causes of genocide through criticizing crusades. Thus via-conflicts resolution genocide is pre-empted at its early stage. The tutor will remind student-teachers the impacts of colonization to Genocide against Tutsi in Rwanda.

2.4 Guidance on the introductory activity

The introductory activity of this unit, in the student teacher's book, is a basic tool used as orientation activity that enables the student teachers to connect the knowledge, skills, attitudes and values already acquired in other subjects. The answers for this introductory activity are arranged in a hierarch order from simple to complex hence the student-teachers are requested to think out of the box. Therefore, student-teachers will be able to define Christianity and Islam. Student-teachers may not be able to find the right answers but they are invited to predict possible answers. In case the student-teachers fail to come up with right answers to questions, the tutor may not immediately provide the possible answers but he/she should allow student-teachers to discover themselves the right answers through the teaching and learning process.

2.5 List of lessons

| # | Lesson title | Learning objectives | Number of periods |
|---|---|--|-------------------|
| 1 | Origin, spread and effects of Christianity in Europe and the rest of the World. | <p>Student-teacher will be able to:</p> <p>Explain the position of Christianity in the medieval and modern times.</p> <p>Assess the origin, its spread and the effects of Christianity in Europe and the rest of the World.</p> <p>Appreciate the Christian religious life and its influence in the medieval and modern times.</p> | 2 |
| 2 | Origin, spread and effects of Islam in Europe and the rest of the World. | <p>Student-teacher will be able to:</p> <p>Describe the origin, spread and effects of Islam.</p> <p>Compare the Christian and Islamic religious life and their influence in the medieval and modern times.</p> <p>Appreciate the origin, its spread and the effects of Islam in Europe and the rest of the world.</p> | 1 |
| 3 | Relationships between Islam and Christianity in the middle and modern times. | <p>Student-teacher will be able to:</p> <p>-Assess the relationship between Christianity and Islam in middle and modern times. e.g. Crusades.</p> | 1 |

| | | | |
|------------|---|--|---|
| 4 | Causes and the effects of the early explorations. | Student-teacher will be able to: - Describe the causes of the early explorations and their effects. - Examine the causes and the consequences of the early explorations by giving examples. - Recognize the causes of early explorations and their effects in the modern world. | 2 |
| 5 | Ideas of philosophers and Impact of the ideas of the era of Enlightenment. | Student teacher will be able to: - Identify the impact of the Age of Enlightenment. - Discuss the impact of the Age of Enlightenment to the modern World. - Balance impact of Age of Enlightenment to modern World. | 1 |
| Skills lab | Political, economic and intellectual progresses in the medieval and modern times. | Student-teacher will be able to: - Examine the legacies of the medieval and modern times to contemporary era. | 1 |
| 4 | Assessment. | | 1 |

LESSON 1: ORIGIN, SPREAD AND EFFECTS OF CHRISTIANITY IN EUROPE AND THE REST OF THE WORLD

a) Learning objective

- Explain the position of Christianity in the medieval and modern times.
- Assess the origin, its spread and the effects of Christianity in Europe and the rest of the World.
- -Appreciate the Christian religious life and its influence in the medieval and modern times.

b) Teaching resources: This lesson will use different resources including the textbooks of Social Studies and History, Print outs for the learning activity, photographs, atlases, maps, manila papers, charts, internet, ICT

tools (Computer, Smart phone, Tablet, Projector, Loud speakers and Videos/films) and reference book related to social studies.

c) Prerequisites/Revision/Introduction: There is a direct link of Activity 2.1, intended to introduce the lesson with what the student-teachers studied in senior 2. Therefore, to start the lesson, the tutor will ask student-teachers to explain Christianity and describe the origin of Christianity. The other way to start this lesson, the tutor can present some photos of Jesus Christ, Holy Bible and a cross and ask student teachers what they know about them and the lesson proceeds.

d) Learning activities

i) Guidance to learning activity: Tutor presents activity 2.1 to student teachers in groups of 6; they share ideas and answer the questions asked there amongst them. Briefly, tutor samples out some groups for presentation, thereafter s/he concludes by harmonizing the student teacher's views.

ii) Answers to learning activity

Question: Explain the origin, spread and effects of Christianity.

Sample of possible Answers: Refer to student teacher's book under origin of Christianity.

c) Application Activity

Questions:

1. Explain the origin of Christianity.

Sample of possible Answers: Refer to student teacher's book under origin of Christianity

2. Describe the spread of Christianity.

Sample of possible Answers: From Palestine, Christianity spread to other parts of the Roman Empire and beyond. There are many reasons which have been advanced for the spread and success of Christianity in the Roman Empire and they include the following:

- Christianity had changed people's behavior to leave the traditional customs and religions.
- Christianity spread the idea of a unique God which attracted many believers.
- The belief in life after death was taught by Christianity and attracted many believers.
- Stability and peace in Rome also helped in the spread of Christianity.

- In 312 AD, Emperor **Constantine I** authorized the Romans to convert to Christianity and he allowed the use of government money to support Christianity in Rome and Jerusalem.
- The good communication network in the Roman Empire enabled in the guide and spread of Christianity. E.g. good roads.
- The good examples shown by the Christian community also helped in the spread of Christianity, where pagans admired believers.
- The good examples shown by the Christian community also helped in the spread of Christianity where pagans admired behavior.
- People wanted the love, kindness and security that Christianity offered.
- In 392, Emperor Theodosius made Christianity the official religion of the Roman Empire and outlawed all other religions.

3. Discuss the effects of Christianity to world.

Sample of possible Answers: Refer to student teacher's book under effects of Christianity.

LESSON 2: ORIGIN, SPREAD AND EFFECTS OF ISLAM IN EUROPE AND THE REST OF THE WORLD

a) Learning objective

- Describe the origin, spread and effects of Islam.
- Compare the Christian and Islamic religious life and their influence in the medieval and modern times.
- -Appreciate the origin, its spread and the effects of Islam in Europe and the rest of the world.

b) Teaching resources: This lesson will use different resources including the textbooks of Social Studies and History, Print outs for the learning activity, photographs, atlases, maps, manila papers, charts, internet, ICT tools (Computer, Smart phone, Tablet, Projector, Loud speakers and Videos/films) and reference book related to social studies.

c) Prerequisites/Revision/Introduction:

To start this lesson, the tutor can present the Koran, some photos of Mohammed and Mosque and ask student teachers what they know about them and the lesson proceeds. If the tutor is not familiar with Islamic matters, she/he can invite an Imam (Islamic leader) from the nearest mosque and support him to present this lesson.

d) Learning activities

i) Guidance to learning activity:

Tutor presents activity 2.2 to student teachers in groups of 6; they share ideas and answer the questions asked there amongst them. Briefly, tutor samples out some groups for presentation, thereafter she /he concludes by harmonizing the student teacher's views. The tutor will permit student teachers to take notes of presented materials after tutor comment.

ii) Answers to learning activity

Question: Explain the origin, spread and effects of Islam.

Sample of possible Answers: Refer to student-teacher's book under origin of Islam.

iii) Application Activity

Question

1. Examine the origin of Islam.

Sample of possible Answers: Refer to student teacher's book under origin of Islam

2. Describe the spread of Islam.

Sample of possible Answers: Refer to student teacher's book under spread of Islam

3. Discuss the effects Islam to world.

Sample of possible Answers: Refer to student teacher's book under effects of Islam

LESSON 3: RELATIONSHIPS BETWEEN ISLAM AND CHRISTIANITY IN THE MIDDLE AND MODERN TIMES

a) Learning objective

- Assess the relationship between Christianity and Islam in middle and modern times. e.g. Crusades.

b) Teaching resources: This lesson will use different resources including the textbooks of Social Studies and History, Print outs for the learning activity, photographs, atlases, maps, manila papers, charts, internet, ICT tools (Computer, Smart phone, Tablet, Projector, Loud speakers and Videos/films) and reference book related to social studies.

c) Prerequisites/Revision/Introduction:

To start the lesson, the tutor will revise the previous lessons by asking about Christianity and Islam and direct them to relationship which marked these religions during the Middle Ages and modern times. Furthermore the tutor will ask student-teachers to explain crusades and identify its causes and effects. This activity will be carried out in groups. The tutor will move around and enrich student teachers' discussion if necessary. Thereafter, the tutor will allow student teachers to present their findings and ask question. With student teachers, the tutor will conclude the lesson.

d) Learning activities

i) Guidance to learning activity

Tutor presents activity 2.3 to student teachers in groups of 6; they share ideas and answer the questions asked there amongst them. Briefly, tutor samples out some groups for presentation, thereafter s/he concludes by harmonizing the student teacher's views.

ii) Answers to learning activity

Question:

1. Examine the causes of crusades.

Sample of possible Answers: Refer to student teacher's book under causes of crusades.

2. Identify the effects of crusades.

Sample of possible Answers: Refer to student teacher's book under effects of crusades.

3. Explain the causes and effects of jihad movements in West Africa.

Answer: refer to student teacher's book under jihads in West Africa.

e) Application Activity

Questions:

1. Explain the term crusades.

Sample of possible Answers: Crusades were religious military expeditions carried out by the Christians of Western Europe under the leadership of pope Urban II against the Muslim Turks in order to liberate the holy land of Jerusalem.

2. Discuss the causes of crusades.

Sample of possible Answers: Refer to student teacher's book under causes of crusades.

3. Identify the effects of crusades.

Sample of possible Answers:

Effects of crusades

- The Crusades led to loss of lives: just like any armed conflict, the crusades were destructive as many crusaders and civilians lost their lives. In the first crusade, about 80% of the crusaders died. Thousands of Muslims were slaughtered in Jerusalem including those who took cover in Solomon's Temple.
- Crusades led to destruction of properties: like houses, the crusaders re-sacked Constantinople and the looters set fire that burned much of the city including libraries priceless ancient documents and artefacts.
- Crusades increase (widened) the enmity between Moslems and Christianity up today.
- The Crusades brought humiliation and disrespect to the Church leaders: especially the pope who preached and assured victory, but at the end, the Crusaders were defeated.
- Crusades helped to create unity among Christians from different parts of Europe.
- Crusades to some extent, stopped the spread of Islam, in some parts of Europe, and this is the reason as to why Islam is not widely spread in Europe.
- The Crusades helped spread of civilisation: where Christians from the West adopted the culture of Eastern Europe who was quite civilised.
- Crusades led to complete collapse of Christian influence in holy places.
- Crusades led to disruption of economic activities: in Eastern Europe, during the fighting, there was insecurity which disorganized trade and commerce.
- The Christians of Western Europe learnt about gunpowder from Moslems, who had also learnt it from Chinese.

4. Discuss the effects of jihad movements in West Africa.

Answer: refer to student teacher's book under consequences of Jihads in West Africa.

LESSON 4: CAUSES AND THE EFFECTS OF THE EARLY EXPLORATIONS

a) Learning objective

- Describe the causes of the early explorations and their effects.
- Examine the causes and the consequences of the early explorations by giving examples.

- Recognize the causes of early explorations and their effects in the modern world.

b) Teaching resources: This lesson will use different resources including the textbooks of Social Studies and History, Print outs for the learning activity, photographs, atlases, maps, manila papers, charts, internet, ICT tools (Computer, Smart phone, Tablet, Projector, Loud speakers and Videos/films) and reference book related to social studies.

c) Prerequisites/Revision/Introduction: To start the lesson, the tutor will ask student-teachers to find out explorers who traveled across the world in the modern history. As this is a continuation of what they learnt in year2, they provide some information about exploration and the lesson proceeds.

d) Learning activities

i) Guidance to learning activity:

Group learners into pairs and let them do learning activity, the tutor is expected to move around and assist in group discussion. She /he will ask student teachers to present their ideas from the discussions to the rest of the class while they take notes. Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

ii) Answers to learning activity

Question:

1. Identify the causes of early exploration.

Sample of possible Answers:

- The early explorations were caused by many factors. The main ones were:
- The explorations were made possible by advances in science.
- Commerce.
- Curiosity to understand the nations and civilisations of Asia.
- Desire for colonies.
- Spreading Christianity.
- National prestige and power.

2. Explain the effects of early exploration.

Sample of possible Answers:

The early explorations had long lasting effect on the history of the world. These were both positive and negative. The main ones included:

- Expansion of empire.
- Spread of war in the colonies.
- Introduction of new products in Europe.
- Slave trade.
- Cultural exchange.
- Mineral exploitation.
- Invention of the concept of insurance.
- Shift of economic power base.
- Increased population.
- Development of mercantilism.
- Emergence of the banking industry.
- Emergence of the factory system.
- Discovery of bio-diversity.
- Spread of Christianity.

e) Application Activity

Question

1. Examine the contribution of science and technology to early exploration.

Sample of possible Answers:

The main advances in science and technology that had been occasioned by discoveries during the renaissance period were:

- Widespread dissemination of newly rediscovered geographical knowledge about the earth especially the realisation that it was round and not flat.
- Much improved and detailed maps, sea charts and star charts used for navigation.
- The application of an improved compass for establishing direction.
- Effective use of the astrolabe used in determining latitude.
- The development of the ship's rudder and geared steering system.
- Improvements in cannon fabrication and use aboard ships; used for offensive and defensive purposes.
- Basic education and marine training instituted for ship's officers and sailors.

2. Discuss the consequences of early exploration.

Sample of possible Answers:

The early explorations had long lasting effect on the history of the world. These were both positive and negative. The main ones included:

- Expansion of empire.
- Spread of war in the colonies.
- Introduction of new products in Europe.
- Slave trade.
- Cultural exchange.
- Mineral exploitation.
- Invention of the concept of insurance.
- Shift of economic power base.
- Increased population.
- Development of mercantilism.
- Emergence of the banking industry.
- Emergence of the factory system.
- Discovery of bio-diversity.
- Spread of Christianity.

LESSON 5: IDEAS OF PHILOSOPHERS AND IMPACT OF THE IDEAS OF THE ERA OF ENLIGHTENMENT

a) Learning objective

- Identify the impact of the Age of Enlightenment.
- Discuss the impact of the Age of Enlightenment to the modern World
- Balance impact of Age of Enlightenment to modern World.

b) Teaching resources: This lesson will use different resources including the textbooks of Social Studies and History, Print outs for the learning activity, photographs, atlases, maps, manila papers, charts, internet, ICT tools (Computer, Smart phone, Tablet, Projector, Loud speakers and Videos/films) and reference book related to social studies.

c) Learning activities

i) Guidance to learning activity:

Group learners into pairs and let them do learning activity, the tutor is expected to move around and assist in group discussion. S/he will ask student teachers to present their ideas from the discussions to the rest of the class while they take notes. Remember to let them write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

ii) Answers to learning activity

Question:

1. Describe the ideas of philosophers.

Sample of possible Answers: Refer to student teachers book under ideas of philosophers.

2. Discuss the impact of the ideas of the Enlightenment era.

Sample of possible Answers: Refer to student teachers book under the impacts of the ideas of philosophers.

e) Application Activity

Question

1. Explain the term enlightenment era.

Sample of possible Answers:

The Enlightenment is a term used to describe a time in Western philosophy and cultural life centred upon the eighteenth century, in which reason was advocated for as the primary source and legitimacy for authority.

2. Analyse the ideas of John Locke and Voltaire.

Sample of possible Answers:

John Locke was an English philosopher. He believed that people had natural rights like the right to live, the right to enjoy liberty and the right to own property. And according to Locke, if a ruler violated those natural rights, people had rights to overthrow him/her and replace him/her with another ruler who was pledge to observe and protect their rights. He called this agreement a **social contract**. Locke believed that also progress was certain if people would use their minds and follow reason.

3. To which extent the age of reason shaped today's world?

Sample of possible Answers:

- Emergence of modern European feminism.
- Promotion of individual rights.
- Separation between the Church and the State.
- Promotion of democracy in the governance process.
- Promotion of the capitalist ideology (Adam Smith and Marquis de Mirabeau). It encouraged individual ownership of wealth.
- Separation of power of the three arms of government for efficiency in the governance process.

- Provision of equal educational opportunities for both boys and girls.
- Creation of an enabling environment for the child (learner).
- Role of education in liberation.
- Broadening of historiography (writing of history) so as to cover political, social and cultural aspects of humanity's life. They advocated for total history.
- Promotion of aesthetics.

2.6 Skills lab

Move around your school/college and observe the social, economic, political and intellectual activities carried out in your sector to examine the legacies of the medieval and modern times to contemporary era. Make a report and present your findings to the plenary.

Topic: Political, economic and intellectual progresses in the medieval and modern times

Duration:(...)minutes

Materials required: Handbooks (note books), pens, pencils, cameras, recorders, tablet, computer, papers, projectors, etc.

Tutor preparation: Prepare an example of report of two legacies of middle and modern times to be presented via the projector.

Learning objectives (s): Student-teachers will be able to:

- Examine the legacies of the medieval and modern times to contemporary era.

Instructional objective: in small groups, student-teachers will be able to report the legacies of the medieval and modern times to contemporary era available in their respective sector perfectly.

Activity 1: Build: (... minutes)

-Tutor starts by asking the student-teachers to brainstorm the legacies of the medieval and modern times to contemporary era.

-Student-teachers list them down and then the tutor introduces the objectives of the lesson.

-Show different materials necessary to carry out a field trip and ask student-teachers to explain the uses of each one.

-Demonstrate the main steps to conduct a field trip.

Activity 2: Practice: (... minutes).

- Divide class into 5 skills lab teams (this depends to the class size).
- Ensures all student-teachers are involved.
- Responds to questions if any.
- Ensure that gender balance and inclusion is catered for.
- Ask student-teachers to check if they have enough materials.
- Each group should then move around the sector to examine the legacies of medieval and modern times available there.
- Groups will make a report of their findings.

Activity 3: Present: (... minutes)

- Groups will explain to the whole class the legacies of the medieval and modern times to contemporary era available in the sector.
- Groups should also present evidences in terms of samples, photographs, audios, etc.
- Compare the findings from different groups and analyse similarities and differences.
- Reflect on the legacies of the medieval and modern times to contemporary era.
- Tutor asks follow up /probing questions.
- Give feedback to each group.
- Encourage note taking.
- Conclude, supplement what has been presented.

Portfolio Assessment:

With clear evidences, appreciate the legacies of the medieval and modern times to contemporary era.

2.7 End unit assessment

Question:

- a) Discuss the contribution of Christianity to world.

Answer:

- **Salvation:** e.g. baptism, matrimony, etc.

- All people of Rome became **believers**.
- **Courts:** the church had courts to protect the weak and punish wrong doer.
- **Philosophy:** e.g. Saint Thomas Aquinas and Saint Augustine.
- **Arts:** decoration of churches.
- **Music and drama:** Music was written and people dramatized stories of bible.
- **Education:** in the field of education the church taught people how to read and write.

b) Why do we say that Mohammed was the founder of Islam?

Answer: Refer to student teacher's book under the birth of Mohammed.

a) In 1095 at Clermont in southern France while addressing churchmen and nobles, Pope Urban II made one of the most moving speeches in history. "... Jerusalem a land fruitful above all others, a paradise of delights, the royal city, situated at centre of the earth, implores you to come to her aid. Undertake the journey eagerly for the remission of your sins, and be assured of the reward of imperishable glory in the kingdom of Heaven." To what extent was this statement responsible for the outbreak of the crusades?

Answer: Refer to student teacher's book under causes of crusades.

b) Use sketch map of the world to show the main routes of early explorers.

Answer: Refer to student teacher's book under Causes and the effects of the early explorations.

c) Identify the ideas of Jean Jacques Rousseau.

Answer:

The main ideas of Jean Jacques Rousseau were:

- -People are basically good but corrupted by the evils of society.
- - Society needs an elected government (democracy).
- The community should be placed above individuals.
- Politics and morality are not separate.
- Government is a contract between the ruler and citizens.
- State is created to preserve freedom.
- All men are born free but everywhere they are in chains.

2.8 Summary of the unit

This unit examines with the political, economic and intellectual developments in medieval and modern times. The medieval time is estimated to be the period between AD 300 to AD 1500 and it recognized the influence of two strong religions. Christianity is believed to have been founded by Jesus Christ of Nazareth over 2,000 years ago. Early Christians shared a common faith in the teachings of Jesus Christ. The word Islam means submission to Allah (Arabic for God). Muslims believed in Allah and Muhammad was the messenger and the prophet of Allah (God). Every Muslim was/is expected to make a pilgrimage to Mecca at least once in a lifetime. The modern period refers to the historical era that started with the end of Renaissance in 16thC. It was marked with the discovery of America by Christopher Columbus. There were great discoveries in science, religious reformation and the beginning of capitalism. In politics, there were centralized states and the rise of democratic practices. This was also the beginning of globalization where world became interconnected through trade, spread of new ideas, improved agricultural production, etc. The Age of Enlightenment known as ages of reason was a period in European history in the mid-18th Century when scholars believed in the use of reason and in the scientific methods. The scholars in the Age of Enlightenment applied the methods of new science which had been developed during the scientific revolution to study human behaviour and provide solutions to political and economic problems facing them. All of these features that marked enlightenment greatly shaped contemporary history.

2.9 Additional information for tutor

Humanism and Renaissance

In the 14thc, a cultural movement known as **Renaissance** started in European society. It was deeply influenced by the political thought of **Humanism**.

a) Humanism

Humanism means a person who is interested to reading or writing works in the area of humanities (History, literature and philosophy among others). Humanism is a broad category of ethical philosophies that affirm the **dignity** and worth of all people. It is based on the ability to determine **right and wrong** by appealing to universal human qualities, particularly **rationality** without resorting to the supernatural or divine authority from religious texts.

Humanism can be considered as a process by which truth and morality is sought through human investigation, knowledge and information is discovered.

Humanists believed that a person could get married and remain a good Christian. They opposed monasteries as best ways to life. Every person could understand and reason rather than the church deciding everything. Education was the best strategy to change Europe based on Greek and Romans. Everyone is able to determine what is good and bad to do. Reason was more important than revelation. They taught that through investigation the truth can be discovered.

NB: Humanism led to renaissance.

b) RENAISSANCE

Renaissance is French word and means **Rebirth of knowledge**. In 13thc, the Rebirth of knowledge began with a revival of interest in the culture and humanism of the ancient Greeks' and Romans' civilisations. The cultural revival however, was only one of the outstanding features of the Renaissance period. The European thinkers of that period introduced new ideas that shaped Europe. Such ideas included: humanism, secularism and individualism. Education was the main tool to improve the capacity of individuals.

Causes of Renaissance

- **Humanism:** It was a philosophy based on the revival of Roman and Greek learning as a way of changing Europe. According to Humanism, it is up to humans to find the truth, as opposed to seeking it through revelation, mysticism, tradition or anything else that is incompatible with the application of logic to the observable evidence.
- **Secularism:** this is the situation where religious ideas do not influence one's way of life.
- **Individualism:** the ideas that every person is unique, hence people believed in themselves (individual achievements).
- **New political idea:** the Republic.
- **Urbanization:** people were involved in business not agriculture hence new civilisation in cities.
- **Change in the way of life:** Not religion, people moved to secular disciplines e.g. Law, Medicine, Sciences, Philosophy.
- **Church influence:** Catholic Church lost its power and influence in human life. New ideas were discovered because people did no longer fear sins.
- **Crusades:** through crusades, Christians had access to Greek and Latin books which had been destroyed by Barbarians.

Impacts of the Renaissance

a) Economic and social impacts

- The growth of urban centers to support business related activities.
- Introduction of banking systems to support trading.
- Exploration of new geographical areas. E.g. America.
- Serfdom came to end
- New trading routes caused expansion and accumulation of wealth.

b) Political impacts or changes

- Renaissance marked a decline in wars.
- The pope lost his political control. He was rejected by people.
- The development of centralized states e.g. France, Spain, England, etc.
- The political power was no longer seen as coming from God but in the achievement of people.

c) Contribution in science

- Scientists used scientific methods to investigate new ideas.
- New mathematical concepts on the universe developed. E.g. Nicolas Copernicus showed that earth moved around the sun.
- Development in map making using advanced ideas in geography.
- Many inventions were made e.g. Printing press and the compass.

d) Changes in Education

- Learners were organized according to age and ability in different rooms.
- New universities were set up in Europe which emphasized humanistic learning rather than law, theology and medicine.

e) Changes in religion

- Renaissance weakened the church.
- The church lost its influence in Europe because the commercialization of its services was inconsistent with bible.
- Many scholars exposed the evils of the church in writings. E.g. John Wycliffe, John Huss, etc.

Erasmus wanted people to read the Bible in local languages.

Religious reformation in Europe

By the 15th century, many Christians in Europe felt dissatisfied with the abuses which were occurring regularly within the church. Many of the clergy including the Bishops, cardinals, and the various popes, were acting in ways contrary to their preaching. Many European began to call for a **reformation**.

There were changes that took place in the Catholic Church, hence leading to the formation of the Protestant church by Martin Luther from Germany.

In 1517, Pope Leo X wanted funds to repair St Peter's cathedral in Rome. He introduced a system of people coming for repentance to give some money. This system later comes to be known as **the sale of indulgences**. This caused Martin Luther to challenge the catholic, hence forming **Protestantism**. Martin Luther wrote down 95 points as to why he opposed the Catholic Church.

Causes of the reformation

Many church officials were greedy and corrupt.

Positions in the church were passed on to relatives (Nepotism) who were often unsuitable candidates.

Positions in the church also sold to untrained and worldly men, who abused them. Many of the monks and clergy had mistresses and families, thus breaking the church's law of celibacy.

The church sold indulgence: pardon for sins. This practice was against Christian doctrine. It was this abuse in particular which caused Martin Luther to make his protest in 1517.

The church was very wealthy, owning land and valuables, many of which had been willed to the church by people hoping to "buy" their way to heaven.

The popes, cardinals and bishops took advantage of this wealth for their own personal comfort and worldly pleasures and ignored the poverty of the mass of people.

The power of the pope seemed extensive because he had become an influential political as well as religious leader, involved in wars and government matters.

Examples of religious reformer “Martin Luther”

Martin Luther was born in 1483 and died in 1546 at the Age of 63. He was a highly educated. Theologian and a professor of Biblical studies in Wittenberg University in Germany.

He began his Reformation in Germany in October 1517 as he denounced (de-campaigned) the sale of indulgences. **He wrote 95 points and pinned them at the entrance of Wittenberg church in Germany** and sent copies to different cities in Europe. It should be noted that Martin Luther never wrote to cause reformation, but wanted to check the sale of indulgences.

The term **Protestantism** originally meant the **Lutherans** in Germany who protested the sale of indulgences but today it rise up to be a religious body that is widely followed in the World.

Martin Luther rose up to deal with **indulgences** which had become a holy trade in the church. According to Martin Luther, indulgences were not Biblical. He publicly attacked the pope and challenged his greatness. Martin Luther taught the following:

One's righteousness is based on personal understanding and experience of God's word but not paying indulgences.

A Christian is justified by his/her faith but not indulgences.

He taught that the pope does not have the absolute authority on the church issues, and that he was not divine and holy as he took himself to be.

Martin Luther also taught that salvation is in God's hands but not a matter of human beings. Therefore, according to him, no human being has the power to save the other.

Martin Luther taught that the best public worship was the one which emphasized preaching, communion, and congregational singing.

Effects of the Reformation

The Reformation was a change in the way the church taught and practiced Christianity. It was led by Martin Luther and its effects were widespread as elaborated below:

The church lost political control.

The rise of protestant religion.

Protestants taught that salvation was personal choice without church support.

The protestant doctrine contributed to the birth of capitalism. They believed that hard work on earth would lead a person to salvation in heaven, thus all people were engaged in hard working.

Revolution in science and industry due to the ideas based on reason and scientific facts and not religion.

Promotion of local languages because Bible was no longer printed in Latin but also in local languages.

Freedom of belief: everyone was free to express his/her views on religion.

Religious fanatics led to hate among believers. E.g. in Spain, Protestants were tortured and burnt alive.

Some religious believers were forced to migrate in searching freedom. E.g. Puritans in Britain were forced to migrate to America.

Reformation resulted in religious wars e.g. in France Switzerland and German, there were civil wars between Protestants and Catholics.

Competition for followers resulted in the movements of missionaries in Europe and other continents to expand membership of their religions.

The Reformation strengthened new nations, kings and the middle class. They gained from the limitation of papal power and from the church wealth they seized.

The Reformation also helped the ideas of democracy and representative government to grow.

Calvinism also glorified work, thrift and profits. Thus, the middle class gained new dignity and power.

In addition, the Reformation encouraged education and in the long run, it aided religious toleration and freedom.

NB: The renaissance and reformation opened the way for changes that transformed European society and the rest of the world.

2.10. Additional activities

2.10.1 Remedial activities

Questions:

1. What do you understand by the term modern times?

Answer: The modern times refers to the historical era that started with the end of Renaissance in 16thC. It was marked with the discovery of America by Christopher Columbus. There were great discoveries in science, religious reformation and the beginning of capitalism. In politics, there were centralized states and the rise of democratic practices. This was also the beginning of globalization where world became interconnected through trade, spread of new ideas, improved agricultural production, etc.

2. Identify any 4 early explorers of modern times.

Answer: Diego Cao, Bartholomew Diaz, Vasco da Gama, Christopher Columbus and Amerigo Vespucci.

2.10.2 Consolidation activities

Question: Discuss the effects of Christianity and Islam during medieval period.

Answer: Refer to student but under effects of Christianity and Islam.

2.10.3 Extended activities

1. **Question:** Distinguish Humanism from renaissance.

Answer: Refer to renaissance and humanism in the above additional activities.

2. Explain the influence of the church under the feudal system.

The influence of the church under the feudal system

- Education: Church was the seat of learning during the Middle age.
- The church dominated everybody's life. All believed that God, heaven and hell all existed.
- Everybody was terrified of hell in every weekly masses so that all converted.
- Peasants worked for free on church land because the control of the church over people was total.
- They paid 10% of what they earned in a year to the church (this tax was called tithe) e.g. they paid money, goods, seeds and animals.
- People paid for baptisms, because if you were not baptized you could not go to heaven when you die.
- People had to pay for marriages otherwise it could be considered as a sin.

- People paid for burials, since one had to be buried on holy land, if your soul was to get to heaven.
- Whichever way you looked, the church received money. The church also did not have to pay taxes. The sheer wealth of the church is best shown in its buildings.
- During Middle age, the church and its teachings helped to bring peace to Europe.
- People looked to the church for education, medicine and food in hard times.

UNIT 3

THE GREAT REVOLUTIONS OF 18TH TO 19TH CENTURY

3.1. Key unit competence:

The learner should be able to evaluate the major events that happened between 18th to 19th centuries.

3.2 Prerequisite (knowledge, skills, attitudes and values)

As prerequisites to facilitate the teaching and learning of this unit, the following topics have been learned in different level of ordinary level. For example

The “Unit 10: Industrial revolution and Unit 11: causes and impact of the American Revolution “have been covered in Senior two while the “Unit 6: Analyse the 1789 French Revolution” have been learned in senior Three. With these units, we expect that the student-teacher have retlevant prerequisite to study and assimilate successfully the unit 3 which is “The great revolutions of 18th to 19th century.

3.3 Cross-cutting issues to be addressed

Peace and values education: To address this cross cutting issues in the process of the teaching and learning, the tutor will recall the causes and effects of the Revolutions of 18th to 19th century. He will emphasize that work together; to live in harmony, and promote equality may help all people to have a peaceful community. The tutor will show that our society will have a lasting peace if all people respect each other and work together friendly in groups.

Gender education: This cross cutting issue will be addressed through different activities which involve equally both girls and boys. The tutor will emphasize on the importance of working together in mixed groups.

Inclusive education will be addressed when students with different disabilities are encouraged to participate actively in different activities. The tutor should bear in mind that all students are different and they have to be helped differently depending on every one’s ability.

Genocide studies: The teacher will address this cross cutting issue through the analysis of Napoleonic wars and their effects. The tutor will remind the student-teachers that they have to solve all problems using peaceful means and humbly beg pardon for any mistake they make and forgive any time they are asked to pardon. The tutor will take the opportunity to recall the causes of genocide and the effects of genocide against the Tutsi. He should also remind the behaviour that, we need to prevent genocide from happening again and avoid genocide ideology.

3.4 Guidance on the introductory activity

The tutor will ask students to read the introductory activity in the student book. The student-teachers, at their best, using different resources, will try to find the answer to the questions asked.

The answer from student-teacher may be right or wrong. The tutor will not provide immediately the right answer. However, he/ she will collaborate with them to find the right answers as long as the lesson progresses. The student-teachers themselves should find the answer through different activities.

3.5 List of lessons

| # | Lesson title | Learning objectives | Number of periods |
|---|--|--|-------------------|
| 1 | Causes and consequences of industrial revolution | <p>The student –teachers should be able to:</p> <ul style="list-style-type: none"> -describe the factors that led to the industrial revolution and their effects. - Examine the factors that led to the industrial revolution and determine the contribution of each factor. - Recognize the factors that led to industrial revolution. - Discuss the effects of industrial revolution in Europe and the rest of the world. - Assess the effects of the industrial revolution and its impact on Africa. - Assess the effects of the industrial revolution. | 2 |

| | | | |
|---|---|---|---|
| 2 | Causes and consequences of the American Revolution. | <p>The student –teachers should be able to;</p> <ul style="list-style-type: none"> -describe the causes and the impact of the American revolution. - Analyse the causes of the American revolution and interpret the role of each cause. - Acknowledge the causes of the American revolution - Assess the effects of the American Revolution and balance positive and negative effects. -Appreciate the consequences of American Revolution. | 2 |
| 3 | Causes and consequences of the French Revolution. | <p>The student –teachers should be able to:</p> <ul style="list-style-type: none"> - Explain the conditions in Europe and France in particular before 1789. -Describe the causes and the consequences of the French Revolution. -Examine the conditions in Europe and France in particular before 1789 and show their influence on the modern times. -Acknowledge the causes and the consequences of the French Revolution. | 2 |
| 4 | Factors for the rise, performance and downfall of Napoleon I. | <p>The student –teachers should be able to:</p> <ul style="list-style-type: none"> -Explain the factors for the rise of Napoleon I and the downfall in 1814. -Discuss the factors for the rise of Napoleon I and the downfall. -Recognize the factors for the rise and downfall of Napoleon I | 2 |
| 5 | Skills lab | Student-teacher will be able to: describe the positive legacy of the 18 th to 19 th revolutions to the modern world. | 1 |
| | End unit assessment | | 1 |

LESSON 1: CAUSES AND CONSEQUENCES OF INDUSTRIAL REVOLUTION

a) Learning objective:

- Describe the factors that led to the industrial revolution and their effects.
- Examine the factors that led to the industrial revolution and determine the contribution of each factor.
- Recognize the factors that led to industrial revolution.
- Discuss the effects of industrial revolution in Europe and the rest of the world.
- Assess the effects of the industrial revolution and its impact on Africa.
- Assess the effects of the industrial revolution.

b) Teaching resources:

This lesson will use different resources including the textbooks of Social Studies and History, Print outs for the learning activity, photographs, atlases, maps, manila papers, charts, internet, ICT tools (Computer, Smart phone, Tablet, Projector, Loud speakers and Videos/films) and reference book related to social studies.

c) Prerequisites/Revision/Introduction:

- This unit is linked to the 10th unit, which the student-teachers studied in senior two.
- The tutor will ask different questions about industrial revolution.
- The answers to the tutor's questions will help him/her where to start from for the new lesson.

d) Learning activities

- The tutor will ask the student-teachers to read textbooks and use internet to answer the question asked in the learning activity.
- The tutor will ask to share their findings.
- The tutor should comment on the presentations and checking for understanding.
- Conclusion and assessment.

e) Application Activity

Questions:

1. Examine the factors that led to industrial revolution in Britain.
2. Discuss the consequences of industrial revolution.

Expected answers:

1. Examine the factors that led to industrial revolution in Britain.

- England had sufficient money (**capital**) to finance new industries. Overseas trade, commerce and industry were encouraged by England's naval supremacy.
- There was **political and social stability** in England, so people could invest their savings in new enterprises. By 1750 Parliament's power far exceeded that of the king, and its members passed laws that protected business and helped expansion.
- **An Agricultural Revolution**: The Industrial Revolution would not have been possible without a series of improvements in agriculture in England. Beginning in the early 1700s, wealthy landowners began to enlarge their farms through enclosure, or fencing or hedging large blocks of land for experiments with new techniques of farming. These scientific farmers improved crop rotation methods, which carefully controlled nutrients in the soil etc. Better nutrition boosted England's population, creating the first necessary component for the Industrial Revolution i.e. labor.
- England began to **manufacture practical and inexpensive articles**, which could be exported if they were produced on a large scale. Hence England invented new techniques and machines to produce such articles.
- Many agriculturists, who became unemployed owing to the Agriculture Revolution, were available as **laborers** in mills, factories and workshops. These laborers were able to move freely from place to place for jobs in factories. Coal, a cheap fuel, was available in large quantities for running factories, mills and workshops.
- Napoleon's Continental System of preventing the import of English goods into Europe enabled England to blockade the continental ports. Thus England bought **raw materials** at low rates and supplied finished products at high prices to her colonies.
- England had a **large man power or labor force** due many skilled immigrants. Many Spanish and French artisans, who were persecuted owing to their religion, went and settled down in England, thus giving an impetus to English industries.
- The **English colonies** were ruthlessly exploited for raw materials and as markets for finished products.
- **Scientific discoveries** were encouraged by the Royal Society of London. The inventive genius of the English, as seen in scientists like Sir Humphry Davy, George Stephenson, Dr. Edmund Cartwright and James Watt, favored the Industrial Revolution.

2. Discuss the consequences of industrial revolution.

- New machines which were used led to unemployment of many people.
- There was expansion of international trade as countries produced different goods.
- The Industrial Revolution encouraged Colonialism and imperialism. Industrialisation led to the need of market and raw materials from Africa and subsequent colonisation of Africa. They needed colonies for securing raw materials at low prices for their industries. They also used the colonies as markets for setting their finished products at high prices.
- It led to the development of modern transport and communication systems. Many roads, railway lines, bridges and canals were constructed during this period.
- It led to increased utilisation of idle natural resources that were not in use before.
- Industrial revolution led to urbanisation, that is, urban centres developed due industrial activities and rural-urban migration.
- Industrial revolution increased the demand for services provided by lodges, hotels, banks, insurance companies and schools.
- Industrial revolution led to the rise of socialism. People advocated for state ownership of property to replace private ownership and income inequality.
- It increased the number of middle class for these owned factories and mines. Some started sending their children to upper class schools.
- It led to rural-urban migration leading to overcrowding and accommodation in towns.

LESSON 2: CAUSES AND CONSEQUENCES OF THE AMERICAN REVOLUTION

a) Learning objective:

- Describe the causes and the impact of the American Revolution.
- Analyse the causes of the American Revolution and interpret the role of each cause.
- Acknowledge the causes of the American Revolution.
- Assess the effects of the American Revolution and balance positive and negative effects.
- Appreciate the consequences of American Revolution.

b) Teaching resources: This lesson will use different resources including the textbooks of Social Studies and History, Print outs for the learning activity, photographs, atlases, maps, manila papers, charts, internet, ICT tools (Computer, Smart phone, Tablet, Projector, Loud speakers and Videos/films) and reference book related to social studies.

c) Prerequisites/Revision/Introduction:

- This unit is linked to the 11th unit, which the student-teachers studied in senior two.
- The tutor will ask different questions about American Revolution to check their prior knowledge about the topic.
- The answers to the tutor's questions the student-teachers provide will help the tutor to facilitate well the new lesson.

d) Learning activities

- The tutor will ask the student-teachers to read textbooks and use internet to answer the question asked in the learning activity.
- The tutor will ask to share their findings.
- The tutor will comment on the presentations and checking for understanding.
- Conclusion and assessment.

e) Application Activity

Question and expected answer:

1. Discuss the causes of the American Revolution.

- The colonies were populated by hard-working, freedom-loving, intelligent farmers, adventurous sailors and enterprising producers. Since they could think and act for themselves in every field they did not feel there was any need for them to be guided by the mother country. Their desire to be free from England grew stronger with time.
- A spirit of self-reliance and enterprise was shown by the English colonies, which had established their own political institutions. However George III and the British Parliament did not give any political rights to the colonies which in turn felt like slaves in the political field. Each colony had a legislative assembly and a governor appointed by England. They gained great political experience by running their political institutions. Thus they resented the political control of England and had a strong desire for self-government.
- The rise and growth of nationalism among the Americans and need for independence. This was promoted by nationalists such as Samuel Adams, George Washington, Benjamin Franklin and Thomas Jefferson. They argued that if the British governed themselves, why not Americans? This awakened the need for self-rule among the Americans hence leading to the revolution.
- The effects of Anglo-French war of 1756-63. During this war, France was fighting with Britain over profitable colony of Canada. The war ended with the defeat of France by Britain, and taking over Canada. The effect of this was that it weakened Britain financially and encouraged the Americans to

revolt against her. Britain also raised taxes to solve financial crisis at home. Americans protested against the tax increment.

- The passing of intolerable acts: These included the Stamp Act whereby revenue stamps were put on printed materials and commercial documents like newspapers. It was replaced by Townshend Act whereby the British chancellor levied taxes on lead paper, paint, glasses and tea. These were received with negativity by Americans making them to begin a war of independence.
- The character of King George III of England: He came to power in 1760. Unlike the former kings, he wanted to bring American colonies to closer control. In order to achieve this, he introduced a number of harsh laws. He was also so rigid that he refused to change the taxation system.
- The oppressive rule of the British government: The British leaders such as Greenville, Townshend and Rocking were harsh to the Americans. They did not allow freedoms such as of speech, press and worship. There were no fair trials in courts of law. All these annoyed the Americans.
- The Boston massacres of 1770. After the Townshend Act, the Americans started shouting and throwing snow and ice to the English troops. The troops responded by firing and killing them at Boston. This is what came to be known as the Boston massacres. It drove the Americans into a war of independence against the British.
- Undemocratic nature of the British leadership. The Americans were not given chance to participate in the politics of their country. This made them inferior. Only the rich were elected to the colonial assemblies as opposed to the poor. This was opposed by the majority hence leading to the revolution. Etc.

2. Assess the effects of the American war of independence on the Americans.

- With the question approach, the answer requires two sides: Positive and negative effects

Positive effects:

- It gave birth to a new nation, that is, the United States of America.
- It led to the inclusion of blacks into Americans citizenship, a privilege which had earlier been denied to them by the British.
- The monopoly of the protestant church was removed and after the revolution.
- It led to French Revolution due to the effects it had on the French government.
- It led to the granting of independence to the American colonies.
- There was liberalization of trade after the American Revolution.

- It created good diplomatic relationship between France and America.
- It increased the status of women and subsequent women emancipation.
- American Revolution increased the status of George Washington for his role in gearing the struggle for independence.

Negative effects:

- The revolution led to loss of lives. Many people including soldiers, civilians, Americans, the French and the British died in the war.
- It led to destruction of property such as buildings, roads, bridges and communication lines.
- Colonization of Africa by the British for compensation of the lost 13 colonies.
- American Revolution divides American society between the loyalists who supported the King George III of England and the Revolutionaries. Many loyalists fled to Canada.
- It led to secession war between Northern and industrialist colonies against southern and agriculturalist colonies.
- The decline of the British economy.

LESSON 3: CAUSES AND CONSEQUENCES OF THE FRENCH REVOLUTION

a) Learning objective:

- Explain the conditions in Europe and France in particular before 1789.
- Describe the causes and the consequences of the French Revolution.
- Examine the conditions in Europe and France in particular before 1789 and show their influence on the modern times.
- Acknowledge the causes and the consequences of the French Revolution.

b) Teaching resources: This lesson will use different resources including the textbooks of Social Studies and History, Print outs for the learning activity, photographs, atlases, maps, manila papers, charts, internet, ICT tools (Computer, Smart phone, Tablet, Projector, Loud speakers and Videos/films) and reference book related to social studies.

c) Prerequisites/Revision/Introduction:

- This unit is linked to the “Unit 6: Analyse the 1789 French Revolution” which have been learned in senior Three. For this reason, the tutor will ask different questions about French Revolution to check their prior knowledge about the lesson of the day upon which the new lesson will be built.

d) Learning activities

- The tutor will ask the student-teachers to read textbooks, history books and use internet to answer the question asked in the learning activity.

- The tutor will ask to share their findings.
- The tutor will comment on the presentations and checking for understanding.
- Conclusion and assessment.

e) Application Activity

Questions:

1. Examine the causes of the 1789 French Revolution.
2. Assess the consequences of the 1789 French Revolution.

Expected answers:

1. Examine the causes of the 1789 French Revolution
 - To this question, see the unit 3, lesson 3.3.
2. Assess the consequences of the 1789 French Revolution.

The question approach requires two sides of the answer. Positive and negative

Positive consequences of French revolution

- It led to the Declaration of the Rights of Man and the citizen on August 27th, 1789. The document abolished the social class divisionism which had existed in France during the Bourbon monarchy (ancient regime). This led to equality among French citizens, as it declared that all men were equal before the law.
- The revolution encouraged multiparty democracy in France.
- It revived the French parliament (National Assembly or General meeting on May 5th, 1789) which had last sat 175 years before in 1614.
- The revolution ended feudalism and serfdom in France: The French revolution ended feudal privileges on August 4th, 1789 in the assembly at Versailles. Land that belonged to the Catholic Church and the nobles was nationalized and given to the landless peasants at cheaper prices.
- The revolution improved the education sector: The revolutionaries introduced reforms in the education system. Polytechnic schools were built to train and produce skilled labour; secondary schools were built and old ones rehabilitated. This promoted efficiency in the education sector.
- It increased constitutionalism in Europe. Revolutionary ideas led to the rise of constitutionalism as a check and a balance to despotism in Europe.
- Abolition of social classes system: The French revolution also influenced the abolition of the discriminative social class system that existed in Europe. The ideas of liberty, equality and fraternity influenced conservative states like Russia, Spain, and Prussia to abandon social class division and grant equality between the nobles, clergy, middle class and peasants, etc.

Negative consequences of French revolution

- The revolution led to the loss of lives: Many lives were lost in the confusion that characterized the revolution.
- The revolution destroyed Bourbon Monarchy in France: There was a complete collapse of the ancient regime.
- The revolution forced many Nobles and Clergy to Austria as émigrés on exiles.
- The revolution brought conflicts between France and European powers.
- The revolution led to the destruction of property in France.
- It weakened the French economy.
- It damaged the diplomatic relations between France and her neighbors like Prussia, Austria, Russia and Britain due to the mistreatment of Louis XVI.
- It divided the clergy into two groups: the juror priests and the non-juror priests (refractory).

In French history, non-jurors or **Refractory clergy** were **clergy** members who refused to swear an oath of allegiance to the state under the Civil Constitution of the **Clergy**; also known as **refractory clergy, priests** and bishops.

- It spoilt relationship between France and other catholic countries (Spain, Sardinia, Austria) Etc.

LESSON 4: FACTORS FOR THE RISE, PERFORMANCE AND DOWNFALL OF NAPOLEON I.

a) Learning objective:

- -Explain the factors for the rise of Napoleon I and the downfall in 1814.
- -Discuss the factors for the rise of Napoleon I and the downfall.
- -Recognize the factors for the rise and downfall of Napoleon I.

b) Teaching resources: This lesson will use different resources including the textbooks of Social Studies and History, Print outs for the learning activity, photographs, atlases, maps, manila papers, charts, internet, ICT tools (Computer, Smart phone, Tablet, Projector, Loud speakers and Videos/films) and reference book related to social studies.

c) Prerequisites/Revision/Introduction:

- To start the lesson, the tutor will ask student-teachers the questions about the previous lesson “the causes and consequences of French Revolution”.
- The questions asked here will be the foundation of the lesson of the day.

d) Learning activities

- Through different techniques the tutor will form group of students.
- The tutor will ask the student-teachers to work in groups.

- To use textbooks, internet and other resources and find the factors for the rise, performance of Napoleon I and downfall in 1814.
- After discussion in groups, the tutor will ask them to share their findings.
- The tutor will comment on the presentation in form of addition, correction, positive feedbacks and checking for understanding.
- Conclusion and assessment.

e) Application Activity

Questions:

- What are the factors that led to the rise of Napoleon Bonaparte I?
- Discuss the achievements of Napoleon Bonaparte I.
- Examine the factors responsible for the downfall of Napoleon Bonaparte I.

Expected answers

- What are the factors that led to the rise of Napoleon Bonaparte I?
- Discuss the achievements of Napoleon Bonaparte I.
- Examine the factors responsible for the downfall of Napoleon Bonaparte I.

For the answers to these application questions, refer to social studies student Book, year Three, unit 3, the lesson 3.4.

3.6 Skills lab

Skills Lab

Use a combination of knowledge, skills, attitudes and values you have acquired about great revolutions of 18th to 19th century and describe the positive legacy of these revolutions to the modern world and make a presentation.

Topic: Legacy of the 18 and 19th revolutions to the modern world.

Duration:(...) minutes

Materials required: Manila paper, pictures, maps, videos.

Tutor preparation: prepare a video showing the consequences of the revolutions, avail manila paper, markers, set up chairs in five circle for groups, etc.

Learning objectives (s): Student-teachers will be able to:

- describe the positive legacy of these revolutions to the modern world.
- Make a class presentation.

Instructional objective: Using different resources student-teachers will be able to describe the positive legacy of the 18th and 19th revolutions to the modern world successfully.

Activity 1: Build: (... minutes).

- Tutor starts by asking the student-teachers to explain the consequences of different revolutions.
- Student-teachers identify the legacy of each revolution to the modern world.

Activity 2: Practice: (... minutes).

- Divide class into 5 skills lab teams (this depends to the class size).
- Ensures all student-teachers are involved.
- Responds to questions if any.
- Ensure that gender balance and inclusion is catered for.
- Ask student-teachers to work at least on two different revolutions.
- Make a summary of legacies picked from revolutions to modern world.

Activity 3: Present: (... minutes).

- Groups will present to the classmates the legacies identified.
- Relate legacies to the revolutions.
- Tutor asks follow up /probing questions.
- Give feedback to each group.
- Encourage note taking.
- Conclude, supplement what has been presented.

Portfolio Assessment:

- Give an individual portfolio assignment. - Connect it to the Key unit competence; it should be a practical activity.

E.g. Use a combination of knowledge, skills, attitudes and values you have acquired about great revolutions of 18th to 19th century and describe the positive legacies of these revolutions to the modern world.

Expected Answers:

As the work is wide and the student-teachers can have various choices, we expect the following answers:

Equality and liberty.

Freedom of speech.

Independence.

Democracy.

Development of science and technology.

Women emancipation.

Etc.

Knowledge, Skills, attitudes and values:

- Creativity, citizenship, networking, critical thinking, research, etc.

3.7 End unit assessment

Question:

- a) Why did industrial revolution start in Britain and not elsewhere in the world?
- b) Examine the effects of industrial revolution which are still visible today.
- c) Explain the causes and effects of American Revolution.
- d) To what extent unfair political system of ancient regime caused the French revolution of 1789?
- e) Describe the factors for the rise and downfall of Napoleon Bonaparte I.

Answer:

- a) Why did industrial revolution start in Britain and not elsewhere in the world?

- **Lack of internal custom barriers:** Britain had no internal custom barriers that would discourage investors to invest in industrialization.
 - **Political stability:** Britain had enjoyed a period of relative peace and stability unlike Germany, Italy and France. Britain kept off from European conflicts as well.
 - **Presence of a strong naval force:** Britain had a strong naval force which protected her from external attacks. She used her navy to protect her merchants from foreign competition and to guard her trade routes. This was something that encouraged foreign investors to invest their money in industrial sector.
 - **Improved transport system:** This included roads, railways and water transport which were much developed. Canals were constructed linking existing rivers and lakes. During the second half of the 18th century, roads and railways were constructed to link industrial centres. They were to transport raw materials and finished products to their destinations as well. It eased connectivity in terms of sources of raw materials, transportation of workers, industrial centres and markets.
 - **Favourable government policy:** The government of Britain lowered taxes on profits to support the business class. This also encouraged Industrialisation to take place.
 - **The impact of French revolution and Napoleonic wars:** This discouraged Industrialisation in France. On the other hand, it motivated Britain to industrialise and supply France with industrial goods.
 - **Existence of natural harbours:** Britain had good natural harbours which could not freeze even in winter. This facilitated the transportation of goods throughout the year.
 - **Good geographical location of Britain:** Britain was located at the centre of less industrialised states that provided market for her finished goods. She also had navigable rivers such as Thames. All these were instrumental for the beginning of industrial revolution.
 - **Dominant position on over sea trade:** Britain controlled a big part of Europe's overseas trade mostly in the 18th Century. This helped her get cheap raw materials to feed her industries. She also got a market for her finished goods.
- b) Examine the effects of industrial revolution which are still visible today.
- New machines which were used led to unemployment of many people.
 - There was expansion of international trade as countries produced different goods.
 - It led to the development of modern transport and communication systems. Many roads, railway lines, bridges and canals were constructed during this period.

- It led to increased utilization of idle natural resources that were not in use before.
 - Industrial revolution led to urbanization, that is, urban centers developed due industrial activities and rural-urban migration.
 - Industrial revolution increased the demand for services provided by lodges, hotels, banks, insurance companies and schools.
 - It led to rural-urban migration leading to overcrowding and accommodation in towns.
 - The fumes from industrial centers led to environmental degradation. The industries produced bad smell leading to air pollution.
 - It led to the increase in population in Europe. Population in many European countries tripled due to better living conditions. There was good shelter as well as improved medical care that reduced diseases that previously killed people.
 - Industrial revolution led to exploitation of workers by industrial owners. People worked for long hours with low wages. Many factories or mills had no sanitation facilities. They did not even have safety guards on machines which led to frequent accidents.
 - Under the Factory system there was large-scale production. This resulted in a low cost of production per unit. There was also uniformity and a high quality in production.
 - It led to the development of capitalism, since the capitalists owned the means of production like wealth, land and machinery. Hence the capitalists became the supreme masters of industry. Two classes, the capitalist and the laboring classes were created by the Revolution. The capitalists were the masters of industries, the managers of mills and the proprietors of workshops, who amassed great wealth, owing to a high profit margin. The laboring class was a mere tool in the factories. Thus, the gap between the rich and the poor went on widening.
 - England grew very wealthy on account of industrialization. It became a leading country, in the field of industry, trade, commerce and finance.
 - The cities were overcrowded, owing to migration from villages and also because of high birth rates. The housing shortage in the city forced people to live in dull and dingy rooms. It also led to the creation of slums, which caused various diseases and premature deaths.
 - It also led to the creation of slums, which caused various diseases and premature deaths.
 - The factories produced large amounts of air pollution from the burning of coal. Coal was easily the most used fuel during the Industrial Revolution, since it was needed to power the newly developed steam engines.
- c) Explain the causes and effects of American Revolution.

Causes of American Revolution

- **The colonies were populated by hard-working, freedom-loving, intelligent farmers, adventurous sailors and enterprising producers.**
- **A spirit of self-reliance and enterprise was shown by the English colonies**, which had established their own political institutions.
- **The rise and growth of nationalism among the Americans and need for independence:** This was promoted by nationalists such as Samuel Adams, George Washington, Benjamin Franklin and Thomas Jefferson.
- **The effects of Anglo-French war of 1756-63:** During this war, France was fighting with Britain over profitable colony of Canada. The war ended with the defeat of France by Britain, and taking over Canada. The effect of this was that it weakened Britain financially and encouraged the Americans to revolt against her. Britain also raised taxes to solve financial crisis at home. Americans protested against the tax increment.
- **The passing of intolerable acts:** These included the Stamp Act whereby revenue stamps were put on printed materials and commercial documents like newspapers.
- **The character of King George III of England:** He came to power in 1760. Unlike the former kings, he wanted to bring American colonies to closer control. In order to achieve this, he introduced a number of harsh laws. He was also so rigid that he refused to change the taxation system.
- **The oppressive rule of the British government:** The British leaders such as Greenville, Townshend and Rocking were harsh to the Americans. They did not allow freedoms such as of speech, press and worship. There were no fair trials in courts of law. All these annoyed the Americans etc.

Effects of American Revolution

- It gave birth to a new nation, that is, the United States of America. Under the Treaty of Paris (1783) England acknowledged the independence of her American colonies.
- France regained two small colonies, Tobago in the West Indies and Senegal in West Africa. Spain recovered Minorca and Florida.
- England lost her colonies in America and her national debt increased to a great extent. However England could defeat and destroy the Spanish and French fleets, and thus retain her naval supremacy.
- The revolution led to loss of lives. Many people including soldiers, civilians, Americans, the French and the British died in the war.
- It led to destruction of property such as buildings, roads, bridges and communication lines.

- It led to the inclusion of blacks into Americans citizenship, a privilege which had earlier been denied to them by the British.
 - The monopoly of the protestant church was removed and after the revolution. There was freedom of worship among the Americans. It increased religious freedom in all states of America. The citizens were no longer forced to join Protestantism. Many churches came up. Other Americans became Muslims. Etc.
- d) To what extent unfair political system of ancient regime caused the French revolution of 1789?

The question approach requires an introduction, body of two sides and a conclusion

Expected answer:

- The French Revolution of 1789 refers to social, economic, political and religious changes that took place in France. The changes included the removal of the ancient regime and the establishment of a new social order that was based on liberty, equality, and fraternity.
- The political system of ancient regime in France of 1789 was unfair and caused the French revolution in the following way:
 - The ancient regime in France was led by despotic kings. The administration was characterized by dictatorship, nepotism and abuse of human rights.
 - The King's powers were absolute and could not be questioned. He was the law and the law was himself, and that is why he once boasted "the thing is legal because I wish it to be", "the state is myself.
 - There was no written constitution, no democracy, and no fair representation in the parliament.
 - Even the King's ministers had unlimited powers through "lettre-de-cachet" (arrest **warrant** with imprisonment without trial), which caused a lot of suffering to the French people, forcing them to think of change and work towards it. Etc.

However, there are causes of French revolution,

- **Religious intolerance:** In France, Protestants and Muslims were not allowed freedom of worship and were always subjected to intimidation, torture and imprisonment and the need for freedom of worship made the French to join the revolution.
- **Social class struggle:** French society was divided into three social classes or Estates. Those were clergy, the nobles and middle class with the peasants. The clergy and nobles enjoyed a lot of privileges. They owned large tracts of land, dominated the key government posts, and were exempted from taxes. They could collect tributes from the peasants;

they had the right to get pensions; the right to enjoy all forms of freedom; to stay in the King's palace and the right to move with weapons in public. The peasants and the middle class were 23 million out of 25 million, but were denied all sorts of freedom, subjected to forced labour, to unfair taxation, were imprisoned without trial, were denied promotion in the army and higher education.

- **Role of the French philosophers:** Philosophers were great thinkers who were highly educated in world affairs, who put their ideas in writing condemning the social, political, and economic situations in France, creating more awareness, sharpening minds of the French and created in them a revolutionary spirit. Philosophers revolutionized the thinking of the members of the Third Estate with their new ideas and revolutionary solutions.
 - **Unfair land ownership:** The land was unfairly distributed among the nobles and the clergy at the expense of the majority peasants. The Church also owned 20 per cent of the land that it rented to the peasants. The peasants lived as tenants on the estates of landlords who also exploited them. This is why they demanded for reforms in the revolution of 1789.
 - **Unfair taxation system:** Before 1789, the taxation system of France was unfair. The clergymen and noblemen owned about three-fifths of the entire land. However they paid less than one-fifth of the total direct taxes in the country. On the other hand, a member of the Third Estate paid 152 francs as income tax, whereas he should have paid only 14 francs, if the distribution were equal. Further the nobles and clergy were totally exempted from direct taxes levied on personal property and land. While the rich nobles and the clergy were exempted from taxation, the poor peasants were forced to pay a lot of taxes like salt tax, property tax, road tax, tithe and customs duty. The peasants were tired of this unfair taxation system and rose up against the regime of the time. Etc.
- e) Describe the factors for the rise and downfall of Napoleon Bonaparte I.

For this question to unit, three, lesson 3.4

3.8 Summary of the unit

The unit is entitled the Great Revolutions of 18th to 19th Century. It has describe different revolution which were historically located between the 18th 1nd 19th century. These revolutions included the industrial revolution where we described the causes and consequences of industrial revolution, the American Revolution with it causes and consequences and the French Revolution with its causes and consequences. The unit ended with factors for the rise, performance and downfall of Napoleon I. Every lesson started with an introduction or definition of the key concept and ended with a conclusion.

3.9 Additional information for tutor

Continental system was a series of economic sanctions (blockade) which Napoleon I put in place to block the British trade in Europe in 1806. It was the foreign policy of Napoleon I of France against the United Kingdom during the Napoleonic Wars.

Effects of continental system

The system had serious effects on Britain in particular and Europe at large: it led to general suffering, unemployment in Britain as production was low due to low trade. There were strikes due to few jobs and shortage of essential goods.

General trade business was affected in Europe: most European countries also suffered greatly particularly in foreign trade. This was followed by a drastic fall in balance of payment, smuggling (traffic clandestine) and black marketing became common in European states because of the closure of industries leading to a scarcity of essential items on the European market.

The middle class suffered a lot: this was because they had to pay taxes to boost industries.

In France, there was general suffering of all classes of people: this was because of bad governments, which France had had since the 1770s. They had no standard industries and French people had survived by importing quality goods from Britain. Therefore, the continental system imposed on Britain by Napoleon I caused a scarcity of essential goods to French markets. For example, sugar. The price of such items was high in France.

Pope and Papal States refused to honour the continental system: this was because it would affect the Italians socially and economically. They remained neutral to the whole exercise of the continental blockade of the British trade. Napoleon imprisoned the pope. This caused enmity between the church and Napoleon's rule.

The continental system became unpopular in Holland: the reason was because their trade was completely destroyed. Traditionally it was depending on the outside trade for survival especially from Britain. The king of Holland Louis Bonaparte (brother of Napoleon I) advised Napoleon to stop the continental system, but he refused. His brother responded by resigning and abdicating the throne, which made Napoleon I to annex Holland to France.

Decline of some main trade area: some parts like Homburg, which depended on overseas trade, got seriously affected. They rejected the terms of continental system to keep their trade alive.

The system forced Napoleon I to fight the peninsular war: in 1809 Portugal that had refused to respect the terms of the continental was attacked by Napoleon I in the peninsular war of 1809. However, this led to the collapse of Napoleonic war.

It laid the background for the Napoleonic era in the politics of Europe. Since all the affected countries had to work hard towards the collapse of his regime leading to the formation of 4th coalition in 1813.

Reasons for the failure of continental system

France had a small naval force, compared to Britain, to patrol the coastline of France, to see that no smuggling of goods from Britain was being carried out.

It also required a very loyal civil service and a faithful customs official and yet Napoleon I lacked such manpower.

The countries under the control of Napoleon I insisted on importing by smuggling means.

Britain was not starved, as Napoleon wanted. Internally, Britain intensified her internal sector to create enough demand for her industrial products without depending on Europeans markets.

Napoleon I started using British goods smuggled into France. This made all the Frenchmen and the rest of conquered states by Napoleon I lose of confidence in intentions of Napoleon I to blocking the British trade.

The continental system added Napoleon I more enemies than ever before all over the continent of Europe. People rose arms against Napoleon I and this led to his down fall.

The Italian campaign of 1796

The aim of the Italian campaign was to expand revolutionary ideas abroad and liberates Italians from oppression. So, the directory government appointed Napoleon Bonaparte to lead an army to Italy. He chose to attack Italy because historically they had lived under the Austria domination the member of the first coalition. Napoleon accepted to go to Italy because he was an Italian by birth and therefore he hated Austrian rule in Italy. This campaign aimed at exporting the French revolution slogans of liberty, equality, fraternity and freedom of association to Italians who were still suffering under foreign rule of Austrians.

Napoleon was given an army that had been idle for 3 years, demoralized, ill-fed, badly dressed that it had resisted going to Italy. However, napoleon told the soldiers that “**soldiers, you are badly fed and nearly naked, I am going to lead you to the most fertile plains in the world. You will find there great cities and rich provinces. You will have, there honour, glory and wealth**”. After the battle, Napoleon drove out Austria from Sardinia. Napoleon won also several victories against Austria until she was forced to sign a peace treaty of Campo Formio in which Austria surrendered all her territories in Italy to France. In Italy, Napoleon I found that there was no diplomatic cooperation and unity among the Italians states. He merged these states in three divisions: the **kingdom of Italy** in North and North East, **kingdom of Naples** in south and the **central Italian states**. All combined, they formed a new republic in central Europe called “**cisalpine republic**”. This republic was governed in the model of France and it helped the unification of Italy in 1870. Napoleon returned home with great honour in 1797.

Effects or significance of Italian campaign

It helped the directory government to defeat 1st coalition.

It helped to spread French culture of assimilation.

His campaign helped to popularize Napoleon.

It provided France with a lot of wealth.

Italy was made to pay heavy war indemnities to France as a punishment of having resisted to Napoleonic forces.

This success of Italian campaign made napoleon I to be appointed by directory government to head the campaign against the British. This was directed towards Egypt her traditional colony in 1798.

Egyptian campaign

This campaign was organized to destroy Britain which remained undefeated among the first coalition members. In February 1798, Napoleon sailed from port of Toulon, captured Malta and landed in Alexandria in July 1798; Napoleon's army defeated the Mamelukes of Egypt in the battle of pyramids. However, Napoleon's plans to invade India were defeated when his ships were destroyed by Britain in the battle of the Nile. Napoleon, while in Egypt, also heard that the second coalition had been formed against France and that Austria had recaptured her Campo Formio territories. He also heard that the directory government at home had also become inefficient and corrupt and had revived their reign of terror.

So, Napoleon left his soldiers in Egypt, escaped with few escorts and two boats and landed safely in France, where he was welcomed as the conqueror of Italy and hero of Egypt. With the support of his brother Lucien Bonaparte, Napoleon overthrew the directory government on 9 November 1799 in a coup. This marked the rise of Napoleon Bonaparte on power. (18 Brumaire) he established an executive power for 3 consuls and Bonaparte was one of them. This is the beginning of **consulate** (9 November 1799); which means the government of general Napoleon Bonaparte.

Coalitions Against France during Napoleonic era

The 1st Coalition

1792-1797

Austria, Prussia, Great Britain, Spain, Piedmont.

The 2nd Coalition

1798-1801

Russia, Britain, Austria, Ottoman Empire, Portugal, Naples, Vatican.

The 3rd Coalition

1805

Austria, Great Britain, Russia, Sweden.

The 4th Coalition

1806-1807

Prussia, Saxony, Russia. Britain, Austria.

The 5th Coalition

1809

Great Britain and Austria.

The 6th Coalition

1812-1814

Great Britain and Russia, joined by Prussia, Sweden, Austria, German States.

The 7th Coalition

1815

Great Britain, Russia, Prussia, Sweden, Austria, German States.

3.10 Additional activities

3.10.1 Remedial activities

Questions: list any three revolutions which characterized the period between 18 and 19th century.

Answer: Industrial revolution, American Revolution, French revolution.

Questions:

Answer:

3.10.2 Consolidation activities

Question:

1. Explain any two causes of American Revolution.
2. Explain three effects of industrial revolution.

Answer:

1. Explain any two causes of American Revolution.
 - **The effects of Anglo-French war of 1756-63:** During this war, France was fighting with Britain over profitable colony of Canada. The war ended with the defeat of France by Britain, and taking over Canada. The effect of this was that it weakened Britain financially and encouraged the Americans

to revolt against her. Britain also raised taxes to solve financial crisis at home. Americans protested against the tax increment.

- **The passing of intolerable acts:** These included the Stamp Act whereby revenue stamps were put on printed materials and commercial documents like newspapers.
- **The character of King George III of England:** He came to power in 1760. Unlike the former kings, he wanted to bring American colonies to closer control. In order to achieve this, he introduced a number of harsh laws. He was also so rigid that he refused to change the taxation system.

2. Explain three effects of industrial revolution.

- Unemployment.
- Environment pollution.
- Production on large scale.
- Development of cities.
- Rural urban migration.

3.10.3 Extended activities

Question: “Without the French revolution Napoleon Bonaparte would have died as a common man”. Discuss.

Answer: This question needs an introduction, body in two sides and conclusion.

The French revolution has greatly influenced the rise of Napoleon Bonaparte I to power in France. There is a common agreement that Napoleon was a product of the French revolution without which he would have died a common man. Napoleon exploited the opportunities provided by the revolution to rise from a poor Corsica to an emperor of France. This is why he is called the child of French revolution. The role of French revolution in Napoleon’s rise to power as follow:

The revolution abolished classes and this helped peasants to rise to positions of leadership.

The French revolution also led to the exile and death of senior army officers and politicians which created scarcity of senior army officers and Napoleon was called in army in 1792.

It is a French revolution that gave chance to Napoleon to display and advertise his abilities which helped him to be quickly promoted.

The need to export the French revolution generated foreign wars which gave Napoleon more opportunities to display himself.

Napoleon used revolutionary ideas within and outside France and this made him popular among oppressed people.

The revolution brought many wars in which Napoleon got involved. These provided Napoleon with a platform to display his military talents which helped him to be recognized. It made him popular and this helped him to win the support of the people.

However, there are other factors which helped Napoleon to rise to power,

The weakness of directory government helped Napoleon to rise to power: By 1799, the directory government was unpopular and the French people longed for good French leadership. The government was bankrupt, officials were corrupt, there was insecurity, inflation, unemployment and there was intrigue among directors.

Luck helped Bonaparte to rise to power in France. Napoleon became Frenchman by luck because Corsica was annexed to France one year before his birth, by luck he survived the reign of terror because he was a friend of Robespierre, It was also luck, that the coup d'état of 1799 was successful, it was luck that Napoleon survived death in campaign, especially in Egypt.

Napoleon character's greatly contributed to his rise to power. He was a courageous man, brave and skillful. He was a military genius and an intelligent soldier France had ever seen. Such character helped him to capture the attention of people and rise to power.

Napoleon's power of foresight: Napoleon had the abilities to assess situations and know how he could manipulate them to his advantage. After the French revolution, he abandoned the ambition to liberate Corsica and became a loyal French citizen. He did this because he had rightly foreseen that the revolution had come with opportunities that he would use to rise to power. He also refused to command the Paris forces when he was commissioned by Robespierre during the reign of terror. He refused to offer because he was aware that Paris was not secured and anybody could be guillotined any time.

Napoleon's family background and ambition also helped him to rise to power. Napoleon was born from a poor family and this gave him a determination to always work hard. He was an Italian by descent and he always longed to set his motherland free from French occupation and this is why he tried to liberate it three times but he failed. This ambition forced Napoleon to risk fighting Great powers like Austria and England with a disorganized army which helped him to capture the attention of the masses who supported him to rise to power in France.

Education was yet another factor which helped Napoleon to rise to power. The education Napoleon acquired gave him merit to get appointments in the army. It also helped him to be able to read revolutionary literature and the work of political philosophers and to be aware of political events. The knowledge from the military academies helped him to be a great and successful soldier. These skills made him popular and helped him to rise to power.

Napoleon is close association with great people and his marriage to Josephine also helped him to rise to power. He associated with men like Robespierre who was the leader of the Jacobins and Barras one of the Directors of the Directory government. This helped him to gain political experience and influence which eased to rise to power.

Napoleon's early military success and operations helped him to rise to power. In 1793 he successfully expelled the British from Toulon which earned him the rank of Brigadier, in 1795 he crushed a Paris insurrection, and after his Italian campaign, he was promoted to the rank of general. These victories made him popular to the masses and supported him to rise to power.

Annexation of Corsica Island from Genoa (Italy) to France in 1768 helped Napoleon to rise to power. The annexation of Corsica Island to France in 1768 was a blessing in disguise for Napoleon. It made him to be born a French man who was eligible to hold any public office in France. If it had not been so, he would have born Italian and would not have benefited from the military academies of Brienne and Paris. He would not have risen to power in France since he would have been a foreigner (Italian).

UNIT 4

FIRST WORLD WAR AND INTER-WARS

4.1. Key unit competence:

The student-teacher should be able to analyze the political, economic and social changes in the World between the two World Wars.

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

The student-teachers are expected to have mastered the content of unit 7 and 8 of S3, where they studied Causes and Effects of the First World War (1914–1918) and Between Two World Wars. These units of senior three greatly provide strong foundation that student-teachers can use to understand better the content of this Unit 4 of Year three.

In order to study this unit the student teachers should have knowledge, skills and competences on the following:

- Causes of the First World War.
- Course of the First World War.
- Consequences of the First World War.
- The 1919 Versailles Peace Treaty.
- The League of Nations.
- World Economic Depression 1929–1935.
- Totalitarian regimes in Europe.

These already acquired knowledge, skills, attitudes and values should be used by the tutor to conduct diagnostic assessment as a way of measuring each student-teacher's abilities.

4.3. Cross-cutting issues to be addressed

Gender Education: both boys and girls will be enabled to exploit their full potential and talents without any discrimination or prejudice.

Financial Education can be integrated in learning activities when studying the causes, effects and solutions of 1929 great economic crash. For example, the tutor can remind his /her student-teachers using typical examples on how economic WWI and 1929 economic depression were caused by mismanagement of countries' economy therefore to pre-empt wars people must manage and save their money.

Inclusive education: care must be given to all student-teachers including special education needs cases. All student-teachers should be given a quality and equitable education that meets their basic learning needs and caters for the diversity of their backgrounds and abilities. It can be integrated in classroom situation where tutor pays attention on student-teachers with special needs such as student-teachers with physical disabilities, hearing disabilities or communication difficulties and visual impairment. For student-teachers with visual impairment, the tutor will help them to use their other senses like hearing and touch because these senses can help them to play and carry out learning activities thus promoting their learning and development. This cross-cutting issue can be integrated in all lessons.

Peace and values education: can be integrated using the classroom situation, games and group discussions where student-teachers socialize and develop some values like sharing, honesty, cooperation, respect, etc. Another way to address this crosscutting issue, the tutor will clarify how conflicts contributed to WWI and highlight the role peace in conflict prevention.

Genocide studies: this will be addressed through teaching and learning activities. The student teachers will be guided to uproot racism ideology (genocide ideology) like anti-Semitism of Adolf Hitler which contributed to genocide against Jews.

4.4. Guidance on the introductory activity

The introductory activity of this unit, in the student teacher's book, is a basic tool used as orientation activity that enables the student teachers to connect the knowledge, skills, attitudes and values already acquired in other subjects. The answers for this introductory activity are arranged in a hierarch order from simple to complex. Hence the student-teachers are requested to think out of the box. That is, they should relate it with the studied topics in S3 under unit 7 and 8. Therefore, student-teachers will be able to identify the causes and effects of WWI, the aims and achievements of Versailles treaty and League of Nations, the causes and effects of great economic depression, the rise and downfall of Fascism and Nazism in Europe.

4.5. List of lessons

| # | Lesson title | Learning objectives | Number of periods |
|---|---|--|-------------------|
| 1 | Causes and consequences of First World War. | <p>Student-teacher will be able to:</p> <ul style="list-style-type: none"> - Discuss both, long term and immediate term causes of the First World War. - Describe the effects of the First World war. -Assess the long term and the immediate term causes of the First World War. - Analyze the effects of the First World War. -Debate the long term and the immediate term causes of the First World War. - Acknowledge the consequences of the First World war. - Debate the long term and the immediate term causes of the First World War. - Acknowledge the consequences of the First World war. | 2 |
| 2 | Versailles peace treaty of 1919. | <p>Student-teacher will be able to:</p> <ul style="list-style-type: none"> -Analyse the aims, achievements and failures of Versailles peace treaty. | 1 |
| 3 | League of Nations. | <p>Student-teacher will be able to:</p> <ul style="list-style-type: none"> - Analyse the aims, achievements and failures of League of Nations. - Analyze the weakness of the League of Nations. | 1 |

| | | | |
|---|--|---|---|
| 4 | World economic depression. | Student-teacher will be able to: Explain the causes and effects of 1929-1933 Economic Crisis. Assess the causes and effects of the 1929-1933 economic depression. Recognize the causes and effects of the 1929-1933 economic crisis. | 1 |
| 5 | The totalitarian regimes in Europe: Fascism. | Student-teacher will be able to: Describe the rise and downfall of the Fascism regimes in Europe. Evaluate the factors for the rise and downfall of Fascism regimes in Europe. | 2 |
| 6 | The totalitarian regimes in Europe: Nazism. | Student-teacher will be able to: -Describe the rise and downfall of the Nazism regimes in Europe. -Evaluate the factors for the rise and downfall of Nazism regimes in Europe. | 1 |
| 7 | Skills lab. | Student-teacher will be able to: -To create and present a poster against wars and any other form of conflict in the world. | 1 |
| 8 | Assessment | | 1 |

LESSON 1: CAUSES AND CONSEQUENCE S OF FIRST WORLD WAR

a) Learning objective

Student-teacher will be able to:

- Discuss both, long term and immediate term causes of the First World War.
- Describe the effects of the First World War.
- Assess the long term and the immediate term causes of the First World War.
- Analyze the effects of the First World War.
- Debate the long term and the immediate term causes of the First World War.

- Acknowledge the consequences of the First World War.

b) Teaching resources: This lesson will use different resources including the textbooks of Social Studies and History, Print outs for the learning activity, photographs, atlases, maps, manila papers, charts, internet, ICT tools (Computer, Smart phone, Tablet, Projector, Loud speakers and Videos/films) and reference book related to social studies.

c) Prerequisites/Revision/Introduction:

This lesson has prerequisites in ordinary level where student teacher acquired knowledge, skills, attitudes and values about causes course and effects of First World War.

- To start this lesson, the tutor will ask student-teachers to identify the background of First World War, its causes and effects.
- The other way to start this lesson, the tutor can present a video, photos or map related to the First World War, the tutor can ask questions on that video, photo or map and the lesson will be built on student teachers' findings.

d) Learning activities

i) Guidance to learning activity:

Social studies Tutor presents activity 4.1 to student teachers in groups of 6 or pairs work, they make research as required and discuss amongst themselves. Thereafter, briefly, tutor samples out some groups or pairs for presentation in class. Make sure that the selected sample is suitable enough to respond to instructional objectives. Allow the audience to comment and ask questions where necessary. Tutor concludes by harmonizing the student teacher's views or findings.

ii) Answers to learning activity

Question: Examine the causes and effects of the First World War.

Sample of possible Answers

Among the long term causes of the First World War include the following:

- Lack of international peace keeping body.
- Lack of peaceful statesmen in the world.
- Aggressive nationalism also caused tensions.
- Alliance System.
- Economic imperialism among European countries.
- Arms race.
- The European public opinion.

- The role of press/mass media.
- The Sarajevo assassination (Sarajevo double murder) (June 28, 1914) and the start of the war.

Effects of the First World War

- The massive loss of lives.
- The war led to the destruction of property and infrastructure.
- The war led to the woman emancipation where women were employed in factories.
- There was improvement in education.
- The war led to the defeat of Germany and her allies, which marked the end of the war.
- It led to the rise of new independent states like Poland, Romania, Yugoslavia, etc.
- The war led to territorial readjustment for example France regained her territories Alsace.
- The war led to the formation of league of the Nations.
- World War I led to the rise of dictators like Benito Mussolini and Adolph Hitler.
- The war led to the rise of Japan and USA as super powers.
- The war led to the emergency of Weimar republic in Germany.
- World War I led to the rise of a new class of people; that is refugees.
- World war led to Russian revolution of 1917.
- It led to the outbreak of World War II because of the rise of dictator who became aggressive contribution to World War II.
- The war led to the decline of European economy.
- Germany was deprived of all her colonies in Africa, Middle East and Asia.
- The war led to the signing of Versailles Peace Treaty of 1919.
- World War I led to the rise of African Nationalism.

e) Application Activity

Question

- To what extent was the Alliance system responsible for the outbreak of the 1st WW?

Sample of possible Answers:

Alliance System: Alliance System initiated by Bismarck in his foreign policy in order to isolate France from European politics. This is because he had defeated France in the famous Franco- Prussian war of 1870-1871. He started the alliances such as **Triple Alliance**. This made other powers to also form

the **Triple Entente** which were formed for defensive purposes but thereafter became hostile to each other leading to the First World War in 1914. However they are other causes of the First World War.

b) Examine the impacts of the 1st World war.

Sample of possible Answers: Refer to the above learning activity under effects of the First World War.

LESSON 2: VERSAILLES PEACE TREATY OF 1919

a) Learning objective

-Analyse the aims, achievements and failures of Versailles peace treaty.

b) Teaching resources: This lesson will use different resources including the textbooks of Social Studies and History, Print outs for the learning activity, photographs, atlases, maps, manila papers, charts, internet, ICT tools (Computer, Smart phone, Tablet, Projector, Loud speakers and Videos/films) and reference book related to social studies.

c) Learning activities

i. Guidance to learning activity:

To facilitate the lesson, the tutor will ask questions about the previous lesson. Using relevant textbooks and reports, they will find aims, achievements and failures of Versailles treaty.

The tutor asks student-teachers to share the findings of each group. S/he provides time for presentation of student teachers' findings. The tutor will comment and provide additional element if necessary. The lesson ends with conclusion and evaluation.

ii. Answers to learning activity

Question: Explain the aims, achievements and failures of Versailles treaty.

Sample of possible Answers: Refer to student teacher's book under Versailles treaty.

d) Application Activity

Question: Examine the merits and demerits of the Versailles peace treaty of 1919.

Sample of possible Answers: Refer to student teacher's book under Versailles treaty.

LESSON 3: LEAGUE OF NATIONS

a) Learning objective

- Analyse the aims, achievements and failures of League of Nations.
- Analyze the weakness of the League of Nations.

b) Teaching resources: This lesson will use different resources including the textbooks of Social Studies and History, Print outs for the learning activity, photographs, atlases, maps, manila papers, charts, internet, ICT tools (Computer, Smart phone, Tablet, Projector, Loud speakers and Videos/films) and reference book related to social studies.

c) Prerequisites/Revision/Introduction:

This activity is intended to introduce the lesson two and link it with lesson studied before. Furthermore student teachers should have prerequisite knowledge about WWI and Versailles treaty.

- Effect of WWI.
- Aims and achievements of Versailles treaty.

The above prerequisites will help the tutor to have a strong foundation of this lesson via asking questions on them hence easy starting of this lesson.

- To begin this lesson, the tutor can use a revision where asking the student-teachers the background of League of Nations. The tutor will build the lesson from student teachers' responses.

d) Learning activities

i. Guidance to learning activity:

To start this lesson, the tutor presents the learning activity to the student-teachers which read and try finding the answer to the question asked on it. The tutor will ask them to discuss in groups. The tutor will move around to facilitate group discussion. The answers provided being right or wrong, will be adjusted during the lesson. With student teachers, the tutor will comment and answer to the raised issues. The conclusion will be built on student teachers' findings and make sure that it responds to learning objectives. Individual evaluation will be provided to all student teachers to measure the achievement of instructional objectives.

ii. Answers to learning activity

1. Question: What do you understand by the above organisation?

Sample of possible Answers: The League of Nations was an international peace keeping body formed after the First World War. It formally came into existence on January 10, 1920. It began with 42 member states but the number increased to 55 by 1926 when Germany was admitted. The Headquarters of

the League of Nations were located in Geneva, Switzerland a neutral State.

2. Identify the objectives, achievements and failures of the organisation shown by the symbol above.

Sample of possible Answers: Refer to student teacher's book under League of Nations.

e) Application Activity

Question:

1. Account for the formation of League of Nations by 1920.

Sample of possible Answers:

Aims of League of Nations

- Maintain peace through collective security.
- Encourage international co-operation.
- Solve economic and social problems.
- Defend and promote territorial integrity and sovereignty of member nations against aggression of any kind.
- Limit production of the disastrous military weapons.
- Implement the terms and conditions of the 1919 Versailles Peace settlement.
- Preserve its achievements.
- Promote diplomacy in settling disputes since the First World War was partly caused by lack of international organization and collapse of international diplomacy (the congress system).
- Suppress Sea pirates who were a threat to international trade on big waters like the Mediterranean Sea, black sea and the Pacific Ocean.
- Control drug trafficking and consumption of dangerous drugs like marijuana, cocaine and opium.
- Improve the conditions of workers and stop exploitation of workers by employers.
- Work out a plan for repatriating and resettling refugees or people displaced by the First World War.

2. Assess the achievements of the League of Nations in the inter-war period.

Sample of possible Answers: Refer to student teacher's book under achievements of League of Nations.

LESSON 4: WORLD ECONOMIC DEPRESSION

a) Learning objective

- Explain the causes and effects of 1929 -1933 Economic Crisis.
- Assess the causes and effects of the 1929-1933 economic depression.
- Recognize the causes and effects of the 1929-1933 economic crisis.

b) Teaching resources: This lesson will use different resources including the textbooks of Social Studies and History, Print outs for the learning activity, photographs, atlases, maps and manila, papers, charts, internet, ICT tools (Computer, Smart phone, Tablet, Projector, Loud speakers and Videos/films) and reference book related to social studies.

c) Prerequisites/Revision/Introduction:

To start the lesson, the tutor will ask student-teachers to sum up first the impacts of WWI on world's economy. With their prior knowledge, the tutor will ask them to discuss the causes and impacts 1929 economic depression.

The next stages of the lesson will be built on student-teachers findings. Let student teachers themselves discuss deeply the causes and effects of 1929 economic depression.

d) Learning activities

i. Guidance to learning activity:

To facilitate the lesson, the tutor will ask questions about the previous lesson. Using relevant textbooks and reports, student teachers will find the causes and effects of World's economic depression. The tutor asks student-teachers to share the findings of each group. The lesson ends with conclusion and individual evaluation to check the achievement of instructional objectives.

ii. Answers to learning activity

Question: Explain the causes and effects of great economic depression.

Sample of possible Answers: Refer to student teacher's book under great economic depression.

e) Application Activity

Question: Discuss the causes and consequences of the world economic depression of 1929-1935.

Sample of possible Answers:

The causes of the Great World Economic Depression

The causes of the great World economic depression of 1929-1933 were many and none of them can stand alone in isolation of other factors to explain this phenomenon but a combination of many factors as seen below.

- Negative impacts of the First World War.
- Domestic overproduction.
- The American policy of economic nationalization and isolation (trade protection).
- The negative economic implications of the Versailles treaty.
- The announcement of effects of the economic depression.
- Poor distribution of income.
- The failure of League of Nations to solve problems.
- Reduction in the efficiency of labour.
- The rise of political instability in Europe.
- The increasing population with limited welfare services.
- The rise/emergence of weak and young states.
- The general decline in agricultural activities.
- The gold standard system.

Effects of the World Economic Depression

The effects of the World Economic Depression are as follows:

- The economic depression led to widespread unemployment.
- It led to the closure of industries: factories were producing surplus products yet prices and demand were very low. This subjected industrialist to heavy losses and consequently they closed down factories.
- The economic depression led to the rise of dictators in Europe like Adolf Hitler in Germany, Benito Mussolini in Italy and General Franco in Spain.
- It made powerful countries of the World to start attacking weak powers as way of solving their economic problems. For example, Japan on China and Italy on Ethiopia.
- Economic depression led to formation of European Economic Community (ECC) as a way of promoting trade among European countries.
- It led to the failure of League of Nations member's states had no money to finance its activities.
- It led to the breakdown of international relationship where European countries hated America because of the isolation policy.

- The gold standard system was abandoned up to the present. This is because this system limited countries with little gold to have enough money in circulation which had contributed to the economic depression.
- It led to World War II because of the rise of dictators, weakening the League of Nations and making countries aggressive.

LESSON 5: THE TOTALITARIAN REGIMES IN EUROPE: FASCISM

a) Learning objective

- Describe the rise and downfall of the Fascism regimes in Europe.
- Evaluate the factors for the rise and downfall of Fascism regimes in Europe.

b) Teaching resources: This lesson will use different resources including the textbooks of Social Studies and History, Print outs for the learning activity, photographs, atlases, maps, manila papers, charts, internet, ICT tools (Computer, Smart phone, Tablet, Projector, Loud speakers and Videos/films) and reference book related to social studies.

c) Prerequisites/Revision/Introduction:

This activity is intended to introduce the lesson five and link it with lesson 4 studied before. Furthermore student teachers should have prerequisite knowledge about the contribution of:

- World war one.
- Versailles peace treaty.
- League of Nations.
- Great economic depression.

The above prerequisites will help the tutor to have a strong foundation of this lesson via asking questions on them hence easy starting of this lesson.

- To begin this lesson, the tutor can use a revision where asking the student-teachers the contribution of the above prerequisites. The tutor will build the lesson from student teachers' responses.

d) Learning activities

i. Guidance to learning activity:

Tutor presents learning activity to student teachers in groups, pairs or individual work, they make research as required and discuss amongst themselves. Thereafter, briefly, tutor samples out some groups or pairs or individuals for presentation in class. Make sure that the selected sample is suitable enough to respond to instructional objectives. Tutor concludes by harmonizing the student teacher's views or findings.

ii. Answers to learning activity

Question: Explain the factors for the rise and downfall of Fascism.

Sample of possible Answers: Refer to student teacher's book under Fascism.

e) Application Activity

Question

a) Identify the factors for the rise of Fascism in Italy.

Sample of possible Answers: Refer to the factors for the rise of Fascism in Italy.

b) Examine the factors for the decline of Mussolini's fascist regime in Italy.

Sample of possible Answers: Refer to student teacher's book under different factors that led to Mussolini's downfall.

LESSON 6: THE TOTALITARIAN REGIMES IN EUROPE: NAZISM

a) Learning objective

- Describe the rise and downfall of the Nazism regimes in Europe.
- Evaluate the factors for the rise and downfall of Nazism regimes in Europe.

b) Teaching resources: This lesson will use different resources including the textbooks of Social Studies and History, Print outs for the learning activity, photographs, atlases, maps, manila papers, charts, internet, ICT tools (Computer, Smart phone, Tablet, Projector, Loud speakers and Videos/films) and reference book related to social studies.

c) Prerequisites/Revision/Introduction:

- This activity is intended to introduce the lesson six and link it with lesson 5 studied before. Furthermore student teachers should have prerequisite knowledge about the contribution of:
 - World war one.
 - Versailles peace treaty.
 - League of Nations.
 - Great economic depression.
 - Fascism.

The above prerequisites will help the tutor to have a strong foundation of this lesson via asking questions on them hence easy starting of this lesson.

d) Learning activities

i. Guidance to learning activity:

Refer to the learning activities in the student teacher's book, guide student-teachers to work in groups using the text in student teacher's book to explain factors for the rise and downfall of Nazism. Answers should involve the integration of generic competences such as critical thinking, cooperation, communication, research and problem-solving skills.

Engage student teachers in activities like discussion, asking and answering questions. However, the tutor will remember to guide manage all activities. Ask student-teachers to present their findings. The lesson will be ended by harmonization of findings and evaluation.

ii. Answers to learning activity

Question: Europe and explain factors for the rise and downfall of Nazism.

Sample of possible Answers: Refer to student-teacher's book under Nazism.

e) Application Activity

Question

- a) Explain the factors for the rise of Nazism and Adolf Hitler in Germany

Sample of possible Answers: Refer to Student teacher's book under the factors for the rise of Adolf Hitler and Nazism to power.

- b) Account for the downfall of Adolf Hitler in Germany.

Sample of possible Answers: Refer to Student-teacher's book under the factors for the downfall of Nazism and Adolf Hitler.

4.6 Skills lab

Use a combination of knowledge, skills, attitude and values acquired throughout this unit and create a poster against wars and any other form of conflict in the world. Present your poster to the class.

Topic: the First World War and Inter-Wars period.

Duration: (...minutes).

Materials required: manila papers, A4 papers, pencils, markers, colours, rulers, rubbers, etc.

Tutor preparation: set chairs in circles for groups.

Learning objectives (s): Student-teachers will be able to:

- To create and present a poster against wars and any other form of conflict in the world.

Instructional objective: given an A4 papers and a markers, student-teachers will be able to create and present a poster against wars and any other form of conflict in the world perfectly.

Activity 1: Build: (...minutes)

- Before this lesson starts, the tutor prepares a simple poster with a few student teachers illustrating "Never again War and conflicts."
- In class, the tutor explains the poster illustrating "Never again War and conflicts." that S/he created with few student teachers
- After student teachers have mastered the intention of the poster the tutor explains how wars and conflicts can be avoided.

Activity 2: Practice: (... minutes).

- Tutor divide student teachers in 5 skills lab teams.
- Ask every group to create a poster against wars and any other form of conflict in the world.
- Groups think creatively to create the poster.
- Ensure that all student-teachers are involved.
- Responds to questions if any.
- Ensure that gender balance and inclusion is catered for.

Activity 3: Present: (...minutes)

- Each group present a poster against wars and any other form of conflict in the world.
- Tutor asks follow up / probing questions.
- Give feedback to each group.
- Student teachers vote for the best poster.
- Conclude, supplement what has been presented.
- The best poster is posted on the wall in the classroom.

Portfolio Assessment:

- After two days each student teacher creates and presents a poster against wars and any other form of conflict in the world. The student teacher should create a poster which is different from those ones created in the classroom.

4.7 End unit assessment

- a) The outbreak of the First World War was inevitable by 1914. Discuss.

Sample of possible answers: Refer to student book under the causes of the First World War.

- b) Examine the merits and the demerits of the Versailles peace treaty of 1919.

Sample of possible answers: Refer to student-teacher's book under the achievements and failures of the Versailles treaty.

- c) Account for the formation of the League of Nations by 1920.

Sample of possible answers: Refer to student-teacher's book under aims of League of Nations.

- d) Examine the significance/consequences of the world Economic depression of 1929-1935.

Sample of possible answers: Refer to student-teacher's book under effects of the World Economic Depression.

- e) To what extent was Mussolini's ability responsible for the rise of Fascism in Italy?

Sample of possible answers:

Mussolini was a gifted speaker whose speeches were enjoyed by the Italians. During his public speeches, he spread the fascist manifesto to the Italians convinced them to support him against the government of Victor Emmanuel III hence the rise of Mussolini and Fascism.

f) Why did Hitler and Nazism collapse in 1945?

Sample of possible answers: Refer to Student-teacher's book under the factors for the downfall of Nazism and Adolf Hitler.

4.8 Summary of the unit

The end of the 19th century was characterized by a period of intense tensions and these led to the outbreak of the First World War at the beginning of 20th century. The First World War was one of the most catastrophic wars ever fought in the history of mankind. The First World War ended in 1918. This World War led to negative and positive effects such as Versailles treaty which managed to solve many problems left by World War one unless it expressed many failures, League of Nations which tried to bring peace in the world however due to many weaknesses it failed to achieve its objectives hence World economic depression and the rise of totalitarian regimes. These one undermined the League of Nations and they contributed to the outbreak of Second World War as it is discussed in the next unit.

4.9 Additional information for tutor

The inter war period

However long or violent a war is, eventually the opposing sides must make peace. But because war is destructive and leaves a bitter legacy, the peacemaking after a long conflict can be the hardest job of all.

The people who had that role in 1919 had a particularly hard task. The First World War involved more countries, using more powerful weapons, causing greater casualties and physical destruction, than any war before it. The war had bankrupted some countries. It led to revolutions in others. There was bitterness and resentment. In this post-war atmosphere almost everyone agreed that part of the job of the peacemakers was to avoid another war like it – but no one agreed how to do that.

Any treaty is a balancing act. The peacemakers have to keep the victors happy but ensure that the defeated country accepts the terms of the peace.

World War I ended in November 1918. And in January 1919 the victorious powers met at **Versailles** in Paris from **January to June 1919** to find ways of maintaining peace and preventing re-occurrence of war. It was signed on **June 28, 1919**.

The Versailles treaty refers to the document containing the particular clauses which applied to Germany and which were accepted and signed by Germany at Versailles in the Hall of mirrors in June 1919. The big three of the Versailles peace

settlement were Woodrow Wilson the president of USA, Georges Clemenceau prime minister of France and Lloyd Georges prime minister of Britain. Others who were invited included Emperor Orlando prime minister of Italy.



A cartoon published in 1919 in an Australian newspaper.

The Fourteen Points of Woodrow

At the conference, President Woodrow Wilson suggested 14 points to guide the peace makers at Versailles. The Fourteen Points in a summary

1. No secret treaties.
2. Free access to the seas in peacetime or wartime.
3. Free trade between countries.
4. All countries to work towards disarmament.
5. Colonies to have a say in their own future.
6. German troops to leave Russia.
7. Independence for Belgium.
8. France to regain Alsace–Lorraine.
9. Frontier between Austria and Italy to be adjusted.
10. Self-determination for the peoples of Eastern Europe (they should rule themselves and not be ruled by empires).

11. Serbia to have access to the sea.
12. Self-determination for the people in the Turkish Empire.
13. Poland to become an independent state with access to the sea.
14. League of Nations to be set up.

What were the motives and aims of the Big Three at Versailles?

French Prime Minister Georges Clemenceau was a realist, wanted punitive peace and compensation, aimed to weaken Germany as much as possible and blame them alone, wanted reparations (compensations for infrastructural damage - France been invaded twice since 1870), wanted military restrictions, Germany broken into smaller confederations, independent Rhineland and permanent control of Saarland.

American President Woodrow Wilson was an idealist, wanted to punish Germany but not too harshly, worried about spread of communism if too weak and revenge from Germans, wanted to strengthen democracy based on '14 points'; disarmament, League of Nations, self-determination. He also wanted to build more peaceful world but there were problems with some of the main ideas: For example Problems with self-determination: people of Eastern Europe scattered across many countries e.g.: 25% of the people who lived in Czechoslovakia were not Czechs or Slovaks. 30% of Poland not Polish. 3 million Hungarians being ruled by foreigners. Some people were bound to end up being ruled by another group with different customs and language because borders were artificially imposed. Problems with LON: 'toothless' without military, structurally insufficient & confusing, unanimous vote required, 'mandates' seen as colonialist, membership problems: US, Germany, USSR absent, org seemed euro-centric and imperialist, supported TOV seen as unfair

British Prime Minister Lloyd George was a mediator, wanted a punitive but just peace, wanted Germany to lose colonies and navy as they threatened hegemony of British Empire but did not want Germany to seek revenge under pressure to 'make Germany pay', wanted to recover as trade partners as it created British jobs.

Terms of the 1919 Versailles Treaty

None of the Big Three was happy with the eventual terms of the Treaty. After months of negotiation, each of them had to compromise on some of their aims, otherwise there would never have been a treaty. The main terms can be divided into five areas.

War guilt. This clause was simple but was seen by the Germans as extremely harsh. Germany had to accept the blame for starting the war. Article 231 appointed blame, called 'diktat'.

Reparations. The major powers agreed, without consulting Germany, that Germany had to pay reparations to the Allies for the damage caused by the war. The exact figure was not agreed until 1921 when it was set at £6,600 million – an enormous figure. If the terms of the payments had not later been changed under the Young Plan in 1929. Germany would not have finished paying this bill until 1984.

German territories and colonies. Germany's European borders were very extensive, and the section dealing with German territory in Europe was a complicated part of the Treaty. In addition to these changes, the Treaty also forbade Germany to join together with its former ally Austria. Germany's overseas empire was taken away. It had been one of the causes of bad relations between Britain and Germany before the war. Former German colonies, such as Cameroon, became mandates controlled by the League of Nations, which effectively meant that France and Britain controlled them.

Germany's armed forces. The size and power of the German army was a major concern, especially for France. The Treaty therefore restricted German armed forces to a level well below what they had been before the war. The army was limited to 100,000 men, conscription was banned – soldiers had to be volunteers, Germany was not allowed armoured vehicles, submarines or aircraft. The navy could have only six battleships, The Rhineland became a demilitarised zone. This meant that no German troops were allowed into that area. The Rhineland was important because it was the border area between Germany and France.

League of Nations. Previous methods of keeping peace had failed and so the League of Nations was set up as an international 'police force'. Germany was not invited to join the League until it had shown that it was a peace-loving country.

Why did all the victors not get everything they wanted?

Why was (any of three leaders) dissatisfied with TOV?

They all made compromises.

1. **Clemenceau wanted harsh peace:** a broken-up Germany and an independent Rhineland and disarmed German along with compensation. He got limited compensation and military restrictions, a unified Germany and demilitarized Rhineland. He felt this was not harsh enough, didn't get independent Rhineland or control of Saarland,

2. **Wilson wanted a just peace based on 14 points:** he did not want Germany blamed (article 231 & reparations) in TOV but they were. He successfully established self-determination in Eastern Europe and League of the Nations. Demilitarization was not achieved except by force in Germany and TOV/LON ultimately not ratified.

3. **Britain wanted a compromise peace;** was happy that German armed and naval forces were restricted, Lloyd received hero's welcome, although the spread of communism still worrying him.

There were disagreements over self-determination & 'access to sea' clause, the harshness of the treaty and LON (Wilson wanted world parliament, Lloyd wanted to get together in emergencies only.) Clemenceau resented Wilson's generosity, wanted strong League with army.

4. **Clemenceau felt** that Britain was happy to treat Germany fairly in Europe which threatened France yet were less happy to treat them fairly when it came to concessions of colonies and military which threatened Britain.

The Other WW 1 Peace Treaties

While the Treaty of Versailles often receives the most focus in terms of the post-WW1 peace treaties, there were another four treaties that dealt with Germany's allies. These changed the shape of Europe and the Middle East, and their effect still resonates strongly today.

The Treaty of St Germain in 1919.

The first of these settlements to be signed was the Treaty of St Germain in 1919. Dealing with Austria, the treaty formally broke up the Habsburg Empire and dramatically changed the shape of central and Eastern Europe. Partly as a result of separating Austria from Hungary, the Treaty of St Germain reduced Austria to just 25% of its pre-war land surface and turned it into a land-locked state. The wealthy industrial regions of Bohemia and Moravia were lost to the new state of Czechoslovakia while Dalmatia, Bosnia and Herzegovina were joined to form the new Yugoslavia. In the north, Poland gained the region of Galicia while the western areas of South Tyrol, Trentino and Istria were ceded to Italy.

In terms of the military, the Austrian armed forces were limited to 30,000 soldiers. Union with Germany – *Anschluss* – was expressly forbidden, and Austria was also forced to pay reparations (although in reality no money was ever actually paid).

Treaty of Neuilly with Bulgaria, 1919. Because it was a minor player in the war, gained territory from Turkey It was forced to hand its Aegean coastline to Greece,

while other territory was given to the newly-formed Yugoslavia. Approximately 300,000 Bulgarians therefore found themselves in new countries. Bulgaria was also required to reduce its army to 20,000 men and pay reparations.

Treaty of Trianon with Hungary, 1920

The following year Austria's neighbour Hungary also had to recognise the independence of the new states of Czechoslovakia, Poland, Yugoslavia and Hungary in the Treaty of Trianon. Hungary lost Slovakia, Ruthenia and Bratislava to Czechoslovakia while Croatia and Slovenia joined the newly-formed Yugoslavia. One of the most devastating territorial losses was that of Transylvania, which was given to Romania along part of the Banat. Similarly to Austria, Hungary was forced to pay reparations while its military was reduced to 35,000 men.

Treaty of Sevres with Ottoman Empire, 1920:

Arguably the most complicated settlement was the Treaty of Sèvres that was signed with Turkey in 1920. Negotiation on territorial terms led by Mustafa Kemal which led to war between Greeks and Turks - unsuccessful treaty, Arabs were promised Arab state for siding with Britain & France to defeat Germany, Palestine problem till date. The Ottoman Empire was already 'the sick man of Europe', and Britain, France and Italy sought to benefit from its disintegration. They each wished to use the treaty to benefit their own national interests in the region, but the necessary compromise resulted in a final treaty that was seen as both harsh and humiliating. Italy felt justified in demanding Turkish territory in return for joining with the Entente powers, while Britain hoped to expand its control over the merging oilfields in Iraq and Iran. President Wilson of the USA, meanwhile, hoped for Armenian independence.

The final terms of the treaty stated that Turkey was required to abandon all its claims all claims to its Arab and North African territory and, although Constantinople remained Turkish, it lost control of large areas of its previous empire. Greece gained Eastern Thrace and the area around the Dardanelles as well as being allowed to occupy and administer Smyrna for five years. Armenia and Kurdistan were to become independent states while Palestine, Iraq, Transjordan and Cyprus became British mandates. Syria was put under the control of France. Turkey's finances, meanwhile, were put under Allied control.

The Turkish ruler, Sultan Muhammad VI, was ready to accept the treaty but it was met with significant opposition by the Turkish people who were offended by the loss of the empire to the same foreign forces that were now controlling areas their sovereign country. The treaty was also rejected by the emerging nationalist movement under Mustapha Kemal Pasha who established a new National Assembly at Ankara. The Turkish War of Independence soon followed,

which saw the nationalists force Greece out of Smyrna and negotiate both a French withdrawal from Turkish territory and a compromise agreement with Britain.

Rather than becoming an independent state, Armenia opted to join the Soviet Union after years of fighting against Turkey. The war in Armenia is a highly contentious period of history, with Turkey fiercely rejecting claims by Armenians and many historians of forced movement and mass killing that amounted to genocide.

An armistice was eventually agreed between Turkey and its enemies in 1922, and this was followed by the Treaty of Lausanne in 1923 which recognised Smyrna, Anatolia and Thrace as Turkish territory. This replaced the Treaty of Sèvres, and essentially established the modern Turkey that we know today.

THE RUSSIAN/BOLSHEVIK REVOLUTION

The Russian revolution of 1917 is the most important event in the political history of 20th century. It was the first successful socialist revolution in the history of mankind. The revolution, whose causes were similar in many aspects, occurred twice in the same year (1917).

The first was in March, which led to the abdication of Tsar Nicholas II and ended the reign of Tsardom in Russian. This gave way to the establishment of a **provisional government** under the **Prince Lvov**. The immediate cause of the March revolution was **acute food shortage**.

The second revolution was masterminded by Lenin on 6th November 1917 through a coup against the provisional government of Lvov. This led to establishment of **Bolsheviks** (majority) regime that is Government of the peasants' leaders led by **Lenin**.

The condition Russia before the Revolution

Before the 1917 Russian revolution which started on the 8th March 1917. Russia had been ruled by the Tsarist monarchy (Romanov family) for about 300 years. The tsarist dynasty came to an end with the abdication of Tsar Nicholas II on the 15th March 1917. Politically, the Tsar was an absolute ruler with complete powers and control over the lives and property of his subjects. He was the sole source of law. A dictator and had unlimited powers. In other words, the Tsar was above the law and not controlled by the law and his word was completely the law in Tsarst Russia.

Through the 19th century, Russia remained an agricultural country and more than ninety percent of the population depended on subsistence farming. A few

owned their estates but about eighty percent were still serfs who worked as share croppers.

Although serfdom had been outlawed in 1861 by Tsar Alexander II, the peasants still had burdens such as paying poll tax, they faced death penalty over trivial cases and very few owned land and were restricted to move from one place to another without permission.

There was religious intolerance, where only the orthodox religion was allowed public worship and strict censorship of the press and other publications. Some school subjects which created political awareness were banned and schools were closely watched especially during the time of Alexander II.

Causes of Russian revolution

- **The despotic system of the government of Tsar Nicholas:** It was characterized by dictatorship, oppression, repression, conservatism, religious intolerance and corruption. The system allowed no constitutional reforms, no freedom of press, speech and equality before law. Russian masses suffered imprisonment without trial which forced them to join revolution.
- **The formation of parties in Russia led to Russian revolution:** e.g. Mensheviks (Middle class) and Bolsheviks (peasants) parties organized a revolution against the Tsar regime.
- **Effects of industrial revolution:** Industrial revolution led to an increase in urban population leading to unemployment and the few employed suffered from poor factory conditions to which Tsar didn't provide any solution. The industrial revolution contributed to rural-urban migration, factory crowding, and child labour, long hours of work, poor accommodation and slave wages. All this was blamed to the existing government which could not solve the people's problems and the people wished it to go.
- **The example and inspiration from the many revolutions which had occurred in Europe before 1789 also contributed to Bolshevik revolution:** For example the 1789 French-revolution with its ideas of liberty, equality, fraternity and democracy. The Russians took an example of the French and they advocated for the removal of the Tsar regime, which was dictatorial like it was with the dictatorial regime of King Louis XV and this inspired Russian revolution.
- **The negative effects of World War I led to Russian revolution:** In the first case, many Russians believed that Russia had no strong reason for getting involved in this war. WWI led to great losses and destruction on part of Russia which created discontent among Russians. E.g.: Wheat

fields, roads and industries were destroyed which led to unemployment, inflation, poverty and starvation and poor peasants revolted against the regime.

- **Weakness of the Tsarina and Rusptin:** Tsar Nicholas himself lacked personal ability to handle and solve the country's problems. He considered himself as the only capable leader of Russia and that any person out of the Tsarist dynasty was not clean enough to rule Russia. He even relied on the advice of the Queen Tsarina and Rusptin (doctor of their son) who were anti-reform and unsympathetic to people's problems which generated discontent, leading to the revolution.
- **Religious intolerance and the domination of the Orthodox Church also contributed to the Bolshevik revolution:** The orthodox religion was the only religion allowed public worship in Russia. It was the state religion and state funded. The orthodox religion had enormous privileges i.e. censored the press, had a lot of land it could not use, had unfair laws which oppressed the people. Given that the forces of liberalism had grown in Russia, the people wanted to change this.
- **Russification policy led to Russian revolution:** This was where the captured states of Russia like Estonia, Poland and Finland were forced to use the Russian language so as to be assimilated which denied Tsar Nicholas support from the captured States leading to the revolution.
- **Unfulfilled promises by the provisional government.**
- Bread, land and stopping war were not fulfilled by provisional government, which forced Russians to revolt against it (the Provisional government) in November 1917.
- **The existence of good leadership in the person of Lenin also caused the Bolshevik revolution:** Lenin had good qualities of leadership, a good organiser and foresighted. He had skillful propaganda and was a good orator who spoke surprisingly and convincingly. He articulated the grievances of the people and instigated them to rise up. Lenin introduced communism, where the government took over private factories and stopped private trade.
- Without the personality of Lenin, it is doubted whether the Russian revolution would have happened at the time.

Reasons why Russian revolution succeeded

- The revolution succeeded because it was supported by the army.
- Good leadership of the middle class who were rich led to the success of the revolution.
- The revolution succeeded because of the weakness of Tsar Nicholas who decided to abdicate the Throne instead of solving the problem.

- Inflation, unemployment, starvation made regime unpopular, hence the success of Russian revolution.
- The failure of provisional government to stop fighting in World War I led to the success of the revolution.
- Lenin promised peace, land and bread which earned him popularity from the Russians.
- Able leaders like Lenin, Stalin, Trotsky and Renensky who mobilized support that led to the success of Russian revolution.

Effects of Russian revolution

- It led to loss of lives especially in southern and western Russia.
- Bolshevik revolution led to destruction of properties i.e. industries, agriculture field like in the Ukraine.
- Bolshevik revolution reduced income inequality in Russia when Lenin took away land from nobles and clergy and gave it to peasants.
- The revolution led to development of communism in Russia and its spread to other parts of the world. The Russian revolutionaries led by Stalin and Lenin were communists who were inspired by Karl Marx's socialist ideas that were written in 1845.
- The revolution led to the withdrawal of Russia from World War I.
- The revolution led to the collapse of the Tsar regime that ruled Russia for over 300 years; and later the provisional government.
- The revolution led to displacement of people because of the fighting that took place in Russia.
- The communist's revolution of 1917 led to the collapse of feudalism in Russia. By 1917, the ancient system where land was dominated by Nobles and clergy at the expense of the peasants. After the revolution, land was nationalized by the government and redistributed to peasants for the collective farming and ownership.
- The communist revolution led to the rise and growth of nationalism in Asia and Africa. The communists condemned imperialism and colonialism.
- The Bolshevik Revolution set a stage of ideological conflict between the west and the east which later developed into the cold war.

Weimar republic in German (1919-1933)

- The Weimar Republic was a democratically elected government that was established in Germany after the collapse of German Empire in 1919. At the climax of WWI in 1918, public opinion in Germany turned against Kaiser William II being influenced by social democrats based in Russia. The Weimar republic came after the abdication of Kaiser William II and went to exile in Holland. After, Kaiser Prince Maxi Milan was crowned as a

new chancellor of Germany. However, Prince Maxi Milan could not contain the violence in Germany at the time and he resigned immediately. This led to the rise of many political parties like the socialists, the republicans, the liberals and the democrats. Meanwhile these political parties formed themselves into a new national assembly and it was convened at Weimar, because Berlin the capital city of Germany was locked up in political problems.

- A provisional government under Frederick Ebert, leader of the social democrats was formed to make peace and prepare for general elections. In January 1919, the constituent Assembly delegates were elected. The first meeting of the delegates was held at Weimar town in November 1919 where a new constitution (the Weimar constitution) was declared. It provided for a Republican form of government and Ebert became the first president. The government was called Weimar because it was founded at Weimar town in central Germany.
- NB: The National Assembly met at Weimar because Berlin the capital city of Germany was insecure with violence and clashes perpetuated by the different political groups. Although the Weimar Republic was very unpopular right from the beginning, it survived until 1933 when Hitler destroyed the constitution and constituted perfect Nazi dictatorship in Germany. The rise and downfall of the Weimar Republic was due to internal and external factors.
- Weimar Republic was unpopular as masses accused Ebert of not having resisted terms of Versailles peace treaty. The Weimar republic survived from 1919-1933 when it was overthrown by Hitler.

Factors or reasons for the rise of the Weimar Republic

- The need for democratically elected government based on western models influenced the constituent Assembly delegates in Germany to institute the Weimar Republican government. They were inspired by the French and British Republican systems of government to destroy the German monarchical government and adopt a Republican government.
- The defeat and devastating effect of the First World War also contributed to the rise and existence of the Weimar Republic. By 1918, the allied powers had destroyed the German economy and there was serious famine, starvation, inflation and unemployment. These provoked strikes and demonstrations against Kaiser William II who abdicated and fled to exile. The Germans were frustrated by his monarchical government and decided to adopt a democratically elected government in the name of the Weimar Republic.

- The growth of liberalism in Germany: here the Germans demanded for political liberty and freedom. So, they formed a liberal and a democratic government that would protect their political freedoms and rights.
- The popularity of individual characters such as Frederic Ebert who became popular due to his socialist propaganda.
- Internal instability and insecurity in Germany: Heavy bloodshed, clashes and insecurity in Berlin were also responsible for the rise of the Weimar republic. It made the Constituent Assembly delegates to shift the National assembly venue from Berlin to Weimar. It was from Weimar where a constitution and the Republic were declared under a social democratic leader, Fredrick Ebert.
- The need to reconcile defeated Germany with victorious powers. The WWI and Versailles treaty increased the level of hostility between Germany and other powers. Therefore, the Germany formed a new government in order to reconcile (make peace) with her enemies.
- The resignation and abdication of Kaiser William II left a power vacuum through which the Weimar Republic rose. Due to pressure from the First World War and the hostility of the Germans, Kaiser William II fled to exile leaving a power vacuum. If Kaiser William II had not fled to exile, there would not be any power vacuum in Germany and the Weimar Republic would possibly not have triumphed in German.
- The influence of western powers: the monarchical government of Kaiser William II was a big problem to European powers and that is why they fought and defeated it in the First World War. Foreign powers needed a puppet government that would dance to their tunes and this is why they supported the rise of the Weimar Republic.
- The need to end the Prussian dominance and monopoly in Germany affairs. The protestant Prussians had ruled Germany since 1871 up to 1918 at the expense of other states. (Catholics of Bavaria and Buden struggled for another Republic).
- The success of Russian revolution of 1917, this helped the Germans to demand for social economic reforms. Having a close contact with the Bolsheviks in Russia, the Germans organized demonstration and Kaiser William II resigned and a new republic (Weimar) was formed.

Factors for the collapse of Weimar republic

- The Weimar republic was very unpopular from the beginning because it was associated with the unrealistic Versailles treaty of 1919. The treaty for instance disarmed Germany, blamed her for causing the First World War and imposed the heaviest reparation in the history of the world on her. The Weimar Republican leaders were blamed for betraying the Germans by accepting and signing the harsh terms of the Versailles settlement.

The Republic therefore became very unpopular which opened way for Hitler to rise and destroy it in 1933.

- The Weimar republic had a weak constitution: it adopted a policy of proportional representation and yet Germany had many political parties and no single party could win majority votes. Besides, political groups lacked experience on how to run a democratic system of government.
- The role of various political parties like communists, socialists, republicans and Nazism undermined the existence of the republic. These parties criticized the Weimar republic for accepting the Versailles treaty.
- The Weimar republic had incompetent leaders who failed to handle the postwar challenges of Germany. Republican leaders failed to contain violence and insecurity that made people lose confidence in the government. Besides, the Republican leaders were incapable of handling socio-economic problems like unemployment and inflation which made even the few who had supported the government to withdraw their support. This weakened the republic and led to its collapse.
- Economic problems also affected the stability of the Weimar Republic. Germany economy was destroyed by WWI and the war reparation worsened the problem of the unemployment, inflation, famine and starvation. The 1929-1933 economic depression made also Weimar republic unpopular Republic because many Germans were unemployed by 1932, this explained why Hitler got more support, hence the republic collapsed.
- The rise of Adolph Hitler greatly contributed to the downfall of the Weimar republic for it had betrayed Germans and accepting the unfair Versailles treaty. He also accused it for failing to solve socio-economic problems of the Germans, which earned Hitler a lot of popularity and appoint himself a chancellor in 1933 which he used as a stepping stone to destroy the Weimar republic in 1934.
- Foreign invasion was another problem that contributed to the downfall of the Weimar Republic. In 1923, the French invaded and occupied the Ruhr industrial region and withdrew in 1926. This weakened the Germany economy. The Germans blamed Weimar Republic for failing to defend the country and shifted their respect to Adolph Hitler. Hence, the collapse.
- the death of president Hindenburg in 1934 because it left political Vacuum through which Hitler rose to power and this marked the end of Weimar republic.
- It also failed to unite all states under one administration. E.g. Bavaria remained rebellions and opposed to the policies of Weimar republic.
- Military weakness: the Versailles treaty had disarmed Germany. Therefore, the Weimar republic lacked a strong army that could help to maintain law

and order as well as to silence internal instability. As a result, different political parties formed terrorist groups which weakened the government.

- The rise of communism and socialism: communism and socialism created confusion and disunity among Germans. Communism threatened wealthy capitalists who later supported Hitler to overthrow the weak Weimar government to build a strong government that would stop communism.
- Frequent coup attempt: this led to the collapse of the Weimar Republic. The presence of many coups and assassination attempts weakened the government and demonized its leaders. Some resigned and feared to execute the policies of the government with the confidence. Hence the downfall.
- Isolation from international community: this undermined international relations, international trade and internal popularity of the Weimar Republic. From 1919-1920, Germany was excluded from LON.

4.10 Additional activities

4.10.1 Remedial activities

Questions:

- a) Explain any 5 causes of the First World War.

Answer: Refer to student teacher's book under causes of World war.

- b) Identify any 5 achievements of League of Nations.

Answer: Refer to student teacher's book under achievement of League of Nations.

4.10.2 Consolidation activities

Question: Discuss the effects of 1929 great economic depression.

Answer: Refer to student teacher's book under effects of great economic depression.

4.10.3 Extended activities

Question:

- a) Examine the similarities between Fascism and Nazism

Sample of possible answers:

- Both were anti-communist, anti-Marxist and anti-democratic regimes.
- Both of them were totalitarian governments.
- Both developed public work for development.

- Both had extreme nationalism.
 - Both promoted national unity.
 - Both were marked by censorship of press.
 - Both applied obligatory military service.
 - Both banned all political associations.
 - Both used violence against the opponents.
 - Both had created militia and both had started in the beginning, as political parties.
- b) Examine the reasons why Triple Alliance failed the First World War.

Sample of possible answer:

Reasons why the central powers lost the war

- The entry of the USA in April 1917 brought vast resources that led to defeat of central powers.
- The Allied political leaders of the time like George Clemenceau in France and Lloyd George of Britain were capable leaders than those of central powers.
- Germany was badly let down by her allies who constantly withdrew like Italy and Bulgaria.
- The continuous losses on the side of Germany as the best troops had been killed and by 1918, the new troops were young lacked experience and were quickly defeated.
- The Germany submarine campaign was a mistake because it brought USA in World War I, which led to the defeat of Germany.
- The Allied sea powers enforced deadly blocking which led to food shortage to members of Triple alliance, while the triple entente was fully supplied.
- The Schlieffen plan had failed and German was forced to face war on two fronts.
- The weakness of Germany allies (Bulgaria, hungry, Turkey) military and economically.
- The small number of Germany soldiers especially in the colonies compared to those of the Triple entente.
- The internal conflict which out broke in Germany and the abdication of Germany emperor Kaiser William II.

UNIT 5

THE SECOND WORLD WAR AND ITS EFFECTS

5.1 Key unit competence:

The student-teacher should be able to examine the causes and the effects of Second World War.

5.2 Prerequisite (knowledge, skills, attitudes and values)

As prerequisites to facilitate the teaching and learning of this unit, we expect that the student-teachers have basic knowledge about the First and the Second World War which are part of the syllabus of senior three, general education. Therefore, the topics above have information which will help the student-teacher to study world war and the United Nation organizations in Year 3.

5.3 Cross-cutting issues to be addressed

- **Peace and values education:** To address this cross cutting issues in the process of the teaching and learning, the tutor will ask student-teachers to always work together to live in a peaceful community. They should learn from the World War and involve all classmates in all activities for the safety and the harmony of the school community. The tutor will recall the causes of World War and the effects on the world. The emphasis will be put on what everyone should do to promote peace in the community.
- **Gender education:** This cross cutting issue will be addressed through different activities which involve equally both girls and boys. The tutor will emphasize on the importance of working together in mixed groups.
- **Inclusive education** will be addressed when students with different disabilities are encouraged to participate actively in different activities. The tutor should be aware of the diversity in student-teachers' ability and help them accordingly.

5.4 Guidance on the introductory activity

The tutor will ask students to read the introductory activity in the student book. The student-teachers, at their best, using different resources, will try to find the answer to the questions asked.

The answer from student-teacher may be right or wrong. The tutor will not provide immediately the right answer. However, he/ she will collaborate with them to find the right answers as long as the lesson progresses. The student-teachers themselves should find the answer through different activities.

5.5 List of lessons

| # | Lesson title | Learning objectives | Number of periods |
|---|---|--|-------------------|
| 1 | Causes and consequences of Second World War. | The student-teachers will be able to: <ul style="list-style-type: none">-Describe both, long term and immediate causes of Second World War and its effects.- Assess the long term and the immediate term causes of Second World War.- Debate the long term and the immediate term causes of Second World War.-Describe the effects Second World wars.- Analyze the effects of the Second World War.- Acknowledge the consequences of Second World War. | 2 |
| 2 | Aims, achievements and failures of United Nations Organization. | The student-teachers will be able to : <ul style="list-style-type: none">-Explain the aims, achievements and failures of United Nations Organization.- Analyze the aims, achievements and failures of United Nations Organization.- Assess the role of UNO in peace keeping worldwide. | 2 |

| | | | |
|---|----------------------|--|---|
| 3 | Skills lab. | The student-teachers will be able to analyze mistakes committed by the politicians during world war II and suggest guidance to today's leaders through a class presentation. | |
| 4 | End unit assessment. | | 1 |

LESSON 1: CAUSES AND CONSEQUENCES OF SECOND WORLD WAR

a) Learning objective:

- Describe both, long term and immediate causes of Second World War and its effects.
- Assess the long term and the immediate term causes of Second World War.
- Debate about the long term and the immediate term causes of Second World War.
- Describe the effects Second World War.
- Analyze the effects of the Second World War.
- Acknowledge the consequences of Second World War.

b) Teaching resources: This lesson will use different resources including the textbooks of Social Studies and History, Print outs for the learning activity, photographs, atlases, maps, manila papers, charts, internet, ICT tools (Computer, Smart phone, Tablet, Projector, Loud speakers and Videos/films) and reference book related to social studies.

c) Prerequisites/Revision/Introduction:

- To start the lesson, the tutor will ask student-teachers the questions about the previous lessons “the causes and consequences of first world war and the intern war period”.
- The Tutor will ask questions which will lead to the new lesson.

i. Learning activities

- Through different techniques the tutor will form group of student-teachers.
- The tutor will ask the student-teachers to work in groups.
- To use textbooks, internet and other resources and find the “**causes and consequences of second world war**”.
- After discussion in groups, the tutor will ask them to share their findings.
- The tutor will comment on the presentation in form of addition, correction, positive feedbacks and checking for understanding.
- Conclusion and assessment.

d) Application Activity

Question: Examine the causes and consequences of Second World War of 1939- 1945.

For the answer to this question refer to unit 5, Lesson 5.1.

LESSON 2: AIMS, ACHIEVEMENTS AND FAILURES OF UNITED NATIONS ORGANIZATION

a) Learning objective:

- Explain the aims, achievements and failures of United Nations Organization.
- Analyze the aims, achievements and failures of United Nations Organization.
- Assess the role of UNO in peace keeping world wide

b) Teaching resources: This lesson will use different resources including the textbooks of Social Studies and History, Print outs for the learning activity, photographs, atlases, maps, manila papers, charts, internet, ICT tools (Computer, Smart phone, Tablet, Projector, Loud speakers and Videos/films) and reference book related to social studies.

c) Prerequisites/Revision/Introduction:

- To start the lesson, the tutor will ask student-teachers the questions about the previous lesson “**causes and consequences of second world war**”.
- The questions asked here will be the foundation of the lesson of the day.

d) Learning activities

- Through different techniques the tutor will form group of students.
- The tutor will ask the student-teachers to work in groups.
- To use textbooks, internet and other resources and find the “**aims, achievements and failures of united nations organization**”.
- After discussion in groups, the tutor will ask them to share their findings.
- The tutor will comment on the presentation in form of addition, correction, positive feedbacks and checking for understanding.
- Conclusion and assessment.

e) Application Activity

1. Explain the aims and achievements of the United Nations Organisation.
2. Examine the weakness of the United Nations Organisation.

For the answer to this question refer to unit 5, Lesson 5.2.

5.6 Skills lab

Skills Lab

Use a combination of knowledge, skills, attitudes and values you have acquired about the Second World War and its effects and analyze mistakes committed by the politicians of the time and suggest guidance to today's leaders and make presentation.

Topic: The effects of World War II.

Duration: minutes.

Materials required: Manila paper, photos, computer and videos, the world map, etc.

Tutor preparation: prepare a video describing the effects of world war two.

Learning objectives (s): Student-teachers will be able to:

-The student-teachers will be able to analyze mistakes committed by the politicians during WWII.

-Suggest guidance to today's leaders in a class presentation.

Instructional objective: Using history books and internet, student-teachers will be able to identify the mistakes committed by the politicians during WWII and Suggest guidance to today's leaders through a class presentation effectively.

Activity 1: Build: (20 minutes)

- Use a video to present clearly the effects of WWII.

-Tutor will ask student-teachers to identify the effects of world war II.

Activity 2: Practice: (30 minutes)

-Tutor guides student-teachers to analyze the effects of WWII and identify mistakes of leaders of that time.

-The tutor will ask student-teachers to describe characteristics of leader the world needs today.

- Student-teachers will work in 5 skills labs (this depends to the class size).

- Ensures all student-teachers are involved.

- Responds to questions if any rise.

- Ensure that gender balance and inclusion is catered for.

-Student-teachers will discuss the topic in the skills labs.

Activity 3: Present: (30 minutes).

- Each group presents their work.
- Tutor asks follow up / probing questions.
- Give feedback to each group.
- Encourage note taking.
- Conclude, supplement what has been presented.

Portfolio Assessment:

Student-teachers, individually, they will explain what they would do if by the time of world war Two they were decision-makers.

Expected Answers:

Promote peaceful means in solving international problems.

Avoid alliance systems which were revengeful.

Avoid producing atomic bombs.

Never be involved in genocide (Holocaust).

Respect nationalities etc.

Evidences:

Reference

Knowledge, Skills, attitudes and values:

- Problem solving, citizenship, respect, analysis, etc.

5.7 End unit assessment

Questions:

- a) What were the causes and consequences of the Second World War?
- b) Why did victorious powers of World War II decided to create UNO by 1945?
- c) "Even though the United Nations organization registered many achievements, it has repeatedly showed its weaknesses". Discuss.

Expected Answers:

- a) What were the causes and consequences of the Second World War?
- b) Refer to unit 5 of student book year 3 social studies for ECLPE option.
- c) Why did victorious powers of World War II decide to create UNO by 1945?

This question requires explaining the reasons for the creation of UNO. For more information refer to student book of social studies Year 3, unit 5, and lesson 5.2, ECLPE option. Read the purposes and aims of UNO.

- d) Even though the United Nations organization registered many achievements, it has repeatedly showed its weaknesses. Explain this statement. This question requires achievements and weaknesses of the UNO. For more information refer to student book of social studies Year 3, unit 5, and lesson 5.2, ECLPE option.

5.8 Summary of the unit

The Second World War broke out only 27 years after the end of the First World War. It opposed two blocks: Allied powers against the Axis powers. This War was the most terrible event that humanity had experienced because of the use of weapons of mass destruction such as atomic bombs. It was also during this war that the Holocaust or the genocide against Jews was applied and claimed about 6 million lives. The war ended on September 2nd, 1945 with 76 million people dead. This unit analyses the causes and consequences of the Second World War. Finally, this unit ends by describing the aims, achievement and weakness of the UNO.

5.9 Additional information for tutor

The allied conference during world war II

From 1941, Churchill and Roosevelt had signed Atlantic charter (NATO) for world organization to maintain peace and security. Therefore, many inter-allies conferences took place.

Tehrān Conference (1943) in Iran

Tehrān Conference was a World War II meeting of the top Allied leaders to discuss the conduct of the war and postwar political issues. It was held November 28-December 1, 1943, in Tehrān, Iran, and was attended by American president Franklin D. Roosevelt, Soviet premier Joseph Stalin, and British Prime Minister Winston Churchill. The meeting followed the Cairo Conference with Chinese leader Chiang Kai-shek and was the first Allied war conference attended by Stalin.

Churchill, Roosevelt, and Stalin discussed the scope and the timing of military operations against Germany. Their discussions about the peace settlement were tentative, but all the parties expressed their desire for cooperation following the war. They agreed to guarantee the independence and territorial integrity of Iran, and they promised postwar economic assistance to that nation.

Yalta conference(February, 4-11,1945)

This conference held in Ukraine (USSR) and on the agenda the allies had to share the world among them. Here Joseph Stalin, Franklin Roosevelt and Winston Churchill decided:

- German had to return to her borders of 1937
- German had to pay war reparation and would be militarily occupied and Berlin city would be divided into four zones (soviet zone, American, French, and British)
- All liberated territories formerly occupied by the axis powers, could have a democratic government.
- Fascist, Nazi and pro-Nazi parties had to be eliminated.
- With this conference of Yalta, Soviet Union under Joseph Stalin had occupied Eastern Europe.

Potsdam conference (1945) in Germany

It was held in Potsdam, near Berlin, from July 17 to August 2, 1945. The purpose of the conference was the implementation of decisions reached previously at the Yalta Conference. The United States was represented by President Harry S. Truman and the USSR by Premier Joseph Stalin. The United Kingdom was represented at first by Prime Minister Winston Churchill and later by the new Prime Minister, Clement Richard Attlee.

During this conference the representatives decided to create UNO and resolved about the future of defeated countries. Other decisions during Potsdam conference were:

- The total disarmament and demilitarization of Germany.
- The suppression and control of all warfare industries.
- Condemnation of all war criminals.
- Arrest and trial of the Leaders of Nazi party.
- Creation of war reparation based at Moscow.
- Ban the production of nuclear weapons.
- Decentralization policy in German.

The Allied victory progress

a) **At Midway Island**, June 1942, in the pacific the American beat off a powerful Japanese attack. The American victory was inevitable because they had broken the Japanese radio code. Another reason is that the Japanese were overconfident and made two fatal mistakes:

- They spilt their forces;
- They attacked with aircraft from all four carriers simultaneously.

Midway proved to be a crucial turning point in the battle for the Pacific. The loss of their carriers and planes seriously weakened the Japanese and from then the Americans maintained their lead in carriers and aircraft especially dive-bombers. Beginning in August 1942, the Americans under General MacArthur began to recover the Pacific islands: example Solomon Islands. However the struggle was long and continued through 1943 and 1944.

b) El Alamein, October 1942: At Alamein in Egypt Rommel's Afrika Korps were driven back by Montgomery's troops. When Rommel tried to break through, he was halted again at Alam Halfa, finally seven weeks later, he was chased out of Egypt for good by the British and the New Zealanders.

- The Allies were successful because of the following reasons:
- During seven weeks pause, they reinforced massively.
- The Allied airpower was vital.
- They destroyed Axis supply crossing Mediterranean Sea and this caused shortage of food, fuel oil and ammunition on the side of the Axis.
- Montgomery's skillful preparation also contributed much to this success.

However, the El Alamein victory was another turning point in the war.

c) Stalingrad: The German had reached Stalingrad at the end of August 1942, but though they destroyed the city, the Russians refused to surrender. The Russians counter-attacked ferociously, the German supply lines were blocked and the German commander Von Paulus surrendered with about 100,000 men (2 February 1943).

d) The Battle of Atlantic, this was the struggle against German U-boats attempting to deprive Britain of food and raw materials. In the first six months of 1942, the Allies lost over 4 million tons of merchant shipping. However, the Allies could produce ships at a faster rate and this under control.

- The reasons for Allied success:
- More air production was provided for convoys.
- Both escorts and aircrafts improved with experience
- The British introduced the centimetric radars sets, smaller enough able to detect submarines in poor visibility and at night.

The victory was as important as Midway, El Alamein and Stalingrad.

e) Allied bombing of German and Japanese cities

As Germany had bombed London and other important British cities and ports (1940-1941), the British and the Americans called a strategic air offensive, this involved massive attacks on military and industrial targets in order to weaken Germany. The Ruhr, Cologne, Hamburg and Berlin all suffered badly.

Early in 1945, the Americans attacked Japan from the Mariana Islands. Tokyo was attacked, 80,000 were killed and of the city destroyed.

9. The Axis Powers defeated: July 1943- August 1945

a. The fall of Italy

From now the axis power started collapsing. British and American troops landed in Sicily from the sea and air (10 July 1943) and quickly captured the whole island. This caused the downfall of Mussolini who was dismissed by the king. Allied troops crossed to Salerno, Reggio, and Taranto and captured Naples. Marshal Badoglio, Mussolini successor, signed an armistice and brought Italy on the Allied side.

The liberation of France

The invasion of France also known as the second front began on 6 June 1944. Having eliminated Italy, the Allied power achieved air superiority. The Russians had asked the allies to start this second front since 1941, to relieve pressure on them. The landings took place from land and air at Normandy beaches between Cherbourg and Le Havre. Over 3 million Allied troops were landed. Within a few weeks most of northern France was liberated (Paris on 2 August 1944). In September the same year Belgium was also liberated. Early 1945 Germany was being invaded on both front from east and west. The British still wanted to push ahead and take Berlin before the Russians, but supreme commander Eisenhower refused to be harried and Berlin fell to Stalin's in April 1945. Hitler committed suicide and Germany surrendered.

The defeat of Japan in world war II

On 6 August 1945 the Americans dropped an atomic bomb nicknamed "**Little Boy**" on **Hiroshima** killing 70,000 people and leaving thousands dying of radiations poisoning. Three days later they dropped another one atomic bomb "**Fat Man**" on **Nagasaki 9 August 1945** and 40,000 people were killed. President **Harry S. Truman** decided to allow the bombs to be dropped as the last possibility to convince the Japanese to surrender. Note that the Japanese **Kamikaze attack** (divine wind), suicide air attacks, in the last months of WW II, Pilots flew their aircraft, loaded with explosive, directly into USA naval vessels. Kamikaze pilots scarifying their lives tried to stop American advance, sank about 40 US ships. Therefore, on **August 14, 1945** Japan announced its surrender when Emperor **Hirohito** broadcasted news of Japanese surrender. However, the Japanese Officials signed the official surrender document on **September 2, 1945 (Proclaimed V-J or Victory over Japan-Day by the Allies)** on board the American battleship Missouri anchored in Tokyo Bay. The Allied delegation was headed by General MacArthur, who became the military governor of

occupied Japan. Douglas MacArthur (1880-1964) was an American general who commanded Allied troops in the Pacific during World War II; he supervised the postwar occupation of Japan, and led United Nations forces during the Korean War.

5.10 Additional activities

5.10.1 Remedial activities

Questions: Give any five countries which were involved in WWII.

Answer: France, Germany, USA, Britain, Japan

5.10.2 Consolidation activities

Question:

Discuss the causes of World War II.

Answer

- **It has been argued that the Versailles settlement of 1919 sowed seeds for the outbreak of the Second World War.** It was signed in a vengeful mood on the part of the Allied powers against Germany, and it was unfair to Germany. The peace treaty was very unrealistic in its attempt to create a lasting peace which ploughed ground for the outbreak of war in 1939.
- **The revival of the arms race and failure of the disarmament policy also contributed the outbreak of the war.** The victorious powers disarmed Germany almost to the end and themselves, never did at all. This forced Adolf Hitler to rearm Germany to the teeth. As a result, arms race resumed among European states especially Britain, Germany, France and Italy. This bred tension, mistrust, and fear which eventually resulted into the outbreak of the Second World War.
- **The weaknesses of the League of Nations:** It failed to condemn and react against the aggressors of the time, hence resulting in war. The inherent weakness of the League of Nations inspired major powers to invade weaker states. For instance, Japan invaded Manchuria in 1931, Johel in 1933. Japan even evacuated the League of Nations but no step was taken against her. Italy under Benito Mussolini was also encouraged to invade Abyssinia (Ethiopia) in 1935. Germany under Adolf Hitler was inspired to attack Poland on September 1, 1939, all this resulted into a world War between 1939 and 1945.
- **The negative effects of the World Economic Depression (1929 –1935)** forced many powers like USA, Britain and France to resort to the

policy of protectionism in a bid to protect their domestic markets. This increased suspicion, mistrust, fear and tension and destroyed international relations between the world powers. Some powers like Germany, Japan and Italy resorted to the use of force against weaker as a way of securing raw materials and markets. On the other side when other countries were busy handling the problems of caused by the economic depression, Germany used the opportunity to rearm herself and became aggressive and all these generated the World War II.

- **The rise of the dictators in different countries:** The dictators and aggressors undermined world peace and led to the outbreak of the Second World War. The period between wars saw the rise of dictators such as Benito Mussolini in Italy in 1922, General Franco in Spain, Hirohito in Japan, Adolf Hitler in Germany in 1933. The dictators formed the Axis Alliance and started an aggressive foreign policy. The Allied Democratic Powers waged the war to stop the influence of dictators which created fear, panic, and hatred that exploded into war in the aftermath of German invasion of Poland, etc.

5.10.3 Extended activities

To what extent has the United Nations Organisation achieved the objectives of its founders?

The question approach require an introduction, body with two side (big and small extent) and a conclusion.

The expected answer

The United Nations organization is an international peace keeping organization which was formed in the aftermath of the Second World War (1945) to replace the discredited League of Nations. It was formed to end wars and ensure permanent peace in the world as well as to enhance the economic and cultural development of mankind.

The UNO had the aims of preserving peace and eliminate war; removing the cases of conflict by encouraging economic, social, educational, scientific and cultural progress throughout the world, especially in underdeveloped countries; Safeguarding the rights of all individual human beings, and nations.

Stopping the aggression was an issue behind the formation of UNO. This was because Kaiser William II and Hitler's aggression were responsible for the outbreak of the First and Second World War, bringing justice to those who committed crimes of war against humanity. For example, the Nazi and Fascists who conducted killing of the Jews, enforcing disarmament and stop arms race that was responsible for the two world wars, Promoting political, economic and

social co-operation in the world, facilitating decolonization and democratization of those nationalities that were dominated and oppressed were also the aims of UNO and many others.

The following points explain how UNO objectives were achieved as they are explained below:

Although it has not prevented wars, it has been successful in bringing some wars to an end more quickly. For example, the war between Iran and Iraq (1980-1988) and the Gulf War in 1991.

The UNO has done valuable work in investigating and publicizing human rights violations under repressive regimes like military government in Chile. In this way, it has slowly been able to influence governments by bringing international pressure to bear on them.

Economically, the UN has promoted economic co-operation and development especially in the less developing countries. Trade and industry were developed and boosted through the UN programs like the I.M.F (International Monetary Fund) and the World Bank by giving short loans.

Discrimination and abuse of women was also addressed by the UNO. The charter of 1948, emphasized equality between women and men which provided a basis for women emancipation.

Similarly, children's right and welfare were promoted and protected by the UNO. This was through funding children's education especially the girl-child education and welfare in many countries of the world.

The welfare and standards of living of workers was improved by the International Labour Organization (I.L.O) through its headquarters at Geneva, Switzerland. This protected workers from exploitation.

The UNO scored great success in settling social and economic problems of refugees and victims of natural disasters. By 1945, disasters like earth quakes, famine and floods had led to untold suffering and death of thousands of people around the world.

Decolonization and democratization was achieved by the UNO through its trusteeship council. This facilitated the independence of Libya, Somalia, Namibia, Israel, Palestine, etc.

Disarmament was one of the remarkable achievements of UNO towards world peace. In 1946, the Security Council set up the atomic energy commission to control production of atomic energy.

However, the following arguments show how the UNO was weak

Although drug trafficking was reduced but it was never eliminated completely. This was because the UNO did not have an effective and competent force to control drug trafficking.

The UNO failed to stop cold war politics and its associated tension in Europe. Cold War was led by USA and USSR yet the countries were permanent members.

The UNO failed to wipe out culture intolerance and racism. Though the UNO embarked on global sensitization campaign against racism and cultural intolerance but it was not fully successful by 1970.

The UNO's policies on disarmament, weapons of mass destruction and space exploration were great failures. By 1945, it was only America with the atomic bomb but nearly all nations by 1970 had such weapons.

It failed to unite the once united states for example after the cold war politics, Germany was left divided between West and East German as well as North Korea and South Korea.

In the field of politics, the UNO failed more than it succeeded. This was seen when veto powers began fighting against the resolution of the UNO.

The universal declaration of Human rights (UDHR) of 1948, failed totally to achieve its objectives by 1970. It was not fully accepted in many states especially Arab states.

The rise of neo-colonialism and its associated evils in the third world countries exposed the failures of the UNO. After decolonization, European powers resorted to neo-colonialism as an indirect means to control, exploit and oppress the third world.

The UNO failed to eradicate terrorism in the world. By 1970, the world experienced rampant assassinations, hijack of planes, planting of time bomb and suicide bombing especially in Asia and Middle East.

Even though, UNO achieved a lot and show weakness in maintaining peace in the world at some extent, the problems of funds to run the activities of the UNO and lack of UNO permanent army will always undermine its activities if no solutions are provided to these challenges.

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