

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION
NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC)
BP 608 KIGALI

HISTORY PROGRAM FOR ORDINARY LEVEL

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Participants :

Supurvisers

GAHIMA Charles

GATERA Augustin

Curriculum developers

1. BACUMUWENDA Néhemiah
2. BARANYIZIGIYE Jeanne d' Arc
3. DUKUZE Bernard
4. KAYITESI Aurelia

Teachers

1. KABANDA Innocent ; Groupe scolaire de Gahini
2. KARARA Elisha ; Lycée de Kigali
3. MUGENZIWIMANA Christophe ; Groupe Scolaire du Mont Kigali-APACE
4. MUSABYIMANA Pierre Damien ; Groupe Scolaire Saint Joséph Kabgayi
5. NCUNGURE Aimé ; Lycée de la Colombière.
6. NDYABAGYE Stephen ; Ecole secondaire de Kagarama
7. NSENGIYUMVA Innocent ; Groupe Scolaire Saint Aloys-Rwamagana
8. NZABAMWITA Vianney ; ESSA Nyarugunga
9. TUSINGWIRE Grathias ; Nyamata High School

Consultants

1. BUHIGIRO Jean Léonard-KIE
2. Dr BYANAFASHE Déo-NUR
3. Dr JYONI WA KAREGA-NUR

I. GENERAL INTRODUCTION

This History Curriculum is directed to learners of the 1st year Cycle of Secondary Schools. Its origin is directed in the Vision 2020, in the Sectorial Policy of Education, in the Strategy of Reduction of Poverty, the Strategic plan of Education 2015, and in the Education for all.....It is in this sense that in the national context of the Government Towards:

- To make the citizen know the Rwandese value and universal of peace, the respect of personal rights, gender equality, of democracy, of justice, of solidarity and of good governance.
- To promote a moral education, intellectual, social, and professional towards the promotion of knowledge of competences and of attitudes which are services of durable development of the country?
- To develop themselves, the Rwandese spirit of patriotism, the love of work and open spirit on the world.

Also the Program is:

- To permit a child who has finished primary to get familiar with both immediate and far environment.
- To initiate the child with notions of peace, reconciliation, tolerance in his environment.
- At the end of this cycle, the child will be open to the world and acquire knowledge of revolutions of societies and techniques of where he is now and his world of origin.

Ordinary Level History Program is based on other disciplines for example Geography.

GENERAL ORIENTATIONS

1. The reduction of this program was inspired by two Approaches following:
Progressive Approach: From this Approach towards the long, it is from this that the program of '0' Level History Comprise of :
 1. The History of Rwanda.
 2. History of Africa.
 3. History of outside World.

2. Participative approach. To boost the sense of critics for the student, it is from this reason that we proposed the "Teaching Activities" which gave the idea on the participation of learners. The Program is conceived in the Following ways:
 1. The introduction.
 2. The general introduction
 3. The general objectives of the cycle.
 4. The general objectives of each Year.
 5. The detailed programme comprises:
 - The chapters
 - Suggested duration
 - A table of three colons, the first comprising of Specific objectives, followed by the notions on content and last *Teaching Activities*.
 6. The Teaching activities
 7. The evaluation approach

8. The particular factors.
9. Bibliographical references

The History of Rwanda will be taught in all the '0' Level Classes to help the Rwandese youth to understand the advantages of its society in full.

GENERAL OBJECTIVES OF THE CYCLE

At the end of the first Cycle of Secondary teaching, the Student will be able to:

1. Work with the critical spirit.
2. To find out the diverse Human experiences.
3. To live with the world without ethnic, religious distinction or other forms of discrimination and of exclusion that led to genocide of Tutsi in 1994.
4. To promote the culture of peace, tolerance and of reconciliation and the love of the homeland.

1st YEAR

1. GENERAL OBJECTIVES

1. Describe the origin and expansion of Rwanda.
2. Locate Rwanda in time and in space.
3. Show the place of Africa in pre- history.
4. Describe the contribution of Africa to other civilizations of the World.
5. Describe the major African civilizations before and after the 17th Century.
6. Describe the organisation of African States.
7. Show the negative consequences of slave trade on opening out the civilisation of African empires.

2. DETAILED PROGRAM

CHAPTER 1. GENERAL INTRODUCTION

Duration: 4 Periods

| SPECIFIC OBJECTIVES | CONTENT | TEACHING/LEARNING ACTIVITIES |
|---|---|---|
| <ul style="list-style-type: none"> - Give the two senses/means of the word "History". - Show the role of the past for understanding the present preparing for the future - Justify the importance of learning History - Distinguish the notion of comprehension of History - Place on the timeline historical events | <p>1. INTRODUCTION OF HISTORY</p> <ul style="list-style-type: none"> ▪ Definition of History <ul style="list-style-type: none"> - The past - The Science of Human past ▪ Objective of History ▪ Study of man and his relations and ideas and deeds ▪ Notion of the comprehension of history <ul style="list-style-type: none"> - The time - The past, the generation - The Era, the Epoch, Lineage, century | <ul style="list-style-type: none"> - From the student's approach and through exchanging of information, show the two senses of the word "History" -The learners share what they know on the notions and deeds of their points of view |

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| <p>- Explain the difference between the Christian era and Moslem Era</p> <p>- Explain the different periods of History (Europe and Rwanda)</p> | <ul style="list-style-type: none"> - The millennium, decade and date ▪ Timeline ▪ The Christian and Moslem Era ▪ The major periods of History <ul style="list-style-type: none"> • Europe <ul style="list-style-type: none"> - Antiquity - Middle age - Modern time (present) - Contemporary times • Rwanda <ul style="list-style-type: none"> - The contemporary times (1900 up to today) - The ancient time (origin to 1900) | <p>- Make the exercises on the localization of events on the timeline</p> <p>- Insist on the events that Marked the beginning and the end of each period. Place these events in time.</p> |
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1st Part: HISTORY OF ANCIENT RWANDA

Chapter 1: THE SOURCES OF HISTORY OF RWANDA

Duration: 2 Periods

| SPECIFIC OBJECTIVES | CONTENTS | TEACHING/LEARNING ACTIVITIES |
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| <ul style="list-style-type: none">- Differentiate the sources of History of Rwanda- Explain the different sources of history of Rwanda and show their importance | <p>1.1. The sources of history of Rwanda</p> <ul style="list-style-type: none">▪ The sources of Archaeology or material▪ The oral sources.▪ The written sources.▪ The Audio-visual sources.▪ Linguistic sources▪ Anthropology▪ Artistic sources | <ul style="list-style-type: none">- With the help of different materials (example: Pottery pieces, harp of Sebatunzi, impuzu, films that show remnants). Show how that leads to the understanding of the past.- Make the visits on the places: in Museum and sites of Archeology. |

Chapter 2. THE PRE-HISTORY AND THE POPULATION OF RWANDA

Duration: 3 periods

| SPECIFIC OBJECTIVES | CONTENTS | TEACHING ACTIVITIES |
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| <ul style="list-style-type: none"> - Identify the different sites of pre-history of Rwanda. - Locate the different sites on the map - Show the ancient ways of the peoples of Rwanda. | <p>2.1. The pre-history of Rwanda</p> <ul style="list-style-type: none"> ▪ Stone age <ul style="list-style-type: none"> - Middle Stone Age. - The site of the stone and Iron Age <p>2.2. The ancient settlement of Rwanda</p> | <ul style="list-style-type: none"> - Show to learners the results of the Archeological research in affectivity, corresponding to sites recognised internationally - Utilize the map to locate the Archeological sites. - Make visits of some sites. - Through observation of the map of the population of Rwanda, the extracts of texts, the pictures which show the evolution of man, make the learners see that Rwanda had Ancient people. |

**Chapter 3. ORIGIN, FORMATION AND EXPANSION OF THE KINGDOM OF RWANDA
UNTIL 19th Century.**

Duration : 8 periods

| SPECIFIC OBJECTIVE | CONTENTS | TEACHING/LEARNING ACTIVITIES |
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| <ul style="list-style-type: none"> - Explain and indicate the terms that lies on social organization of Rwanda - Show the elements that explain the foundation of the kingdom of Rwanda - Explain how chiefdoms were formed its lineages - From the traditional lineage organization, show the elements which prove the existence of social cohesion | <p>3.1 Definition of terms:</p> <ul style="list-style-type: none"> ▪ Lineage, clan, nation <p>3.2. Foundation of Rwandan kingdom</p> <p>3.3. From the lineages to the chiefdoms</p> | <ul style="list-style-type: none"> - Ask learners to mention their clans and what they know about them. Basing on their responses, the teacher explains different clans, lineage and nation. - With the help of base of origin of kingdom of Rwanda Gihanga, Kigwa, Sabizeze... show to learners the symbiosis and the complementality of Rwandan clans in the political life and social life of the ancient Rwanda. |

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| <ul style="list-style-type: none"> - Describe the political organization of principalities before the formation of the Rwandan kingdom - Locate on the map the cradle of the Nyiginya dynasty. - Describe briefly the works of the monarchies, more important in the territorial expansion of Rwanda. | <p>3.4 Political organization of Principalities before the formation of Rwandan Kingdom</p> <p>3.5. Territorial expansion of Rwanda</p> <p>3.6. The most important Monarchies:</p> <ul style="list-style-type: none"> ▪ Ruganzu Bwimba ▪ Kigeri Mukobanya ▪ Ruganzu Ndori. ▪ Cyirima Rujugira. ▪ Yuhi Ndabarasa ▪ Yuhi Gahindiro ▪ Mutara Rwogera ▪ Kigeri Rwabugiri | <ul style="list-style-type: none"> - The ministry, story founders imaginative history - Illustrate with a scheme the political organisation of principalities. - With the help of the map, show the expansion of Rwanda and insist on the role of each monarchy in the process of expansion - Using a map show how the expansion of Rwanda happened and insist on the role of Each Monarchy in the conquest. - The learners can write in their books what they understand on these monarchies and exchange ideas concerning territorial expansion of Rwanda. |
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Chapter 4. THE CIVILISATION OF ANCIENT RWANDA

Duration : 10 periods

| SPECIFICS OBJECTIVES | CONTENTS | TEACHING/LEARNING ACTIVITIES |
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| <ul style="list-style-type: none"> - Explain the notion of civilisation - Give and explain the elements of civilisation. | <p>4.1. Notions of Civilisation</p> <p>4.2. The Components of the Civilisation</p> <p>4.3. Social organisation of the Rwandese traditional Society:</p> <ul style="list-style-type: none"> ▪ family, lineage (minor and major), clan ▪ Marriage ▪ Solidarity :<i>Guhora (vendetta), gutabarana (se porter secours), ubudehe (commun work)</i> ▪ Division of work : | <ul style="list-style-type: none"> - From example of the current life (Way of clothing, feeding and the rite etc) ask the learners to find out what civilisation is and its components. - Give a homework to learners to identify different practices found in the Rwandan traditional society .The work can be done in small groups. - Show a film, photos and pictures on the traditional marriage. - Tell learners to identify the value which drives forward to |

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| <ul style="list-style-type: none"> - Explain the conception of Imana, Abazimu, Imandwa and Nyabingi in traditional Rwanda. - Describe the relative rites to cults and ancestors, of Ryangombe, Imandwa and of Nyabingi. - Give the rites accepted by Rwanda to some major events of life, birth, marriage and death | <ul style="list-style-type: none"> ▪ The traditional religion : <ul style="list-style-type: none"> - The beliefs - Conception of Imana - Omniprésence of <i>Abazimu</i> - <i>Imandwa</i> - Rites of <i>uguterekera and ukubandwa</i> ▪ Rites : <ul style="list-style-type: none"> - <i>gusohora umwana (give name to a child)</i> - <i>Sexual initiation (at home at 12 years of age for girls)</i> | <p>(works) or elements of history that are relative.</p> <ul style="list-style-type: none"> - Organise a visit to the Museum. - Explanation or commentary of terms on the traditional religion. - Organise a discussion on the traditional religion. - Tell learners to research on information on the ceremonies which were made at the occasion of traditional rites. |
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| <p>- Show the interdicted or forbidden places or taboos in the traditional society.</p> | <ul style="list-style-type: none"> - Marriage - Death ceremonies <i>gucana igiti,</i> <i>kwirabura and kwera</i> - Taboos and forbidden things: <ul style="list-style-type: none"> - <i>kwica nyamanza,</i> - <i>kwicara ku isekuru,</i> <i>gucira ku ityazo.</i> <p>4.5. Political and Military Organisation.</p> <p>4.5.1. Political organisation</p> <p>4.5.1.1. Administrative structure and central power :</p> <ul style="list-style-type: none"> ▪ Umwami (king) ▪ Umugabekazi (queen-mother) ▪ Abiru (ritualists) ▪ Abatware b’intebe | <p>- With the help of a chart the teacher helps learners to appreciate the administrative structure of the central monarchical power.</p> |
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| <ul style="list-style-type: none"> - Present the structure of power of central monarchy and determine the role played by each of these personalities. - Describe the major administrative divisions and identify the role of three local chiefs. - Describe and locate the semi-autonomous regions, Bukunzi-Busozo. | <p>4.5.1.2. The Major divisions of administration and their chiefs (administrative entities)</p> <ul style="list-style-type: none"> ▪ Ibiti (districts) ▪ Ibikingi : ▪ <i>Umutware w' ubutaka</i> (chief of land), ▪ <i>Umutware w'umukenke</i> (chief of) ▪ <i>Umutware w'ingabo</i> (chief of the army) ▪ <p>4.5.1.3. The administrative structure of semi-autonomous regions:</p> <ul style="list-style-type: none"> ▪ Bukunzi-Busozo (Kinyaga) | <ul style="list-style-type: none"> - With the map, help learners to locate the districts (ibiti) of pre-colonial Rwanda around 1890. - With the help of a chart, ask learners to show knowledge of the administrative structure of semi-autonomous regions of Bukunzi and Busozo (Article of NTEZIMANA). |
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| <p>- Explain the role of the army in traditional Rwanda.</p> | <p>4.5.2.The role of army in ancient Rwanda</p> <p>4.6.Economic Organisation</p> <p>4.6.1. Agriculture</p> <ul style="list-style-type: none"> ▪ The cultivated : ▪ Potatoes (<i>ibijumba</i>) ▪ Peas (<i>amashaza</i>) ▪ sorghum (<i>amasaka</i>) ▪ banana (<i>insina</i>) ▪ millet (<i>uburo</i>) ▪ Legumes(<i>isogo, isogi,</i> | <ul style="list-style-type: none"> - Use the map and locate the semi – autonomous regions of Bushiru, Buhoma, Bwanamwari - Present the role of army in form of a chart. Insist on the bravery and patriotism in different wars of conquest. - Make inventories with learners of all sorts of cultures and domestic animals which they know and show which of them encumbered in pre-colonial Rwanda. |
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| <ul style="list-style-type: none"> - Show the Traditional agriculture and livestock keeping and their diversity. - Explain the principal domains of the Rwandan traditional artisans. - - Site the commercialised products in pre-colonial Rwanda and locate the regions where products were obtained and sold. | <p style="text-align: center;"><i>ibisusa</i>)</p> <ul style="list-style-type: none"> ▪ grains (<i>inzuzi</i>) ▪ tobacco (<i>itabi</i>) <p>4.6.2. Cattle keeping</p> <ul style="list-style-type: none"> ▪ Cows ▪ Sheep, goats, <p>4.6.3. Artisan</p> <ul style="list-style-type: none"> ▪ The principal domains of artisan : potteries, black smith, cutting timber, hunting, hoes, skin habit ▪ The zones of production of fire objects: Buramba, Buberuka <p>4.6.4. Commerce</p> <ul style="list-style-type: none"> ▪ Agricultural production ▪ Livestock production ▪ Artisan products. | <ul style="list-style-type: none"> - Through questioning and responses, tell learners to find out cows and other domestic animals. - Visit Museums to see the traditional artisan products and insist on the particular role of fire, wars of conquest and agricultural production. - With the help of the map of Rwanda, show regions where products were obtained and sold. Show to learners that there existed some markets e.g (Bitare of Mashyiga (Kayenzi) and locate some on the map |
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| <ul style="list-style-type: none"> - Indicate the means of payment utilised. - Explain the cause and the consequences of famine in pre-colonial Rwanda - Explain the socio-political and economic dependence of pre-colonial Rwanda. - Locate the regions or zones of Rwanda where Ubuhake and Ubukonde were dominant. | <ul style="list-style-type: none"> ▪ Barter trade. Exchange of goods <p>4.7. Famine and Epizooties</p> <p>4.8. Social, Political and Economic dependence of pre-colonial Rwanda</p> <p>Ubuhake Ubukonde Uburetwa</p> | <ul style="list-style-type: none"> - Read and explain the causes and consequences of famines - With the help of different documents read an extract of text concerning ubuhake, Ubukonde and uburetwa and help the learners to understand the importance of two institutions in socio- politico and economic relations among the Rwandese |
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2nd Part: HISTORY OF AFRICA

Chapter 1: AFRICA, CRADLE LAND OF HUMANITY

Duration: 4 periods

| SPECIFIC OBJECTIVES | CONTENTS | TEACHING/LEARNING ACTIVITIES |
|---|--|--|
| <p>-Describe the geographical context of Africa</p> <p>Show that Africa is the continent lived by the Ancients</p> <p>- Describe the civilisations of Pre-historic Africa</p> | <p>1.1. Geographical content of Africa Physical description of Africa -Isolated continent -Massive continent -Hot continent</p> <p>1.2. Appearance of 1st man Africa the cradle of humanity</p> <p>1.3. The Pre-history civilisation of Africa ▪ The civilisation of Palaeolithic period</p> | <p>- With the help of the Map show the student the physical characteristics of Africa</p> <p>- With the help of documents on the Archeological research and a map of Africa, help learners find out that the first man was found in Africa</p> <p>- With images, photos and art make a discovery with learners on the characteristics of each age of civilisation of</p> |

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| | <ul style="list-style-type: none"> ▪ Civilisation of Neolithic ▪ Metal age | pre-history |
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Chapter 2. THE EGYPTIAN CIVILISATION

Duration: 6 periods

| SPECIFICS OBJECTIVES | CONTENTS | TEACHING/LEARNING ACTIVITIES |
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| <p>-Describe the great period of Egyptian history</p> <p>- Present the political, military, social and religious organisation of Egypt</p> | <p>2.1. The major periods of Egyptian History</p> <ul style="list-style-type: none"> ▪ The old kingdom (2780-2230) ▪ The middle kingdom (2130-1600) ▪ The new kingdom (1500-1200) <p>2.2. Organisation structure of Egypt</p> <ul style="list-style-type: none"> ▪ Political and military organisation ▪ Social and religious organisation | <p>- Observation and commentaries of pictures of reliefs, monuments, pyramids etc..</p> <p>- Find out from the texts information for better understanding of Egyptian civilisation.</p> |

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| <p>- Explain the importance of the Nile Valley.</p> <p>- Describe the principal heritage of Ancient Egypt</p> | <p>2.3. Importance of the Nile Valley</p> <ul style="list-style-type: none"> ▪ Zone of population ▪ Agriculture, irrigation, Navigation. <p>2.4. Principal Heritages of Ancient Egypt</p> <ul style="list-style-type: none"> ▪ The construction, pyramids, temples ▪ Arts, pyramids, statue, bas reliefs ▪ Sciences hieroglyphies, calenders, astronomies, technics of irrigation, mathematics, medicine etc | <p>- On the basis of documents of KBO tell the learners to show the role of water like the Nile on the life of the population</p> |
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Chapter 3. OTHER MAJOR IMPORTANT CIVILISATIONS

Duration: 6 periods

| SPECIFIC OBJECTIVES | CONTENTS | TEACHING/LEARNING ACTIVITIES |
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| <ul style="list-style-type: none"> - Locate on the map the different civilisations and show the specific elements of each civilisation. - Explain the characteristics of each civilisation. - Describe other elements of civilisation of Axum Kingdom. | <p>3.1. The Kushitic civilisation</p> <ul style="list-style-type: none"> ▪ The kingdom of Kush, Meroe, Napata ▪ Metallurgy of fire (Metals) <p>3.2. The Carthaginian civilisation</p> <ul style="list-style-type: none"> ▪ Political and military civilisation ▪ Economic civilisation: Fishing, Commerce, agriculture ▪ Decline <p>3.3. The Nok civilisation (south of Nigeria)</p> <ul style="list-style-type: none"> ▪ Iron working | <ul style="list-style-type: none"> - Explain the role of iron working in the course of kushitic civilisation and Meroe. - The role played by Carthage in the region of the Mediterranean |

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| <p>- Show that the commercial exchanges between Africa and other people of the World have been there for a long time.</p> | <p>3.4 Christian Ethiopia</p> <ul style="list-style-type: none"> ▪ Tradional religion ▪ Ezana ▪ Adulis Port ▪ Axum town ▪ Commerce ▪ Arts Stele, Obelisk <p>3.5. Commercial relations between Africa and Mediterranean basin before 7th Century</p> <ul style="list-style-type: none"> ▪Participants ▪Means of exchange ▪Precious stones ▪Leopard skins Wood | <p>- From the text, the helps learners to discover the role of port Adulis in commercial transaction between Asia, Mediterranean basin and Africa.</p> <p>- With a demonstration of precious stones, the teacher will help the learners to find out the role of the precious products</p> <p>- Show the role played by precious stones, wood skins etc</p> |
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Chapter 4. AFRICA OF THE 7th AND 18th CENTURIES

Duration: 12 Periods

| SPECIFIC OBJECTIVES | CONTENT | TEACHING/LEARNING ACTIVITIES |
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| <p>-To identify factors for development and decline of trans Saharan trade</p> <p>-Describe the origin, expansion, political, social, and economic organization and the decline of West African Empires.</p> | <p>4.1.Trans Saharan trade</p> <ul style="list-style-type: none"> ▪ Origin and organisation ▪ Factors for the rise and development. ▪ Problems faced. ▪ Decline and consequences <p>4.2. The West African empires</p> <ul style="list-style-type: none"> ▪ Ghana Empire ▪ Mali empire ▪ Songhai empire ▪ Kanem Bornu | <ul style="list-style-type: none"> - With the help of a map the teacher a shows the location of Saharan desert - The students draw a map showing the trade routes of trans Saharan trade. - Teacher discusses with the students factors for the development and decline of trans Saharan trade. - With the help of text books, students should draw and locate different empires of West Africa - Through comparative Study of different empires, show the elements which prove that |

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| <p>- To describe the organisation and identify factors for development and consequences of trans Atlantic slave trade on Africa</p> <p>- Explain the impact of Islam in West Africa</p> | <p>4.3 Trans Atlantic slave trade</p> <ul style="list-style-type: none"> ▪ Origin ▪ Factors for development ▪ organisation ▪ Decline/consequences <p>4.4 The Expansion of Islam in West Africa</p> <ul style="list-style-type: none"> ▪ The means; Jihad, commerce, education. ▪ The pillars of Islam. ▪ The elements of civilization of Moslems. ▪ Consequences of Islam in Africa. <p>4.5 Jihads</p> | <p>Africa was administratively well organized</p> <p>- With the help of text books and maps, the teacher will help learners to identify the trade routes.</p> <p>-Show the ancient existence of towns and insist on the impact of Islam in the west African Kingdoms</p> <p>- Give homework to assist in getting information on Islam</p> |
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| <p>- To identify causes and effects of jihads in West Africa</p> <p>- Describe the Organization of the Kingdom of Kongo</p> <p>-Describe the Organization of the Kingdom of Buganda</p> | <ul style="list-style-type: none"> ▪ Causes and consequences ▪ Leaders of the Jihads e.g Uth man dan fodio,Al Hajji Umar, Ahmed Bello etc ▪ Islamic states e.g Sokoto, Tokolor, Mandika <p>4.6. The kingdom of central Africa</p> <ul style="list-style-type: none"> ▪ A case study of the kingdom of Kongo <p>4.7. The kingdom of East Africa</p> <ul style="list-style-type: none"> ▪ A Case Study of Buganda Kingdom <p>4.8. The kingdom of South Africa</p> <ul style="list-style-type: none"> ▪ A Case Study of the Kingdom of Monomotapa. | <p>- Locate on a map these empires and contribution of the leaders of the jihads.</p> <p>- Using the Information from text books on the History of East Africa or Africa show the social, political and economic organization of Kongo</p> <p>- Using the Information from text books on the History of East Africa or Africa show the social, political and economic organization of Buganda</p> <p>- With the aid/help of photos</p> |
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| - Describe the organisation of kingdom Monomotapa. | | show to learners the remnants of these Empires. A case study of Monomotapa |
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2nd YEAR

GENERAL OBJECTIVES

1. Show the Renaissance of the African states in the 19th century.
2. Describe the mechanisms of the colonial conquest.
3. Justify the impact of the colonisation on the traditional societies.
4. Show through history the role of the scientific and technological research in the fight against poverty.
5. Show the relationship (of cause and effect) between the progress of ideas and liberties /progress of human rights.

DETAILED PROGRAM

1st PART: HISTORY OF AFRICA

Chapter 1. EXPLORATION OF AFRICA IN THE 15th CENTURY AND ITS CONSEQUENCES

Duration : 4 Periods

| SPECIFIC OBJECTIVES | CONTENTS | TEACHING /LEARNING ACTIVITIES |
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| <ul style="list-style-type: none">- Explain the causes of exploration of Africa.- Show the role of principal explorers in the discovery of Africa.- Show on a map the path of the great travellers. | <p>1.1. Definition of exploration</p> <p>1.2. The causes of exploration of Africa</p> <p>1.3. The principal explorers :</p> <ul style="list-style-type: none">▪ Diego Cao,▪ Barthromew Diaz,▪ Vasco da Gama | <ul style="list-style-type: none">- Show on a map the path of every explorer - Tell learners to discuss the causes and reasons why some people visited Africa |

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| <p>- Give the consequences of the contacts on Africa.</p> | <p>1.4. The consequences of exploration on Africa</p> <ul style="list-style-type: none">▪ The creation of commercial places.▪ The discovery of the route to India.▪ Prepration for colonisation of Africa. | <p>- Show on the map the principal places of commerce</p> |
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Chapter 2. AFRICA IN THE 19th AND THE 20th CENTURIES.

Duration : 8 Periods

| SPECIFIC OBJECTIVES | CONTENTS | TEACHING /LEARNING ACTIVITIES |
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| <ul style="list-style-type: none"> - Explain/show the role of the Arab influence in East Africa - Describe factors for the coming of the portuguese and their influence to the people of E.africa | <p>2.1 East Africa coastal states</p> <ul style="list-style-type: none"> ○ Sultans of the coast or the coastal states ○ Civilisation of the Swahili (Art, commerce, Agriculture, Fishing, Weaving) <p>2.2 Portuguese influences on the E.African coast</p> <ul style="list-style-type: none"> ○ Reasons for their coming. ○ Activities, effects and decline | <p>.Outline together with learners those states and students locate coastal states.</p> <p>- Insist on the birth of Kiswahili.</p> <p>The teacher explains reasons for the coming of the Portuguese.</p> |

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| <p>-To describe the organisation and explain the effects of long distance trade.</p> <p>- Explain the origin,causes and consequences of the expansion of the Ngoni in South Africa</p> <p>-Identify the agents of colonial conquest and locate on a map their routes.</p> <p>-Explain reasons for their coming and their consequences</p> <p>- To show areas/countries where they operated.</p> <p>-Define colonisation</p> <p>-Explain the causes of imperialism</p> | <p>2.3 Long distance trade Rise Organisation Effects</p> <p>2.4. Ngoni migration</p> <ul style="list-style-type: none"> o Who were the Ngoni o The causes o Course of Ngoni migration. o Consequences of Ngoni migration. <p>2.5. The colonial conquest</p> <p>2.5.1. Definition of colonisation.</p> <p>2.5.2. Agents of colonial conquest</p> <p>- Explorers eg Henry Murton Stanly, Dr Livingstone etc and their roles.</p> <p>- Missionaries, problems faced effects and their roles.</p> <p>- Chartered companies, their leaders, where they operated and their roles</p> | <p>With the help of text books and maps, the teacher will help learners to identify the trade routes and participants.</p> <p>- With the help of texts show the reasons ,course and consequences of the Ngoni expansion</p> <p>- With the help of a map, the will help students to locate areas where these agents operated.</p> <p>- The teacher will discuss with students their consequences.</p> |
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| <p>- Explain the reasons for the summoning of the Berlin conference</p> <p>-Identify different methods used by Europeans to acquire colonies.</p> <p>- Describe the different forms of reactions to the presence of Europeans</p> <p>-To explain the reasons for collaboration.</p> | <p>2.6. Causes of colonisation :</p> <ul style="list-style-type: none"> - Search for the raw materials, - Search for markets, - Evangelisation - Areas for settlement <ul style="list-style-type: none"> o Reasons for the summoning of the Berlin conference <p>2.7 Methods of acquiring colonies</p> <ul style="list-style-type: none"> o Treaty signing o Military force o Divide and rule. Etc <p>2.7. The reactions of Africans to colonial Conquest</p> <p>2.7.1 Collaborators e.g Mutesa 1 of Buganda, Lenana of Masai, etc</p> | <p>- Using a method of questions and answers learners will explain the reasons for colonisation</p> <p>-The teacher will guide learners to identify different methods used in acquiring colonies.</p> <p>-With the help of text books, the learners will identify examples of collaborators and note reasons for their collaboration.</p> <p>In a short conversation give different types of resistances</p> <p>-With the help of text books the teacher show the reasons for resistance and reasons why those resistances failed</p> |
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| <ul style="list-style-type: none"> - Describe the methods of resistance employed in different regions of Africa - Explain the causes, course and the effects of these resistance. - Show and explain properly the reasons for the failure of the resistances against the colonial conquest - Explain the colonial systems of administration. - Explain their characteristics and reasons why they were used. | <p>2.7.2. Resistances</p> <ul style="list-style-type: none"> ▪ Nama-Herero ▪ Msiri(Yeke of Shaba) ▪ Kabalega(Bunyoro) ▪ Samori Toure(Madinka) ▪ Maji Maji. ▪ Reasons for the failure of the resistances during the colonial conquest. <p>2.1. The Colonial Systems of Administration</p> <ul style="list-style-type: none"> ▪ French : Assimilation / Association ▪ British : Indirect Rule ▪ Belgian : Paternalism, Indirect Rule ▪ Portuguese : ssimilation. ▪ German : Indirect Rules, Direct rules | <p>-The teacher will guide learners to suggest different colonial administrative systems.</p> |
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PART 2: HISTORY OF COLONIAL RWANDA

Chapter I. RWANDA DURING GERMAN COLONISATION (1897-1916)

Duration : 14 periods

| SPECIFIC OBJECTIVES | CONTENTS | TEACHING /LEARNING ACTIVITIES |
|---|--|--|
| <ul style="list-style-type: none">- Show examples of explorers who came to Rwanda.- Present the factors that led to German occupation of Rwanda.- Show the chronological stages in the occupation of Rwanda | <p>1.1. Rwanda's contact with the out side world.</p> <p>1.2. German Occupation :</p> <ul style="list-style-type: none">▪ Berlin conference▪ Territorial exploration▪ Imposition of the Protectorate▪ Creation of Administrative Posts▪ Military Administration (1897-1906). | <ul style="list-style-type: none">- Learners will mention explorers whom they think came to Rwanda- In small groups, learners will discuss the factors that helped the Europeans to come to Rwanda.- With the help of a map help learners to show posts which were created by the Germans: (Cyangugu, Gisenyi, Ruhengeri....). |

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| <ul style="list-style-type: none"> - Show the methods that were used to fix boundaries in the Eastern region and northern region in Rwanda in 1910. - Show different methods that were used by the Germans. - Identify the Regions which revolted against Musinga and indicate the attitude of the Germans towards those revolts. | <ul style="list-style-type: none"> ▪ Demarcation of the boundaries of Rwanda in 1910. 1.3. German Administration ▪ Protectorate regime : Method of administration (Indirect Rule). Repression of the revolt during Musinga's rule. ▪ A group of rebels. <ul style="list-style-type: none"> - Rukara, Ndungutse, Basebya - Nyiragahumuza - Rukura : Gisaka. | <ul style="list-style-type: none"> - With the help of some conversations or some films explain to learners the steps of German military conquest. - With the help of a Map tell Learners to compare the boundaries of 1910 with the boundaries of today - Tell Learners to draw a map showing how Germans came to Rwanda. - Ask Learners what they know about (Indirect Rule) and harmonise it with that point. - Try to tell Learners the song of Rukara, the Son of Bishingwe and ask them the activities of History which they have learnt from that Song. |
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| <ul style="list-style-type: none"> - Describe how christian churches were built in Rwanda and how they helped to change the lives of the people, economy and morals of the Banyarwanda. - Identify the causes of the First World War in Rwanda. - Describe in detail how the First World war was conducted in Rwanda - Describe the consequences of the first world war in Rwanda - Make an assessment of the system of German Administration in Rwanda. | <p>1.4. The coming of missionaries</p> <ul style="list-style-type: none"> ▪ Reasons ▪ The Strategies of conversion ▪ The Activities. <p>1.5. The First World War in Rwanda</p> <ul style="list-style-type: none"> ▪ The causes of the War. ▪ The course of the War. ▪ The consequences of the War on Rwanda. - Famine: Rumanura - The end of German-Colonisation and the Beginning of Belgian Colonisation | <ul style="list-style-type: none"> - Give an activity to Learners to go and ask elderly men and Women something concerning religious confessions and their realisations. - Give an activity to Learners to go and ask elderly men and Women something concerning world war - Using text books, the teacher will help learners to identify the consequences of world war in Rwanda |
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| <p>- Present the project of the Germans concerning the building of the railway line and waterways and how it would have helped to improve the Economy of Rwanda</p> | <p>1.6. The assessment or results of the German colonisation of Rwanda</p> <ul style="list-style-type: none"> ▪ Political ▪ Economic ▪ Social ▪ Cultural | <p>- Ask students to point out the achievements of German administration in Rwanda</p> |
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Chapter 2. RWANDA UNDER BELGIAN COLONISATION 1916-1962

Duration : 16 Periods.

| SPECIFIC OBJECTIVES | CONTENTS | EACHING /LEARNING ACTIVITIES |
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| <ul style="list-style-type: none"> - Justify the passive resistance of Musinga before the changing of the reforms initiated by the colonisers and slow destruction of the Kingdom. - Explain why the British moved from their Place and Occupied Gisaka. - Give the Impact of the Orts-Milner convention of 1919 - Explain the request regarding the recovery of that territory | <p>2.1. Belgian Military Occupation 1916-1926</p> <ul style="list-style-type: none"> ▪ The different reforms during that Period : <ul style="list-style-type: none"> - Judicial Reforms 1917. - Religious Reforms - Fiscal Reforms 1917 - Administrative Reforms. ▪ The affairs of Gisaka and the Orts-Milner convention of 1919 <ul style="list-style-type: none"> - The Project of the British concerning the building of the railway line from Cape to Cairo - The request in favour of the return of Gisaka <p>2.2. Belgian Mandate 1926-1946</p> | <ul style="list-style-type: none"> - Start a conversation with learners criticizing the reform enterprises of the Belgian colonisers. - Inform the learners about the people who started and those who solved the problems of Gisaka |

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| <ul style="list-style-type: none"> - Describe the administrative reforms of 1926-1932 and the deposition of King Yuhi V Musinga. - Give the administrative hierarchy of the Mortehean reform - Show the consequences of the abolition of the three hierarchies of chiefs(chief of the land, chief in charge of pastoralism and chief of the army) - Give a report of the Belgian colonisation in the domain of agriculture and pastoralism - Locate on the map the agro-pastoral research centres and indicate the specialities | <ul style="list-style-type: none"> ▪ Definition of the Mandate. 2.2.1. Political Transformation <ul style="list-style-type: none"> ▪ The Administrative reforms of 1926-1932 (Mortehean reform) ▪ Deposition of King Yuhi V Musinga ▪ Organigram of the Mortehean Reform.or a new picture created by Mortehean reform. ▪ Tutsisation type of Administration 2.2.2. Economic transformation : <ul style="list-style-type: none"> ▪ Agriculture and pastoralism | <ul style="list-style-type: none"> - Discuss in groups on the politics of dividing people so that they can rule them easily showing some of the good things that were done by the colonialists but favouring some groups more than the others; this laid a basis for Genocide in Rwanda - Using questions and answers (brainstorming) ask Learners to mention some cash crops which are grown in their Home Areas .Using their answers show them cash crops which were brought by the Colonialists. - Explain to the learners how the research in agriculture and pastoralism which was done by the colonialists helped to |
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| <ul style="list-style-type: none"> - Explain why the Belgians forced the Rwandese to grow certain types of crops, to plant trees and to mine some Minerals - Indicate the period of the installation of the societies dealing with minerals in Rwanda - Give the names of the societies, the regions where they operate and the minerals mined there - Indicate the domain in the artisan which is seen - Give some points showing how Rwandese Commerce was conducted concerning exchange of products, ways of paying and how they are transported to different Places | <ul style="list-style-type: none"> ▪ The agro –pastoral research Centre : Rubona and Songa ▪ The Mines. ▪ Artisan : Brick Laying, Carpentry, Tailoring, Masonry, Repairing or rehabilitating ▪ Trade | <p>improve the former type</p> <ul style="list-style-type: none"> - Show to learners how the research for minerals was neglected compared to the research which was done in Congo - Give to learners a homework which consists of artifact products in Rwanda and after that the teacher will show learners were those which brought by the colonialists - Using some discussions show the learners how commerce which was introduced by the colonialists opened Africa to the outside the World |
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| <p>and means of communication</p> <ul style="list-style-type: none"> - Present certain mechanisms of colonial exploitation - Explain social and cultural transformations <ul style="list-style-type: none"> - Describe the economic and political reforms introduced by the colonial regime | <ul style="list-style-type: none"> ▪ Mechanism of colonial exploitation : Work which needs force compulsory cultures fiscal system <p>2.2.3. Socio-cultural transformation</p> <ul style="list-style-type: none"> ▪ Establishment of Schools ▪ Establishment of Churches ▪ Establishment of Hospitals. <p>2.3. The Belgian trusteeship (1946-1962)</p> <ul style="list-style-type: none"> ▪ The definition of the regime ▪ The Principles of the regime ▪ The ten year plan. ▪ Installation of the consultative council. <ul style="list-style-type: none"> ▪ The Steps of the | <ul style="list-style-type: none"> - Organise a debate showing the good things and bad things that were done by the colonialists. |
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| <ul style="list-style-type: none"> - Describe the steps of the decolonisation of Rwanda | <p>decolonisation of Rwanda</p> <ul style="list-style-type: none"> - The starting of the democratisation of institutions (Different Elections in the Consultative Council) - The birth and actions of political parties (political Leaders divided people according to ethnic differences). - The change of political alliances. - Unusual things that Happened in 1959. - A Political Party PARMEHUTU achieved its independence and institutionalisation of Ethnic Exclusion. - To achieve independence | <ul style="list-style-type: none"> - Try and show the difference between the Mandate (authoritative command) and the regime (Government in Power) - Explain things which made the Belgians prepare for ten years putting in action the plan of the consultative council. - With the help of texts or discussions with learners give the political programs of the political parties. |
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- Analyse or assess the Belgian colonisation of Rwanda

2.5 Assessment of Belgian colonisation of Rwanda

- Show Learners that the Belgian programs had good intentions or objectives but it was different in practice

PART 3: HISTORY OF NORTH AMERICA AND EUROPE IN THE 19th CENTURY

Chapter I: THE CENTURY OF ENLIGHTNMENT

Duration : 15 Periods

| SPECIFIC OBJECTIVES | CONTENTS | TEACHING /LEARNING ACTIVITIES |
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| <p>- Present in detail the characteristics of the ideas of Era of light in the 18th Century</p> <p>-Define the term “Revolution”</p> | <p>1.1. Characteristics of the ideas of Enlightenment</p> <ul style="list-style-type: none"> ▪ Ideas of freedom ▪ Ideas of equality ▪ The ideas of principal Philosophers: John Locke, Montesque, Rousseau, Voltaire ▪ The encyclopedists: Denis Diderot, Madame Lambert ▪ Definition of the Term “Revolution”. <p>1.2. American war of independence</p> <ul style="list-style-type: none"> ▪ The Settlement of North America ▪ The causes and consequences of | <p>- Using questions and answers tell the learners to define the terms liberty and equality then in brief conversation show how philosophers of light used some terms.</p> <p>- With the help of a map show learners different steps of the settlement of</p> |

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| <ul style="list-style-type: none"> - Present the population of North America - Describe the causes, course and consequences of the War of liberation of thirteen colonies. - Determine the impact of the French philosophers of the 18th Century on the liberation movement of the thirteen colonies - Show the causes of the French Revolution of 1789. | <p style="text-align: center;">American Revolution</p> <ul style="list-style-type: none"> ▪ Independence of 13 American colonies <p style="text-align: center;">1.3. French Revolution</p> <ul style="list-style-type: none"> ▪ Causes <ul style="list-style-type: none"> - Social inequality - Political causes - Economic situation - Influence of the ideas of Philosophers - American revolution ▪ The course of the French Revolution <ul style="list-style-type: none"> - The estates - General assembly ; | <p style="text-align: center;">North America.</p> <ul style="list-style-type: none"> - Using conversation, explain to learners' reasons which made Americans start a war of independence from their colonisers (British). - Using an extract from the text, find out from the learners social and political inequalities and in economy in French society before the French Revolution. |
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| <p>- Present in Detail the Work of Napoleon between 1795-1815</p> <p>- Identify the scientific progress and technology of the 18th century in Europe which was the origin of the industrial revolution.</p> | <ul style="list-style-type: none"> - Constituent assembly ; - National constituent assembly ; - Constitutional monarch ; - The republic ; - The directory ; - The consulat ; - The empire - Diffusion of ideas of the revolution <p>1.1. The France under Napoleon</p> <ul style="list-style-type: none"> ▪ Rise ▪ Achievements ▪ Decline <p>1.5. The industrial revolution</p> <ul style="list-style-type: none"> ▪ The Scientific Progress and Technology. - First industrial Revolution : (Invention of the Machine which Uses water, Carbon...as a Source of Energy) - The Second Industrial Revolution: | <p>- With the help of the line of timeline, locate and comment in detail the course of the French revolution.</p> <p>- Show a film on Napoleon or show photographs and help learners to identify the realisations/successes of Napoleon.</p> |
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| <p>- Give the factors of industrial development in Britain.</p> | <p>Utilisation of new Sources of Energies: Gas, Petrol, Thermal Energy and Hydro –Electric)</p> <ul style="list-style-type: none"> ▪ The Inventions ▪ The Factors of Industrial Development <ul style="list-style-type: none"> - Workers who are Qualified - Scientific Research and Advanced Technology. - Presence of raw Materials and which are Cheap. - Different Ways of Transporting People and goods (Railway Line, Bridges, Vehicles) | <ul style="list-style-type: none"> - With the help of pictures and photographs find out for the learners the progress of science and technology which took place because of the first and second industrial revolution. - Cite as much as possible the inventions of that time. - With the help of Books and maps help learners to locate the Industrial zones in Europe of the 19th Century |
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| <ul style="list-style-type: none"> - Locate on the European map the great industrial zones. - Present the Consequences of the industrial revolution. - Present the different forms of socialism | <ul style="list-style-type: none"> ▪ The Industrial zones of Europe in the 19th Century <ul style="list-style-type: none"> - Rhur (Germany) - Manchester (England) - Birmingham (England) - Alsace –Lorraine (France) ▪ The Consequences of Industrialisation <ul style="list-style-type: none"> - The emergence of capitalism and Liberalism. - The emergence of enterprises (Cartel, Trust) - The Emergence of two social classes (The Middle Class and Proletariat). - The birth of Banks | |
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Chapter 2. NORTH AMERICA IN THE 2nd HALF HALF OF THE 19th CENTURY

Duration : 6 Periods

| SPECIFIC OBJECTIVES | CONTENTS | TEACHING /LEARNING ACTIVITIES |
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| <ul style="list-style-type: none"> - Describe the social situation of North and Southern States of America. - Show the stages of the War of secession - Show the role of the immigrants in the economic developments of the United States of America 1850-1913 - Explain the Middle Extension of the United States of America | <p>2.1 Economic and social situation of North and South of the United States of America</p> <p>2.3. The war of succession</p> <p>2.4. Growth of American power</p> <p>2.3.Instalation of the railway line passing in America</p> <p>2.4. Extension of the United States of America</p> <ul style="list-style-type: none"> ▪ Purchasing or Buying (Florida) ▪ Negotiation (Louisiane) - Force War of Conquest (New Mexique, California) | <ul style="list-style-type: none"> - With the Help of Photos of People like (Lincoln, Thomas Jefferson) together with Extracts from Texts, find out for the learners' reason, parts and Effects of the War of Secession. - Show learners the Wars of Territorial Expansion of the United States of America (Far-West).Utilise the Map. |

3rd YEAR

GENERAL OBJECTIVES OF THE 3rd YEAR

1. To show the interest of reconciling the tradition and modernity for a durable development.
1. To show the disadvantages of the war and interest of future preventions of war.
2. To justify the importance of independence and democracy of countries.
3. To explain the consequences of Genocide of Tutsi of 1994.

DETAILED PROGRAM

1st PART: ASIA IN THE SECOND MIDDLE PERIOD OF THE 19TH CENTURY

Chapter 1. JAPAN

Duration : 3 Periods

| SPECIFIC OBJECTIVES | CONTENTS | TEACHING /LEARNING ACTIVITIES |
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| <ul style="list-style-type: none">- Explain the Japanese approach for starting of their development. - Explain the policy of expansionism of Japan | <ol style="list-style-type: none">1. Japan before 1868<ul style="list-style-type: none">▪ Political and Economic Situation.▪ The Meiji revolution.▪ The results of the Meiji revolution 2. The Expansion of Japan in Asia<ul style="list-style-type: none">▪ The Sino-Japanese war▪ The Russo-Japanese war. | <ul style="list-style-type: none">- Locate Japan on the map and organise a debate on the reconciliation between tradition and Modernity. - Organise a debate on the Advantages of Japan expansionism |

- Show the causes and consequences of the Japanese expansion

- Organise a debate with learners on the advantages and inconveniences of opening on the world
- With learners make lectures on the reasons for Japanese imperialism and its relation with other countries in the region

Chapter 2. CHINA

Duration: 3 Periods

| SPECIFIC OBJECTIVES | CONTENTS | TEACHING /LEARNING ACTIVITIES |
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| <ul style="list-style-type: none"> - Describe the origin of Chinese societies - Show the elements of Chinese civilisation. | <p>1. Chinese society</p> <ul style="list-style-type: none"> ▪ Origin of China. ▪ Ancient population. ▪ High population. <p>2. The elements of Chinese civilization</p> <ul style="list-style-type: none"> ▪ Writing ▪ Papers ▪ Religion, architecture original ▪ Gun Powder | <ul style="list-style-type: none"> - Locate China on the map - Show learners that China is an old nation with a big population that developed a brilliant civilization - The teacher together with students the contributions of Chinese civilisation to modern world |

2nd PART: THE WORLD WARS AND THEIR CONSEQUENCES

Chapter 1. THE FIRST WORLD WAR

Duration: 8 Periods

| SPECIFIC OBJECTIVES | CONTENTS | TEACHING /LEARNING ACTIVITIES |
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| <ul style="list-style-type: none"> - Explain the long term and immediate causes of the first world war - Describe the course of the first world war | <p>1.1. The 1st World War.</p> <ul style="list-style-type: none"> ▪ Long term causes - The international rivals (Moroccan Crisis of 1906) ▪ The economic and military causes <ul style="list-style-type: none"> - The economic and military rivals - The course of Armament ▪ The political causes - The spirit of nationalism - The alliances ▪ The immediate causes <ul style="list-style-type: none"> - Sarajevo incident - The course | <ul style="list-style-type: none"> - Project a film on the 1st World war and give a necessary documentation on the battles of that war - Organise a discussion on the causes of the 1st World war and its consequences. - Show to learners what the course of the war was, and show how it would have been prevented. - Comment on the tables showing the loss of |

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| <ul style="list-style-type: none"> - Give the consequences of the first world | <ul style="list-style-type: none"> ▪ The Consequences of the 1st World War <ul style="list-style-type: none"> - Division of German Colonies - Destruction of Property and loss of life (Human life) - Creation of the League of Nations. - The Versailles Treaty - The enrichment of Certain Countries (USA, CANADA, BRAZIL, MEXICO, AUSTRALIA, ARGENTINA) | <p>Human life</p> <ul style="list-style-type: none"> - Show to the learners that Rwanda was colonized by Germany and then Belgium and that Jeopardized Germany's plans in Rwanda (Railway Project, Navigation Rusumo-Kigali) |
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Chapter 2 .BETWEEN TWO WARS

Duration: 6 periods

| SPECIFIC OBJECTIVES | CONTENTS | TEACHING /LEARNING ACTIVITIES |
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| <ul style="list-style-type: none"> - Explain the terms of Versailles treaty and how it was unrealistic - Show the reasons for the failure of league of nations - Give the causes of the 1929 economic crisis - Show the consequences of the 1929 crisis or the World plan | <p>2.1. Versailles treaty</p> <ul style="list-style-type: none"> ▪ Terms ▪ Achievements and failures <p>2.2. League of Nations</p> <ul style="list-style-type: none"> ▪ Aims ▪ Achievements and reasons for failures <p>2.3. The Economic Crisis of 1929</p> <ul style="list-style-type: none"> ▪ Causes ▪ effects | <ul style="list-style-type: none"> -With the help of the text extracted from the books, the teacher will guide students to find out how Versailles led to short lived peace -With the help of concrete examples, the teacher will guide learners to find out the weaknesses of league of nations - Show to learners the texts describing the financial crisis of 1929 - Show the linkage between the crisis of 1929 and the Increase of totalitarian |

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| <p>- Give the Characteristics of these two regimes</p> | <p>2.4. The Increase of Totalitarian regimes in Europe</p> <ul style="list-style-type: none"> ▪ Fascism ▪ Nazism | <p>regimes in Europe (Fascism and Nazism)</p> <p>- Help learners to be able to compare the Phenomenon between Fascism and Nazism and what took place in Rwanda. (Ref.: The Second Republic)</p> |
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Chapter: 3. THE SECOND WORLD WAR

Duration: 8 Periods

| SPECIFIC OBJECTIVES | CONTENTS | TEACHING /LEARNING ACTIVITIES |
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| <ul style="list-style-type: none">-Give the long term Causes of the Second World War- Show reasons for the failure of the League of Nations in the resolution of International crisis- Give immediate causes of the international crisis | <ol style="list-style-type: none">1. The long term causes of 2nd world war<ul style="list-style-type: none">▪ Spanish war, (1936-1939)▪ The Germany annexation of Czech and Austria▪ The re-militarization of Rhineland2. The Immediate cause<ul style="list-style-type: none">▪ Invasion of Poland by German troops 1/9/1939 | <ul style="list-style-type: none">- The learner should make a comparison between the causes of the first World War and that of the second World War |

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| <ul style="list-style-type: none"> - Describe the course of the Second World War - Show all the consequences of the Second World War | <p>3. The Course of the war 4. The Consequences of the second world war.</p> <ul style="list-style-type: none"> ▪ Loss of Lives and Material Destruction. ▪ Emergency of Super Powers, US and USSR. ▪ Division of the world in two blocks, Capitalism(USA) and Communism (USSR) ▪ Creation of UNO and its Institutions especially (UNESCO, UNICEF, UNDP)etc. <ul style="list-style-type: none"> ▪ Enrichment of Some Countries (USA, CANADA, BRAZIL, and MEXICO | <ul style="list-style-type: none"> - Project a film on the second World War. Put also at disposition of learners all the available documents on this War - With the means of extracts of textbooks on the consequences, tell learners that this war was occasioned by mistakes, more importantly of the first World War -Insist on the notion of super powers |
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CHAPTER 4: THE DECOLONIZATION

Duration: 8 Periods

| SPECIFIC OBJECTIVES | CONTENTS | TEACHING /LEARNING ACTIVITIES |
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| <ul style="list-style-type: none"> - Expose the Ideas Under-tendencies for Independence - Show the psychological effects of the Second world war on the colonies | <p>1. The causes of the decolonization.</p> <ul style="list-style-type: none"> ▪ The action of UNO. ▪ The human rights Charter. ▪ The anti-colonialist attitude of super powers, USA and USSR. ▪ The Second World War. (The demystification of a white man-Eye Opener). ▪ The growth of nationalism. ▪ The evolution of ideas ▪ The conference of Bandung. ▪ The role of some Christian churches and independent churches | <ul style="list-style-type: none"> - Through a lecture with Extracts from texts make a Discovery with Learners of the long term Causes and Multiple of the Decolonization. - Give homework on the Steps of the Decolonization. - Give homework on the Steps of Independence and make a table on Dates, Political Parties, the Metropolitan and Colonized Countries. (a longer list). |

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| <ul style="list-style-type: none"> - Present briefly the political, the leaders, and describe the march towards independence of each country | <p>2. Study case</p> <ul style="list-style-type: none"> ▪ The examples of Asia: <ul style="list-style-type: none"> - India - Indochina. ▪ The examples of Africa <ul style="list-style-type: none"> -Ghana -Republic of South Africa - Algeria. - Angola - D.R.Congo | <ul style="list-style-type: none"> - Discuss the methods utilized by leaders to attain independence. - Show the advantages and disadvantages of each strategy. - Make an observation with learners on Photos of African leaders. |
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3rd Part: THE INDEPENDENT RWANDA

Chapter1. THE FIRST REPUBLIC (1962-1973)

Duration: 6 Periods

| SPECIFIC OBJECTIVES | CONTENTS | TEACHING /LEARNING ACTIVITIES |
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| <p>Explain the passage of first appearance of Multi-partism to Mono-partism and their deeds.</p> <ul style="list-style-type: none"> - Show the dangers of private party of the population and its rights to the party - Show the consequences of exclusion on the regional and ethnic base - Enumerate the principal consequences that led to the consequences that led to the crisis of 1973. | <p>1. Political evolution</p> <ul style="list-style-type: none"> ▪ The functioning of new Republican institutions ▪ The Multipartism to Monopartism ▪ The management of different political crisis ▪ The question of refugees ▪ The attack of Inyenzi. ▪ The growth of ethnicism ▪ Regionalism ▪ The 1973 crisis <ul style="list-style-type: none"> - Causes - Consequences | <ul style="list-style-type: none"> - The Learners will describe in some few words how Rwanda got access to independence. - Through question and response, tell learners to define the term “Independence” and “Independence Outlook”. - Organize a debate on the advantages and disadvantages of Mono-partism and Multi-Partism. - Through exchange of ideas |

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| <ul style="list-style-type: none"> - Show the illustrated way which is called the economic treaty and explain its effects - Explain the problem that lies to the rural modernization - Show some aspects of evolution of socio-cultural of this epoch - Give the achievements and failures of the first Republic | <p>2. Economic Evolution</p> <ul style="list-style-type: none"> ▪ The perpetuation of colonial economic model The economic dependence ▪ The development of infrastructures <ul style="list-style-type: none"> - Schools - Routes - Hospitals ▪ The rural-economic development ▪ The five year plan (1966-1970) ▪ The monetary economy ▪ The development of economic infrastructures <p>3. Evolution Socio-Cultural</p> <ul style="list-style-type: none"> ▪ The education system ▪ The sanitary sector | <p>with learners define regionalism and ethnicism and show how they were conducted up to Genocide</p> <ul style="list-style-type: none"> - With the aid of a Scheck, show the composition of colonial economy and show the inherited weaknesses - Emphasize on the shortage of killed labour - In exposition, learners will criticise slave trade economy and show that the current economic dependence originates from colonial period - Comment on the relationships between debts, money, and exportation ect... - Show some aspects of quinquennial plan 1966-1970 - Show the advantages of |
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| | 4. Assessment of the 1st Republic | double vocation and the drawbacks of quotas system - The Teacher helps learners to make a comparative table of the achievements and failures of the first Republic. |
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Chapter 2. THE 2ND REPUBLIC (1973-1994)

Duration: 8 Periods

| SPECIFIC OBJECTIVES | CONTENTS | TEACHING /LEARNING ACTIVITIES |
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| <ul style="list-style-type: none"> - Show the key orientations of political program and other Coup d’Etat of 1973. - Show how the 2nd Republic fell in the same system like the first. - Give the different causes of disquilibrium between the demography and the alimentary production - Give the causes of the economic crisis of 1980 | <p>1. Political Evolution (1973-1990)</p> <ul style="list-style-type: none"> ▪ Political programs of other Coup d’Etat of 5th July 1973. ▪ The creation and institutionalization of unique Party MRND. ▪ The cult of personality. ▪ The monopolization. ▪ The question of refugees <p>2. The Economic Evolution</p> <ul style="list-style-type: none"> ▪ The development of infrastructures | <ul style="list-style-type: none"> - Through exchange, the learner will define the notion on Ubumwe, Amajyambere and show the contradiction between speeches and practice - Through exchange of ideas with learners find out the different infrastructure realized under the Second Republic - With a study case, discuss the influence of demographic pressure on the economy of the Country |

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| <ul style="list-style-type: none"> - Show the role of infrastructures in the development - Show the advantages and disadvantages of regional intergration - Show that all founded policy on the injustice and incompetence is seen as a failure. -Discuss the policy of exclusion under the 2nd Republic - Explain the failure of the Scholar reforms of 1978. - Give the achievements and | <ul style="list-style-type: none"> ▪ The disquilibrium between the demographical growth and the alimentary production and their consequences ▪ The economic crisis of 1980's ▪ The economic regional intregration (CEPLG, ZEP, OBK) <p>3. The Socio-Cultural Evolution</p> <ul style="list-style-type: none"> ▪ The Policy of Ethnic and regional balance: Its application and Consequences | <ul style="list-style-type: none"> - Insist on the phenomenon of migration - Using a debate, criticize the Different types of Migration and their Impact on the Rwandan Society - Through a discussion and with the help of statistical tables, ask the learners to show the deterioration of terms of exchange. - Insist on the birth and evolution of these Institutions - Organize a debate on the policy of ethnic and regional balance and criticize with learners to show that the base |
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| <p>failures of the the 2nd Republic</p> | <ul style="list-style-type: none"> ▪ The failure of scholar reforms of 1978 <p>4. Assessment of the 2nd Republic.)</p> | <p>of policy was erroneous with incompetence and it led to failure</p> <p>-The Teacher helps learners to make a comparative table of the achievements and failures of the the 2nd Republic</p> |
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Chapter 3. THE WAR OF 1990 -1994 AND THE GENOCIDE OF TUTSI

Duration : 10 PERIODS.

| SPECIFIC OBJECTIVES | CONTENTS | TEACHING /LEARNING ACTIVITIES |
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| <ul style="list-style-type: none"> - Enumerate the principal causes that led to the war of 1919-1994 - Explain why the press of all tendencies developed rapidly during the years before Genocide - Cite the principal consequences of the 1990 war on evolution of the domestic policy | <p>1. The War of 1990-1994</p> <ul style="list-style-type: none"> ▪ Causes ▪ The enacted policies. ▪ The return of multi-partism ▪ Development of private press ▪ The consequences of the war on evolution of interior policies ▪ Hardening of dictatorship with its propaganda (ibyibutso) ▪ The new constitution of June | <ul style="list-style-type: none"> - In small groups, learners should come to understand the reasons for military fighting to safeguard the rights to life and freedom. - With the help of some titles of Journals (Kangura, Nyiramacibiri, RTLTM) - Show the role played by the Press in the Evolution of Genocide. - From lessons let the teacher develop the spirit of critic to learners and explain why the |

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| <p>- Explain the bad actions of power of Juvenal Habyarimana put into action of the Arusha peace Accord</p> | <p>1991 and birth of multi-partism</p> <ul style="list-style-type: none"> ▪ The massacres of Bigogwe, Ngororero, Bugesera..... ▪ The instability of Government Institution (Nsanzimana Sylvester, Nsengiyaremye Dismas, Uwiligiyimana Agatha) ▪ The Blockage of Execution of Arusha Peace Accord. <p>2. The Genocide of Tutsi (April-July 1994)</p> <ul style="list-style-type: none"> ▪ Definition of the word “Genocide” <ul style="list-style-type: none"> - The development of ideology of Genocide - The phase of execution extermination of Tutsi and Hutu opposition to the | <p>press is in charge of opposition or as divisionism.</p> <p>- Help learners to understand the negotiations in the Arusha peace Accord.</p> <p>- Incite learners to read some documents available on inter ethnic period.</p> <p>- Differentiate the inter-ethnic massacres and Genocide.</p> |
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| <ul style="list-style-type: none"> - Define Genocide - Show and explain how ideology of Genocide was prepared and executed - Establish the responsibilities of interior institutions and international view towards the Genocide of the Tutsi - Give the political, economic, and socio-cultural consequences of the Tutsi Genocide | <p>Genocide ideology.</p> <ul style="list-style-type: none"> - The role of different actors: State, International Community, Religious Confessions, Medias, local Population. - The consequences of Tutsi Genocide of April-July 1994 <ul style="list-style-type: none"> ▪ The consequences of Genocide as a point of view <ul style="list-style-type: none"> - Political - Economical - Social - Cultural <p>Efforts of the Government of National Unity</p> <ul style="list-style-type: none"> - The Unity and Reconciliation. - The Economic, Political, and Socio-Cultural Realisations (Successes) | <ul style="list-style-type: none"> - Show the learners a film of Genocide and tell them that it should never happen again. - With a discussion, establish the responsibilities of each actor in the preparation and execution of Genocide. - With the help of textbooks compare Tutsi Genocide with other Genocides in Africa and outside of Africa - Show the role of negation and revisionism in the fight against Genocide ideology - Through small groups, the learners should show multiple consequences of Rwanda. |
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| - Explain the effort of the government in rehabilitating the Country | | - The teacher will help learners to make groups and discuss the efforts of the Government of National Unity. |
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III. METHODOLOGICAL NOTES

The History Program will involve much Active Participation of learners in the teaching and learning process. The proposed activities in 3rd column are for helping teachers to do an evaluation and to create the ability in the choice of an appropriate learning situation.

In the process of teaching, the teacher will develop into his learners the spirit of critical thinking and to arouse learners’ need for continuous perfection.

The approach to be used in history teaching is to consider the teacher as a co-ordinator, organiser, experienced adviser and a guide when learners are the first actors of pedagogic, that is to say, principal agents in the process of teaching-learning.

To conclude, close collaboration should be established between the learners and the teacher since history is not an evangelical speech. The student is capable of making some comments and critics on a given historical event.

IV. EVALUATION APPROACH

The subject of history is both theoretical and practical. The evaluation of learners will have to base on their knowledge, skills and their lifeskills. In so doing, evaluation shall be both continuous (formative evaluation) and periodic (summative evaluation). Evaluation especially based on questions or quizzes (written or oral) and Library Research works will be marked individually or in groups.

In addition, evaluation of learners will base on questions like.

1. **Access memory:** restore, remember, cite the date, give the name of the person, and town.
2. **Comprehension:** determine the type of a document.
3. **Analysis:** establish the text plan, establish notes.
4. **Synthesis:** establish the relations between the causes and effects and formulate a right judgement on the historical situation.

At the end of Senior Three, the learners will do the National Exam. That exam will be composed of various questions. The questions will be grouped according to Regions. The History Exam will be in 3 Sections as follows:

| SECTION | NATURE OF QUESTIONS | QUESTIONS TO ANSWER |
|-----------|--|--|
| SECTION A | <p>closed Questions</p> <p><i>Multiple choice Questions:</i></p> <p>1) History of Rwanda and Africa</p> <p><i>open Questions</i></p> <p>2) Read a map, interpretation of a picture or a photo, observation of illustrations....</p> <p>3) Questions of Reasoning.</p> | <p>Compulsory Questions</p> <p>- Ask learners to form a text on the causes, consequences and results of the historical fact</p> <p>- Ask learners to explain the reasons for certain fact, analyse, interpret and argue on the fact, agreeing or disagreeing with any idea</p> <p>- Ask learners to find out the ways or solutions for the existing questions</p> |
| SECTION B | <p>Questions of Composition on :</p> <ul style="list-style-type: none"> ○ North Africa ○ East Africa | <p>Questions of Choice on 3 regions</p> |

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| | <ul style="list-style-type: none"> ○ Central Africa ○ South Africa ○ West Africa | |
| SECTION C | Questions of Composition on : <ul style="list-style-type: none"> ○ History of Europe History of America ○ History of Asia | Questions of Choice on 2 Continents |

V. PARTICULAR FACTORS

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

- Qualified teachers;
- Necessary and adequate didactic materials: pedagogical guides, student manuals, sufficient materials should give to a teacher of history.

N.B: For some historical themes, for example ‘genocide’ it is better not to treat such a subject during national mourning period i.e during April - July so that learners will not be traumatized.

VI. REQUIRED MATERIALS

I. WRITINGS

1. Writings on the History of Rwanda:

- Pre-colonial ;
- Colonial ;
- Post- colonial and genocide;
- Post genocide.

2. Writings on African History:

- Ancient History ;
- Civilisations History ;
- Pre-colonial History ;
- Colonial History

3. Writings on Antiquity;

4. Writings on Europe of modern times and on revolutions: French, America and industrial revolutions;

5. Writings on North American History of 19th and 20th centuries;

6. Writings on History of Japan and China.

II. OTHER MATERIALS

- Movies (audio-visual sources) ;
- Historical sites ;
- Archeological sites
- Memorial sites
- Photographs
- Pictures
- Museum
- Geographical and Historical maps
- Vestigial materials
- Tale and stories

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