REPUBLIC OF RWANDA

MINISTRY OF EDUCATION
NATIONAL CURRICULUM DEVELOPMENT CENTRE
<u>**BP 608 KIGALI**</u>

HISTORY PROGRAM FOR ADVANCED LEVEL
SECONDARY SCHOOL

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I. GENERAL INTRODUCTION

This Syllabus of History is for Advanced Level of Secondary Schools of Rwanda. It is to be used for all combinations which include History as a principle e.g History-Economic-Geography, History-Economics-Literature and History-Geography-Literature combinations.

It is in line with Political Education Sector, Poverty Reduction Strategy, Strategic Plan of Education 2015 and in Education for All and Vision 2020. That is the reason why this syllabus is included in national context of Government. This syllabus aims at:

1. Training citizens with Rwandese Values and universal values of peace, respecting human rights, rights of gender equality, democracy, justice ,solidarity and good governance ;
2. Promoting moral, intellectual, social and knowledgable through citizens the promotion of knowledge , competence and skills that are essential for sustainable development of the country ;
3. Developing in Rwandese citizens patriotic spirit, the sense of civic pride and spirit of knowing what happens all over the world.

At the end of Advanced level, the learners will :

1. Get knowledge about societies in the world, realise how they evolved and apply such techniques in developing their   own societies.
2. Know appropriately his near and distant environment;
3. Enable learners to take decisions and initiatives;
4. Judge events by their critical thinking;
5. Stimulate critical thinking and reasoning among students in order to create citizens who reason;
6. Initiate the learners into notions of peace, reconciliation and tolerance so as to live uprightly in their society;
7. Enable the learners who finish the Advanced Level of Secondary School to be familiar with the contribution of the ancient, medieval, modern and contemporary events and civilisations to human history.

II. GENERAL ORIENTATIONS

The composition of this program emanated from the following approaches:

1. Progressive approach: Beginning with the nearest to the furthest. That's the way the program of History of Advanced Level is organised.
   - History of Ancient civilisations
   - History of Rwanda
   - History of Africa
   - History of Europe
   - History Modern World

2. A participatory approach: This approach is intended to develop critical thinking skills of the learners. That is the reason why it has been found significant to have the column of " Teaching/learning activities" which informs/ reminds the teacher about learners participation in the lesson.

   The program is formulated as follows:
   1. General introduction ;
   2. General orientations ;
   3. General objectives of the level;
   4. General objectives of each year of studies ;
   5. The detailed program that is made up of :
      - Chapters;
      - Suggestive duration ;
      - A chart of three columns. The 1st one comprises of specific objectives, followed by content and then teaching /learning activities ;
   6. Methodological notes;
   7. Evaluation approach;
   8. Particularly factors;
   9. Bibliographical reference

III. RECOMMANDATIONS

History course for Advanced Level comprises of most of the Topics that have already been taught in ordinary level. That's however activities of teaching and learning at the Advanced Level students try to stimulate critical thinking of students in order to build their mental capacity.

It is compulsory:
- To insist on the essentials especially contributions of ancient civilisations to our Modern World ;
- To insist on the History of Rwanda so as to help the youth of Rwanda to understand very well his/her society,
- that is evolution;
- To help Rwandans to get informed of event which took place outside the country without forgetting their cultural identity;
- To improve critical thinking of students;
- To stimulate the individual initiatives while teaching historic events ;
- To motivate learners so as to increase their reasoning capacity.

IV. GENERAL OBJECTIVES OF ADVANCED LEVEL

At the end of this level, a learner will be able:
- To do his/her work with critical thinking;
- To discover various human experiences;
- To live in harmony with others without ethnic distinction, religious distinction or other form of discrimination and exclusion that have caused problems in society like Tutsi genocide of 1994;
- To promote the culture of peace, tolerance, reconciliation and patriotism among students in order to transform them in to good citizens.

SENIOR FOUR

GENERAL OBJECTIVES

At the end of the senior four the learner will be able to:
- Explain the contributions of main civilisations of the World to the development of society;
- Show the relationship between civilisations and cultures ;
- Explain the main aspects of Medieval European civilisation in terms of social, economic and political domains;
- Explain the main characteristics of Modern Times in political, economical, intellectual and artistic domains;
- Describe the great changes and organisations of African empires and the effects of the contacts of those empires with foreign empires or countries ;
- Examine the nature of Rwandan society during pre colonial period.
- Explain the contributions of the Great Revolutions of 17 th and 18 th Centuries towards the transformation of Societies.

THE DETAILLED PROGRAMME

Chapter I.WORLD CIVILISATIONS

Duration : 35   Periods

SPECIFICS OBJECTIVES	CONTENTS	TEACHING /LEARNING ACTIVITIES
- Locate on the Map of Mesopotamia especially the rivers of Tigris and Euphrates	**I. ASIA MINOR** ▪ The geographical location **I. 1. The civilisations of Mesopotamia** ▪ The political evolution	- With the help of the Map of Asia, show learners the Mesopotamian civilisation and explain how it started around the two rivers : Tigris and Euphrates
- Analyse the elements of Mesopotamian Civilisation	▪ The Cuneiform writings ▪ The code of Hamurabi ▪ The astrology-astronomy ▪ The architecture ▪ The scientific gene	- Using the documents on Mesopotamia, make a discussion with the learners on the elements of the Mesopotamian civilisation
- Determine the contribution of the Mesopotamian civilisation to the rest of the world - Locate Greece on the Map of Europe and the surrounding states	▪ The Hittite invasion ▪ The Medes invasion (persian) ▪ Contributions of Mesopotamia to the modern civilisation	- With the elements of civilisations of Mesopotamia, tell learners to identify the elements that you can find in the Modern Civilisation
- Discuss the impact of migrants in Greece towards social-economic and political organisation	**I.2. The greek civilisation** ▪ The geographical location ▪ The Island of Greece, Asia and Europe ▪ The greek migrations ▪ The organisation and the	- With the help of the Map, ask learners to locate Greece in the Balkan region - With the help of pictures , documents and images, find out the cultural life, artistic and intellectual development

- Show the Greek military aspects under Alexander the Great and his political organisation methods	political evolution ■ The democracy of Athens ■ The Spartan oligarchy	of the ancient Greece - With the help of the map, locate the regions which were conquested by Alexander the Great
- Show the relationship between the Greeks and the conquered countries	■ The consequences of conquests of Alexander the Great	- Compare the Athenian democracy with the evolution of the present democracy societies
- Describe the Greek colonisation	**I.3. Commerce and the colonisation**	- With the help of a diagram (scheme), show the hierarchical structure of the greek society
	I.4. The socio-cultural organisation ■ The Greek philosophy ■ Greek art	
- Show the special features of the greek art - Describe the scientific and cultural aspects of the Greeks to humanity - Identify the specificities of education and science of the greeks	■ Greek education ■ The olympic games ■ The greek science ■ The religious life and beliefs ■ The greek civilisation aspects	
	1.5. The social evolution ■ Society organisation	
	II. ROMAN CIVILISATION	
- Describe the social organisation of Greek Society		
- Locate on the map the City of Rome and the conquered regions - Explain the origin of Rome and its	**II.1. The geographical situation and historical evolution** ■ Location of Rome and Italy ■ The growth of Rome empire ■ The Roman war and conquest	- With the help of a map, show to learners the location of Rome town and the activities of the conquerors

conquests of Italy - Explain the factors of the rise and expansion of Roman Empire - Describe the causes of the decline of the Roman empire - Show the causes of Roman wars - Describe the political organisation of the Kingdom, the republic and the empire of Rome	of Mediterian basin ▪ The great barbarian invasions ▪ The decline of the Roman Empire **II.2. The political and Institutional organisation** ▪ On the Kingdom ▪ On the republic and empire ▪ Security ▪ Roman Law	- With the means of a map, explain to the learners the actions in the Punic wars. - From the extract of the text, make a discovery of different political changes and show the contribution of Roman Law to the modern World
- Describe the different social classes	**II. 3. The social organisation** ▪ Social organisation (classes) - Patricians and Pleberians during the empire	- From the text, make a discovery on the different social classes under the ancient roman Empire
- Explain the majors economic activities of Roman Empire	**II.4. The economical organisation** ▪ Economic prosperity ▪ Commerce, industry, transport	- In small groups, learners discuss about economic activities of Roman Empire
- Explain the factors of the progression of Christianism in the Roman Empire - Describe the Roman art and the different literature manners	**II.5. The cultural organisation** ▪ The literature ▪ The progression of christianism to the Rome Empire ▪ The architecture ▪ Religion	- Through the presentation of images of roman architecture, invite learners to show the characteristics which show the originality of roman art
- Locate on the map the valley of Indus in the Indian peninsular - Present the major periods of the	**III. THE INDIAN CIVILISATION** ▪ The geographical location	- With the help of the map, make a

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Indian history
- Explain the phenomenon of social classes and culture in India
 	
- Show the effects of Aryan's invasions on the Indian civilisation
- Explain the development of the Science and the technology in the Indian civilisation
 	
- Locate on the map the zone of Mayas
- Locate on the map the migrations flow of the first inhabitants of America
- Cite the major empires organised by these migrants
- Describe the social and political organisation of Mayas
- Identify the agricultural technics of Mayas and the crops cultivated
- Indicate the characteristics of different forms of the art of Mayas
- Show the scientific and technical inventions of Mayas
 	
- Describe the political and social organisation of Aztec
	▪ The first civilisation of Indus
	▪ The political evolution
	  - The civilisation of Mohenjo-
	  - Daro of Harappa ;
	  - The arrival of Aryans ;
	  - The Empire of Gupta ;
	  - The Empire of Maurya
	
	▪ The social –cultural organisation
	  -The castes
	  -The religions : Hinduism, Budhism
	  -Sciences and technology
	
	IV. THE PRE-COLOMBIAN CIVILISATION
	▪ The geographical and historical make up America
	
	▪ Elements of civilisation of Mayas
	  - The political and social organisation
	  - The mode of production
	  - Intellectual, technical scientific
	  - Religious and artistic life
	
	▪ The aztec's civilisation
	  - The geographical location
	  - The political and social
		discovery with the learners that the Indian civilisation stared and developed around the valleys of Indus and the Ganges
		
		- In small groups, the learners discuss on the system of social classes.
		
		- Present to the learners the achievements (contributions) of technology and scientific research of Asia to the modern World
		
		- On the map of Latin America, locate the zone of Maya, Aztec and Incas
		
		- Ask learners to read and exploit the texts for better understanding of the pre-colombian civilisation: Mayas, Aztec and Incas

- Show the originality of the agricultural technics of Aztec - Cite the major cultural development - Give the characteristics of the religion of Aztec and cult of Gods - Show the values of the art and literature and science of Aztecs	organisation - The mode of production - Intellectual, religious and artistic life	

- Locate on the map the Empire of Incas
- Explain the political and social system of Incas empire
- Show the effectiveness and efficiency of the agricultural technics of Incas
 	
- Name the major God of Incas and show the cult which they are dedicated to
Show the specific characteristics of the art of the Incas
	▪ The Incas civilisation
	  - The political and social organisation
	  - The mode of production
	  - The intellectual, religious and artistic life of Incas
		- Learners observe, comment and describe the technical and artistic achievements / contributions of these civilisations

Chapter II. EUROPEAN MIDDLE AGE (5th -15th CENTURY)

Duration : 10 Periods

SPECIFIC OBJECTIVES	CONTENTS	TEACHING /LEARNING ACTIVITIES
- Give the causes of the decline of Western Roman Empire - Show how the settlement of German people's influenced other European societies	**II. EUROPEAN MIDDLE AGE 5ᵀᴴ - 15ᵀᴴ CENTURY** **II.1.The beginning of European Middle Age** ▪ The decline of the Western Roman empire ▪ The settlement of German peoples in Europe	- Learners exchange ideas on what led to the decline of the Western Roman Empire
- Identify the main characteristics of European Middle-Age - To determine the privileges given to the land in the Lords	**II.2. The major characteristics of European Middle – Age** **II.2.1. Economics transformations and modes of exploitation** ▪ Lordship (feudalism): production unit ▪ The urban World - Encreament of commercial exchanges - The places of great public markets **II.2.2. The social life during the medieval period** ▪ The feudal societies - Vassalic contract	- With the tests, maps or films on the European Middle- Age, learners with the teacher identify the characteristics of the Middle-Age - Ask learners to compare the system of clientism in Rwanda and the feudalism of European

	- The life in the castle **II.3. Christianity and Islam in Europe**	

- To determine the privileges and powers of the members of the clergy
 	
- Explain the role of religious laws in the Middle-Age
	II.3.1. Christianism
	 ▪ The Medieval religious life
	  - Position of the clergy in medieval society
	  - The church under the influence of the feudal system
	  - The religious orders in Middle-Age
		- With the help of extracts from the books, motivate the learners to discuss the influence of the church during Middle Age

- Give the causes and the consequences of the spread of Islam in Europe
- Describe the influence of the spread of Islam in Europe
- Describe the reaction of European to the presence of Islam
	II. 3. 2. Islam
	 ▪ The origin of Islam
	 ▪ The spread of Islam in Europe
	 ▪ The impact of Islam in Europe
	  - On the politic scene
	  - On the economic scene
	  - On the social cultural scene
		- Ask learners to write down ideas they know about Islam and organise learners to exchange ideas about the influence of Islam in Europe

- Determine the causes and the consequences of the crusades	**II.3.3. The crusades** ▪ The crusades and their consequences (positive/negative) ▪ The defeat of Islam in Europe	- With the help of extracts from the books, motivate the learners to discuss the causes and the consequences of crusades
- Explain the role of the clergy in teaching in the Middle-Age - Describe the organisations of universities in the Middle –Age - Show the role of universities in the Middle-Age	**II.4. The cultural and artistic life** ▪ The clergy and education ▪ The universities ▪ The Roman art and Gothic art	- By use of extracts from textbooks make a discussion with learners on the riches of the cultural and artistic life in the Middle-Age

- Compare the main characteristics of the Roman and the Gothic art - Explain the causes of the beginning of the monetary economy - Identify the major calamities responsible for the reduction of the population	**II.5. The characteristics of the end of the middle age (14th and 15th Century)** ▪ Introduction of currency ▪ The beginning of merchantilism ▪ The population decline	- With the help of extracts of texts books, learners should show the principal characteristics of this period

Chapter III. MODERN TIMES

Duration : 10 Periods

SPECIFICS OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES
- Give the characteristics of the beginning of Modern Time	**III. 1. The beginning of the modern times** ▪ The major characteristics of the modern times	- Learners should exchange views on the great aspects of the civilisation in the antiquity

- Show the causes of the early explorations	**III. 2. Humanism and Renaissance**
	
	III. 2.1. The great discoveries and their consequences
	▪ The causes of early exploration
	  - Political and religious causes
	  - Economic causes
	  - Scientific causes
		- By use of extract from the textbooks, learner should identify the characteristics of Modern Times

- Identify the main explorers and the scientific means used during exploration	▪ The main explorers Diego Cao, Barthromew Diaz, Vasco Da Gama, Sebastian Delcano, Christopher Columbus, Magellan, Amerigo	- With the help of the map, the learners should analyse the routes taken by the major explorers of the 15 th Century

- Outline (identify) the consequences of the early exploration	Vespucci, Cartier ▪ The consequences of the early geographical explorations - Opening of new trade routes - Introduction of new products in Europe - Triangular trade - Spread of Christian religions - Creation of overseas colonial empires	- Teacher asks learners to exchange views on the consequences of early exploration
- Give the causes of the rise of Renaissance in Europe	**III. 2.2. Humanism and renaissance** ▪ Origins ▪ Fundamental ideas - Political ideas (parliamentary, democracy) - Social ideas - Economic ideas - Artistic (baroque and classic art) - Scientific inventions:	- Help learners to discover the causes of renaissance and its major ideas
- Explain the fundamental ideas of Humanism and Renaissance	o Copernician ideas on solar system o Invention of printing press : o Languages used ▪ Economic changes	
- Explain the causes of religious reformations in Europe	**III. 2.3. Religious reformation in Europe** ▪ Causes of reformation	
- Identify the major religious reformers - Analyse the ideas of the counter-reformation	▪ Examples of reformers - Martin Luther - Calvin John - Zurich Zwingli	- Through a lesson by use of the text, establish a parallelism between the renovated catholic church and the protestant church

	- King Henry VIII
	• The conter reformation
	  - Jesuit society
	  - Removal of the behaviors of clergy
	  - Diffusion of the new doctrines of the conter reforms
	  - The Council of Trent (Union)
	  - The religious wars and the Edit of Nantes	

- Give the contents of the Council of Trent		- Help learners to discuss the causes of religious reformation in Europe
- Explain the effects of religious reformation	• Effects (consequences) of reformation	- In small groups, help learners to discuss the effects of reformation in Europe
	III. 3. The modern state	

- Describe the political changes made in France and Britain towards the end of Modern Times	• The consolidation of French state
	  - The rule of Louis XIV
	  - The colbertism
	• The rise of parliamentary system in England
	• Bill of rights
		- With the help of text book, learners should compare the political changes France and in England

	III. 4. The Age of enlightenment	

- Show the different ideas of philosophers during the enlightenment era
 	
- Explain how the monarchies of that time received the ideas of philosophers of enlightenment
	• The ideas of the philosophers :
	  - John Locke
	  - Montesquieu
	  - Jean Jacques Rousseau
	  - Voltaire
	  - Diderot
	• Enlignement despotism in Europe
		- Using questions answers ask students to raise important ideas of enlightenment period e.g liberty, equality, fraternity...

Chapter IV: ANCIENT HISTORY OF AFRICA UP TO 1870

Duration : 102 Periods

SPECIFICS OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES
- Describe the trans-saharan trade and analyse the factors for its rise - Describe its organisation - Identify factors for decline and its consequences	**A. HISTORY OF WEST AFRICA** **IV.A.1. Trans-Saharan trade** ▪ Origin and factors of its rise ▪ Organisation ▪ Problems met by the merchants and traders ▪ Reasons for the decline ▪ Consequences	- With the help of a map , the teacher should help the learners to indicate the learners the trans-saharan trade routes and main products exchanged
- Describe the origin, growth organisation and decline of West – Africa Empires	**IV.A. 2. West African Empires** ▪ Geographical situation ▪ Ghana- Songhai ▪ Mali-Kanem-Bornou ▪ Origin ▪ Political, social and religious organisation ▪ Factors of the growth ▪ Decline	- With the help of the map of Africa, the learners locate the West African empires /states - In small groups, the learners discuss the factors of the rise and the decline
- Explain how Islam spreads in West Africa and its effects	**IV.A. 3. The spread of Islam in West -Africa** ▪ Origin ▪ How it spread ▪ Effects in West-Africa	- With the use of extracts from the texts, the teacher helps learners to identify how Islam spread in West Africa and its consequences
- Explain the cause of Jihad movement	**IV.A. 4. Jihads movement in West Africa**	- In small group, the teacher should ask the learners to give the causes of Jihad and identify important

- Show the role played by Jihad leaders in the transformation of West Africa societies
- Identify the consequences of Jihad movement
	▪ Causes
	▪ Examples of Jihads leaders:
	  - Uthman Dan Fodio (Sokoto Empire)
	  - Hadj Omar (Futa Djalon)
	▪ Reasons for it success
	▪ Consequences
		personalities involved
		
		- Organise discussion on the effects of Jihad movement

- Explain why slave trade was applied to Black Africans - Describe the organisation of Trans-Atlantic slave trade and show conditions of life of slaves - Identify the impact of slave trade on African, American and European societies - Give the reasons for the abolition of Trans-Atlantic slave trade	**IV.A. 5. Trans-Atlantic slave trade** ▪ The origin and the growth abolition of Trans-Atlantic slave trade ▪ Organisation ▪ The conditions of the slaves ▪ Major participants ▪ The consequences ▪ The abolition of slave trade	- From the map, the learners should identify the continents which participate in trans Atlantic slave trade and the trade routes used - In group, ask learners to identify and discuss the causes and the consequences on the trans-Atlantic slave trade - With the use of extracts from the texts, the teacher helps learners to identify the reasons for abolition of trans-Atlantic slave trade
- Locate on the maps the East African states - Describe the political, economic and social organisation of these states - Identify the reasons which led to growth	**IV. B. ANCIENT HISTORY OF EAST AFRICA** **IV. B. 1.East African States** ▪ Zanzibar ▪ Bunyoro	- The teacher should ask learners to list down Kingdoms and states of East Africa - With the help of texts, the learner should show the political and social organisation of these states and Kingdoms
- Explain the factors of the rise and the expansion of the long distance trade	**IV. B. 2. Long distance trade** ▪ Origin and expansion ▪ Organisation	- Use textbooks, let learners discover factors of rise and expansion of long distance trade

- Describe its organisation - Analyse consequences and reasons of the decline	▪ Consequences and decline of long distance trade	- Then using map extracts, the teacher helps learners to analyse the organisation of long distance trade - In small groups, learners should discuss the consequences and reasons for the decline of long distance trade
- Describe the organisation of East African slave trade - Identify the consequences of East African slave trade	**IV. B. 3. East African slave trade** ▪ Origin and growth ▪ Major slaves dealers ▪ Rise and decline ▪ Consequences	- With the use of extracts from textbook, the teacher shows the trade routes, the major participants and commodities exchanged - The teacher tells the learners to discuss the reasons for the rise and its consequences - Using questions and answers approach, the teacher helps learners to discuss the factors for rise and decline
- Explain the reasons for Ngoni migrations - Identify their consequences on East and Central Africa	**IV. B. 4. The Ngoni migrations** Causes Course Effects (consequences)	- With the use of the map, the teacher helps learners to trace the movement of Ngoni to east Africa - Indicate all Ngoni groups - The teacher helps learners in discussion of causes and consequences of the Ngoni migrations
- Describe origins and factors of rise	**IV. C. ANCIENT HISTORY OF CENTRAL AFRICA** ▪ The Kingdom of Kongo (14th-16th Centuries) - Origin	- With the help of the map, the learners identify the location of

- Explain the organisation and decline	-Political, economic and social organization -Factors for the rise -Decline	Kongo Kingdom - With the questions and answers approach, learners should discuss the factors for the rise and the decline
	IV. D. EARLY HISTORY OF SOUTH AFRICA ▪ **The Zulu empire** -Conquests of Shaka and Zulu expansion -Political, economic and social organization -Decline	- From the extracts, learners should identify factors of rise and expansion of Zulu Kingdom
- Explain the origin and expansion of Zulu Kingdom - Describe the political, economic and social organisation of Zulu Kingdom - Identify factors of its decline		- Using the questions and answers approach, ask the learners to outline elements in political, economic and social organisation of Zulu Kingdom - The teacher helps learners to discuss on decline of Zulu Kingdom
- Explain the causes and consequences of Mfecane period	▪ **MFecane period in South Africa** -Causes -Consequences	- In small groups, learners should discuss the causes and the consequences of Mfecane
- Explain the reasons of Dutch and British occupation of Cape Town	▪ **The European conquest of Cape Town** - The arrival and settlement of the Dutch at Cape-Town - The occupation of the cape by the British	- Using extracts from the textbooks, the teacher helps learners to locate Cape Town and analyse the reasons why European were interested in Cape-Town
- Identify the causes of Great Trek and explain its impact - Indicate the steps in the expansion of Boers and the causes of Anglo-Boers wars	▪ **The Great Trek** - The first trek of the Boers - The causes - The consequences - Anglo-Boer wars	- The teacher helps learners to discuss the causes and the consequences of the Great Trek - In groups, the teacher helps learners to identify the causes of Anglo-Boer wars

Chapter V. RWANDA IN THE 19TH CENTURY

Duration : 20 Periods

SPECIFIC OBJECTIVES	CONTENTS	TEACHING ACTIVITIES
- Explain the factors for rise and expansion of Rwanda kingdom - Describe the political, social and economic organisation of Rwanda kingdom in the pre - colonial period - Describe the political and social relations: Ubuhake, Ubukonde, Ubudehe - Indicate the routes followed by each explorer on the map of Rwanda and show their activities - Discuss the fight for power between Musinga and Rutarindwa (Case of Rucunshu)	**V.1. Formation of Rwanda Kingdom** ▪ Annexation of Gisaka under Mutara II Rwogera ▪ Expeditions of Rwabugiri : Idjwi, Gikore, Nkore **V.2. Political, social and economic organisation of Kingdom** ▪ Political organisation ▪ Military organisation. ▪ Economic organisation. ▪ Socio- cultural organisation **V.3. Political and social relations:** ▪ **Ubuhake, Ubukonde, Ubudehe** **V.4. First Contact with the Europeans** ▪ Von Gotzen, ▪ Morton Stanley ▪ Oscar Baumann **V.5. The Events of Rucunshu**	- With the help of extracts from textbooks, help learners to identify the factors which contributed to the expansion of Rwanda kingdom - With the help of extracts from textbooks, help learners to identify the political, economic and social organisation of Rwanda Kingdom - From different systems of clientelism, the teacher should help learners to understand importance of political, social relations in ancient Rwandan society - Learners should draw the map showing the routes followed by explorers - Give homework to help learners to get information on the events of Rucunshu and after that, organize a discussion in class

Chapter VI. THE GREAT REVOLUTION OF XVIIITH CENTURY

Duration : 40 Periods

SPECIFIC OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES

- Define the term "revolution" and give different types of the revolutions
- Show the characteristics of the European economy before 1750
- Explain the causes of the first industrial revolution in Britain
 	
- Describe briefly the technical inventions and name their inventors
 	
- Locate on the map of Europe the major zones of production of coal and the concentration of metallurgic and textile industries
 	
- Give the factors that led to the spread of second industrial revolution in Europe
- Give the names of new forms of energy which led to the second industrial revolution
- Show political, economic and social effects of industrial revolution on European society
	VI.1.The Industrial Revolution
	▪ Definition of the term ''Revolution''
	▪ The European ancient economy before 1750.
	▪ The first industrial revolution in Britain
	▪ The causes of industrial revolution in Britain
	
	▪ Technical inventions and their inventors
	  - Spinning mule (Samuel Crampton)
	  - Spinning Jenny (James Hagreves)
	  - Water frame (Richard Akwright)
	  - Steam engine (James Watt)
	  - Flying shuttle (John Kay)
	▪ Major industrial centres
	
	▪ The second industrial revolution
	  - Causes
	  - Invention of new sources of power e.g. petrol, gas, thermal and hydro-power
	  - The development of liberal capitalism
	▪ Consequences of industrial revolution
	  - Political effects
	  - Economic effects
	  - Social effects
		- With the extracts from the text books, help learners to discover economic conditions of Europe by industrial revolution
		- In small groups, help learners to identify the causes of industrial revolution in Britain
		
		- Make a table with the learners on the inventions and their inventors
		
		- Using questions and answers approach, allow learners to identify the political, economic and social effects of industrial revolution

- Describe the social, political, and Economic situation of America up to the period 1776.	**VI.2. American Revolution** ▪ Conditions before 1776 ▪ The political causes - Need of independence - Unfair judicial system of Britain - The restriction for colons to occupy new lands of Ohio and Louisiana - Boston massacre	- Learners locate the thirteen English colonies on the map of America - In small groups, with the extracts of the text from the textbooks, the learners should identify the different causes of American Revolution
- Explain the causes of American Revolution	▪ Economic causes - Exploitation of resources taxation system heavy - The tea party of Boston	- Show a film on the different stages of the war of independence
- Indicate the circumstances in which the thirteen Colonies obtained their Independence - Identify and Explain the effects of the American Revolution	▪ Social causes - Discrimination of Americans - Role of philosophers - The war of Independence. - The consequences	- Using the questions answers approach, the teacher asks the learners to discuss on the consequences of American Revolution
- Describe the social, political and economic situation of France before 1789 - Show the major causes of French Revolution	**VI.3. The French Revolution** ▪ Conditions in France before 1789 ▪ Causes of French Revolution. ▪ Course of French Revolution - The calling of estate meeting - Formation of National Assembly	- With the extracts of the text from the textbooks, the learners discover the conditions of France before 1789 - In small groups , learners should discuss the causes and the consequences of French Revolution
- Describe the major events during the causes of French Revolution	- The abolition of Federal dues - The declaration of man and citizens - The constitution of 1791 - Civil constitution of the clergy	- Using extracts from the textbooks, helps learners to identify the major events in the course of French Revolution
- Identify the consequences of French Revolution both in France and in the	- The reign of terror - The Director General	

rest of Europe	- The death of the King and the Queen
	■ Consequences of the French Revolution
	    - Abolition of federal abuses
	    - Declaration of Human Rights
	    - Freedom of expression
	    - Equality among French citizens
	■ Effects of French Revolution in the rest of Europe	

- Describe the background of Napoleon Bonaparte and show how he roses to power - Explain Napoleon policies in France and outside France - Analyse the factors of the decline of Napoleon Bonaparte	**VI.4. France under Napoleon Bonaparte** ■ Background of Napoleon Bonaparte ■ Factors of the rise of Napoleon power ■ Napoleon's domestic and foreign policies ■ Downfall of Napoleon Bonaparte	- With the help of extracts from texts, help learners to discuss on background of Napoleon and his rise power - Using the questions and answers approach, help learners to analyse napoleon's policies in domestic and foreign fields - Organise a discussion on the factors of the downfall of Napoleon Bonaparte

SENIOR FIVE

GENERAL OBJECTIVES

At the end of senior five the learner should be able to:
- Describe the stages and impact of Italy and Germany unifications;
- Explain the causes and the consequences of the great World War on the World affairs;
- Presenting and explaining the political, economic and social problems in the World after the Second World War
- Describe the characteristics of pre- colonial African societies
- Analyse the process of European colonisation of Africa societies and its consequences
- Examine the nature of Rwandan society during German colonisation

Chapter I: THE VIENNA CONGRESS AND RE-ARRANGEMNT OF EUROPE

Duration: 35periods

SPECIFIC OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES

- Explain the reasons for the convention of the Vienna Congress
- Describe the resolutions of the Vienna Congress
- Explain the achievements and the failures of the Vienna Congress
- Explain the Vienna Congress failed
	I.1.The Vienna Congress 1815-1823
	  ▪ The participants
	  ▪ Objective
	  ▪ The Vienna settlement (agreement)
	  ▪ Achievements
	  ▪ The causes of the failure
		- Using documents, help learners identify the reasons why the Vienna congress took place
		- In small groups, helps learners to discuss the achievements and failures of Vienna Congress
		- Using the questions and answers approach, learners should identify the causes for the failure of Vienna Congress

- Define the congress system
- Explain the aims and objectives of congresses system
- Explain the great achievements and failures of the congresses system
- Identify the reasons for the decline of the congress system
	I.2. Congress system
	  ▪ Examples of congress
	  ▪ Aims and objectives
	  ▪ Achievements and failures
	  ▪ Decline of congress system
		- Using extracts from the textbooks, learners should identify the aims and objectives of congress system
		- In small groups, help learners to the achievements and the congress system
		- Using question and answers approach, learners should analyse the reasons for decline of the congress system

- Analyse the achievements and failures of restored Bourbon leaders	**I.3. Restored Bourbon Monarchy in France**
	  ▪ The regime of Louis XVIII
	  ▪ The regime of Charles X
		- Using extracts from the textbooks, help learners to identify the achievements and failures of restored Bourbon leaders

- Describe the background of Metternich and show this influence in European affairs after the downfall of Napoleon	**I.4. Metternich and Austrian Empire**
	  ▪ Background of Metternich
	  ▪ Metternich dominance of European political affairs
		- With the help of extracts from the textbooks, the teacher helps learners to identify mechanisms used bye Metternich to dominate Europe

- Identify the causes and effects of 1830 Revolution in France and Belgium	**I.5. The 1830 European Revolutions**
	  ▪ 1830 French revolution
	  ▪ 1830 Belgian revolution
		- Using extracts from the textbooks, help learners to analyse the causes and effects of 1830 revolution in France and Belgium

- Describe the political, economic and social situation in Europe before 1848
- Explain the causes and the common characteristics of 1848 Revolutions in Europe
- Explain the reasons for the failure of these Revolutions and give their consequences
	I.6. The 1848 revolutions in Europe
	  ▪ Causes
	  ▪ Common Characteristics
	  ▪ Consequences
		- With the help of extracts from the textbooks, the teacher helps learners to identify the causes and common characteristics of 1848 revolution in Europe
		- Using questions answers approach, the learners should discuss the reasons for the failure of the 1848 revolutions and their consequences

Chapter II: ITALIAN AND GERMANY UNIFICATION

Duration: 20 Periods

SPECIFIC OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES
- Identify the factors that developed Italian unification after 1815 and these that facilitated the unification after 1815 - Describe the stages in the process of Italian unification - Explain the role played by Cavour, Mazzini and Garibaldi in Italian unification	**II.1. Italian unification** ▪ Italy before 1815. ▪ Italy of 1815 ▪ The obstacles of Italian unification ▪ Factors that facilitates unification ▪ The unification process (stages) ▪ Roles of Nationalists (Cavour, Mazzini and Garibaldi)	- With the help of extracts from the textbooks, the teacher helps learners to identify the states which fought for unification and analyse the factors that delayed Italian unification - Using questions and answers approach, help learners to discuss factors that facilitated unification of Italy - Help learners to examine the role played by nationalists in Italian unification
- Identify the factors that delayed Germany unification after 1815 and those that facilitated the unification after 1815 - Describe the stages in the process of Germany unification - Explain the role played by Bismarck and King William I in German unification	**II.2. Germany unification** ▪ Germany before 1815 ▪ Germany of 1815 ▪ The obstacles of Germany unification ▪ Factors that facilitates unification ▪ The unification process (stages) ▪ Roles of Nationalists (Bismarck and King William I)	- With the help of extracts from the textbooks, the teacher helps learners to identify the states which fought for unification and analyse the factors that delayed German unification - Using questions and answers approach, help learners to discuss factors that facilitated unification of German - Help learners to examine the role played by nationalists in German unification - Compare through writing the Italian and Germany unification

Chapter III. THE EASTERN QUESTION

Duration: 20 Periods

SPECIFICS OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES
- Explain why Turkey was weak by 19th Century	**III.0. Introduction** ▪ The definition of the Eastern question ▪ Weakness of Ottoman Empire in 19th Century	- Locate on the map the Ottoman empire at the beginning of the 16 th Century - With the use extracts from texts , help learners to identify the weakness of Ottoman empire during 19th Century
- Identify the causes and the consequences of Greek war of independence	**III.1. Greek war of independence (1821-1832**) ▪ Causes ▪ Effects	- In small groups, learners should discuss the causes and the consequences of Greek war of independence
- Describe the causes and the consequences of Syrian question	**III.2. Syrian questions (1832-1841)** ▪ Causes ▪ Course ▪ Effects	- With the help of extracts from text books , help learners to discuss the causes and the consequences of Syrian question
- Analyse the causes and the consequences of Crimean war	**III.3. Crimean war (1854-1858)** ▪ Causes ▪ Course ▪ Effects	- Using extracts from text books, learners should locate Crimean Islands and discuss its causes and consequences
- Show the reasons for the calling of Berlin Congress and indicated its resultats	**III.4. The Berlin Congress (1878-1879)** ▪ Aims ▪ Results	- Using the questions and answers approach, learners should discover the aims and results of Berlin congress

Chapter IV: THE FIRST WORLD WAR

Duration: 20 Periods

SPECIFICS OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES

- Explain the causes of the First World War and show the course of fighting during the War	**IV. Definition of the first World War**
	IV.1. The cause
	  ▪ Economic rivalry
	  ▪ Arms less
	  ▪ Alliances systems
	  ▪ Rise of nationalisms
	  ▪ The Sarajevo incidence
		- Using the questions and answers approach, learners should discuss the causes and the consequences of First World War
		- With the use of the film on the First World War, the learners should establish the great steps of the First World War

- Identify the consequences of the first World War	**IV.2. The course of the First World War**
	  ▪ The main battles
	  ▪ Entry of USA in the War in 1917
	IV.3. The consequences of the War
	  ▪ Loss of Material
	  ▪ Loss of human life
	  ▪ Formation of League of Nations
	  ▪ Defeat of Germany
	  ▪ Rise of USA and Japan
	  ▪ Economic depression	

- Explain the achievements and weakness of Versailles peace treaty	**IV.4. Paris and Versailles conference**
	  ▪ Major participants
	  ▪ Achievements
		- With the help of extracts from text books, learners should identify the major participants and discuss the achievements and failures of

SPECIFIC OBJECTIVE	CONTENTS	TEACHING LEARNING ACTIVITIES

- Outline the role of the League of Nations during the enter war period	▪ Failures
	IV.5. The League of Nations
	  ▪ Origin
	  ▪ Objectives
	  ▪ Organs
	  ▪ Achievements
	  ▪ Weaknesses
		Versailles peace treaty
		- Using extracts from texts, help learners to identify the objectives and organs of the League of Nations
		- Using the questions and answers approach, learners should discuss the achievements and failures of the League of Nations

- Describe the relationship or link between the March and November 1917 Russian revolution
- Explain the causes and the consequences of Russian revolution of 1917
	IV.6. Russian Revolution of 1917
	  ▪ Phases of Russian revolution
	  ▪ Causes
	  ▪ Consequences
	  ▪ Reasons for the success
		- Through a group work, the learners should compare the Russian revolution of 1905 and 1917
		- With the help of extracts from text books, learners should research about causes and effects of Russian revolution

Chapter V. INTER – WAR PERIOD

Duration: 20 Periods

SPECIFIC OBJECTIVE	CONTENTS	TEACHING LEARNING ACTIVITIES

- Explain the causes of the great economic depression and its effects
 	
- Identify some measures taken by some countries (USA) to overcome the
	V.1. The great economic depression 1929- 38
	  ▪ Causes
	  ▪ Effects
	  ▪ Measures to overcome the depression
	  ▪ New Deal
	  ▪ Agricultural Adjustment Act
		- Using the questions and answers approach, help learners to brain-storm the causes and effects of the economic depression
		
		- Using extracts from text books,

economic depression	▪ The Social Security Act ▪ Tennessee Valley Authority ▪ National industrial recovery Act	learners should identify the measures taken by countries to overcome
	V.2. The rise of totalitarian regimes ▪ Definition of totalitarianism	
- Describe the major ideas of fascism and explain the factors of the rise of fascism and Mussolini power in Italy	**V.2.1. Rise of fascism and Mussolini in Italy** ▪ Major ideas of Fascism ▪ Backgroung of Mussolini ▪ Factors of rise of Mussolini and Fascism in Italy ▪ Methods of consolidation of power ▪ Decline of fascism regime	-With the help of textbooks students should identify the major ideas of fascism and the factors for the rise of Mussolini to power -In small groups, learners should discuss the mechanism used by Mussolini to strengthen his rule
- Identify how Mussolini consolidated his position in Italy	**V.2.2. The rise of Hitler and Nazism in Germany** ▪ Ideas of Nazism ▪ Background of Hitler and Nazism in Germany ▪ Downfall of Nazism and Hitler in Germany ▪ Comparison between Fascism and Nazism	- With the help of textbooks students should identify the major ideas of Nazism and the factors for the rise of Hitler to power -In small groups, learners should discuss the mechanism used by Hitler to strengthen his rule

Chapter VI.   THE SECOND WORLD WAR

Duration: 20 Periods

SPECIFIC OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES
- Mention the countries that fought in the second World War	**VI.0. Identification of countries that fought in the second World War**	
- Explain the causes and the consequences of the second World War	**VI.1. The causes** ▪ Nazi doctrines ▪ Hitler's expansion policy ▪ Harsh terms of Versailles treaty ▪ Alliances systems ▪ Reams race ▪ Weakness of League Nations ▪ Germany invasion of Poland ▪ Appeasement policy	- Using extracts from text books, learners should identify the countries that fought in the Second World War and discuss its causes
- Analyse how the second World War came to an end	**VI.2. Course** ▪ War on the Western front ▪ War on Eastern front ▪ Defeat of Axis powers	- With the help of films, learners should identify the different stages of the second World War
- Evaluate the consequences of the Second World War	**VI.3. Consequences of the Second World War** ▪ Creation of UNO ▪ Cold War ▪ Collapse of Nazism and fascism ▪ Rise of superpowers ▪ Loss of materials	- Using the questions and answers approach, help learners to mention the consequences of the send World War

| | ▪ Loss of human life | |

Chapter VII. POST WORLD WAR II PERIOD

Duration : 10 Periods

SPECIFICS OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES
- Explain reasons of the formation of UNO and show its organs - Identify the achievements and failures of UNO	**VII.1. United Nations Organisation** ▪ Definition ▪ Organs ▪ Objectives ▪ Achievements ▪ Failures	- Using extracts from text books, help learners to define what UNO is its major organs and the objectives of its formation - In small groups, help learners to discuss the achievements and the failures of UNO

- Explain the causes of the cold War after the end of second World War
- Identify major conflicts in the World during the Cold War
	VII.2. Cold War
	▪ Definition
	▪ Origin and extension
	▪ Causes
	▪ Major conflicts of the Cold War
	  - Berlin blocadet (blocus)
	  - Cuba missiles crises
	  - Corean war
		- With the help of textbooks, help learners to define the term Cold War and identify the causes

- Analyse the consequences of the Cold War	**VII.3. Effects** ▪ Formation of alliances NATO : War saw pact ▪ Technological innovation ▪ Decline of international relations ▪ Division of Germany ▪ Outbreak of proxy wars (Angola, Core…) ▪ Increase in economic aid ▪ Increase in terrorism	- With the help of documentary films and textbooks, help learners to explain the major conflicts of the cold war and its consequences

	▪ Decolonisation
	VII.3. The end of Cold War
	▪ Beginning of treaties
- Show how the cold war came to an end	▪ Collapse of Soviet Union
	▪ Unification of Germany

Chapter VIII. THE RISE OF SUPER-POWERS IN WORLD

Duration: 20/ Periods

SPECIFICS OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES
- Explain the factors that made USA super power and show it dominated international affairs	**VIII.1. The rise of USA** ▪ **Factors that made USA super-power economic** - Benefits of the two World Wars - They didn't know the war in its territory - They were the first to invent atomic bomb - Good governance - Success of democracy and capitalism - Dominance of America in World affairs	- With the help of textbooks , help learners to discover the factors that made USA superpower - Give students homework to research how USA has dominated international affairs
- Analyse changes in Russia which transformed it into superpower - Explain the effects of five plan on Soviet Union	**VIII .2. The rise of Soviet –Union** ▪ Communal reforms (collectivation) ▪ The five year development plans ▪ Golbatchevics reforms: - Glasnost - Perestroika	- With the help of textbooks , help learners to identify the major reforms in Russia that made it superpower

	- Demokratization	
	VIII.3. The rise of China	
- Analyse how communists took over power in China and show the reforms they introduced	▪ The creation of communism regime	
	▪ The great boom under Mao Tsetoung before (1958-1966)	- Using extracts of text and films , learners should identify the reforms in China that were introduced by the communist regime
	▪ Period of crisis (1969-1976)	
- Identify the recent changes in China and its influence on World affairs	▪ The Chinese socialism of Deng Xiao Ping: 1978-1988	
	- Democratisation	
	- The China today	

AFRICAN HISTORY FROM 19th TO 20th CENTURY

Chapter IX. PRE- COLONIAL AFRICA

Duration: 7 Periods

SPECIFICS OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES
- Identify the characteristics of pre colonial African societies - Describe the political social social and economic organise of Buganda and Nyamwezi	**Pre-colonial African societies** ▪ **Centralised states :** Buganda, Burundi ▪ **Decentralisation state** : Nyamwezi	- With the help of texts, learners should discover the features of pre colonial African societies - Using questions answers approach, the teacher discusses with learners the political and economic organisation of Buganda, Burundi and Nyamwezi

Chapter X: EUROPEAN ACTIVITIES IN AFRICA

Duration: 25Periods

SPECIFICS OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES
- Explain the causes of European exploration of Africa during 19th century	**X. 1.Exploration** **X.1.1. Causes of exploration** ▪ Opening the way for colonisation ▪ Studying the nature of African societies ▪ Paving way for spread of Christianity	- Using a map , help learners to locate the principal or major routes European explorers used to penetrate the interior of Africa
- Identify the major explorers and regions they visited	**X.1.2. Examples of explores** ▪ Henry Morton Stanley ▪ Mungo Park ▪ David Livingstone ▪ John Speke ▪ Richard Burton ▪ Rene Caille ▪ Savorgnan da Brazza ▪ Oscar Baumann ▪ Von Gotzen	
- Analyse the consequences of European exploration of Africa	**X.1.3. Consequences of Exploration** ▪ Introduction of Christianity ▪ Mapping of Africa ▪ Discovery of new routes to the interior of Africa	- In small groups, help learners to discuss the causes and the consequences of European exploration of Africa

- Explain the reasons for the coming of missionaries and show different missionary groups that operated in Africa - Identify the problems faced by missionaries on African societies - Discuss the role played by missionaries in the colonisation of Africa	**X. 2. Missionaries** ▪ Reasons for their coming to Africa ▪ Missionary groups ▪ Problems faced by missionaries ▪ Effects of missionaries on African societies ▪ Roles played by missionaries in the colonisation of Africa	- Using extracts from textbooks, help learners to identify the reasons why missionaries came to Africa and examples of missionary groups - In small groups, help learners to discuss the problems faced by missionaries and the consequences of their activities
- Identify the major charted companies that operated in Africa	**X.3. Charted companies** - Examples of charted companies - Imperial British East African Company - Germany East African Company - Royal Niger company - British South African Company - Problems and effect of Charted companies - Roles towards the colonisation	- With the help of extracts from textbooks, learners should identify the major charted companies and analyse the problems they faced
- Describe the roles played by charted companies in colonisation of Africa		- Using the questions and answers approach, learners should discuss the roles played by Charted Companies in colonisation of Africa
- Identify the types of African independent Churches - Explain the factors that led to the formation of African independent churches	**X.4. African independent Churches** **X.4.1. Types of African independent churches**	- Using the extracts from the textbooks, help the learners to identify the types of African independent Churches

- Describe the consequences of African independent Churches	**X.4.2. Consequences for the rise of African independent churches** ▪ Missionaries changed their attitude towards Africans ▪ Disunity between converts and non converts ▪ Led to political independent	- In small groups , help learners to discuss the causes and the consequences of rise for African independent Churches

Chapter XI. RWANDA UNDER GERMAN COLONIAL RULE (1897-1916)

Duration: 20 periods

SPECIFIC OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES
- Explain the reasons why Germans were interested in colonising Rwanda	**XI.1. Rwanda under German colonial rule (1897-1916)** **XI.2.Reasons for Germany colonisation of Rwanda**	- In small groups, the learners discuss the reasons why the Germans colonised Rwanda
- Show the steps of German occupation of Rwanda territory	**XI.3. The steps of Germany colonisation of Rwanda** ▪ The imposition of the Protectorate ▪ Collaboration of Musinga with Germans ▪ The rebellions against Musinga: Rukara, Ndungutse, Basebya, Basebya, Nyiragahumuza, Rukura	- With the help of textbooks , help learners to identify the steps followed by the German in the occupation of Rwanda - Using extracts from textbooks, help learners to discuss the reasons why missionaries came to Rwanda

	▪ The repression of revolts against the authority of Musinga ▪ Creation of military posts by Germans ▪ The Germany military administration (1897-1906) ▪ The Germany civil administration (1907-1916) ▪ The fixation of boundaries of Rwanda in 1910 and its consequences. ▪ German direct organisation	
- Explain the reasons for coming of missionaries in Rwanda and show the methods they used to convert people into Christianity - Show the activities of missionaries in changing the social, economic and cultural life of Rwandan	**XI.4. The coming of missionaries** ▪ The reasons. ▪ The Rwandese reactions towards the presence of missionaries. - The strategies for conversion. - The activities of missionaries - The impact, effects/consequences on social, economic and cultural life of Rwandans	- Give homework to learners to research about strategies used by missionaries in converting people and people's reactions to the new religion - Using extracts from textbooks, help learners to discuss the reasons why missionaries came to Rwanda and analyse the consequences of the first world War in Rwanda
- Explain the reasons and circumstances for the coming of Belgians in Rwanda - Outline the consequences of the first World War in Rwanda		
- Assess Germany colonial rule over Rwanda up to 1916	**XI.5. Rwanda during the first World War** ▪ How Belgians replaced Germans? ▪ The consequences of first World War in Rwanda - The starvation and famine:	- In small groups, help learners to

	Rumanura - Loss of human life - Loss of materials **XI.6. Assessment of German colonial rule on the political, economic and social-cultural plan** ▪ Introduction of new crops: coffee, irish potatoes, fruits ▪ Establishment of new roads ▪ Creation of Kigali City ▪ Proposed building of railway line from Dar-es-Saalam to Kigali ▪ Introduction of taxes	identify the achievements and failures of Germany rule in Rwanda

6th Year

General Objectives of Senior Six

At the end of Senior Six the learners should be Capable to:

- Explain the factors for the rise of African nationalism and show independence struggles of some African countries
- Analyse the political and economic colonial policies
- Examine the nature of Rwandan society Belgian colonisation
- Explain the political, economic, social and cultural changes in the first and the second republic
- Present and explain the causes and consequences of Tutsi Genocide

Chapter I: THE SCRAMBLE AND PARTITION OF AFRICAN CONTINENT

Duration : 20 Periods

SPECIFICS OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES
- Analyse the causes for European scramble and partition of Africa	**I.1. Causes of the scramble and partition of African Continent** ▪ Political causes ▪ Economic causes ▪ Social causes (humanitarian) ▪ Strategic causes	- With the help of textbooks learners should identify and discuss the causes for European scramble and partition of Africa
- Identify the major participants during the Berlin Conference and explain the resolutions made at this conference	**I.2. Berlin conference of 1884-1885** ▪ Reasons for calling of Berlin conference ▪ Major participants	- Using questions and answers approach, help learners to list major participants, analysis the reasons and resolutions of Berlin conference of 1884-1885

SPECIFIC OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES
	▪ Resolutions	
- Mention different methods used by colonialists in conquest of Africa	**I.3. Methods of the colonial conquests** ▪ Use of explorers ▪ Signing of treaties ▪ Military forces ▪ Use of collaborators ▪ Divide and rule policy	- Give a homework to learners to research about the methods of conquests used by Europeans and discuss their findings with them
- Identify the factors that helped Ethiopia and Liberia to be escape colonial rule	**I.4. Africa states that were not colonised** ▪ Ethiopia ▪ Liberia	- In small groups, help learners to discuss the factors that made Ethiopia and Liberia to escape colonial rule

Chapter II: AFRICAN REACTIONS TOWARDS COLONIAL RULE

Duration: 40 Periods

SPECIFIC OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES
- Show how different African peoples reacted towards colonial rule - Explain the reasons some Africans collaborated with European	**II.1. Collaboration response** ▪ Forms of collaboration ▪ Career collaborators ▪ Mercaney collaborators ▪ Reasons for collaboration	- Using textbooks, help learners to identify the reasons why some African societies collaborated with European colonists
- Explain the reasons why some Africans resisted and show why African resistances failed	**II.2. Resistance response** ▪ Types of resistance ▪ Primary resistance ▪ Secondary resistance ▪ Passive and active resistances ▪ Reasons for resistance	- In small groups, help learners to identify examples of African resisters and why they resisted - Using question and answer approach, help learners to discuss the reasons why African

	▪ Reasons for failure of African resistance	resistances failed
- Identify the methods used by Samory Toure to create Mandika Empire and show why the resisted the French for a long time	**II.3. Example of primary resistance Samore Toure and Mandika Empire** - Creation of Mandika Empire - Why he resisted for so long? - Why was he later defeated?	- Using textbooks, help learners to discuss how Mandika Empire was created and why Samore Toure resisted the French for a long time
- Explain the causes and the consequences of Maji-Maji rebellion	**II.4. Example of secondary resistance** **II.4.1.Maji-maji rebellion (Tanzania)** ▪ Causes ▪ Course ▪ Effects	- In small groups, help learners to discuss the causes and the consequences of Maiji-Maji rebellion
- Explain the causes and the consequences and Namaherero resistance	**II.4.2. Herero rebellion (Namibia)** ▪ Causes ▪ Corse ▪ Effects	- In small groups , helps learners to discuss the causes and the consequences of Maherero resistance
- Explain the causes and the consequences of Chi Mulenga rebellion	**II.4.3. Chimulenge rebellion (Zimbabwe)** ▪ Causes ▪ Course ▪ effects	- In small groups , helps learners to discuss the causes and the consequences of Chimulenga rebellion

Chapter III: COLONIAL ADMINISTRATIVE POLICIES

Duration : 18 Periods

SPECIFIC OBJECTIVES	CONTENTS	TEACHING ACTIVITIES
- Describe of the features of British indirect rule and give reasons why it was used by the British	**III.1. British indirect rule** ▪ Definition ▪ Characteristics ▪ Reasons why it was used ▪ Why it succeeded in some parts ▪ Why it failed in some parts	- In small groups , helps learners to identify the characteristics of indirect rule and discuss the reasons why the British applied it in its colonies
- Explain the major characteristics of French assimilation policy and identify reasons for its failure - Compare the French and British systems of colonial administration	**III.2. French assimilation policy** ▪ Why it was used ▪ Characteristics ▪ Why it failed in other parts of Africa ▪ Why it succeeded in Senegal ▪ Effects of French administration policies	- Using extracts from texts books, learners should find out the characteristics of assimilation policy and the discuss why it was used by French in West –Africa - Help students to discuss the reasons for the failure and its effects
- Analyse how Germany direct rule works and its consequences	**III.3. Germany direct rule** ▪ How worked ▪ Why Germany administration face many resistances	- In small groups, help learners to discover how Germany direct rule worked and its consequences

Chapter IV. COLONIAL ECONOMIC POLICIES

Duration : 18 Periods

SPECIFIC OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES
- Identify the methods used by the colonialists to exploit African resources	**IV.1. Methods of exploitation** ▪ Taxation ▪ Forced cash crop growing ▪ Force labour ▪ Land alienation	- Using questions and answers method or approach, ask learners to discuss about the economic methods used by colonialists and their consequences
- Mention the consequences of colonial economy policies	**IV.2. Consequences of colonial economy** ▪ Force labour ▪ Migration of labour ▪ Resettlements of Africans ▪ Over exploitation of Africa resources ▪ Over dependence of Africans on Europeans ▪ Development of communication line	
- Analyse the impact of Europeans colonisation of Africa	**IV.3. The impact of European colonisation of Africa** ▪ Loss of independence ▪ Dividing of Africa ▪ Modern civilisation Change of culture ▪ Development of education system ▪ Spread of Christianity	- In small groups, help learners to identify consequences of colonisation and hater organise class discussion

Chapter V. THE RISE OF AFRICAN NATIONALISM AND THE PROCESS OF DECOLONISATION

Duration : 38 Periods

SPECIFIC OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES
- Examine the causes of the rise of African nationalism	**V.1. Causes of decolonisation** ▪ Role of UNO ▪ Second World War ▪ Rise of panafricanism ▪ Rise of the superpowers (USA and USSR) ▪ Influence of Asia	- In small groups, help learners to identify and discuss the factors that facilitated the rise of African nationalism
- Identify methods which were used by different countries to achieve their independence	**V.2. Methods used during the colonisation** ▪ Non violent methods eg: negotiation, diplomacy ▪ Violent method e.g. military force, liberation wars	- Using extracts from textbooks, help learners to identify methods used by different countries to achieve their independence
- Analyse the that led to acquisition of Indian independence	**V.3. Decolonisation in Asia** ▪ India ▪ Steps that led to acquisition of independence in India ▪ Ghandi's non –violent means	- With the use of textbooks and films, learners should identify the different stapes that led to Indian independence
- Explain the obstacles met by Algerians in their struggle for independence	**V.4. Decolonisation in North Africa** ▪ Obstacles faced by Algerians in the struggle for independence ▪ Algeria war of independence 1954-1962	- Using textbooks, learners should find the problems faced by Algerians nationalists and examine the process of Algerian war of independence

- Analyse the changes in Ghana that resulted in Ghanaian independence in 1957	**V.5. Decolonisation of west –Africa : Ghana** ▪ Rise of political parties in Ghana - UGCCC party - CPP Convention People Party: Kwame Nkrumah ▪ The road to independence in Ghana ▪ Constitutional changes	- Using the textbooks, ask learners to identify the steps involved in Ghana's struggle for independence
- Assess the major stages that led to Kenya independence in 1963	**V.6. Decolonisation** ❖ **Kenya** ▪ Role of MAU-MAU rebellion ▪ Role of political parties: KANU, KADU ▪ Lancaster conferences	- With the help of textbooks and films, help learners to identify and explain the stages that led to Kenya independence in 1963
- Explain the reasons for the formation of liberation movement in Angola - Describe the processes that finally led to the independence of Angola 1975 - Describe the processes followed by Congolese nationalists to achieve their independence in 1960	**V.7. Decolonisation of Portuguese colonies** ❖ **Angola** ▪ Nationalists: Augustin Neto, Roberto ▪ Holden, Savimbi Jonas ▪ Formation of parties ▪ Liberation wars ▪ Reasons of liberation wars ▪ success of liberation wars **V.8. Decolonisation of Belgian colonies** ❖ **Congo** ▪ **Role of nationalists :** - Joseph Kassavu (ABAKO) - Patrice Lumumba (MNC)	- Give learners a homework, to research about Angola liberation wars and organise a discussion about the research findings of learners and give them summary of point - With the help of films on independences struggles of Congo, help learners to understand independence processes of Congo

- Explain the reasons for the formation of Act of Union by Boers and British	**V.9. Decolonisation struggles in South Africa**
	▪ 1910 Act of Union
	▪ Rise of apartheid policy
	  - Role of nationalists:
	  - Walter Sisulu
	  - Oliver Tambo
	  - Nelson Mandela
	  - Govan Mbeki
	  - Chief Luthuli
	▪ End of apartheid regime during the regime of President Frederick De Clerk
	▪ 1994 Black majority Rule
		- With the use of textbooks and films , help learners to identify the major stages during the struggles for independence in South Africa

- Examine the roles of different nationalists played in the struggle against apartheid policy in an attempt to achieve the rule of the black majority		- In small groups, help learners to examine the roles played by nationalists and the major causes and consequences of apartheid South Africa
- Analyse the problems faced by African countries since independence up today - Assess the reasons for the occurrence of Coup d'Etat in several African countries in the post independence period	**V. 10. Post Independence and Africans problems** ▪ Military Coup d'Etat ▪ Civil wars ▪ Economic dependence ▪ Social- cultural problems (disunity) ▪ Refugee problem ▪ Corruption	- Using questions and answers approach, learners should discuss the problems of African countries after the acquisition of their independence - In small group, help learners to discuss the causes of frequent Coup d'Etat in Africa after independence up today.

Chapter VI. RWNDA UNDER BELGIAN COLONIAL RULE (1916-1962)

Duration :30 Periods

SPECIFIC OBJECTIVES	CONTENTS	TEACHING ACTIVITIES
	VI. Rwanda under Belgian colonization (1916-1962)	
- Explain different reforms introduced by the Belgians in order to strengthen their rule	**VI.1. Belgian military occupation of 1916-1923** **VI.1.1. Different reforms** ▪ Political reforms in this period ▪ Nomination of chiefs with ▪ agreement of Resident ▪ Judicial reforms of 1917 ▪ Religious reforms ▪ Economic reforms of 1917: Taxation policy	- In small groups , help learners to discuss the reforms introduced by Belgians in Rwanda
- Describe the passive resistance of Musinga against Belgians reforms	▪ Passive resistance of Musinga against Belgian reforms	
- Explain the reasons given by the British to occupy the Gisaka region	▪ The affair of Gisaka and the convention Orts –Milner of 1919 ▪ The English project of construction of the railway line of Cape to Cairo. ▪ The claims in favour of the return of Gisaka	- Using questions and answers approach, the learners should identify the causes of the Gisaka affairs
	VI.2. Rwanda under Belgian mandate (1923-1946) ▪ Definition of the term ''Mandate''	- Using he textbooks, help learners to identify what a mandate territory is and the major

- Identify the different political reform introduced by the Belgians during Mandate period	**VI.2.1. Political reforms** ▪ The abolition of traditional institutions; ubwiru and Umuganura, 1925 ▪ Mortehan reforms (1926-1932) ▪ The removal of King Yuhi V Musinga ▪ Enthroning of Mutara III Rudahigwa in 1931	political , economic and social changes that took place during Belgian rule between 1923-1946 - Using question and answer approach learners should discuss a major reform made by Mortehan
- Identify the different economic reform introduced by the Belgians during Mandate period	**VI.2.2. Economic reforms** ▪ Agriculture and Grazing. The centres of Agro-Pastoral Research: Rubona and Songa ▪ Mining Main minerals. - Mining zone. - Mining companies ▪ Art and craft manship - Bricks laying - Waving ▪ Commerce/trade ▪ Methods of exploitation ▪ Consequences of exploitation	- Organise learners in small groups and they identify methods used by Belgians to exploit Rwandan resources
- Identify the socio-cultural transformations introduced by the Belgians during the Mandate period	**VI.2.3.The socio-Cultural transformation** ▪ Creation of schools ▪ Creation of missions ▪ Creation of hospitals	

- Analyse the causes and the consequences of frequent famine in Rwanda during mandate period	**VI.2.4.The famine during the Belgian administration** ▪ Gakwege, Rwakayihura, Ruzagayura. ▪ Measures taken to fight against famine	- In small groups , help learners to identify the causes and the consequences of famines in Rwanda during Belgian Mandate
- Explain the Trusteeship	**VI.3. Rwanda under Belgian Trusteeship period (1946-1962)** ▪ The definition of the Trusteeship ▪ Difference between Mandate and Trusteeship ▪ Mission of Trusteeship ▪ Role and importance of Trusteeship visit by United Nations Mission ▪ Complaint of Rwandan against colonial administration in UNO ▪ Belgian injustice against Rwandans ▪ Major problems Rwandan society faced before 1956 ▪ UN position on the Trusteeship administration	- With the help of textbooks , help learners to define Mandate / Trusteeship and analyse the difference / similarities in the two regimes - With the help of textbooks , help learners to understand the challenges in the political system and the capacity of Rwandans to deal with them - With the help of textbooks , help learners to discuss the contents of the ten years development plan during the Trusteeship period
- Explain the content of ten year development plan during the Trusteeship period	**VI.3.1. The ten year plan** ▪ Implementation of ten year plan ▪ Effectiveness of Rwandan complaint **VI.3.2.The installation and evolution of the consultative Council by the Decree of July1952** ▪ Council of sub-chiefs ▪ Council of chiefs	- Engage learners into discussion/ debates on effectiveness of implementation of ten years plan - In small groups, ask learners to give the different councils that were formed by the Belgians during 1952-

- Identify different councils that were formed by 1952 Belgian Decree	▪ Council of territory ▪ Superior council of country ▪ Role of these Councils in management of the country ▪ The abolition of Ubuhake	1956

- Identify different steps in the decolonisation process of Rwanda up to the Independence	**VI.3.3. The steps of the decolonization of Rwanda.**
	▪ Election of the members of consultative Councils
	▪ The stand of catholic church amidst varying political ideologies
	▪ The role of the elite group in social associations
	▪ Manifeste of Bahutu and the '' mise au points''
	▪ The birth and activities of the political Parties:
	  - APROSOMA
	  - PARMEHUTU
	  - UNAR
	  - RADER
	▪ Transfer of allegiance from the Tutsi to the Hutu. A myth or a reality?
		- Using questions and answer approach, ask learners to explain the steps of in the process to recover independence
		
		- With the use of both "Manifesto of Bahutu" and the "Mise au point" documents, the teacher helps learners to form a critical appreciation on them

- Explain the causes and the consequences of Rwanda n crises of November 1959	▪ The death of the King MUTARA III RUDAHIGWA and Enthronement of KIGELI V NDAHINDURWA	- With the use of extract from textbooks , the teacher helps learners to compare the Belgian colonial administration attitude in the twenties and this period of decolonisation
- Assess the Belgian rule of Rwanda up to time of Independence	**VI.3.4. The Rwandan crisis of November November 1959** ▪ Causes: - Political factors	

	- Ethnic factor - PARMEHUTU ideology - Colonial manipulation ▪ Consequences of 1959 troubles ▪ Massacres an exile of Tutsi in the neighbouring countries ▪ Destitution of Tutsi authority and Hutu partisans of UNAR ▪ How PARMEHUTU arrived on power ▪ Legislative and referendum election and Coup d'Etat of Gitarama ▪ Recovering of Independence	- Using discussion method , let learners exchange views on the causes and consequences of the Rwandan crises of November 1959 - The teacher should encourage research using documents, internet oral sources, group discussions and debates
	VI.4. The assessment of Belgian colonisation ▪ Social and economic infrastructures (medical care, schools, roads) ▪ Exploitation of Rwandese resources ▪ Consider human resources in form of uburetwa (using of ikiboko) , cash crops, eg: coffee, pyrethrum, castor oil, roads and churches constructions.. ▪ Consider livestock products under (Rugaravu) minerals (Rutongo, Rwinkwavu) ▪ Disunity	- Using question and answer approach, group work learners should identify and discuss the achievements and failures of Belgians rule - Organize a debate on the assessment of Belgian colonization The teacher should encourage group discussions. Discovery methods

Chapter VII: THE FIRST REPUBLIC (1962-1973)

Duration: 14 Periods

SPECIFIC OBJECTIVES	CONTENTS	TEACHING ACTIVITIES
- Explain the immediate problems of Rwanda after Independence	**VII.1.Immediate problems after Independence** ▪ Lack of communication Networks : Radio, good roads ▪ Lack of high Institutions of Learning ▪ Lack of financial institutions ▪ Discriminatory ideology ▪ Refugee problem ▪ Failures to resolve it and inyenzi attacks	- Using extracts from textbooks, help learners to identify and explain the problems Rwanda faced after Independence

- Assess the performance of the first Republic	**VII.2.Assessment of First Republic**
	VII.2.1. Achievements
	▪ Creation of infrastructure
	  - schools, roads, hospitals
	▪ Making of first five year development plan
	▪ Evolution of monetary economic
	▪ Creation of political institutions
	  - National Assembly
	  - Supreme Court
	
	VII.2.2.Failures
	▪ Increased Refugee problem
	▪ Ideological disagreement and regional divisionism in PARMEHUTU Party
		- Using questions and answers approach, ask learners to outline the achievement and failures of the First Republic

SPECIFIC OBJECTIVES	CONTENTS	TEACHING ACTIVITIES
	▪ Abolition of multiparty system ▪ Organise Tutsi massacres after Inyenzi attacks ▪ Massacres and exclusion of Tutsi during and after 1973 Events ▪ Unity between Rwandan ▪ Globalization of the "Tutsi supremacy and the Hutu marginalization"	

Chapter VIII. THE SECOND REPUBLIC (1973-1994)

Duration: 25 Periods

SPECIFIC OBJECTIVES	CONTENTS	TEACHING ACTIVITIES

- Analyse the changes introduced by Habyalimana and strategies used to consolidate his power	**VII.1. The Coup of 1973**
	▪ Massacres and exclusion as ethnical character
	▪ Elimination of oppositions
	▪ Institutionalization of the dictatorship
	  - Creation of MNRD 1975.
	  - 1978 constitution.	

- Assess the performance of second Republic	**VIII .2. Assessment of the second Republic** **VIII.2.1. Achievements** ▪ Establishment of social and economic infrastructure ▪ Development of agriculture and	- Give a homework to learners to research about the Coup d'Etat of 1973 and the achievements and failures of Habyarimana regime

	mining industries
	- Tea
	- Coffee
	- Rice
	▪ Development of internal and external trade
	▪ Encouragement of regional economic integration
	▪ Creation of relationship with other countries
	
	VIII.2.2.Failures
	▪ Increase of refugee problems
	▪ Social and political discrimination
	▪ Dictatorship (Akazu)
	▪ Economic crises of 1980
	▪ Ethnic discrimination in all domain: political, economic and social:
	  - Quota system in schools , employment, ethnic, regional
	  - Exclusion in other sectors
	▪ Regional imbalances
	▪ Rwandan Unity (Massacres of Tutsi)
		- In small groups, the learners to discuss the achievements and the failures of the Independent Rwanda
		
		- Using relevant documents the teacher helps learners to compare and contrast various approaches used by previous governments with the present competitive approach

Chapter IX. THE LIBERATION WAR OF 1990 AND THE TUTSI GENOCIDE OF 1994

Duration: 14 periods

SPECIFIC OBJECTIVES	CONTENTS	TEACHING ACTIVITIES
- Explain the causes and the effects of liberation 1990	**IX.1. The causes of liberation war of 1990** ▪ Refusal of return of refugees ▪ Hard life in exile ▪ Increased dictatorship in Rwanda ▪ Social discrimination ▪ Course of the war ▪ The consequences of liberation war	- Using the textbooks, help learners to explain the causes and the consequences of the liberation war of 1990-1994 - With the help of various political and peace accords, learners discuss how their implementation affected political and social development in the country

- Identify the causes and the effects of Tutsi Genocide of 1994	**IX.2. The 1994 genocide against Tutsi**
	 ▪ Definition of the word "genocide"
	 ▪ Comparative study of various of 'genocides'
	 ▪ Causes and effects
	 ▪ Stages of genocide
	 ▪ Planning and execution of extermination of Tutsi and Hutu that opposed to the genocide ideology
	
	 ▪ The consequences of genocide different level
	     - Political
	     - Economic
	     - Social
		- Teacher avails UN documents and the other documents relating to genocide
		
		 - With help of films videos and other documents, learners to identify and explain the causes and the consequences of Rwandan genocide
		
		 - From the Rwandan experience the teacher guides learners to identify the manifestations of negationism

	- Cultural ▪ Negationism and persistence of the genocide ideology	of genocide ideology in their community
- Identify the objectives and achievements of the government of National Unity	**IX.3. The Government of National Unity** ▪ Background ▪ Objectives ▪ Achievements ▪ Challenges ▪ Elections of 2003	- Using of the government's eight points program to help students to understand the government action - The teacher avail a copy of Arusha Peace Accords, RPF declaration, the 1991 Constitution and discusses implementation and formation of the Government of National Unity - In small groups, help learners to outline and explain the achievements of National Unity government of Rwanda and how it ended

III. METHODOLOGICAL NOTES

This programme presupposes that the learner of History has gone through the Ordinary level of Secondary School
He is therefore acquitted with some basic historical fundamentals in theories and practical.
At this advanced level therefore, the teacher's approach in teaching History should go deeper in the subject matter than before.

Great emphasis should be put on practical and comparative studies. Learners must be fully involved in the collecting historical information and reading and interpreting maps, photographs and statistics in History. The teacher must act as a guide and not as a source of all information.
The programme of History put a great importance on the active participation of learners in the teaching and learning process.

The activities proposed in the column '' Teaching/learning activities'' are as indicator. It's up to the teacher to make a proof of creativity while choosing the situation of appropriate learning.
A log the formation, the teacher will evolve in learners the observational and critical spirit and he will implant in learners mind the willing of improvement of their knowledge continuously.

It will remain in the mind that a teacher of History is considered as a coordinator, a co-ordinator, an organiser, an experienced counsellor and a guider whereas is the first actor of Education
i.e he/she is the main agent (character in teaching –learning process.
Briefly, there should be a narrow and mutual collaboration between teachers and learners because History is not like   preaching a gospel a learner can make some comments and critics on any fact (in classroom or outside of it).

IV. EVALUATION APPROACH

A course of History is both theoretical and practical. The evaluation of learners will have to base on the knowledge, their skills and their lifeskills. To come up with this, on one hand, evaluation shall be continuous (formative

evaluation) and on the other hand, evaluation will be punctual (summative evaluation). Evaluation especially base on questions of quizzes (written or oral) and library research works; they will be marked (individually or in groups).

In addition, evaluation of learners will base on questions:

- Of comprehension: To determine the nature of a document, for instance....
- Of analysis   : To summarize a text and make its plan
- On synthesis   : To establish the relationship of a cause and an effect, to distinguish causes from consequences, to formulate motivated judgement on a historical situation.

At the end of the sixth form of secondary school, learners will sit for a National examination. The examination will consist of various questions. Questions will be grouped according to regions. History examination will be divided into three sections:

SECTIONS	NATURE OF QUESTIONS AND SUBJECTS	QUESTIONS TO BE ANSWERED

	Composition Questions on: History of Rwanda History of Africa 　　　　　North Africa; 　　　　　East Africa; 　　　　　Central Africa ; 　　　　　South Africa; 　　　　　Western Africa.	Compulsory Essay questions
SECTION/ PAPER 1		
SECTION / PAPER 2	Composition Questions on: European History American History Asian History	Essay questions of choice on 2 continents

V. PARTICULARY FACTORS

The following conditions must be fulfilled so that this programme can be successfully realised:
- Qualified teachers;
- Necessary and adequate didactic materials: pedagogical guides, learner manuals, sufficient given to a teacher of that course.

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

VI. REQUIRED MATERIALS

WRITINGS

1. Writings on the History of Rwanda:

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

2. Writings on African History:
- Ancient History ;
- Civilisations History ;
- Pre-colonial History ;
- Colonial History.
3. Writings on World civilisations;
4. Writngs on Europe in Middle and Modern Times
5. Writngs on great revolutions: French, America.
5. Writings on re-arrangement of Europe
6. Writngs on Eastern World,
7. Writngs on World Wars, on super powers

OTHER MATERIALS

Atlas	Images
Movies (audio-visual sources) ;	Museum
Historical sites ;	Geographical and Historical maps
Archeological sites	Vestigical materials
Memorial sites	Tales and stories
Photographs	

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