

Secondary History 2

Teacher's Guide

Secondary History has been written and developed by Ministry of General Education and Instruction, Government of South Sudan in conjunction with Subjects Experts. This course book provides a fun and practical approach to the subject of History, and at the same time imparting life long skills to the students.

The book comprehensively covers the Secondary 2 syllabus as developed by **Ministry of General Education and Instruction**.

Each year comprises of a **Student's Book and Teacher's Guide**.

The Teacher's Guide provide:

- Full coverage of the national syllabus.
- A strong grounding in the basics of History.
- Clear presentation and explanation of learning points.
- A wide variety of practice exercises, often showing how History can be applied to real-life situations.
- It provides opportunities for collaboration through group work activities.
- Stimulating illustrations.



All the courses in this secondary series were developed by the Ministry of General Education and Instruction, Republic of South Sudan. The books have been designed to meet the secondary school syllabus, and at the same time equipping the students with skills to fit in the modern day global society.

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History

Teacher's Guide Book 2

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FOREWORD

I am delighted to present to you this Teacher's Guide, which is developed by the Ministry of General Education and Instruction based on the new South Sudan National Curriculum. The National Curriculum is a learner-centered curriculum that aims to meet the needs and aspirations of the new nation. In particular, it aims to develop (a) Good citizens; (b) successful lifelong learners; (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society. This textbook, like many others, has been designed to contribute to achievement of these noble aims. It has been revised thoroughly by our Subject Panels, is deemed to be fit for the purpose and has been recommended to me for approval. Therefore, I hereby grant my approval. This Teacher's Guide shall be used to facilitate learning for learners in all schools of the Republic of South Sudan, except international schools, with effect from 4th February, 2019.

I am deeply grateful to the staff of the Ministry of General Education and Instruction, especially Mr Michael Lopuke Lotyam Longolio, the Undersecretary of the Ministry, the staff of the Curriculum Development Centre, under the supervision of Mr Omot Okony Olok, the Director General for Quality Assurance and Standards, the Subject Panelists, the Curriculum Foundation (UK), under the able leadership of Dr Brian Male, for providing professional guidance throughout the process of the development of National Curriculum, school textbooks and Teachers' Guides for the Republic of South Sudan since 2013. I wish to thank UNICEF South Sudan for managing the project funded by the Global Partnership in Education so well and funding the development of the National Curriculum, the new textbooks and Teachers' Guides. I am equally grateful for the support provided by Mr Tony Calderbank, the former Country Director of the British Council, South Sudan; Sir Richard Arden, Senior Education Advisor of DfID, South Sudan. I thank Longhorn and Mountain Top publishers in Kenya for working closely with the Ministry, the Subject Panels, UNICEF and the Curriculum Foundation UK to write the new textbooks. Finally, I thank the former Ministers of Education, Hon. Joseph Ukel Abango and Hon. Dr John Gai Nyuot Yoh, for supporting me, in my role as the Undersecretary, to lead the Technical Committee to develop and complete the consultations on the new National Curriculum Framework by 29 November 2013.

The Ministry of General Education and Instruction, Republic of South Sudan, is most grateful to all these key stakeholders for their overwhelming support to the design and development of this historic South Sudan National Curriculum. This historic reform in South Sudan's education system is intended to benefit the people of South Sudan, especially the children and youth and the future generations. It shall enhance the quality of education in the country to promote peace, justice, liberty and prosperity for all. I urge all Teachers to put this textbook to good use.

May God bless South Sudan. May He help our Teachers to inspire, educate and transform the lives of all the children and youth of South Sudan.



Deng Deng Hoc Yai, (Hon.)

Minister of General Education and Instruction, Republic of South Sudan

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UNIT 1: THE FRENCH REVOLUTION

(Refer to Learner's Book pages 1-16)

HistorySecondary2		Unit 1:The French Revolution
Learn about		Key inquiry questions
<p>Learners should use variety of information to investigate the causes and the impacts of the French Revolution in Europe.They should work in groups to examine the causes and the main events in the course of the French Revolution and explore the reasons for and impacts of the 'reign of terror'.</p> <p>They should assess the achievements and failures of the directorate government in France after the French Revolution and give reasons and evidence for their conclusions.</p> <p>They should work in groups to make a presentation to the class of their findings.</p>		<ul style="list-style-type: none"> • What were the causes of the French Revolution? • How can the major events in the course of the French Revolution be described? • Why did the French Revolution turn into the reign of terror? • What were the achievements and failures of the Directorate Government in France after the revolution? • What impact did the French Revolution have on the rest of Europe?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Explain the causes of the French Revolution. • Describe the major events in the course of the French Revolution. • Explain why the 'reign of terror' occurred. • Identify the achievements and the failures of the directorate government in France after the revolution. 	<ul style="list-style-type: none"> • Investigate the causes and effects of the French Revolution. • Analyse the achievements and failures of the directorate government after the French Revolution. • Examine the circumstances that resulted in the reign of terror. • Analyse the impact of the French Revolution on the rest of Europe. 	<ul style="list-style-type: none"> • Appreciate the positive changes resulting from the revolution. • Value the reasons that led to the revolution.
<p>Contribution to competences</p> <p><u>Critical thinking</u>: Using a range of resources to explore the causes and the effects of the French revolution in Europe.</p> <p><u>Communication</u>: Presentation to the class.</p> <p><u>Co-operation</u>:Work with a group to prepare a presentation.</p>		
<p>Links to other subjects</p> <p><u>Citizenship</u>:Through understanding the role of the citizen within the revolution</p> <p><u>Peace Education</u>: Recognising key causes of conflict.</p>		

Assessment Opportunities

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

- Observation
- Conversation
- Product

The outline of the learning

This pair of unit looks at the period of the French Revolution in 1789 to 1799. The causes that led to this revolution and its course too. It also explains the reign of terror and effects of this terror. Learners should explore on how the directorate government existed, its achievements and failures. They should also be able to understand the impacts of the French Revolution in Europe.

Using the student book

There are both pictures and cartoon strips in the unit so it is important for the learners to read, understand and easily interpret them as you start most of the activities. That way you will be 'modelling' and these will help their development during the lessons.

The student competencies

This unit presents many opportunities for critical and creative thinking: Interpreting pictures and giving reasons for answers; making references and links to other parts of the unit and making up questions.

Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork.

In their discussions and presentations, there are many opportunities for communication and creative thinking. This can be explored in whole class discussion.

The subject matter will also deepen their understanding South Sudan culture and identity.

Activity 1: The French Revolution (1789-1799)

(Refer to Learner's Book pages 1-6)

French revolution was a period of time in France when people overthrew the monarchy and took control of the government. Learners need to understand what caused these revolution in France. Some of these causes were: Unjust social system, poor governance, unemployment, poor governance among others. Using the Learner's Book, explain to learners some of the causes of these revolution and make sure they understand.

Give learners time to study the two cartoon strips in the activity. They may need your help on how to interpret the cartoon strips and how to come up with answers required for the questions asked in each cartoon strips and what the cartoon suggests under the causes of French Revolution.

Group learners to come up with a crossword puzzle to include the words mentioned in the Learner's Book that are supposed to be inserted in the puzzle. Check there group work if there crossword puzzle is right and all the indicated words are in the puzzle.

Assessment Opportunities

Observation

Observe the learners as they study the cartoon strips. Are they able to interpret the cartoon in a historical way and come up with the right answers needed in the asked questions? Check at their drawn crossword puzzle and make sure the puzzle is correct and the words have been placed appropriately and given the right meaning.

Conversations

Talk to learners as they try to state some of the cause of the French Revolution they can easily identify in the cartoon and how they are able to define the definition of words in the puzzle. Are they able to give right answers?


Product

Read the causes of the French Revolution that the learners have identified in the cartoon strip and the meaning of the words in the puzzle.

Unit
1

The French Revolution (1789 to 1799)

Activity 1: The French Revolution (1789 to 1799)

 **Group work**

(a) Create a crossword puzzle and exchange them with another group. Complete the puzzle and check each other's answers.

1. Revolution 2. Turmoil 3. Noble 4. Monopoly
5. Tax 7. Oath 8. Power 9. Patriotic

(b) Write the meaning of the words in your crossword puzzle.

Introduction

The French Revolution was a period of time in France when people overthrew the monarchy and took control of the government. The revolution overthrew the monarchy, established a Republic, experienced violent periods of political turmoil and culminated in a dictatorship under Napoleon Bonaparte. This revolution brought many of its principles to Western Europe and beyond.




Fig. 1.1 Napoleon Bonaparte

Activity 2: The course of the French Revolution

(Refer to Learner's Book pages 6-9)

The sub-unit covers the various events that took place during the French Revolution. Learners need to understand and explain how these events led to the revolution. Explain to the learners the various course of the revolution which were the meeting of the estates general, reforms in the government, the end of monarchy, the end of the Old Regime among other course. Make sure learners have understood the topic well.

Group the learners into groups and let them come up with a discussion on what the Tennis Court was all about during the French Revolution. Check their work if whatever they are discussing under the tennis court is relevant. Listen to each of their explanations.

The poor peasants lacked food while the monarch and nobles lived extravagantly. The queen Marie Antoinette even spat on people when they asked for bread which was the staple food, and told them to eat cakes if they cannot afford bread.



Fig. 1.2: Marie Antoinette



Group work

In groups, discuss what the Tennis Court oath was all about during the French Revolution. Thereafter, each group to present their findings to the teacher for assessment.

Activity 2: The course of the French Revolution

Several events characterised the French Revolution. These events were;

1. The meeting of the Estates General

Faced with all the financial problems, Louis XVI called for a meeting of the Estates General at Versailles in May 1789. The Estates General had not met for almost 200 years and they met in an atmosphere of confusion and uncertainty with no one knowing exactly what its powers and rules were. The third Estate which consisted of young men acquainted with Montesquieu and Voltaire's ideas and many of the lawyers insisted on having a real voice in decisions. They also argued that they represented the majority of the Frenchmen. They even refused to take votes separately as the king desired and had been the custom. They claimed that the Estates General represented the Frenchmen and not the three Estates.

Assessment Opportunities

Observation

Observe learners as they discuss the question in groups. Can they put forward a reasoned explanation on what happened in the Tennis Court during the French Revolution?

Conversations

Talk to the learners as they discuss the Tennis Court oath during the French Revolution. Are their explanations logical? Are they able to understand the points they have discussed?

Product

Read the explanation each group has come up with concerning the Tennis Court oath.

Activity 3: The Reign of terror (Refer to Learner's Book pages 10-12)

This sub unit covers the reign of terror which lasted from 1793 to 1794. Explain to learners how the reign of terror came to exist. Explain to learners the effects of the reign of terror as they note down the points in their notebook. You can ask them to write a summary on the effects of the terror in point form.


Learners need to understand the impacts they think the reign of terror had on different sectors of the population and these should be done after they have read the bullet points on page 11 of the Learner's Book.

Give learners time to study the cartoon on page 10. Guide them on how they should interpret how accurate the cartoon is from what they have learnt about the reign of terror.

Assessment Opportunities

Observations


Observe the learners as they study the cartoon on page 10 and how accurate they are able to interpret how accurate the cartoon is from the lesson they have learnt from the reign of terror. Can they put forward a reasoned explanation?

 **Pair work**


Research the reign of terror using the internet, the library, this text book, and other books, a resource person and your teacher. In pairs prepare a visual aid to explain the effects of the reign of terror to the rest of the class.

Activity 3: The Reign of Terror

Source 4




The Reign of Terror



The Rise of Napoleon

Study the cartoon above. From what you have learned about the reign of terror, how accurate do you think this is? Why? Be ready to share your view with the rest of the class.

To meet the danger of opposition and revolt within France, the convention under Robespierre's direction instituted a program to suppress all opposition. Maximilien Robespierre was one of the most powerful individuals in the National Convention. This is what was known as the "Reign of Terror" which lasted from 1793 to 1794. According to one delegate, "what constitutes the Republic is the complete destruction of everything that is opposed to it". The Revolutionary Tribunal conducted swift trials and handed down harsh sentences. Many people were arrested, tried and executed on mere suspicion. The method of execution was beheading by the guillotine.





Conversations

Talk to the learners as they study the cartoon strip on page 10. Are they able to come up with a reasoned explanation concerning the cartoon on how relevant it is?

Product

Read the explanation the learners have written. Have they understood the topic well?

Activity 4: The Directorate in France after the French Revolution (Refer to Learner's Book pages 12-13)

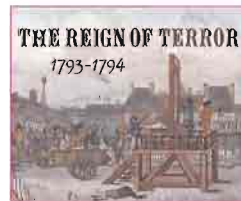
The sub unit covers the composition of the directorate government which consisted of France being ruled by five men who were chosen by the legislative. This government was important because it saved France from the reign of terror and encouraged fair leadership.

Explain to learners the achievements of the directorate government so that they can understand well how beneficial the directorate government was after the reign of terror. Make sure the learners understand the failures of the directorate government too. Explain to them the failures which included voting being restricted, the government which was made of weak and corrupt leaders among other points.

Group learners and let them come up with questions on the achievements and failures of the directorate government. Afterwards let the groups exchange their questions with other groups so that they can choose the questions they are going to tackle.

Effects of the reign of terror

- Massive loss of lives
- Destruction of property
- Poor infrastructure
- Unemployment
- Famine and starvation
- Led to war between France and other neighbouring nations
- Led to the rise of Napoleon to power.
- Led to the exile of several nobles and clergy
- Rise of directorate government
- Led to downfall of clubs and political pluralism in France



Group work

1. In groups, come up with questions on the achievements and failures of the directorate government. Afterwards, the groups to exchange their questions among other groups.
2. Each group to find answers for the questions they have been given to tackle.
3. Group leaders to present their answers in class.

Activity 4: The Directorate in France after the French Revolution

In 1795, the National Convention wrote a new constitution that called for a republican form of government. The executive branch which controlled the government consisted of five men chosen by the legislature. These five men were called directors. Therefore the government created by the constitution of 1791 was known as the Directory. The Directorate government ruled France for four years.

Achievements of the directorate government

The directory encouraged good leadership in the French army. Many young

Assessment Opportunities

Observations

Observe the groups as they discuss the kind of questions to write concerning the achievements and failures of the directorate government. Can they put forward a reasoned questions?

Conversations

Talk to the learners while they are discussing the kind of questions to come up with in there groups and the answers to those questions. Are their questions set in a good way?

Product

Read each groups questions and answers and analyse if they are right.

Conversations

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

Product

Read the explanation they have written.

Activity 5: Impacts of the French Revolution on Europe

(Refer to Learner's Book pages 14-15)

The key learning in this activity are the impacts of the French Revolution in Europe. Explain to learners the effects of the French Revolution in Europe so that they can understand well these effects affected the people of Europe. Make sure the learners understand these effects.

Group up learners and let them analyse the effects that the French Revolution of 1830 had on the book of industry and writing of the time. You can guide them on how they are supposed to tackle the work.



Group work

In groups, analyse the effects that the French Revolution of 1830 had on the book industry and writing of the time.

Activity 5: Impacts of the French Revolution on Europe

The French Revolution spread revolutionary ideas across Europe. The revolution was profound in shaping politics, society, religion, ideas in France and European nations. It brought liberalism. For example in Switzerland, ideas of the French revolution of equality of all citizens before the law, equality of languages, freedom of thought and faith were useful in creating Swiss citizenship based on modern nationality, separation of powers, reformed civil and penal law among other factors. Historians widely regarded the French Revolution as one of the most important events of world history. The upper and lower classes had a clear example of what could happen if the social contract broke down.

The French Revolution led to the migration of thousands of French people who were escaping political tension and death. They fled to neighbouring countries such as Britain, Germany, Austria and Prussia. These displacement led to the spread of the French culture to the places they moved to. Some nations though, received these French people with caution. This is because they feared that these people brought with them a plot to disrupt their political order. Some European countries therefore, increased regulation and documentation of the influx of immigrants. Coming closer to home, we can relate this to South Sudan. The civil wars in Sudan led to many people being displaced. These people fled to neighbouring countries like Kenya and Uganda among others.

The war increased French conquests on European countries to spread the ideas of the French Revolution notably ideas of equality, liberty and fraternity. For example France conquered Belgium and turned it into a province of France. She conquered Netherlands and made it a puppet state. She took control of the German areas on the left bank of the Rhine River and established a puppet regime. It conquered Switzerland and most of Italy establishing puppet states. France therefore lived in glory and money from conquered lands which was used to support the French army. It was only after the countries that were now enemies of France, formed a coalition that they were able to hold back French successes.

14

Assessment Opportunities

Observation

Observe the groups discussing the effects that the French Revolution of 1830 had on the book industry and writing of the time. Are they able to write the right answers?

**Conversation**

Talk to the learners while they are discussing the points on the effects that the French Revolution of 1830 had on book and see if there discussion is relevant.

Product

Read the written answers on the question the groups were discussing on the effects of the French Revolution.

(Refer to Learner's Book page 16)

1. What were the most important conflict between various social groups in the 18th century in France? Explain.

- Great economic inequality was one of the conflicts during the French revolution. The French revolution society was divided into three estates which were the clergy, the nobility and the masses. The first two estates had a monopoly on political power and land ownership and they were exempted from taxation yet they could afford. On the other side the major duties were given to the third estate and they felt that they were being treated unequally. These led to war between them and the first two estates.
- There was conflict over power and money. Religious conflict existed too because the Roman Catholic Church was part of the structure of the French state and with the church controlling the wealth.
- There was little freedom of religion. Peasants complained a lot because they were compelled to tithe to the church and the bishops and rich abbots were beneficiaries of their tithe.
- Many of the aristocrats behaved with impunity, not fearing legal punishment when they badly mistreated peasants, including physical and sexual abuse. This led to conflict too.
- The growing class of bourgeoisie, consisting of wealthy merchants, clerks, professionals and people who we would now call middle class wanted a share in power and wealth and yet were restricted from participation in many avenues of advancement by not being members of the hereditary nobility.

2. How did the reign of terror cause the National Convention to be replaced by the directory?

- The National Convention was replaced by the directory after it was weakened by the reign of terror. The immediate aftermath of the reign of terror was that while it quelled internal dispute. It showed the revolution to have no real legitimacy amongst the people. The military expanded.
- The reign of terror exposed how the Revolution could splinter the calls for reforms and actually hastened desire for a sense of control and normalcy. It is here where the Directory was actually preferred and could be seen as a form of a government

that would be perceived as more desirable than anything else that the revolution would strive to offer. The National Convention as well as extension from the Revolution lost credibility in the eyes of people and that is how it was replaced.

3. How did the French Revolution lead to democracy? Discuss.

- Its key element in the Revolution was revulsion against the inequalities of French society, not just as they were common in the people lives but also in so far as they were enshrined in the legal and political system in which certain rights and positions were only opened to those born of noble families. It was a period in which wealth and power accrued to the nobility and clergy.
- Its aim was to create a republic in which all people were equal before the law, had equal rights and had freedom of speech and religion. It envisaged a purely secular government rather than previous system in which the Roman Catholic Church and the state intertwined.

4. Explain the weakness of the Directory in the French Revolution

- It dealt with competing forces that wanted a radical democracy. The radical forces seemed to gain the upper hand when food shortage and inflation occurred. However, when they called for the overthrow of the directory, people became concerned after a coup had occurred. The directory continued to rule for a few years however they operated in a dictatorial way.
- They killed many of their opponents because of the economic issues facing France accompanied by the rapid corruption that existed and the brutal way they ruled thus it was primed to be removed from power.
- Its weakness was portrayed by majority self-inflicted because they choose to employ dictatorial strategies of governance at a time when the country was going through a tough economic times. The administration was very unpopular among the citizens.

5. In less than 400 words, summarise the effects of the reign of terror

- You should read each learner's book to ensure that what they have included in the summary captures all the effects of the reign of terror and that their essays makes sense. Ensure that the learners indicate the total number of words they have used at the end of the essay.

UNIT 2: THE CONGRESS OF VIENNA AND A NEW EUROPE (Refer to Learner's Book pages 17-32)

History Secondary 2		Unit 2: The Congress of Vienna and a new Europe	
Learn about		Key inquiry questions	
<p>Learners should use various sources to explain the concept of Congress of Vienna and its achievements in Europe and write individual assignment about it. They should work in groups to identify the contributions of Metternich and Talleyrand to the success and failures of Vienna Congress and consider how the major powers dealt with the minor ones.</p> <p>Learners should investigate the causes, course and challenges of German and Italian unification in Europe.</p>		<ul style="list-style-type: none"> • What were the aims and achievements of Vienna Congress for the people in Europe? • How did Metternich and Talleyrand contribute to the success and failures of Vienna Congress? • What lessons can be learned from Vienna Congress? 	
Learning outcomes			
Knowledge and understanding	Skills	Attitudes	
<ul style="list-style-type: none"> • Explain the aims and achievements of Vienna Congress in Europe. • Discuss the contributions of Metternich to the success and failure of Vienna congress. • Suggest some relevancies of the Vienna Congress in Europe to South Sudan. 	<ul style="list-style-type: none"> • Analyse the aims and achievements of the Vienna conference. • Investigate the circumstances that can bring development and cause change in a country or society. • Investigate the strengths and weaknesses of the Vienna Conference. 	<ul style="list-style-type: none"> • Value creative ideas and care for historical events. • Appreciate good leadership. • Value dialogue and peaceful resolution of conflicts. 	
<p>Contribution to the competencies</p> <p><u>Critical and creative thinking</u>: By sorting and analysing different events to suggest solutions to their own country's problems.</p> <p><u>Communication</u>: Through cooperation and collaboration to derive solutions to problems.</p> <p><u>Cooperation</u>: Being tolerant to others' views and respect to them as they do work together.</p> <p><u>Culture and identity</u>: By appreciating creative leadership and value good work in solving problems.</p>			
<p>Links to other Subjects</p> <p><u>Citizenship</u>: The role of the citizen within a state.</p> <p><u>Peace Education</u>: The Congress of Vienna as means of avoiding conflict.</p>			

Assessment opportunities

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

- Observation
- Conversation
- Product

The outline of the learning

In this unit, learners should explore the Congress of Vienna and a New Europe. They should be able to understand the aims and achievements of the congress of Vienna in Europe. They should explore the contribution of Metternich and Talleyrand to the success and failure of the congress of Vienna. They should also be able to understand both the German and Italian unification in Europe, explore the causes, course and challenges faced by the unification in Europe.

Using the student book

The learner's book has texts, cartoons and pictures that should make the learners understand the topic well. The texts allow learners to revisit the books at their own time and fully understand the unit. The cartoons are good sources to improve imagination and creativity levels of learners. The pictures should help learners in memorizing and relating the history with the people behind it.

The student competencies

This unit presents many opportunities for critical and creative thinking: interpreting pictures and giving reasons for answers; making references and links to other parts of the unit and making up questions.

Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork.

In their discussions and presentations, there are many opportunities for communication. This can be explored in whole class discussion.

The subject matter will also deepen their understanding of South Sudan culture and identity.

Activity 1: The congress of Vienna in Europe

(Refer to Learner's Book pages 17-19)

The congress of Vienna is also known as the 'Concert of Europe,' which came to exist in 1815 as a mode to bring peace to prevail in Europe. The congress of Vienna had its aims which were to deal with territorial issues of Europe, to restore peace and order in Europe after Napoleonic war, to ensure free navigation of European rivers among others. There are major powers that were involved in the congress of Vienna which include Russia, Britain, Austria and Prussia. France was also among the nations involved in the congress of Vienna. The congress of Vienna can be said to have been successful since peace was established and the power countries were given treaties to make them equal with none looking superior to the other.

Group the learners to discuss the achievement of congress of Vienna of 1815 in Europe. When they have finish their discussion, let them make summary based on these achievements to monitor their understanding of the congress of Vienna. Go through the books to see if they have a grasp of what is required of them.

Observation

Observe the groups discussing the achievements of the congress of Vienna of 1815 in Europe. Look into it to ensure that the points they come with are relevant in relation to the congress of Vienna and its achievements. They should be able to clearly explain each of the point they come up with.

Conversation

Interact with the learners and let them explain what they have understood in relation to the congress of Vienna and what it achieved in the end of it all.

Product

The learners should be able to comfortably explain what took place in the congress of Vienna, the super powers that took place in this congress as well as how each of the nations benefited from the congress.

Unit 2

The Congress of Vienna and a New Europe



Research work

Carry out a research using the library, the internet, this textbook, other books and your teacher.

Activity 1: The Congress of Vienna

In September 1814 to June 1815, Austrian Statesman Known as Clemens Lothar von Metternich chaired a meeting of ambassadors of European states in Vienna Austria. It was convened after the defeat of Napoleon at the Battle of Waterloo by the five European states of Britain, Austria, Prussia, Russia and France. French emperor, Napoleon Bonaparte had waged a war in Europe to introduce liberal democracies to replace monarchical absolutism that had ruled Europe. The ambassadors therefore wanted peace to prevail in Europe after the defeat of Napoleon. The Congress of Vienna is also known as the 'Concert of Europe'.



Fig. 2.1: Napoleon Bonaparte.

Activity 2: The Contribution of Metternich to the success and failure of Congress of Vienna

(Refer to Learner's Book pages 19-21)

Ask learners who Metternich was, the country he represented in the congress of Vienna as well as the ideologies he stood for. The learners should further explain what he did to contribute to the success of the congress of Vienna. On the other hand, learners should look into the ideologies of Metternich that made him fail in the congress of Vienna. Ask learners to critically observe the cartoon source in their learner's book then answer the questions below it. The learners to group themselves with a maximum of four learners so as to discuss the role of Metternich in the congress of Vienna.

The Congress was able to preserve peace in Europe for the next forty years up to the outbreak of Crimean War. This long period of peace was to some extent due to the settlement of Vienna. There was no hard feelings by any of the European state after the Vienna because unlike the Treaty of Versailles, it never humiliated France which was found to be the aggressor. France readily accepted the Vienna settlement thus sowing the seeds of peace in Europe for that period.

The Congress of Vienna was an effort to restore peace in Europe. This system was to be borrowed and used in the creation of the League of Nations after World War One and the United Nations Organisations after World War Two.



Group work

In groups, discuss how Metternich played a key role in the Congress of Vienna.

Activity 2: The Contributions of Metternich to the Success and Failure of Congress of Vienna

Clement Lothar von Metternich was born in 1773 in Germany in an aristocratic family. He underwent proper education graduating with many degrees. However, his education was interfered with during the Napoleonic wars. Upon marrying Countess Eleanor Kaunitz, the grand-daughter of Austrian Chancellor, Metternich became involved in diplomatic relations serving as an envoy to various states. Later on, he got stationed at the French court and when war broke out between France and Austria, he was detained and released later in exchange of the Frenchmen who had been detained by Austria.



Fig. 2.3: Clement Lothar von Metternich

In Vienna during the plenary of the Congress, Metternich was able to greatly influence delegates to buy his thoughts. He was a charming leader and very



Assessment Opportunities

Observation

Observe the learners as they study the cartoon sources as well as the pictures in their books. Observe them in their groups as they discuss the various roles of Metternich and his contribution to the congress of Vienna.

Conversation

Listen to learners as they give their views and points on who Metternich was and what role he played in the congress of Vienna.


Activity 3: The contribution of Talleyrand to the success and failure of Congress of Vienna

(Refer to Learner's Book pages 22-24)

Ask learners to read the text about the contribution of Talleyrand to the success and failures of Congress of Vienna. Explain to the learners the contribution of Talleyrand to the success of Congress of Vienna. Further explain what Talleyrand did that made him fail in the congress. See to it that the learners understand these two and can distinguish the points without difficulty. Thereafter, let them group up and discuss the contribution of Talleyrand to the failure of Congress of Vienna. Ask them to summarise these after their discussion. Pick one learner from each group and let them present their work.

Source 2

Charles Maurice de Talleyrand



- A born aristocrat who worked for French governments from Louis XVI to The Revolution to Napoleon and beyond
- Appeared at The Congress of Vienna as a champion of the smaller states
- Focused on the concept of 'legitimacy'
- Succeeded in making France an equal to the nations that had defeated it.

1754-1838

"Regimes may fall and fail, but I do not"

"The only thing you cannot do with a bayonet is sit on it."

How did Talleyrand help in making France equal to other nations?

Activity 3: The contributions of Talleyrand to the success and failure of Congress of Vienna.

Charles Maurice de Talleyrand was born in 1754 in France in a family of nobles. His father Charles Daniel was a soldier in the French army. He had an ambition of becoming a soldier but he got an accident which affected his physical mobility making him switch his career. He was an ordained priest and rose rank to become a Bishop of Autun. He became controversial and accepted the Civil Constitution of the clergy. He was one of the consecrators of the new bishops established under its provisions. In 1791, Pope Pius VI excommunicated Talleyrand from the church after he resigned as Bishop.



Fig. 2.4: Pope Pius VI



Assessment Opportunities

Observation

Observe the learners in their discussion groups. See if they are discussing something relevant to the topic.

Conversation

Listen to learners as they share their ideas from what they discussed. Correct them where necessary and congratulate them where they get the concepts right.

Activity 4: German Unification in Europe

(Refer to Learner's Book pages 24-27)

Explain to learners about German Unification in Europe. Talk of the causes, the course and the challenges that were faced in the German Unification in Europe. The causes should be all the reasons that made the countries think of uniting in Europe. The course is basically the direction that was taken by the Unification in Europe. Talk of the challenges that were experienced during the German unification in Europe. The learners should group themselves to discuss the relevance of the sources that are present in this activity. They should be able to bring out the relation between the sources and the activity title.

While attending the Congress of Vienna, Talleyrand was able to dismantle the big powers that had met earlier to decide on what to present before delegates. It was agreed that there was no way they can call themselves Allied powers. "Allied against who?" posed Talleyrand. This approach he gave made France to be at the same level with other European powers.

Talleyrand was also able to form an alliance comprising of Austria, England and France to check on the Russian plan on Poland. The powers were each to provide 15,000 soldiers with Britain adding an equal number if need be. The treaty of this alliance was signed by Talleyrand, Metternich and Castlereagh. This act made the big powers that had ganged up against France to disintegrate to the happiness of Talleyrand.

The image of France in Europe after the Napoleon War and going into the Congress of Vienna had been really tainted. Talleyrand had gone to Vienna as the head of a power that had lost in the war. France was blamed for all the chaos in Europe at that time. Talleyrand in his wisdom was able to change this narrative by calling for peace, justice and understanding. His negotiation skills were applauded at home in France.

Activity 4: German Unification in Europe


Source 3

UNIFICATION OF GERMANY

Another unification movement took place in Germany during the 1800's. Just like Italy, Germany was made up of independent states.

People who lived in the Germanic states spoke similar languages, and shared similar customs.

They also saw an increase in nationalist enthusiasm as a result of Napoleon's conquest of the region. Just like in Italy, they did not like being ruled by foreign powers.



Look at the cartoon above. What does the source tell you about the incentive for 'countries' to unify?

Assessment Opportunities

Observation

Observe learners as they discuss in their groups, check their notes to see if they have understood what took place in the German Unification in Europe. Observe their participation and contributions during their own discussions.

Conversation

Give learners chances to explain some of their discussion items to you and then correct them where necessary. Let them tell you what the sources in the learner's Book are all about.

Product

The learners should be able to explain the causes, course and challenges of German Unification.

Activity 5: The Italian Unification in Europe

(Refer to Learner's Book pages 28-31)

The sub unit covers the causes, course and challenges of Italian Unification in Europe. Explain to learners some of the causes of the German unification in Europe which were: The urge of economic growth during their integration, the role of foreign players among others. Explain to learners the course of the Italian Unification. Let them note down the key points as you explain the course of the unification.

Ask learners to analyse the challenges of the Italian unification in Europe. Let them note down the key points in their notebook.



Group work

Source 4

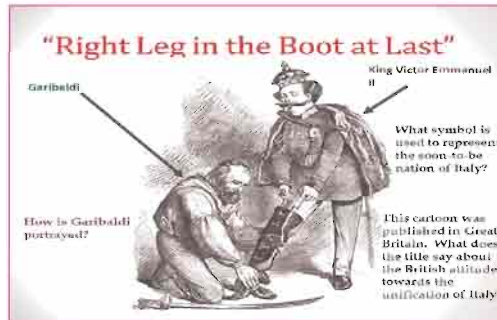
Young Italy is a brotherhood of Italians who are convinced that Italy is destined to become one nation – convinced also that she possesses sufficient strength within herself to become one. The great aim is to remake Italy as one independent sovereign nation of free men and equals.

Young Italy is Republican because it is the only form of government that ensures a free and equal contentment of builders and the aristocracy is the source of inequality and corruption to the whole nation.

Young Italy is Unitarian because without unity there is no true nation or strength. Italy, surrounded by powerful nations, has need for strength. Federalism would place her under the influence of one of the neighbouring nations.

The means by which Young Italy proposes to reach its aims are education and insurrection. Education must always be directed to teach by example, word and pen; the necessity of insurrection, insurrection – by means of guerrilla bands – is the true method of warfare for all nations wanting to free themselves from foreign control.

From Mazzini's 'General instructions for Members of Young Italy', published in 1837.



In groups, discuss what the two sources tell you about attitudes towards the unification of Italy, both within Italy and abroad.

Activity 5: Italian Unification in Europe

The causes of Italian Unification in Europe

Just as Germany, the state of Italy never existed before 1870. There were just several Italian states that came up to form Italy. The states included among them Piedmont, Venice, Rome, Genoa, Lombardy, Venetia, Naples, Sicily, Milan among

Assessment Opportunities

Observation

Observe presentations from learners. Check the kind of points they give in their presentations, ensure that they have the points right and are able to distinguish causes from the course.

Conversation

Interact with the learners. Give them room to give you some of their points as per their understanding. Respond to their points by approving those that are right and correcting where they get it wrong.

Product

See what the learners are able to note down and comfortably explain, from the Italian Unification in Europe.

Answers to End of Unit Questions

(Refer to Learner's Book pages 32)

1. Discuss the congress of Vienna and its consequences on major powers of Europe.

The congress was attended by four major powers. These were Britain, Russia, Austria and Prussia. There were also other minor states like Spain, Sweden and Portugal. The congress was intended to talk about many factors. The main factor of the congress was peace. The power states wanted peace and order to be maintained all over Europe.

The countries had an aim of balancing power among them so that no country looked superior than another thus reducing chances of imperialism.

The other aim of the congress was to ensure that no other political revolution took place. This was done by blocking the ideas of liberalism and nationalism from being spread out Europe.

Consequences

France, under the skillful diplomacy of Talleyrand, managed to get their monarchical state back as well as escaping severe punishments. France was also able to get back some of its colonies such as Guadalupe, isle of Bourdon among others.

Russia got the territories that included Bessarabia, Finland and some parts of Poland. Other parts of Poland were taken by Austria and Prussia.

Prussia, under the leadership of Frederick 1, managed to gain the freedom to protect the territories around her.

They gained Polish lands like Posen and Thom.

The economy of Prussia was also improved with the growth of the Rhine industrial zones which Prussia attained during the congress of Vienna. Britain retained its France colonies and also the overseas colonies.

2. Metternich has been referred to as the greatest challenge to German Nationalism in the so called "Vormaz". How far would you agree?

A student should have the following points before giving their stand, whether they agree with the above statement or disagree with it.

Vormaz simply refers to the "Age of Metternich"

Metternich is highly criticised for being the reason why Germany failed to attain nationalism. It is believed that he fought against liberalism and nationalism, while other major powers fought for nationalism. Metternich is said to have avoided expressing himself. He denied himself the freedom of speech. This denial of speech prevented him from speaking on behalf of his people or rather saving them. He is believed to have strongly opposed electoral reforms and even further criticised the "Reform Bill" from the British.

3. What were the main goals of Metternich at the congress of Vienna?

Metternich had three main aims that made him attend the congress of Vienna. His aims were to stop French aggression by surrounding himself with powerful countries around him, to bring back balance of power and monarchy which had been lost during the period of Napoleon. His other aim was to bring back the royal families that had been reduced to nothing during the time of Napoleon.

UNIT 3: THE WORLD AT WAR IN THE 20TH CENTURY

(Refer to Learner's Book pages 33-64)

History Secondary 2		Unit 3: The World at War in the 20th Century	
Learn about		Key inquiry questions	
<p>Learners should learn about the causes of World Wars 1 and 2. They should find out about the course of the wars and the countries involved. This should include a study of some of the key battles and leaders. They should work in groups to examine separately the impact of these wars on the countries involved both economically and socially. This should be related to issues such as the role of women and the extension of the franchise, as well as the role of the state in society.</p> <p>Learners should study the involvement of Africa in the two World Wars and find out about the impacts on Africa.</p> <p>Learners should work in groups to find out the causes and effects of the wars to the present global situation and consider how such destructive wars can be avoided in future and make a presentation of this to the class.</p>		<ul style="list-style-type: none"> • Why did the 1st World War break out in Europe in 1914? • What factors triggered off the 2nd World War in 1938? • How did these Wars affect Europe and Africa? • How could such wars be avoided in future? 	
Learning outcomes			
Knowledge and understanding	Skills	Attitudes	
<ul style="list-style-type: none"> • Discuss the causes of 1st and 2nd World Wars. • Describe the courses of these Wars. 	<ul style="list-style-type: none"> • Investigate the causes, course as well as analyse the impacts of the 1st and 2nd World Wars. • Assess the impacts or effects of these Wars on Europe and Africa. • Suggest some possible ways to avoid occurrence of such destructive wars in future. 	<ul style="list-style-type: none"> • Show concern for the causes of wars. • Appreciate the contributions of the world's leaders in bringing the wars to an end. 	
<p>Contribution to the competencies</p> <p><u>Critical thinking</u>: Investigating the causes and course of the two wars.</p> <p><u>Communication and co-operation</u>: Through working in groups and making presentations to the class.</p>			
<p>Links to other Subjects</p> <p><u>Peace Education</u>: Causes of conflict and ways of avoiding them.</p>			

Assessment Opportunities

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

- Observation
- Conversation
- Product

The outline of the learning

This pair of unit looks at The World at War in the 20th century. It talks about the occurrence of the First and the Second World War. The causes and course that led to the First and Second World War in the world. It also explains the effects of the two wars in the world, these effects have been divided into political, social and economic effects. Learners should explore the effects of the war to the present global situation and also they should be able to understand how destructive wars can be avoided in the future.

Using the student book

There are both pictures, maps and cartoon strips in the unit so it is important for the learners to read, understand and easily interpret them as you start most of the activities. That way you will be 'modelling' and these will help their development during the lessons.

The student competencies

This unit presents many opportunities for critical and creative thinking: Interpreting pictures and giving reasons for answers; making references and links to other parts of the unit and making up questions.

Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork.

In their discussions and presentations, there are many opportunities for communication and creative thinking. This can be explored in whole class discussion.

The subject matter will also deepen their understanding South Sudan culture and identity.

Activity 1: The First World War (1914 to 1918)

(Refer to Learner's Book pages 34-43)

The war occurred between July 1914 and November 1918. There were several causes that led to this war and these were: Formation of defense alliances, imperialism, militarism, nationalism among others. Explain to learners on the course of the First World War, make sure they understand what happened on the Western front, Eastern front and the war at the sea. Try and ask them question on the course of the First World War and listen to their response.

Make learners understand also the causes and course of the Second World War. Explain to them in details all the listed points on the causes and course of the war. Make sure learners understand both the political, social and economic effects of the war. Are they able to explain and separate these effects on their own without confirming answers on the Learner's Book? Let learners understand the effects of the wars to the present global situation and how the wars can be avoided in the future.

Group the learners and let them investigate the relationship between Serbia and Austria-Hungary in the years prior to 1914. Why the Serbia nationalism was worrying for Austro-Hungarian leaders. When they have finished their discussion, Pick one book from one member from each group and read their notes to see if what they have written is correct.

Assessment Opportunities

Observation

Observe the groups discussing the answers on the relationship of the two mentioned countries as asked in the group work. Have they understood the answers they have written and are the answers right according to your analysis?

Conversation

Talk to the learners while they are discussing the answers to the questions in the group work provided in the Learner's Book.

Product

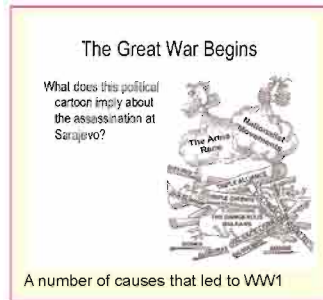
Read the answers the learners were able to discuss in their groups and analyse how correct the answers are.

Total war is warfare by any means possible disregarding the laws of war, placing no limits on legitimate military targets using weapons and tactics and resulting in enormous military and civilian casualties.

The First and Second World Wars were total wars in world history. This is because the two world wars were fought in many countries and continents. There was the use of sophisticated machines, automated rifles, battleship tanks and other sophisticated weapons. The wars were fought on land, water and air. Leaders strategised to get victory that soldiers fought and civilians were tasked to provide basic needs for the soldiers. There was the use of scientific and technological inventions of the 20th Century such as poisonous gas and atomic bombs. This resulted in the loss of lives of millions of people and massive destruction of property.

Activity 1: The First World War (1914 to 1918)

Source 1



Individual work

Imagine that you are a common soldier at World War 1 battle such as the Somme. What obstacles would you have faced? Why wouldn't your offensive assaults work? Would you have felt as optimistic about war and the future of your country in 1916 compared to 1914? Analyse and explain your work.

Activity 2: Effects of the First World War on Europe

(Refer to Learner's Book pages 43-48)

Explain to learners the effects of the First World War. Explain and make them understand the political, social and economic effects of the First World War. Emphasis to learners the difference in political, social and economic effects. Some of the political effects were: creation of new nations in Europe, it led to creation of the League of Nations as an international organisation among others. The economic results were: The war led to insecurity, destruction of property and infrastructure among others. Make sure they are able to explain these points without referring to the Learner's Book.

Ask them in pairs to use a wide range of resources and research on the political, social and economic effects of the First World War and then write an essay on the effects of this war in Europe. When they finish, you can pick one book from one member from each group and go through the essay to see if their essays is well written.

back to their own frontier. In the meantime, Germany's allies began to surrender one by one. Bulgaria surrendered in September, Turkey in October and Austria in early November 1918.

The First World War ended in 1918 with the signing of several treaties including the Peace Treaty of Versailles, where Germany was found to have caused the outbreak of this war. She was forced to pay all the war expenses, completely disarm and she lost all her colonies which became mandate colonies supervised by the League of Nations. The League of Nations was an international organisation that was formed after the war to maintain world peace and make sure that there was no outbreak of another war.

War in Africa

On the African front, the war was fought in those regions where German had colonies neighbouring those of the Allied powers. These were Cameroon, Namibia, Rwanda, Burundi and Tanzania (Tanganyika). Hostilities in East Africa began when British attacked Dar es Salaam and Tanga. The German East Africa Commander General Paul Von Lettow-Vorbeck resorted to guerilla warfare till the end of the war. Meanwhile, Belgium forces occupied Rwanda and Burundi. The South Africans occupied Namibia bringing an end to the war in Africa.

Activity 2: Effects of the First World War on Europe



Pair work

Using a range of sources, research the political, social and economic effects of the First World War and then write an essay on the effects of the First World War in Europe.

Assessment Opportunities

Observation

Observe the pairs discussing the way forward of writing the essay on the effects of the war in Europe. Have they understood the effects of the First World War and are their essays making some sense?

Conversation

Talk to the learners while they are discussing the effects of the First World War in Europe and how they are going to ensure they have written all the effects in the essay.

Product

Read the pairs' essays and ensure what they have written is right.

Activity 3: The Second World War (1939 to 1945)

(Refer to Learner's Book pages 48-55)

In this sub unit, the Second World War occurred between September 1939 and August 1945. There were several causes that led to this war and these were: Hitler's ambition, the treaty of Versailles, the arm race, the weakness of the League of Nations, economic problems among others. Explain to the learners on the course of the Second World War, make sure they understand you. Try and ask them question on the course of the Second World War and listen to their response.

Give the learners time to study the quick read on page 54 of the Learner's Book and thereafter group the learners to discuss how Japan contributed to the course of the Second World War. When they have finished their discussion, let the group leaders present their answers in class as others listen. Is their presentation right?

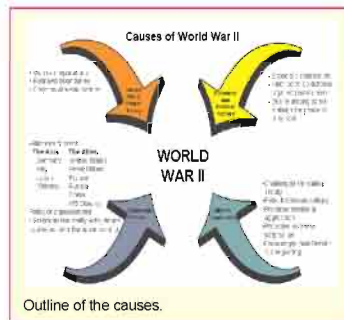
11 th November	1918	An armistice is signed between Germany and the Allies. This brings First World War to an end
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Table 3.1: Major events during the First World War

Activity 3: The Second World War (1939 to 1945)

Causes of the Second World War

Source 5



The Second World War occurred between September 1939 and August 1945. There were several causes of the war, some were long term and others short term.

Assessment Opportunities

Observation

Observe the pairs discuss how Japan contributed to the course of the Second World War. Are they able to come up with the right points?

Conversation

Talk to the learners while they are discussing the points on how Japan contributed to the course of the war.

Product

Read the answers that learners have stated, explain and analyse how correct the answers are?

Activity 4: Effects of the Second World War on Europe

(Refer to Learner's Book pages 55-59)

Explain to the learners the effects of the Second World War. Explain to them the political, social and economic effects. Emphasis to the learners the difference in political and economic effects. Some of the political effects were: The war led to the rise of two super powers, led to division of Germany into East and West Germany it also led to the creation of the state in 1948 among others. The economic results were: Destruction of property and infrastructure among others. Make sure they are able to explain these points.

Ask them in pairs to explain the actions taken by the leadership of Europe and the US that helped to catapult the world into war. Let them consider the objectives, fears and goals of the various leaders and countries around the world as you explained the reasons for the Second World War. When they finish, you can pick one book from one member from each pair and go through their answers to analyse how correct it is.

The Invasion of Europe

In Europe, the Anglo-American forces landed and overran Sicily. Italy was invaded and Mussolini overthrown. The new Italian government then declared war on Germany. In response, German forces entered Italy and a battle struggle began which lasted until the end of the war.

The invasion of Normandy began on the D-day, 6th June 1944, under the allied command of General Eisenhower. The preparations included making intensive artificial harbours which were then towed across the English Channel. A fuel pipeline was laid under the water. After hard fighting, France was liberated and German itself attacked.

The Germans made a desperate last counter-attack but were defeated. There was a race between the allies and the soviets to Berlin. In order to escape capture of advancing Allied and Soviet troops, Hitler committed suicide on 30th April 1945 and the war in the west was over.

In the East, the war was protracted and very expensive. So the Allies and the USA turned to Japan determined to end the war by using the atomic bomb, which was available in the USA. On 6th August 1945, the first atomic bomb was dropped at Hiroshima. It had devastating results but the Japanese did not surrender. A second bomb was dropped at Nagasaki three days later, on 9th August 1945, killing tens of thousands of people. Japan then surrendered and the war was over.

Activity 4: Effects of the Second World War on Europe



Pair work

It can be argued that the outbreak of the Second World War could have been avoided by the European leaders. It was their decisions and actions that helped plunge Europe into another world war. In pairs, explain the actions taken by the leadership of Europe and the US that helped to catapult the world into war.

Consider the objectives, fears and goals of the various leaders and countries around the world as you explain the reasons for Second World War.

Political results

- The war led to the rise of two super powers, the USA and the USSR as the worlds most powerful nations.

Assessment Opportunities

Observation

Observe the learners in pairs as they explain to each other the actions that were taken by the leadership of Europe, and the US that helped to catapult the world into war. Have they understood the points and can they clearly explain their answers?

Conversation

Talk to the learners while they are discussing the answers of the pair work they were given on the action taken by the leadership of Europe that helped catapult the world into war.

Product

Read the explained points. Are they correct?

Activity 5: Impacts of the First and Second World War on Africa (Refer to Learner's Book pages 59-62)

Ask the learners to read the text on page 59 to 62 on the general effects of the two wars. They may need some help. Someone can read the text to the class as the remaining learners listen. After the learners have gone through the points, explain to them the points so that they can be able to understand these general effects of the two wars. Make sure the learners understand the effects of the war to the present global situation.

Ask them in groups to discuss the similarities between the First and the Second World War. When they have finished, you can ask some learners to read their answers to the class and analyse if the answers are right.

23 rd August	1944	Allied forces liberate Paris
October to November	1944	Allied forces liberate Greece
May	1945	Berlin surrenders to the Red Army
6 th August	1945	An atomic bomb is dropped at Hiroshima
9 th August	1945	An atomic bomb is dropped at Nagasaki
14 th August	1945	Japanese surrender unconditionally The Second World War comes to an end

Table 3.2: Major events during the Second World War

Activity 5: Impacts of the First and Second World Wars on Africa



Group work

In groups, discuss the similarities between the First and the Second World War. Group leaders to present their group work in class.

Discuss how conflicts affected your families.

Many Africans fought in the First and Second World Wars in defending interests of their colonial masters with some not knowing why they were fighting. The wars had several effects on the African continent.

1. Millions of Africans died during the war leading to immense suffering and misery. Africans who fought in the wars had been torn from their roots and were looked down upon by local populations.
2. Back home they were missed in the fields. Harvests suffered or were plundered and destroyed by troops passing through to ensure there would be no food left for the pursuers.
3. The defeat of Germany during the First World War made her lose her colonies in Africa. These colonies did not become independent but simply acquired new masters.

Assessment Opportunities

Observation

Talk to the learners while they are discussing and analysing the similarities of the two wars. Have they written the correct similarities?

Product

Read the explained similarities concerning the two wars and ensure the written points are right.

Answers to End of Unit Questions

(Refer to Learner's Book page 64)

1. Compare the roles of Germany and Japan during the Second World War

- The two countries were both driven by a desire to upset the status quo and to gain more power for themselves during the war error.
- German was a loser in the First World War while Japan won the war. However they were both unhappy with the status quo after the war. Japan was unhappy because it lacked what was, in its eyes, a sufficient empire while German had its empire taken away and because it had been humiliated and weakened in a multitude of ways by the Treaty of Versailles.

2. Give reasons why USA remained neutral up to 1917.

- It had a commercial trade relation with both parties.
- It did not want to involve herself in the quarrels of European powers according to the Monroe Doctrine of 1823.
- There were people of German descent in the USA and there was fear that if the USA declared war on German, then the war might be fought on her soil between Americans of German and those of British.

3. Did technology have fundamental effects on the outcome of the World War 2? Discuss.

- Technology had the military has its disposal to get the job done better and faster with less casualties for any countries military during the war.
- Technology was a little more advanced in regards to weapons being used for both ground and air combative weapon.
- Technology advanced to a point until the A-Bomb was made. And these bomb was used as a war weapon to destroy different countries that were involved in the war. So to my point of view technology had both positive and negative impacts on the World War 2.
- Read other answers that the learners have stated. There answers can be right according to their explanations.

4. Why did the United States enter the Great War in Europe? Discuss.

- Public opinions forced them to join the war whereby its congress voted in favor of a declaration of war on the central powers.
- Attack of neutral Belgium by Germany made them join the war on the side of the Allies.
- American businessmen were interested in Allied victory of the financial and industrial benefits.
- The declaration of unrestricted submarine warfare brought them into the war on the side of the Allies, thereby upsetting the balance of power against the Germany.
- Another reason was the Zimmerman letter which was written by Arthur Zimmerman who was the German foreign minister to the German Embassy in Mexico.

UNIT 4: SOUTH SUDAN IN THE 20TH CENTURY

(Refer to Learner's Book pages 65-84)

History Secondary 2	Unit 4: South Sudan in the 20 th Century	
Learn about	Key inquiry questions	
<p>Learners to work in groups to understand the forms of British policy towards Southern Sudan from 1920-1948. They work together to discuss the aims and outcomes of the Juba conference of 1947 and relate it to the 2005 CPA Agreement between the SPLM and NCP.</p> <p>They should collaboratively examine the factors that led to Anyanya Wars of 1955-1972 and the SPLM/SPLA struggle for independence of 1983-2005 respectively. They should assess the contribution of the two civil wars towards the independence of South Sudan.</p> <p>Learners should debate the outcomes of Addis-Ababa agreement and understand its terms and how it changed the lives of South Sudanese people. They should examine the reasons for the SPLM/ SPLA armed struggle from 1983-2005, and elaborate on the effects of this war on South Sudanese. They should also debate on post independence challenges and the importance of peace.</p>	<ul style="list-style-type: none"> • What was the nature of policies employed by the British during their rule towards South Sudan? • How did the British policy affect the people of South Sudan? • Why was Juba conference convened and what effects did it have on South Sudanese? • What were the causes, course and effects of Anyanya war and how was the war concluded? • What were the causes, course and effects of SPLA/SPLM armed struggle in South Sudan and how did the war come to an end? • How are the post Independence challenges being addressed in South Sudan? 	
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Describe the policies used by the British in South Sudan. • Examine the aims and objectives of the Juba conference. • Understand the post-independent challenges and outline possible remedies to them. 	<ul style="list-style-type: none"> • Analyse the British policy used in South Sudan. • Debate the aims and effects of Addis-Ababa Agreement. • Investigate the provisions of the CPA as a conclusive end to the South Sudanese Armed struggle for independency. • Discuss the terms of Addis Ababa Agreement of 1972. • Discuss the reasons for Anyanya and SPLM/SPLA armed struggle from 1955-2005, and investigate the effects. • Discuss the post independence challenges of South Sudan. 	<ul style="list-style-type: none"> • Value the reasons for armed struggle for independency and the present need for peace. • Appreciate the efforts of the key leaders in the Armed struggle. • Show care for independence of South Sudan. • Value nationalism and peace.

Contribution to competences:

Critical and creative thinking: When investigating the colonial and Arab policies on South Sudanese.

Cooperation and communication skills: Developed when learning about armed struggles, Agreements and Nationalism.

Problem solving skills: analysing the processes of the Addis Ababa Agreement and the CPA.

Culture and Heritage: Value identity and diversity.

Links to other subjects:

Peace Education: conflict resolution.

Assessment Opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

In this unit, learners should explore the forms of British policy towards southern Sudan from 1920 to 1948. They should be able to understand the Anya Nya movement of 1955 to 1972, learners should explore the factors that led to this movement and its contribution toward the struggle for independence of South Sudan. They should come to recognise the SPLM/A struggle for independence of 1983 to 2005, its aims and the reason for its struggle. Learners should also explore the Juba conference of 1947: Its aims and outcomes. Analyse Addis-Ababa terms of agreement and the outcomes. They should also understand the challenges and achievements of the 2005 Comprehensive Peace Agreement (CPA) between the SPLM/A and NCP. They should also understand the effects of the armed struggle, the challenges of post-independence and the importance of peace.

Using the student book

The learner's book has texts, cartoons and pictures that should make the learners understand the topic well. The texts allow learners to revisit the books at their own time and fully understand the unit.

The cartoons are good sources to improve imagination and creativity levels of learners. The pictures should help learners in memorising and relating the history with the people behind it.



The student competencies

This unit presents many opportunities for critical and creative thinking: Interpreting pictures and giving reasons for answers; making references and links to other parts of the unit and making up questions.

Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork.

In their discussions and presentations, there are many opportunities for communication. This can be explored in whole class discussion.


The subject matter will also deepen their understanding of South Sudan culture and identity.

Activity 1: The forms of British Policy towards Southern Sudan From 1920-1948

(Refer to Learner's Book pages 65-68)

Ask learners to read the text on page 60 to 63 about the forms of British policy towards south Sudan from 1920-1948. Pick one student to read the notes and others can be tasked with identifying key pieces.

Explain to the learners about the British policy. Thereafter, let them group up and discuss some of the reasons that made the British use indirect rule during their colonization in Africa. Ask them to summarise these after their discussion. Pick one learner from each group and let them present their work.



The screenshot shows a page from a learner's book. At the top left, it says 'Unit 4'. The main title is 'South Sudan in the 20th Century'. The text discusses the history of South Sudan, mentioning Anglo-Egyptian occupation and the introduction of Closed District Ordinances. It also talks about European missionaries and colonial officers. Below the text, there is a section for 'Individual work' which asks the learner to write an essay on the roles of European missionaries. The page number '65' is visible in the bottom right corner.

Unit 4

South Sudan in the 20th Century

It is true that what is now South Sudan traces its history back to the days of Anglo-Egyptian occupation of Sudan in the 19th Century. The introduction of Closed District Ordinances under Anglo-Egyptian rule implemented a different administration in the south from that in the north. This arrangement made the two regions begin to operate as different entities though under one rule.

The coming of European missionaries, traders and colonial officers introduced South Sudan to the international community thus bringing onto a collision path with colonisers. Besides Anglo-Egyptian rule in South Sudan, there was also Turco-Egyptian and Mahdia rule.

Individual work

Write an essay on the roles of European missionaries in exposing South Sudan to the outside world.

Activity 1: The forms of British policy towards Southern Sudan from 1920-1948

The British used the policy known as "Condominium Policy" between 1899-1920. Condominium is a political territory where two or more states formally agree to share sovereignty equally and to exercise their rights jointly, without dividing it up into 'national' zones. So, the interest of Egypt and British were catered for in Sudan.

Another phase of colonisation started in 1920 with Indirect rule or "Native Administration" as the colonial system of administration. The British used indirect rule to avoid African resistance. The African indigenous traditional leaders were used by the British to administer the colony. The traditional leaders had to be loyal to the colonisers for them to be considered. The leaders were meant to supply labour and help in collecting taxes.

65

Assessment Opportunities

Observation

Observe the learners as they work on the individual task in the Learner's Book.

Conversation

Interact with the learners and ask them what British policy in South Sudan was all about.

Activity 2: The Juba Conference of 1947

(Refer to Learner's Book pages 68-70)

Explain to the learners about the congress of Juba, the events that took place, the aims of the conference and the results of it. Learners should clearly understand what took place in the conference and the members who came up with it as well as those who participated. Learners should distinguish the outcomes of the Juba conference from its aims. Ask them to summarise these after their discussion. Pick one learner from each group and let them present their work.

law was designed to abolish the internal slave trade and to halt the spread of Islam to non-Islamic parts.

Another suggestion was that South Sudan should be assimilated into Uganda and East Africa. In 1930, the civil secretary reinforced his thinking by declaring that the south should be developed according to 'African' rather than Arab traditions, and that the South possibly should belong to East Africa in future.

The reasons why the British promoted the policy of separation was a change of attitude after the First World War towards the colonised people from domination to development in cooperation with the missionaries. Another reason was the fear of Sudanese and Egyptian nationalism and an attempt to prevent linking the South's future with the north. The fall of the Ottoman Empire in 1914 made Egypt pursue the goal of independent Nile Valley which comprise of Egypt and Sudan. The attempt of a united Egypt – Sudan was aborted by the British and as early as 1919, there was a British plan for political independence of the South from the North of Sudan. Britain's intervention in the plans of a united Egypt and Sudan led to several independent insurrection incidents in Sudan, the most important in 1924 led by Ali Abd al-Latif.



Research work

Carry out research in pairs on the contribution of the Anya Nya wars towards the struggle for independence of South Sudan and make summary on this contribution. Group leaders to present their summary in class.

Activity 2: The Juba Conference of 1947

In June 1947, Sir James Robertson, who became civil secretary following the death of Newbold in 1944, called a conference in Juba after the Sudan Administrative Conference recommended a closer association of the government with the Sudanese people. It was to seek the South Sudanese opinion on the future status of the South and its role in the Legislative Assembly, which meant a national parliament would be established in Khartoum.

The conference was held in Juba, the capital of Equatoria on the 12th and 13th June, 1947. The seventeen delegates from the south were all selected by the British from among their employees; tribal chiefs, junior officials or police officers, among them, Philomon Majok, Clement Mboro, Buth Diu, Hassan Fertak, James Tambura, Chief Cir Rehan, Siricio Iro and Chief Lolik Lado. Some Northern

Assessment Opportunities

Observation

Observe the learners as they work on their individual tasks and as they give points on what happened in Juba conference. Are they able to give the correct points?

Conversation

Interact with learners; let them ask questions on the Juba conference. Answer their questions correctly since this will encourage the learners to ask more questions for clarification.

Product

Learners to note down all details about Juba conference.

Read what the learners have written to check whether they are correct.

Activity 3: The Anya Nya Movement (1955-1972)

(Refer to Learner's Book pages 71-72)

Explain to learners about the core founders of Anya Nya. Tell them how this movement came to exist in the struggle for independence in South Sudan. Emphasise to them on the factors that led to Anya Nya wars of 1955- 1972, make sure the learners have clearly understood the key points on the factors that they can easily explain.

Ask them in groups, to make a summary on the contribution of the Anya Nya wars towards the struggle for independence of South Sudan.

Activity 3: Anya Nya Movement (1955-1972)

The factors that led to Anya Nya wars of 1955-1972

The revolutionary tide could not be stopped in Sudan. A group of former Torit soldiers together with former policemen deserted and ran into exile. They organised themselves and almost empty handed, except for knives and sticks, attacked a border police station at Pamoju, near Kajokeji, on the Sudan-Uganda border killing a policeman, abducting another and gaining their first fire arms. The armed struggle had started. Later, the group withdrew towards the Congo border to carry out further preparation and training. The group was joined by some of the students and in May 1963, Lieutenant Joseph Lagu of Sudanese army joined the camp and gave the group a big boost.

The group started with the destruction of the Tore Bridge in the present Yei district at midnight with the hope of, among other things, attracting Sudan's Armed Forces out of Yei. But due to lack of experience, the bridge was not destroyed. The bomb did however, attract Sudanese Armed Forces out of Yei town for the first exchange of fire.

As the Anya Nya intensified the armed struggle, the regime of General Abboud desperate for survival, accused foreign missionaries of instigating and aiding Southerners to rebel. In May 1964, the regime expelled all missionaries from the South, which only served to publicise the problem internationally. This was a big blow for the Catholic Church, which had not 'Sudanised' their clergy, because the celibacy vow was largely unacceptable within the Southern Sudanese culture.

When the caretaker government was formed, a cease fire was declared. This made the Anya Nya soldiers to organise themselves better. Many Northern soldiers were losing their lives as a result of improved Anya Nya attacks and as a result of the flow of arms into the South, courtesy of the crumbling Simba armed rebellion in the Congo. While escaping from the Congolese national army who were supported by white South African mercenaries, the Simba fell into the hands of the Anya Nya fighters who disarmed them at the Sudan-Congo borders before sending them empty-handed to the Sudanese towns to take refuge.

Assessment Opportunities

Observation

Observe the learners as they discuss and see where they find difficulty.

Conversation

Interact with the learners, give them room to ask questions. Answer their questions in order to encourage them to ask more questions.

Product

Let them summarise the events of Anya Nya movement.
Have a look at their summary.

Activity 4: The Contribution of the Anya Nya Wars towards the struggle for Independence of South Sudan

Refer to Learner's Book page 73)

Explain to the learners the role that Anya Nya wars played in the South Sudan struggle for independence.

Activity 4: The contributions of the Anya Nya wars towards the struggle for independence of South Sudan

- (i) The lives of the people in the South were more or less completely conditioned by a civil war which lasted with some intermissions since 1955. More than two million people died between 1989 to 2005 and the human suffering among those who survived can hardly be fathomed.
- (ii) The war resulted in a vast migration of various ethnic groups both inside the Southern territory and also to the areas around Khartoum and beyond Sudan to neighbouring countries, like Kenya, Uganda and Chad. Thousands more found their ways to the USA, Europe and Australia.
- (iii) Most Southern Sudanese were united in their pursuit of total freedom from Northern domination. Even those sought refuge in Khartoum and other Northern cities/villages were bound together in their wish to have the Khartoum government defeated and the South freed.

Obviously the glue that bound people together across the ethnic divisions in many of the multi-ethnic communities in the South during the war was resistance against the Arabs.



Individual work

As per your own understanding, explain the factors that led to the rise of Anya Nya movement.

Assessment Opportunities

Observation

Observe the learners as they discuss the contribution of Anya Nya movement to the struggle for independence in South Sudan.

Conversation

Interact with the learners, give them room to ask questions.

Product

Let them summarise the contributions of Anya Nya movement to the struggle for independence.

Activity 5: Addis Ababa Agreement

(Refer to Learner's Book pages 73-75)

Explain to the learners about the details of Addis Ababa. Let them read the source in page 73, then discuss it. Explain to the learners about the terms of Addis Ababa agreement as well as the outcomes of the agreement. Make sure learners understand this agreement. Thereafter, let them group up and discuss about the Addis Ababa Agreement. Ask them to summarise these after their discussion. Pick one learner from each group and let them present their work.

Activity 5: Addis-Ababa Agreement

Source 2

THE ADDIS ABABA AGREEMENT ON THE PROBLEM OF SOUTH SUDAN Draft Organic Law to organize Regional Self-Government in the Southern provinces of the Democratic Republic of the Sudan In accordance with the provisions of the Constitution of the Democratic Republic of the Sudan and in realization of the memorable May Revolution Declaration of June 9, 1969, granting the Southern Provinces of the Sudan Regional Self-Government within a united socialist Sudan, and in accordance with the principle of the May Revolution that the Sudanese people participate actively in and supervise

73

Assessment Opportunities

Observation

Observe the learners as they discuss in their groups and also in pairs. Are they discussing relevant things?

Conversation

Interact with the learners and listen to what they have to say from what they have learnt about Addis Ababa Agreement, do they understand?

Product

Learners to summarise the contents of the Addis Ababa Agreement then let them present their books for checking. Are they able to summarise the Addis Ababa Agreement?

Activity 6: The SPLM/A struggle for independence of 1983-2005

(Refer to Learner's Book pages 75-78)

The sub unit covers the SPLM/A struggle for independence, the aims for the manifesto, aims and the reasons for the SPLM/A armed struggle from 1983-2005. Explain to the learners some of the aims for the manifesto which were: To build unity of the country, promote environmental and sustainable development, to foster democratic governance among others. Let them note down the key points as you explain the aims. Let learners look at the source in learner's book and try to explain it as per their understanding.

Ask learners to analyse the reasons for the SPLM/A armed struggle from 1983-2005. After they have finished, make them present their points in class.

in the South were not happy with the speed with which the Agreement (and some of its articles) was negotiated.

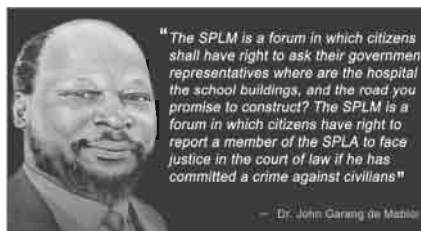
In North Sudan, the Agreement was also received with mixed feelings. Although many welcomed the agreement, others called it a sell-out to the South and swore to destroy it at the first opportunity. The Northern politicians, whom Nimeiri had overthrown, believed that the Agreement granted too many concessions to the South and would result in separation claims. The Muslim brotherhood and others who favoured an Islamic state, saw the agreement and the 1973 Constitution into which the Agreement was incorporated as an impediment to their kind of Islamic state. Others wanted to overthrow the Nimeiri regime, but saw the support gained from the South being a hindrance for the overthrow of his regime. This proved right when Nimeiri, with Southern help, survived two Muslim coups attempts between 1975 and 1976.

The circumstances surrounding the negotiations and the conclusion of the Addis-Ababa Peace Agreement were seen by many as a repetition of the 1947 Juba Conference.

The implementation of the Addis-Ababa Agreement was plagued with political rivalry from the first moment.

Activity 6: The SPLM/A struggle for independence of 1983-2005

Source 3



From the source above, briefly discuss the aims of SPLM.

Perhaps as part of his plan of weakening the Southern Sudanese unity or perhaps as a warning to Anya-Nya 2, Jaafar Nimeiri ordered in January 1983 the transfer of battalion 105 based in Bor to Northern Sudan. The soldiers refused to move,

Assessment Opportunities

Observation

Observe how learners are responding to the tasks in the learner's book; are they able to answer the questions below the cartoon sources?

Conversation

Interact with the learners all through the lesson, through asking and answering questions.

Product

Learners should answer questions related to the activity without any problem.

Activity 7: The 2005 Comprehensive Peace Agreement (CPA) between the SPLM and NCP

(Refer to Learner's Book pages 78-81)

Explain to the learners how CPA came into existence, the bodies that were involved and where the agreement was signed. Further explain to learners about the protocol that was followed, why it was necessary for SPLM and NCP to sign a peace agreement. Talk of the challenges that were faced during the implementation of CPA as well as its main achievements. Give learners some time to read the sources in the learner's book page 79.

Assessment Opportunities

Observation

Observe learners as they tackle the tasks from the source in the learner's book.

Conversation

Interact with learners, listen to what they have to say or ask about the peace agreement.

Product

Learners to be able to explain in details the peace agreement, the challenges and also the achievements.

administer Southern Sudan as he saw fit. In response, Garang assured the nation that SPLA would never betray the Sudanese people by negotiating with their oppressor.

By 1989, the SPLA had become stronger, not the least because of the close cooperation between Anya Nya 2 and the SPLA. The SPLA managed therefore to defend the civilians from the Murahalin and government forces.

In 1991, the SPLM/A split into the Torit and the Nasir faction. Several other splits followed and weakened for some time the South's resistance to the Northern regime. In 2002, the Nasir and Torit factions united under the leadership of Garang. The war continued because none of the fighting parties were able to get the upper hand until the signing of Comprehensive Peace Agreement on January 9, 2005.

Discuss the internal problems that the SPLM/A faced

The reasons for the SPLM/SPLA armed struggle from 1983-2005

- (i) Lack of inclusivity in the appointment to senior government positions.
- (ii) The need to control some of the strategic resources like oil. SPLM/A and GoS fought to control areas that had rich oil wells like Abyei.
- (iii) Militarization and proliferation of arms. The SPLA fighters got arms locally and from abroad through countries such as Libya.
- (iv) Another cause is the power struggle between GoS and SPLM/A.



Individual work

Summarise the aims and outcomes of the Juba Conference of 1947. Produce a table comparing the aim and the outcomes.

Activity 7: The 2005 Comprehensive Peace Agreement (CPA) between the SPLM and NCP

The CPA of 2005 came as a result of involvement of regional and international bodies like the Inter-Governmental Authority on Development (IGAD) where the member states managed to bring Sudan People's Liberation Movement/Army,

Activity 8: The effects of the armed struggle from 1983-2005 on South Sudan

(Refer to Learner's Book page 82)

Explain the effects of the armed struggle to the learners. Let them ask questions where they do not understand.

Assessment Opportunities

Observation

Observe the learners as they ask questions where they find difficulty.

Conversation

Interact with the learners as you explain to them, listen to their questions.

Activity 8: The effects of the armed struggle from 1983-2005 on South Sudanese

- (i) It led to loss of lives of the people
- (ii) Destruction of property. Many soldiers and civilians lost their lives during the war.
- (iii) The armed struggle led to emergence of refugees who fled to various countries running away from wars in South Sudan. The refugees ran to neighbouring countries. There were also Internally Displaced People, IDPs.
- (iv) It led to granting of independence to South Sudan

Activity 9: The post independence challenges and the importance of peace

(Refer to Learner's Book page 82)

Explain to the learners that post independence means “after independence”. Mention challenges such as conflicts over oil, the domestic challenges, corruption and leadership wrangles among other.

Assessment Opportunities

Observation

Observe the learners as they ask questions where they read the text on post challenges.

Conversation

Interact with the learners during the lesson and answer the questions that they may ask.

Activity 9: The post-independence challenges and the importance of peace

- (i) There has been conflicts with Sudan as they fight over oil wells.
- (ii) Domestic challenges. Most of the top leadership of South Sudan still have military mentality making them possess dictatorship characters.
- (iii) Corruption has reached unprecedented levels among top government officials.
- (iv) There has been leadership wrangles among top government officials. President Salva Kiir Mayardit has had a difference with his Vice-President Riek Machar.

(Refer to Learner's Book pages 84)

- 1. "Opposition movements are a representation of the oppressed majority" Discuss the above statement using one of the liberal movements in South Sudan.**

The above question requires a learner to pick a movement like SPLM for example, and then give the reasons why the movements were created in the first place. The learner should give reasons why the movements are still fighting to date and if it is helping the citizens in a way. In most cases, the movements are created when citizens are not contented with what the existing government does to them, thus they use the movements to oppose and speak up their minds. Allow learners to give you any movement as long as their explanations are valid.

- 2. Summarise the aims of Juba conference in one paragraph of not more than eight lines**

Guide the learners on the key points that should be included in the above summary. The learner should not exceed the eight lines, and should indicate the number of words. Any aims they give as long as they are right, are acceptable.

- 3. Create a crossword puzzle and insert the following words**

Condominium, policy, tribal, empire, refuge, liberation, revenue.

Allow learners to use any crossword puzzle as long as it is right. Mark all their various puzzles as long as they are right.

- 4. Explain the aims of Addis Ababa Agreement**

Let the learners write down the aims of Addis Ababa conference and explain each of them. Mark any correct answer from them so that they are not limited to just few aims.

UNIT 5: LIBERAL DEMOCRACY AND NATIONALISM

(Refer to Learner's Book pages 85-100)

History Secondary 2		Unit 5: Liberal Democracy and Nationalism
Learn about		Key inquiry questions
<p>Learners should work together to understand the concepts of democracy and nationalism. They should trace the development of democracy from ancient Europe (especially Ancient Greece) to the present time. They should find out about the rise of nationalism in Europe and around the world and its effects on social organisation.</p> <p>They should also make documentary research to explain the concept of liberal democracy and its operation. They should consider whether nationalism has helped or hindered a liberal approach to democracy.</p> <p>They should work in groups and discuss the importance of liberal democracy and nationalism and relate the concept to the practices in their schools and to South Sudan.</p>		<ul style="list-style-type: none"> • What do you understand by the terms democracy, liberal democracy and nationalism? • How did democracy and nationalism develop in Europe? • How was liberal democracy and nationalism practiced in the ancient Europe and the present time? • What are the importance of liberal democracy and nationalism to the people in Europe and Africa? • What relevance could be learned from the liberal democracy and nationalism practiced in Europe by Africa?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand the concept of democracy, liberal democracy and nationalism practiced in the ancient Europe and the contemporary Europe. • Describe the practices of democracy and nationalism in ancient Europe and the present time. 	<ul style="list-style-type: none"> • Explore the concepts of democracy practiced in ancient Europe with that contemporary Europe. • Investigate the development of democracy and liberalism in Europe. • Suggest some ways for practicing liberal democracy and nationalism in Africa and in South Sudan. • Analyse the importance of liberal democracy and nationalism to the people in Europe and relate them to Africa. • Explore some possible ways to effectively practice liberal democracy and nationalism in Africa and South Sudan in particular. 	<ul style="list-style-type: none"> • Appreciate the value of liberal democracy and nationalism. • Value African resistance to the colonialists. • Appreciate good governance brought about by liberal democracy. • Value human freedom and rights.

Contribution to the competencies

Critical and creative thinking: Through researching on liberal democracy and nationalism in Europe and relating them to Africa and South Sudan.

Communication and co-operation: Is developed during group discussion and sharing ideas with others.

Culture and heritage: Adapting culture of good governance and respect for the rights of others.

Links to other Subjects

Citizenship: democracy, human freedom and rights.

Peace Education: The value of liberal democracy in avoiding conflict.

Assessment Opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

In this unit, learners should explore Liberal democracy and nationalism in South Sudan and Africa as a whole. They should be able to understand the meaning of democracy and nationalism and their characteristics. Learners should be able to explain how nationalism was developed in Europe. The learner should be able to state and explain the importance of democracy in both Europe and Africa. The learners should further relate how democracy and nationalism are portrayed in different continents, especially Europe and Africa.

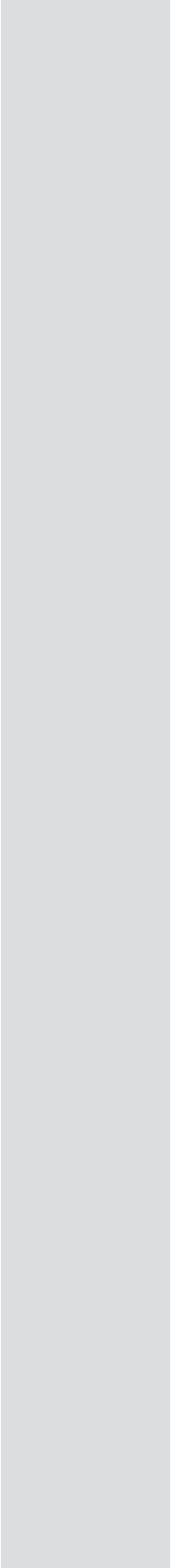
Using the student book

The learner's book has texts, cartoons and pictures that should make the learners understand the topic well. The texts allow learners to revisit the books at their own time and fully understand the unit.

The cartoons are good sources to improve imagination and creativity levels of learners. The pictures should help learners in memorizing and relating the history with the people behind it.

The student competencies

This unit presents many opportunities for critical and creative thinking: Interpreting pictures and giving reasons for answers; making references and links to other parts of the unit and making up questions. The cartoon sources are also good in enhancing creativity among the learners.



Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork.

In their discussions and presentations, there are many opportunities for communication. This can be explored in whole class discussion.

The subject matter will also deepen their understanding of South Sudan culture and identity.

Activity 1: Meaning of democracy

(Refer to Learner's Book pages 85-87)

Explain to the learners what democracy stands for, the two types of democracy as well as the key elements of democracy. Explain to them the difference between direct and indirect kinds of democracy. Pair them to discuss the cartoon sources in the learner's book and what their view is on the sources. Do they think the definition of democracy in cartoon source in page 86 is right?

Unit 5

Liberal Democracy and Nationalism



Class work

Source 1



Before beginning to study this unit, the class will hold an election for its History Hero. Three candidates should put themselves forward or be chosen and prepare a short speech about why they should be elected.

The class (including the candidates) should even vote to elect the winner and proclaim him/her their History Hero. Follow this with a short class discussion about how democratic the election was.

Activity 1: Meaning of democracy

The term democracy comes from a Greek word "demokratia" which literally means the rule of the people. Democracy can be defined as a system of government in which the citizens exercise power directly or indirectly through elected representatives.



Assessment Opportunities

Observation

Observe the pairs discussing the cartoon sources and how they understand them.

Conversation

Interact with the learners during their group discussions and help them understand those concepts they find difficulty in.

Product

The learners should be able to define democracy and explain the kinds of democracy as well as the key elements.

Activity 2: Meaning of liberal democracy

(Refer to Learner's Book pages 88)

Liberal democracy involves respecting and promoting individual rights and freedoms. This democracy has certain characteristics such as free, fair and competitive election between multiple distinct political parties. Guide learners to explain how the cartoon source in page 87 has covered everything important in liberal democracy.

Guide the learners on a discussion on the group work given on the learner's book page 88. Group them in fours. Listen to their views on relation of cultural heritage and nationalism.

Activity 2: Meaning of liberal democracy

Liberal democracy is also referred to as Western democracy. It can be defined as a form of government in which representative or indirect democracy operates under the principles of liberalism where the rights of individuals are protected as enshrined in the constitution. Liberal democracy draw upon a constitution to deliberate the powers of the government and enshrine the social contract. As earlier seen, the social contract is an agreement between the people of a state and the government of a state.

Characteristics of liberal democracy

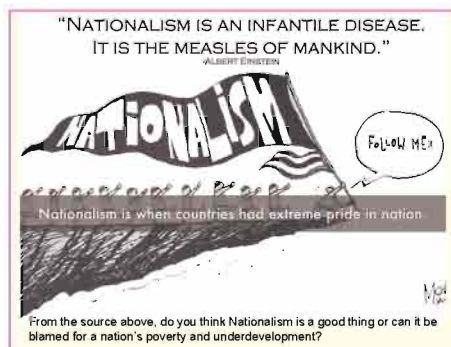
- (a) Free, fair and competitive elections between multiple distinct political parties.
- (b) A separation of powers into different branches of government.
- (c) The rule of law in everyday life as part of an open society.
- (d) Equal protection of individual rights and political freedoms of all people.
- (e) Universal suffrage granting all adult citizens the right to vote regardless of race, gender, creed and so on.



Group work

Nationalism has its origin in people's cultural heritage. Discuss.

Source 4



Assessment Opportunities

Observation

Observe the learners in groups discussing. Do they understand what the sources mean? Do they have a successful discussion on the relation of nationalism and cultural heritage?

Conversation

Interact with the learners as they discuss and ask you questions where they find difficulties.

Product

Learners should be able to explain everything about liberal democracy with ease.

Activity 3: Meaning of nationalism

(Refer to Learner's Book pages 89)

Explain to the learners what nationalism stands for. You can do this using the example of patriots in the country whose devotion to their nation made them act in ways that were extremely good. You can talk of political leaders who fought tooth and nail for them. Ask them to look at the picture in their learner's book and state how the person showed his devotion to his country.

Activity 3: Meaning of nationalism

Nationalism can be defined as loyalty and devotion to a nation. It involves exalting one nation above all others and putting primary emphasis on the promotion of its culture and interests as opposed to those of other nations. It is a political, social and economic system characterised by promoting interests of a particular nation especially in terms of gaining and maintaining self-government or full sovereignty. Nationalism is oriented towards developing and maintaining a national identity. It often involves a sense of pride in the nation's and achievements and is closely linked to the concept of patriotism.

Nationalism can also be non-state and can be expressed along civic, ethnic, cultural, religious and ideological lines. The people of South Sudan's struggle to liberate themselves from the exploitative rule of Sudan can be classified as a national movement.

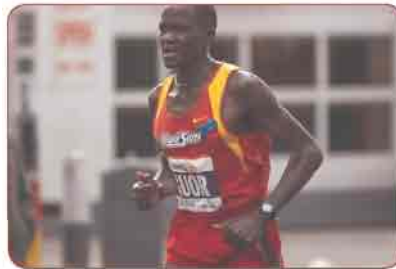


Fig 5.2 Guor Marial after winning a race.



Group work

Liberal democracy restored political order in Nations that sought it. Discuss.

89

Assessment Opportunities

Observation

Observe the learners as they study the texts in their learner's book to understand more on nationalism and its meaning.

Conversation

Challenge the learners with questions on nationalism to make them think. Listen to their answers to see their level of understanding.

Activity 4: Development and practice of democracy in Greece (Athens) and rest of Europe

(Refer to Learner's Book pages 90-93)

Explain to the learners the development and practice of democracy in Greece and rest of Europe. They need to understand democracy in Greece and the rest of Europe. Explain to learners who ruled Athens and its difference with other countries. Explain the type of democracy that was experienced in Athens and other parts of Europe as well as the difference of the democracy in different countries. Explain in detail what took place in the elections of these places and what was unique about it.

The main activity is for learners in groups to compare the development and practice of democracy in Athens and the rest of Europe. Give them room to look at the pictures of individuals in the learner's book and tell you what they are all known for. Give them some time to discuss the sources in page 90 and then answer the question below it.

Listen to their answers and analyse if they have correctly explained their points.

Source 5

1 Identify the kinds of democracy in the above source

2 What is the difference between the types of democracy exercised ancient Athens and in other parts of Europe and other parts of the world?

Activity 4: Development and practice of democracy in Greece (Athens) and rest of Europe

The concept of pre- modern democracy is generally considered to have originated in Athens, a city-state in Greece around the 5th century B.C. In around 1066 B.C. Athens started being ruled by an archon instead of a king. The position of archon was identical to king. They ruled for life and had to be from the royal family. In 752 B.C., the position of archon was limited to a term of ten years. During the reign of Solon as archon of Athens in 594 B.C. there were many social problems. Many farmers had huge debts with money- lenders who charged high interest rates. Many were getting forced into slavery to pay off their debts. Solon the archon decided to forgive all debtors and develop a fair system. He developed a council of 400 chosen men from all a part from the poorest groups. The poor had no representation in government but they also did not pay taxes.

A statesman Cleisthenes (507 B.C.), who considered the father of democracy, introduced a new form of government that featured great representation which he called "demokratia" which means rule of the people. He divided the population of Athens into ten tribal groups. Each would elect by casting a lot, fifty representatives to the Assembly. This gave voting rights to most of the

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Assessment Opportunities

Observation

Observe the learners as they observe the pictures as well as the sources in the learner's book.

Conversation

Listen and interact with the learners as they tell you what the individuals in the pictures did to bring change in Athens and rest of Europe. Give them time to discuss the sources and then see if their points make sense.

Product

Learners to be able to explain the development and practice of democracy in Athens and rest of Europe.

Activity 5: Development of nationalism in Europe

(Refer to Learner's Book pages 93-94)

Explain to the learners what took place in the development of nationalism in Europe. Let them form groups and in these groups they should make summary on the development of nationalism in Europe. When they have finished, you can ask one of the members in each group to read their answers to the rest of the class and other learners should be encouraged to ask questions to check their understanding.



Fig. 5.4: Aristotle.

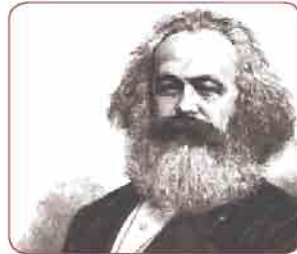


Fig. 5.5: Karl Marx.



Group work

In groups, using what you know of different periods of history, discuss and agree the steps that commonly take place in the rise of nationalism. Group leaders to present their summaries in class.

Activity 5: Development of nationalism in Europe

Source 6



There is a hope for Europe and it's called Nationalism .

From the source above, outline why some people feel that nationalism is a sign of hope. Published 28/08/2016.

Assessment Opportunities

Observation

Observe the learners as they look at the source in page 93 and also as they discuss the task in same page.

Conversation

Interact with the learners as they discuss the tasks as well as what they think of the cartoon sources.

Product

Read their final work.

Activity 6: Liberal democracy of nationalism in ancient Europe

(Refer to Learner's Book pages 95-99)

Explain to the learners about liberal democracy and nationalism in ancient Europe. Tell them the importance of liberal democracy and capitalism in Europe and how it has helped the people living in Europe. Emphasise mention to learners the importance of this democracy in Africa and the relevance of European liberal democracy and nationalism in Africa.

Ask them in groups to make a summary on the importance of liberal democracy and capitalism in Europe and in Africa.



Group work

In groups, discuss the meaning of liberal democracy and its impacts in Britain and France. Each group to present their findings in class.

Activity 6: Liberal democracy and nationalism in ancient Europe

Liberal practices are those institutional and customary arrangements that support individual liberty. Liberal democracy or liberalism traces its origin to the 18th century Europe during the period known as the "Age of Enlightenment". Up to that period most European powers had monarchies who believed that they ruled by divine will. They did not value democracy believing that it was an unstable theory that would bring chaos. To them democracy was contrary to human nature as human beings were seen to be inherently evil, violent and in need of strong leaders to restrain their destructive impulses.

The Age of Enlightenment saw the intellectual writers and thinkers of the period dispute this thinking. They advocated liberalism. In France for example, Jean Jacques Rousseau advocated for separation of powers into the legislature, executive and judiciary to avoid power monopoly.



Fig. 5.6: Jean Jacques Rousseau.

Most European countries embraced the ideas of liberalism. The 19th century, Europe saw traditional monarchies brought down through revolutions and replaced with parliamentary governments. Leaders in these parliamentary

Assessment Opportunities

Observations

Observe the learners in groups discussing while they summarise their points. Have they clearly understood the importance of liberal democracy and capitalism in Europe and in Africa?

Conversation

Interact with learners while they are discussing.

Product

Learners should be able to explain liberal democracy and nationalism in Europe and its importance.

Answers to End of Unit Questions

(Refer to Learner's Book pages 100)

1. Explain the concept of liberal nationalism which developed in Europe in early 18th century.

Liberal democracy means freedom to all individual and equality before law whereby all citizens participate in making a government and are also free of any restrictions in relation to economic goods and capital. Political and economic freedom is key in liberal nationalism. During this century, only property owning individuals had the right to vote and get elected while those who owned nothing were excluded and had no political rights. Custom unions were formed and tariff barriers were abolished and number of currencies was reduced from thirty to two.

2. Explain any three features of the class of landed aristocracy of Europe

They were a dominant class and headed all the three aspects of life, that is, economic, political and social lives. The class was connected by matrimonial ties and each group had so much power in the countries they resided in. They owned large estates in the country side.

3. What factors led to the rise of nationalism in Europe after 1830s?

During the medieval period, the church was so powerful and had a great influence all over the world. However, people were awakened by movements like renaissance and reformation. This led to decline in the authority and power of pope. This led to establishment of national church in many countries.

The many wars that people were involved in led them to develop feelings of nationalism.

The presence of foreign rulers who introduced foreign rules to suppress the natives in a country made the subjects to develop feelings of nationalism.

4. Characteristics of liberal democracy

A form of representative elected government, most frequently on the Parliamentary system.

The elected head of state and a cabinet he or she appoints, frequently from a selection of other elected officials (members of parliament).

Multiple political parties, usually 2 or 3 large parties and 4 - 7 small parties.

A progressive tax system.

Resources of national importance (electricity, phones, rail etc) are often under partial or complete control of a state run or semi state company, often which runs not for profit, and occasionally as a loss.

5. Features of democracy

Majority Rule

Representative Elections. The people are allowed to elect representatives to speak on their behalf.

Multi party system. Voters have the opportunity to choose from a variety of political parties.

Freedom of speech. The right to give opinions and express oneself is allowed and there are no consequences for doing that.

Freedom of association.

Freedom of Assembly. No restriction is placed on the right to hold meetings

Respect the individual rights. The state protects individuals whose rights are threatened by the actions of others.

UNIT 6: The Cold War

(Refer to Learner's Book pages 101-119)

History Secondary 2		Unit 6: The Cold War
Learn about		Key inquiry questions
<p>Learners should explore and understand the origins and development of the "Cold War" and its impact on the countries in Africa and the rest of the world. They should pay special attention to the roles of the USA and USSR together with NATO and the Warsaw Pact, but also other major countries around the world such as China.</p> <p>They should make individual and group research on the causes and impact of Cold war. Learners should examine the origin and aims of Non-Alliance Movement.</p> <p>They should work in groups to understand and identify lessons learned from "Non-Aligned Movement" during the Cold War by the present African countries and make a presentation of these to the class.</p>		<ul style="list-style-type: none"> • What were the causes of the "Cold War" in the 20th century? • How did the War affect Europe and Africa? • What were the reasons that led to the formation of Non Aligned Movement? • What were some of the lessons learned from the Non-Aligned Movement by African leaders in the 21st century?
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • State the concept of "Cold War" and Name the key Countries that were involved in the War. • Explain the causes of the Cold War and its impact on the people of Europe and Africa. • List the reasons that led to the formation of the Non-Aligned Movement. 	<ul style="list-style-type: none"> • Analyse the origin, aims and impact of the Cold War on Europe and Africa. • Explore the various responses to the Cold War eg the Non-Aligned Movement. • Summarize lessons that could be learned from the Cold War and the Non-Aligned Movement 	<ul style="list-style-type: none"> • Show concern for diplomatic approach to issues rather than violence. • Value peace and human rights.
<p>Contribution to the competencies <u>Critical and creative thinking:</u> Through analyzing the impact of the cold war. <u>Communication and co-operation:</u> Is developed during group discussion and sharing ideas with others.</p>		
<p>Links to other Subjects <u>Peace Education:</u> Identifying key areas of conflict. <u>Geography:</u> grouping countries.</p>		

Assessment Opportunities

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

- Observation
- Conversation
- Product

The outline of the learning

In this unit, learners should be able to explore and understand the meaning of The Cold War, these war lasted between 1955 to 1991. Explain to learners the causes and course of the Cold War. The unit also explains what led to the decline and end of this war together with the effects of the war. Learners should explore the Non-aligned Movement. Its formation, reasons for the formation, performance and they should be able to understand the challenges the movement faced.

The student competencies

This unit presents many opportunities for critical and creative thinking: Giving reasons for answers; making references to other parts of the unit and making up of questions.

Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork.

In the discussions and presentations, there are many opportunities for communication. This can be explored in whole class discussion.

The subject matter will also deepen their understanding of South Sudan culture and identity.

Activity 1: Causes of the Cold War

(Refer to Learner's Book pages 101-106)

Cold War was caused by different reasons. Explain to the learners some of the causes that led to Cold War. These causes are ideological differences, USA's military advancement, European conflicts in the late 1940's, disarmament among other reasons. Make sure learners understand each and every detail on these causes.

Give learners time to study and interpret the cartoon picture shown on page 105 of the Learner's Book. Thereafter place them in groups and let them discuss what ways the continuation of chaos in Western Europe would be beneficial to the Soviet Union. Watch them as they discuss the answers to the question that have been asked in the cartoon.

Assessment Opportunities

Observations

Observe the learners in their discussion groups and make sure whatever they are discussing is relevant. Are they able to come up with the right answers needed?

Conversations

Talk to learners while they are discussing the answers to the question asked in the cartoon on what ways would the continuation of chaos in Western Europe be beneficial to Soviet Union.

Product

Read the answers the groups have been able to identify during their discussion.

Introduction

The Cold War refers to the rivalry that developed between the USA and her allies on one hand and the USSR and her allies on the other. It developed after World War II and was referred to as the 'Cold War' because it was not fought with weapons, but with words and propaganda. The two powers also provided military and financial aid to the enemies of the opposing blocs.

The USA and the USSR rose to world prominence during World War II. Their involvement in the war contributed to Germany's defeat and though united during the war, the alliance did not last long. Their relations soon turned into a Cold War which lasted between 1945 and 1991.

The Cold War was characterised by:

- (i) Hostile USA-USSR relations.
- (ii) The build-up of arms by both powers.
- (iii) Mutual suspicion between USA and USSR.

Point to remember

Cold war was the rivalry that developed between the USA and her allies on one hand and the USSR and her allies on the other hand.

Activity 1: Causes of the Cold War

The Cold War was caused by the following reasons:

(a) Ideological differences

Mutual suspicion, based on ideological differences, developed between the USA and her allies and the USSR and her allies. The USA was capitalist while the USSR was communist. The USA feared that the USSR would spread communism in Western Europe and other parts of the world. During the 1945 Potsdam Conference in Germany, the USA President, Harry Truman, tried to threaten Stalin, the USSR

Activity 2: Course of the Cold War

(Refer to Learner's Book pages 106-110)

Ask the learners to read the text on course of the Cold War. They may need some help. Someone can read it to the class and others be tasked by identifying key piece of vocabulary. After they have read all the course stated in the Learner's Book, explain to them the listed points for better understanding.

Make sure the learners have understood all the points you have explained to them on the course of the Cold War.

Ask them in groups to analyse the conflicting interest between capitalism and communism during the Cold War. Thereafter, check their work for assessment to see if their answers are right.

(ii) Comecon (1949)

The Council for Mutual Economic Assistance (COMECON) was formed by the USSR in order to strengthen economic links between the communist countries of Eastern Europe. This was in retaliation to the USA's Marshall Plan. In spite of this, Eastern Europe did not achieve economic recovery as fast as Western Europe.

(iii) The Warsaw Pact (1955)

The USSR founded the Warsaw Pact in May 1955 as a reaction to the western build-up of arms and alliances. Its members were Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania and the USSR. The members agreed to integrate their armed forces in order to collectively face both individual and joint aggression.



Group work

In groups, analyse the conflicting interests between capitalism and communism during the Cold War. Present your answers in class using one of your group member.

Activity 2: Course of the Cold War

The Cold War started in Europe, but it later spread to other parts of the world. The ideological differences between the USA and the USSR were manifested whenever a conflict arose in any part of the world. The two countries would support opposing warring factions, depending on whether the latter took a capitalist approach or a communist one. Both powers did this in order to try and extend their influence in the countries involved.

In this chapter we shall examine some of the areas where major conflicts between the two powers occurred during the Cold War period. These are; Vietnam, Cuba, Europe and Angola.

Vietnam

Vietnam had been a French Colony but was partitioned into north and south in 1954 after the French withdrawal from Indo-China. The north was controlled by the Communists, whose leader was Ho Chi Minh. It was largely due to his

Assessment Opportunities

Observation

Observe the learners in their discussion groups and make sure whatever they are discussing is relevant. Are they able to come up with the right answers needed?

Conversation

Talk to learners while they are discussing the answers to the question asked in the group work on the conflicting interest between capitalism and communism.

Product

Read the answers the groups have been able to identify during their discussion.

Activity 3: Decline and end of the Cold War

(Refer to Learner's Book pages 111-112)

The cold war intensified the hostility between the two super powers over economic and political dominance in the world. Several attempts were made to ease the tension. A number of summit meetings were held between the leaders of the two powers which eventually led to the end of the war.

Explain to learners the main events which culminate in the end of the Cold War. Make sure learners understand what you are teaching.

Ask the learners to discuss the various events that led to the cold war and the role Ronald Reagan and Mikhail Gorbachev played in the conclusion. They should also study the cartoon on page 111 and try to understand what message the cartoon is trying to convey.



Research work

Discuss the various events that led to the end of the Cold War and the role Ronald Reagan and Mikhail Gorbachev played in the conclusion. Thereafter, present your findings to the teacher for assessment.

Activity 3: Decline and End of the Cold War

Source 2



Look at the provided source on the end of the Cold War. What can you say about the three seems to be one?

The Cold War intensified the hostility between the two super powers over economic and political dominance in the world. Several attempts were made to ease the mounting tension and to enhance co-existence. A number of summit meetings were held between the leaders of the two powers and these eventually led to the end of the Cold War.

The main events which culminated in the end of the Cold War are shown below.

Year	Event
1953	Stalin died and was succeeded by Nikita Khrushchev who in 1956 announced that the USSR would pursue a policy of peaceful co-existence.

Assessment Opportunities

Observation

Observe the learners in groups discussing the answers to the various events that led to the decline of the Cold War. Are they able to give the correct answers?

Conversation

Talk to the learners about the decline and end of the Cold War as the key points of their discussion concerning the group work question.

Product

Read what the learners have written as the answers required in the group work activity.

Activity 4: Effects of the Cold War

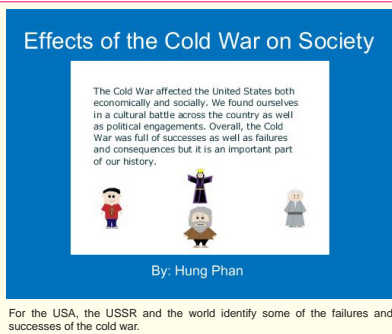
(Refer to Learner's Book pages 113-114)

The key learning in this activity are the effects of the Cold War in the world. Learners need to understand the effects of the Cold War because this will help fix the knowledge in their memories. Explain to learners how this war affected people of the different nations that participated in the war.

Give learners time to study the quick read note on page 113. Thereafter let them identify some of the failures and success of the cold war for the USA, the USSR and the world. Listen to their stated points and explanations as they discuss the activity and let them make their own presentations on the effects of the Cold War, using the information in the book. The presentations should have writing. You should pick some learners to make their presentations to the class.

Activity 4: Effects of the Cold War

Source 3



Effects of the Cold War on Society

The Cold War affected the United States both economically and socially. We found ourselves in a cultural battle across the country as well as political engagements. Overall, the Cold War was full of successes as well as failures and consequences but it is an important part of our history.

By: Hung Phan

For the USA, the USSR and the world identify some of the failures and successes of the cold war.

- (i) The two powers confronted each other in various parts of the world. Though they had fought on a united front during the First and the Second World War, their co-operation ceased after 1945.
- (ii) There was insecurity throughout the world as both powers used any means at their disposal, including force, to spread their ideologies.
- (iii) The Cold War led to an arms race between the two powers, as each wanted to outdo the other in military technology.
- (iv) It led to advancement in space exploration. In 1961, Yuri Gagarin orbited the earth. John Glenn of the USA orbited the earth three times in 1962. In 1968, three US astronauts, Neil Armstrong, Edwin E. Aldrin Jr. and Michael Collins landed on the moon. The Star Wars also termed as Strategic Defence Initiative (SDI) came up. The aim was to set up stations in space, which, with the use of radar and laser beams, would destroy enemy missiles after they had been launched before they could cause any damage. The USSR condemned the SDI arguing that it was an extension of the war into space.
- (v) It led to the space race. After World War II, the powers embarked on the development of rockets which they could use to explore the outer space. The USSR launched their first rocket, the *Sputnik* in 1957 and this led to competition for further developments between her and the USA.



Assessment Opportunities

Observation

Observe the learners' presentations. Have they included all the points and given the right explanations on the effects of the Cold War?

Conversation

Talk to learners about what they see as key points and if they have understood the activity well. Examine their explanation under each point to see if they are correct.

Product

Read what the learners have explained in each of their stated points.

Activity 5: Non-aligned Movement

(Refer to Learner's Book pages 114-118)

Explain to the learners about the Non-aligned Movement. Make sure learners understand how the movement was formed, reasons for the formation, the functions of the movement and the challenges the movement faced. Ask learners questions on the non-aligned movement to make sure that they have understood what you have been teaching.

Some of the challenges the movement faced were: disagreement and conflicts among the member states, political instability and most member countries were poor among others. Explain to learners in details these points to ensure they have understood each point clearly.

Let learner's answers the individual work given on page 115. Check their work and analyse how correct their answers are.

- (vi) The Cold War in some instances led to actual armed conflict as evidenced in Korea and Vietnam.
- (vii) It led to a competition for world dominance between the two powers. Most of the crises or wars which occurred during the 1950's and 1960's had their origin in the Cold War.



Fig. 6.7: Former USA President John F. Kennedy

Activity 5: Non-aligned Movement

Non-Alignment is a foreign policy approach or strategy that was adopted by a number of states, drawn mainly from the developing countries of Africa, Asia, and the Middle East in their relations with other states in the international community. When a state is non-aligned, it means that she has the freedom to decide to support or withdraw support for any other country on any issue. The non-aligned strategy therefore, does not encourage permanent support or alliance between states on international issues. It is also important to note that being non-aligned does not mean non-involvement or non-participation in all matters that are of concern to the international community.

Apart from the countries of Africa, Asia and the Middle East, a number of European countries also adopted the non-aligned strategy. They not only avoided having permanent alliances with any of the super



Fig. 6.8: Gamal Abdel Nasser.

Assessment Opportunities

Observation

Go around the class and observe each learners work as they try to find answers of the three questions given in the book.

Conversation

Talk to the learners while they are answering the questions on the individual work, are they able to come up with the right answers for the questions?

Product

Read the written answers from each learners to see how correct the answers they have provided are.

Answers to End of Unit Questions

(Refer to Learner's Book page 119)

1. What impact did the Korean War have on American foreign policy?

- This war made the UN split the Korean peninsula by the 38th parallel, with the US providing support to the South and the USSR providing support to the North.
- It provided evidence where America's traditional isolationist policy was withering away. After World War 2 the creation of NATO powers forced the US to create a military alliance with Western Europe to secure trade deals as well as prevent these crippled nations from being brought under communist rule.
- The war was one of the first major uses of massive military power to curtail any sort of spread of communism.

2. The reunification of German was a major indicator that the cold war was over. Write an essay describing the events around the destruction of the Berlin Wall.

- You should read each learner's book to ensure that what they have written in the essay captures and describes the reunification of German being a major indicator that the cold war was over and all the events around the destruction of the Berlin Wall.

3. Why was the cold war such a driving factor behind the space race? Explain.

- The Russian famously beat the U.S. to the punch and these made the Americans to freak out and double their efforts. More budget money was poured into space research and development and four years late the Soviet union were able to win putting the first manned space vehicle into orbit.
- The U.S. rallied in a big way. In 1962, President John F. Kennedy pledged to put a man on the moon. Six years later, Buzz Aldrin became the first human beings to step foot on another celestial body. The Russians never did catch up they remained well behind the U.S. until the collapse of the Soviet Union in 1991.

- The Space Race fueled some of the greatest innovations and technological developments in history. The competition has since evolved into cooperation.

4. How did the action of Russian policy makers make United States officials to feel threatened?

- Check the points and explanations the learners have given in this question and analyse how correct their answers are. Are there explanations write on the Russian actions?

UNIT 7: Post Colonial Africa

(Refer to Learner's Book pages 120-135)

History: Secondary 2		Unit 7: Post-Colonial Africa
Learn about		Key Inquiry questions
<p>Learners should learn about the development of Africa in the post-colonial period. They should use a wide range of sources, including contemporary accounts and ICT to make a special study of two contrasting countries and their economic, political and social development in the post-colonial period. They should work in groups to compare and contrast post colonial Africa and make presentations to the class.</p> <p>They should contrast the post-colonial history of Africa with developments in South America in its post-colonial period, noting the similarities and differences.</p> <p>They should study the economic, social and political development of Sudan from 1956 and the struggle that brought independence to South Sudan. They should draw in their study of other countries to suggest ways in which South Sudan should develop in the future.</p>		<ul style="list-style-type: none"> • How did African countries develop in the post-colonial period? Did they all develop in the same way? • What have been the economic, social and political impacts? • Why have conflicts arisen in some places? • What happened in other continents such as South America? • How did Sudan develop since 1956 and South Sudan since 2011?
Learning outcomes		
Knowledge and Understanding	Skills	Attitudes
<ul style="list-style-type: none"> • State the different ways in which African countries developed in the post-colonial period. • Describe the development of Africa in a global context. • Explain the context of the struggle for independence in South Sudan. 	<ul style="list-style-type: none"> • Use a wide range of historical sources to find out information and draw conclusions. • Compare and contrast the development of different countries in Africa. • Suggest some ways in which South Sudan may develop in future. 	<ul style="list-style-type: none"> • Appreciate the struggle for independence in South Sudan. • Value the importance of development.

Student Competencies:

Critical and creative thinking: Through researching and recognizing similarities and differences.

Communication and co-operation: Is developed during group discussion and sharing ideas with others.

Culture and heritage: Understanding the reasons of the struggle for independence.

Links to other Subjects

Citizenship:The role of the citizen in South Sudan.

Peace Education: Recognising key areas of conflict.

Geography:Through knowledge of other African countries and their stages of development.

Assessment Opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

In this unit, learners should explore the development of African countries in the post-colonial period. Sudan. Explain to learners how African countries developed after colonialism. Learners should also be able to understand some of the things that have led to conflict in Africa. Explain to learners all these causes for better understanding. They should explore the development changes that took place in both Sudan and South Sudan after colonialism till the present time today.

The student competencies

This unit presents many opportunities for critical and creative thinking; interpreting pictures; giving reasons for answers and making up questions.

Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork.

In their discussion and presentation, there are many opportunities for communication. This can be explored as a whole class discussions.

The subject matter will also deepen their understanding of South Sudan development and identity.

Activity 1: Development of African countries in the post-colonial period

(Refer to Learner's Book pages 121-124)

Post-colonial is the period that comes after colonialism. It's the period where the blacks were at least in theory, treated. After independence most African states changed. The African states changed military system with democracy, they maintained less economic models based on colonial masters.

Development of African countries has also been through creation of economic communities and partnership. The Organisation of African Unity (OAU) for example created the African economic community to relate regional partnerships in 1997.

Give learners time to read the poem on page 120 in class and let them understand the poem well. Thereafter let them discuss with their partner the key messages in the poem and what they feel about the poem. Listen to the reasons and the explanations they give concerning the poem. Are they able to come up with correct explanations on what the poem is talking about? And how relevant it is.

Activity 1: Development of African Countries in the Post Colonial period

 **Classroom work**

Would Africa's economic development have been different without colonialism? Would it have been richer today? Debate.



Fig. 7.1: Inauguration of South Sudanese President Salva Kiir

Post colonial is the period that comes after colonialism. It is that period where the blacks were, at least in theory, treated equally by the whites.

Source 2

A study of postcolonial literature must begin with the theoretical contexts of colonialism, perhaps the late nineteenth and following centuries. The violence of Eurocentric epistemology, cultural, economic, political and military is all integral to the history of the "Black Veil" and how that led to the development of cultural postcolonialism & a lens able to signify it.

Postcolonial literature (and its politics) is the way in which non-European (Asian, African, South American and Latin American) literatures and cultures have been reimagined as an effect of colonial rule, and to that it includes, besides of resistance, critique and reversal of their "own" post colonial past.

It is a literature of resistance, anger, protest and hope. It seeks to understand history as it is to plan for the future.

Present a Model Postcolonial Literature: An Introduction.

Key terms: authority, colonialism, imperialism, neo-imperialism, neo-colonialism, decolonization, post-colonialism.

According to this writing, what does post colonial seem to address?

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Assessment Opportunities

Observation

Observe the learners recite the poem in class. Have they understood what the poem is all about and can they tackle the questions that have been asked concerning the poem?

Conversation

Talk to the learners about the poem they have just read in class and help them understand the message being conveyed in the poem.

Product

Read answers that the learners have written on the questions under the poem they have just read in class.

Activity 2: Causes of conflicts in Africa

(Refer to Learner's Book pages 124-128)

The biggest cause of conflict in Africa is the borders which was arbitrarily created by colonial masters. Explain to learners causes that led to conflict in Africa. Some of these causes were tribalism and favoritism by colonial masters, terrorism, poor governance, lack of support for basic rights in the region and the cold war. Learners should be able to understand these points in details. Explain to them and make sure they have understood well.

Group learners and let them discuss why the civil wars were common in the post-colonial Africa. Give them time too to study the cartoon on page 126 and let them analyse the cartoon carefully and then they should be able to answer the question asked below the cartoon which states to what extend to they think the current conflict in Africa are related to the religious animosity shown in the image. When they have finished, you can ask some learners to read their answers to the class.

to institute democratic reforms that effectively manage the challenges facing Africa's diverse societies. To promote inter-group cooperation in Africa, specially tailored political governance and economic management institutions are needed, and we advance some hypotheses on the nature of such institutions. We suggest that Africa's ethnic diversity in fact helps - rather than impedes - the emergence of stable development as it necessitates inter-group bargaining processes. These processes can be peaceful if ethnic groups feel adequately represented by their national political institutions and if the economy provides opportunity for productive activity.

A journal by Elhadawi N Sambanis, 1 October 2000

Read this journal and in groups discuss what are the key messages in the article.



Group work

In groups, discuss why were civil wars common in post-colonial Africa. Thereafter present your findings to the teacher for assessment.

Activity 2: Causes of conflicts in Africa

1. Borders which were arbitrarily created by colonial masters

The biggest cause of conflict in Africa is the borders which were arbitrarily created by colonial masters. Boundaries were formed by the colonialists for effective colonial administration. Boundaries brought together many different ethnic people within a nation that did not reflect nor have ability to accommodate or provide for cultural and ethnic diversity. Boundaries left tensions between the different ethnicities and religions. Boundaries have led to so many conflicts among African countries.

2. Tribalism and favouritism by colonial masters

Tribalism and favouritism by colonial masters also led to conflicts in African. In Rwanda for example the Belgians who took control of the country favoured Tutsi even though the Hutu were the majority. They favoured them by simple categories of appearance and interlect. This made Tutsis have several advantage over the Hutu giving them higher social status. Belgians perceived Hutus as "passive". Hutu's discomfort contributed to the famous Rwanda genocide of 1994.

Assessment Opportunities

Observation

Observe the learners in pairs discussing the answers on why civil wars were common in the post-colonial Africa and the analysis on the cartoon. Are they able to come up with the right explanations?

Conversation

Talk to the learners while they are discussing answers on the provided group work and the cartoon. Are their answers correct?

Product

Read answers to questions the learners have written on the provided group work and the cartoon.

Activity 3: Development in Sudan since 1965 to date

(Refer to Learner's Book pages 128-131)

Sudan has developed since 1965 to date. The development of Sudan has been both politically, socially and economically. Explain to the learners each step on how Sudan has developed. Learners should understand the various political development that occurred in the country.

Mentioned to the learners some of these development and ask them to try and explain to others. Thereafter summarise to them the whole topic on the development of Sudan and make sure they note down key points while you are explaining to them.

Ask the learners to compare the modern development of Sudan and South Sudan since the end of the war and independence. Check their response to see how correct they have tackled the questions.

7. The cold war

The cold war also led to conflicts. It resulted in a system of client states where corrupt leaders were maintained in exchange for allegiance with one of the super powers. This increased arms flow, military expenditure and training. The large armies created were not demobilised when the cold war ended. This threatened domestic insecurity. The new world order in the 1990's weakened state authority, increased internal conflicts and fragmentation leading to warring splinter groups. Conflicts became regional as collapsed states threatened the security of their neighbours.



Group work

"Sudan's oil is more of a curse than a blessing." Debate.

Activity 3: Development in Sudan since 1965 to date

Sudan is a country in Northern Africa. It is bordered by Egypt to the North, the Red sea, Eritrea, Ethiopia to the East, South Sudan to the South, Central Africa Republic to the South West and Libya to the North West. It is the third largest country in Africa. River Nile divides the country into Eastern and western halves.

Political developments

After independence, Sudan was ruled by a series of unstable parliamentary governments and military regimes. Sudan ruler Gaafar Nimeiry instituted fundamentalist Islamic law in 1983, leading to a rift between the Arab North (the seat of government) and the black African Christians of the South.



Fig. 7.1: Gaafar Nimeiry

Assessment Opportunities

Observation

Observe the learners in groups analyse the points under Sudan and South Sudan development. Can they easily come up with their comparison for the two countries under development?

Conversation

Talk to the learners while they are discussing the key points on the development of the two countries. Are their explanations logical?

Product

Read the answers on the comparison of the two countries under their development.

Activity 4: Development in Sudan since 2011 to date

(Refer to Learner's Book pages 132-134)

South Sudan has developed since 2011 to date. The development of South Sudan has been both politically, socially and economically. Explain to learners each step on how South Sudan has developed. Learners should understand the various political development that occurred in the country.

Mention to the learners some of these development and ask them to try and explain to others. Thereafter summarise to them the whole topic on the development of South Sudan and make sure they note down key points while you are explaining to them.

Ask the learners in groups to discuss some of the challenges of oil industry in South Sudan and what hope they see for the future in their country. Check their response to see how correct they have tackled the question.

Activity 4: Development in South Sudan since 2011 to date



Group work

In groups, discuss some of the challenges of oil industry in South Sudan. What hope do you see for the future? Present your thoughts to the class.

The Republic of South Sudan became the newest nation and Africa's 54th country on July 9th 2011 following a peaceful secession from the Sudan through a referendum in January 2011. South Sudan is made up of ten southern most states of Sudan. South Sudan is one of the most diverse countries in Africa with 60 different ethnic groups. As a new nation, it had the challenge with dealing with the legacy of more than 50 years of conflict and continued stability along with huge development needs. Formal institutions were built from a very low base and the capacity to formulate policies and implement programmes was limited. However South Sudan is endowed with significant oil wealth which if properly used can drive development and provide basis for progress.

Political Development

In July 2011, South Sudan became independent and Mr. Salva Kiir became its president. In 2013, two years later the country was engulfed in civil war when Mr. Kiir sacked his entire cabinet and accused vice president Riek Machar of instigating a failed coup. In 2014, the government and rebels agreed to attend peace talks in Ethiopia and a deal was signed under the threats of the United Nations sanctions for both sides. In August 2015, Mr Riek Machar returned from exile to be sworn in as vice president of the new unity government. However, in 2016 he was sacked sparking renewed conflicts. Media freedom is fragile in South Sudan. There is existence of armed groups, weak legal institutions and political pressure which undermine free reporting.



Fig. 7.5: Salva Kiir the president.

**Observation**

Observe the groups analyse the points under the challenges of oil industry in South Sudan and what hope they see in the future. Can they easily come up with the challenges?

Conversation

Talk to learners while they are discussing the key points on the challenges of oil industry in South Sudan.

Product

Read the answers on the challenges of oil industry in South Sudan. Are the answers that the learners have given correct?

(Refer to Learner's Book page 135)

1. South Sudan has only been independent since 2011 yet it is on the brink of collapse. Why is this happening? Explain.

There are a lot of negative factors threatening the independence of South Sudan and if not rescued it can lead to its collapse.

There are leadership wrangles between communities in South Sudan. The wrangles has led to division especially between the Nuer and Dinka which has gone all way to the upper positions in the government.

The presence of oil has led to fights and competition amongs communities whereby each communities strives to own the wealth of oil and the power that comes wit it.

Hunger and poverty are on the rise due to frequent famine breakouts in the country.

Violence and massacres are on the rise which have seen many families displaced as they run to neighbouring nations as refugees.

Criminal activities are still experienced just like those times when they were dependent. Some communities are known to be well armed and kill others which have led to communities attacking each other and thus creating a lot of fear among citizens.

The desire for political identity is a great challenge. Despite independence, communities still want to be seen in the power for them to feel that they are actually part of the country.

2. How does the legacy of colonialism affect African international relations?

Poor governance is still experienced in Africa despite the fact leadership is now in the hands of Africans themselves. Such poor traits have tainted the image of Africa in regard to other continents.

High levels of poverty and class divisions are still experienced in Africa which causes African nations to depend on other nations for food aids and humanitarian services.

There are still cases of inequality among the Africans just like it was during the period of colonialism.

The corruption cases that were there during colonial period are still present several years after the departure of the European powers that colonised Africa.

3. What are the differences between colonialism and post colonialism?

Colonialism is the period during which European powers dominated African, Asian and American lands. It can also be said to be the period when nations were not independent and thus succumbed to every order from the Europeans.

Post colonialism is the period after nations that were once colonised attained their freedom and independence. This period is characterized by struggle from the former colonised nations to set their own rules, to have their own unique identity as well as to develop their economy which had dropped during the colonial period.