

COMPETENCE BASED CURRICULUM

SENIOR SCHOOL

GRADE 10

GUIDE NOTES

HISTORY AND CITIZENSHIP







New Kenya Basic Education Curriculum Framework

2 - 6 - 6 - 3

Pre - Primary School - 2 Yrs.

Pre-Primary 1

Pre-Primary 2

Formative Assessment

Lower Primary School - 3 Yrs.

Grade 1

Grade 2

Grade 3

Formative Assessment and
National Assessment

Upper Primary School - 3 Yrs.

Grade 4

Grade 5

Grade 6

Formative Assessment and
National Assessment

Lower Secondary School - 3 Yrs.

Grade 7

Grade 8

Grade 9

Formative Assessment and
National Assessment

Senior Secondary School - 3 Yrs.

Grade 10

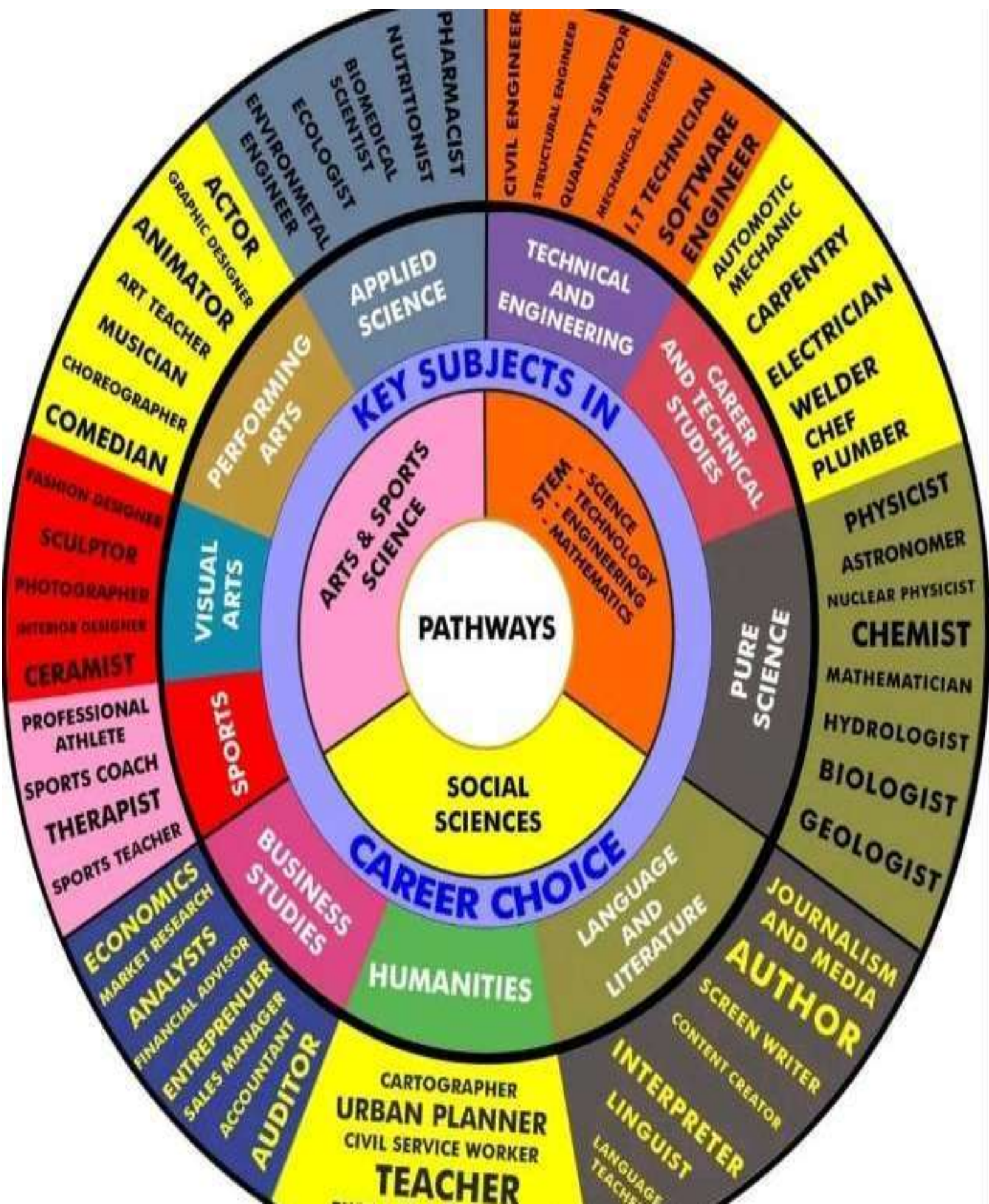
Grade 11

Grade 12

Formative Assessment and
National Assessment

Tertiary and Higher Education
3 Years

- ❑ **Formative Assessments** - Ongoing throughout term/semester
- ❑ **National Assessments** - Summative - end of lower and upper primary education, lower secondary education and senior school. For placement and certification



NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

2. Promote the social, economic, technological and industrial needs for national development

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes

taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. Promote sound moral and religious values

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. Promote social equity and responsibility

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. Promote respect for and development of Kenya's rich and varied cultures

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. Promote positive attitudes towards good health and environmental protection

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should

foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEARNING OUTCOMES FOR SENIOR SCHOOL

By the end of senior school, the learner should be able to:

1. Communicate effectively and utilize information and communication technology across varied contexts,
2. Apply mathematical, logical and critical thinking skills for problem solving,
3. Apply basic research and scientific skills to manipulate the environment and solve problems,
4. Exploit individual talents for leisure, self-fulfillment, career growth, further education and training,
5. Uphold national, moral and religious values and apply them in day-to-day life,
6. Apply and promote health care strategies in day-to-day life,
7. Protect, preserve and improve the environment for sustainability,
8. Demonstrate active local and global citizenship for harmonious co-existence,
9. Demonstrate appreciation of diversity in people and cultures,
10. Manage pertinent and contemporary issues responsibly.

THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM (CBC)

Senior School is the forth level of Basic Education in the Competency Based Curriculum (CBC) that learners shall come to after the Pre-Primary, Primary and Junior School (JS). The essence of Senior School is to offer learners a Pre- University/ Pre-career experience where the learners have an opportunity to choose pathways where they have demonstrated interest and/or potential at the earlier levels. Senior school comprises three years of education for learners in the age bracket of 15 to 18 years and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be engaged, empowered and ethical citizens ready to participate in the socio-economic development of the nation.

At this level, learners shall take SEVEN (07) learning areas (LAs) as recommended by the Presidential Working Party on Educational Reforms (PWPER). These shall comprise Four Compulsory learning areas, and Three learning areas opted for by the learner according to their chosen Pathway. While English and Kiswahili are indicated as Compulsory, the learners who opt for these learning areas as their subjects of specialization shall go through a differentiated curriculum in terms of scope, experiences and assessment. Such learners shall; therefore, take Advanced English or Kiswahili Kipevu with additional two lessons. It is recommended that AT LEAST TWO learning areas should be from chosen Pathway. In exceptional cases, some learners may opt for ONE learning area from the chosen Pathway and a maximum of TWO learning areas from any of the three pathways; depending.

LIST OF LEARNING AREAS AT SENIOR SCHOOL

Compulsory Subjects	Science, Technology, Engineering & Mathematics (STEM)	Social Sciences	Arts & Sports Science
1. English 2. Kiswahili/KSL 3. Community Service Learning 4. Physical Education <i>NB: ICT skills will be offered to all students to facilitate learning and enjoyment</i>	5. Mathematics/Advanced Mathematics 6. Biology 7. Chemistry 8. Physics 9. General Science 10. Agriculture 11. Computer Studies 12. Home Science 13. Drawing and Design 14. Aviation Technology 15. Building and Construction 16. Electrical Technology 17. Metal Technology 18. Power Mechanics 19. Wood Technology 20. Media Technology* 21. Marine and Fisheries Technology*	22. Advanced English 23. Literature in English 24. Indigenous Language 25. Kiswahili Kipevu/Kenya Sign Language 26. Fasihi ya Kiswahili 27. Sign Language 28. Arabic 29. French 30. German 31. Mandarin Chinese 32. History and Citizenship 33. Geography 34. Christian Religious Education/ Islamic Religious Education/Hindu Religious Education 35. Business Studies	36. Sports and Recreation 37. Physical Education (C) 38. Music and Dance 39. Theatre and Film 40. Fine Arts

LESSON DISTRIBUTION AT SENIOR SCHOOL

The number of lessons in each of the compulsory learning areas shall be 4; while the optional areas shall be 6 lessons each. A lesson shall be 40 minutes. The "**free**" lessons shall be used for development of ICT skills, Pastoral Instruction Programme (PPI), projects, collaborative study and further reading.

ESSENCE STATEMENT

Business Studies is offered as an integrated discipline aimed at exposing the learner at senior school to areas of Entrepreneurship, Financial Literacy, Commerce, Accounting and Economics. This builds on concepts learnt in Pre-technical studies at Junior school. It will equip the learner with globally accepted

knowledge, skills, values and attitudes necessary for success in business and economic development. The key competencies will include communication, collaboration, critical thinking, problem solving, integration of ICT, financial literacy, ethical, moral, and legal considerations in business.

The curriculum provides the learner with opportunities for further education and training in business related subjects. It also equips the learner with desirable competencies to be self-reliant, build careers and participate in national development. The subject at this level of education is critical for the realisation of the Kenya Vision 2030 as evidenced by the KICD Needs Assessment Report of 2016.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Senior School, the learner should be able to:

- a) Demonstrate competencies in financial literacy to enhance the ability to interpret, analyse, manage, and communicate financial information for personal, entrepreneurial and professional purposes.
- b) Develop social skills, communication and collaboration for harmonious coexistence in a business environment.
- c) Acquire and use appropriate knowledge, skills, values and attitudes necessary for success in business.

STRAND 1.0: THEMES IN KENYAN HISTORY AND CITIZENSHIP

Sub Strand 1.1: Linguistic Groups in Kenya

Kenya's population is incredibly diverse, with numerous ethnic groups, each with its own distinct language and culture. These groups are broadly categorized into three major linguistic families:

1. Bantu:

- ✓ The Bantu are the largest linguistic group in Kenya.
- ✓ They are believed to have migrated from West Africa over centuries.
- ✓ Examples include the Kikuyu, Luhya, Kisii, Meru, and Mijikenda.
- ✓ Image of Bantu people.



2. Nilotic:

- ✓ The Nilotic groups are believed to have originated in the Nile Valley.
- ✓ They are known for their pastoralist traditions.
- ✓ Examples include the Luo, Maasai, Kalenjin, and Turkana.
- ✓ Image of Nilotic people.



3. Cushitic:

- ✓ The Cushitic groups are believed to have migrated from the Horn of Africa.
- ✓ They are also primarily pastoralists.
- ✓ Examples include the Somali, Rendille, and Borana.
- ✓ Image of Cushitic people.



Causes and Effects of Migration, Settlement, and Expansion:

• Causes:

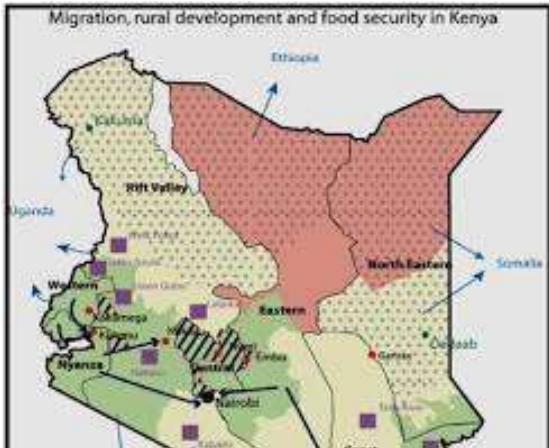
- ✓ Search for fertile land and grazing areas.
- ✓ Population pressure.
- ✓ Climate change and drought.
- ✓ Conflicts and wars.
- ✓ Trade and economic opportunities.

• Effects:

- ✓ Distribution of linguistic groups across Kenya.
- ✓ Cultural exchange and interaction.
- ✓ Conflicts over resources.
- ✓ Formation of diverse communities.
- ✓ Changes in social structures.

Migration Routes and Settlement Areas:

- ❖ **Bantu Migration:** From West Africa, they spread into the coastal regions and highlands of Kenya.
- ❖ Map of bantu migration.



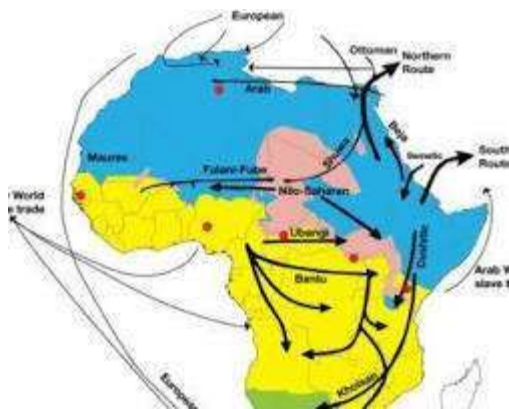
Map of Bantu migration in Kenya

- ❖ **Nilotic Migration:** From the Nile Valley, they moved southward into the western and Rift Valley regions.
- ❖ Map of Nilotic migration.



Map of Nilotic migration in Kenya

- ❖ **Cushitic Migration:** From the Horn of Africa, they settled in the arid and semi-arid regions of northern and eastern Kenya.
- ❖ Map of Cushitic migration.



Map of Cushitic migration in Kenya

Promoting Social Cohesion:

- Understanding and respecting cultural differences.
- Promoting intercultural dialogue and exchange.
- Addressing inequalities and promoting equitable resource distribution.
- Fostering a sense of national identity and belonging.
- Education on the diverse cultures of Kenya.

Appreciating Diversity:

- Celebrating cultural festivals and traditions.
- Learning about the history and heritage of different linguistic groups.
- Promoting the use of indigenous languages.
- Supporting cultural preservation efforts.

Sub Strand 1.2: Establishment of Colonial Rule

1. Reasons for the Establishment of Colonial Rule:

- **Economic Interests:**
 - ✓ The British sought raw materials (e.g., ivory, rubber, agricultural products).
 - ✓ They aimed to create markets for British manufactured goods.
 - ✓ They sought to control trade routes, particularly those leading to India.
 - ✓ Image of a map of East Africa trade routes.



East Africa trade routes

- **Strategic Interests:**

- ✓ Kenya's strategic location was crucial for controlling access to the Nile River and the Indian Ocean.
- ✓ The British aimed to prevent other European powers (e.g., Germany, France) from gaining control.
- ✓ Image of the Uganda Railway.



Kenya-Uganda Railway

- **Political Prestige:**

- ✓ Colonial expansion was seen as a symbol of national power and prestige.
- ✓ The "Scramble for Africa" fueled competition among European nations.
- ✓ Image of a political cartoon of the scramble for Africa.



Scramble for Africa

- **"Civilizing Mission":**

- ✓ The British justified their actions by claiming they were bringing "civilization" to Africa.
- ✓ This involved imposing their culture, religion (Christianity), and systems of governance.
- ✓ Image of early missionaries in Kenya.



Early missionaries in Kenya

2. Methods Applied by the British:

- **Treaty Making:**

- ✓ The British signed treaties with some African leaders, often through deception or coercion.
- ✓ These treaties often ceded land and sovereignty to the British.
- ✓ Image of a treaty signing.



Treaty signing

- **Military Force:**

- ✓ The British used military power to suppress resistance and establish control.
- ✓ The construction of the Uganda Railway facilitated the movement of troops.
- ✓ Image of British colonial soldiers in Kenya.



British colonial soldiers in Kenya

- **Administrative Structures:**

- ✓ The British established colonial administrations, including provincial and district officers.
- ✓ They introduced systems of taxation, land ownership, and forced labor.
- ✓ Image of a colonial administrative building.



Colonial administrative building

- **Infrastructure Development:**

- ✓ The Uganda Railway was essential for transporting goods and troops.
- ✓ Roads were built to facilitate colonial administration and economic exploitation.

- **Divide and Rule:**

- ✓ The British often exploited existing ethnic tensions to maintain control.

3. Process of Establishment of Colonial Rule:

1. **Exploration and Initial Contacts:**

- ✓ Early explorers and missionaries (e.g., David Livingstone) paved the way for British involvement.

2. **Treaty Making and Protectorate Status:**

- ✓ The British declared Kenya a protectorate in 1895.

3. **Construction of the Uganda Railway (1896-1901):**

- ✓ This facilitated the movement of troops and settlers.

4. **Land Alienation:**

- ✓ The British seized fertile land for European settlement, displacing African communities.

5. **Establishment of Colonial Administration:**

- ✓ Systems of governance were imposed, including taxation and forced labor.

6. **Resistance and Suppression:**

- ✓ African communities resisted, but were ultimately subdued through military force.
- ✓ Image of Kenyan resistance fighters.



Kenyan resistance fighters.

Sub Strand 1.3: The Constitution of Kenya (2010) - Public Resources

Understanding Public Resources in the Kenyan Constitution (2010):

- **Definition:**

- ✓ The Constitution of Kenya (2010) defines public resources broadly, encompassing all revenue, assets, and liabilities of the national and county governments.
- ✓ This includes land, minerals, forests, water, and financial resources.

- **Types of Public Resources:**

- ✓ **Natural Resources:**

- Land: Agricultural land, forests, national parks.
- Water: Rivers, lakes, groundwater.
- Minerals: Oil, gas, gold, other minerals.
- Wildlife: Animals, ecosystems.

- ✓ **Financial Resources:**

- Tax revenue.
- Loans and grants.
- Investment income.

- ✓ **Public Assets:**

- Government buildings.
- Infrastructure (roads, bridges, etc.).
- Public institutions (schools, hospitals).

- **Importance of Public Resources:**

- ✓ Funding public services (education, healthcare, infrastructure).
- ✓ Supporting economic development.
- ✓ Preserving the environment for future generations.
- ✓ Promoting social equity.

Challenges in Efficient Utilization:

- ✓ **Corruption:** Misappropriation and embezzlement of public funds.
- ✓ **Mismanagement:** Inefficient use of resources and lack of accountability.
- ✓ **Environmental Degradation:** Unsustainable exploitation of natural resources.
- ✓ **Lack of Transparency:** Limited access to information about resource management.
- ✓ **Political Interference:** Resources being used for political gain rather than public benefit.

Strategies for Sustainable Utilization:

- ✓ **Strengthening Governance:** Implementing transparent and accountable systems.
- ✓ **Promoting Public Participation:** Involving citizens in resource management decisions.
- ✓ **Investing in Education:** Raising awareness about sustainable resource use.
- ✓ **Enforcing Environmental Regulations:** Protecting natural resources from exploitation.
- ✓ **Diversifying Revenue Sources:** Reducing reliance on single resources.
- ✓ **Using technology:** to improve monitoring of resources.

Advocating for Ethical Use:

- ✓ **Promoting Integrity:** Encouraging ethical behavior among public officials.
- ✓ **Enhancing Accountability:** Holding those responsible for resource management accountable.
- ✓ **Strengthening Oversight Institutions:** Empowering institutions that monitor resource use.
- ✓ **Raising Public Awareness:** Educating citizens about their rights and responsibilities.

Visual Aids:

- **Images of Kenyan natural resources:**



Kenyan mineral mines

- **Images of public infrastructure:**



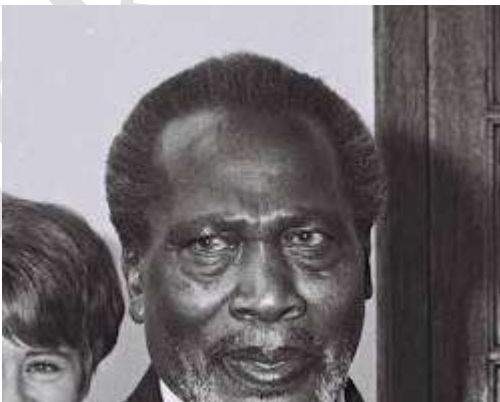
Kenyan hospitals

- **Charts illustrating revenue sources:**
 - ✓ Pie charts showing the breakdown of government revenue.
- **Posters promoting ethical resource use:**
 - ✓ Slogans and images advocating for transparency and accountability.

Sub Strand 1.4: Political Developments in Kenya Since Independence

Major Political Developments Since Independence:

- **Establishment of Republic Status (1964):**
 - ✓ Kenya transitioned from a constitutional monarchy to a republic.
 - ✓ Jomo Kenyatta became the first president.
 - ✓ Image of Jomo Kenyatta.



Jomo Kenyatta

- **Merger of KANU and KADU (1964):**
 - ✓ The Kenya African National Union (KANU) and the Kenya African Democratic Union (KADU) merged.
 - ✓ This led to a de facto one-party state.
- **Sessional Paper No. 10 of 1965:**
 - ✓ Outlined Kenya's economic development strategy, emphasizing African socialism.
 - ✓ This paper influenced economic policies for decades.
- **The One-Party State Era (1969-1991):**
 - ✓ KANU became the sole legal political party.
 - ✓ This period was marked by political repression and limited freedoms.
- **Repeal of Section 2A of the Constitution (1991):**
 - ✓ The reintroduction of multi-party democracy.
 - ✓ This led to the emergence of new political parties.
- **1992 and 1997 Multi-Party Elections:**
 - ✓ First multi party elections, that were marked by ethnic clashes.
- **2002 General Election:**
 - ✓ KANU was defeated by the National Rainbow Coalition (NARC).
 - ✓ Marked a significant democratic transition.
- **2007/2008 Post-Election Violence:**
 - ✓ Disputed election results led to widespread violence.
 - ✓ This highlighted deep-seated ethnic and political divisions.
- **Promulgation of the 2010 Constitution:**
 - ✓ Introduced significant reforms, including devolution, a bill of rights, and electoral reforms.
 - ✓ Aimed to address past injustices and promote good governance.
 - ✓ Image of 2010 constitution promulgation.



2010 constitution promulgation

Major Political Challenges Since Independence:

1. Political Assassinations:

- ❖ The murders of prominent political figures (e.g., Tom Mboya, J.M. Kariuki).

2. Attempted Coups:

- ❖ The 1982 attempted coup highlighted political instability.

3. Post-Election Violence:

- ❖ Recurring violence after elections, particularly in 2007/2008.

4. Negative Ethnicity:

- ❖ Tribalism and ethnic divisions have hindered national unity.

5. Corruption:

- ❖ Widespread corruption has undermined development and trust in government.

6. Human Rights Abuses:

- ❖ Periods of political repression and human rights violations.

Possible Solutions to Political Challenges:

❖ Strengthening Democratic Institutions:

- ✓ Ensuring independent electoral bodies and judiciary.

❖ Promoting National Unity:

- ✓ Encouraging inter-ethnic dialogue and cultural exchange.

❖ Combating Corruption:

- ✓ Enforcing anti-corruption laws and promoting transparency.

❖ Addressing Historical Injustices:

- ✓ Implementing truth and reconciliation processes.

❖ Promoting Civic Education:

- ✓ Educating citizens on their rights and responsibilities.

❖ Ensuring Free and Fair Elections:

- ✓ Implementing electoral reforms and promoting voter education.

Promoting Peaceful Political Environments:

❖ Dialogue and Reconciliation:

- ✓ Facilitating discussions between different political and ethnic groups.

❖ Community Policing:

- ✓ Involving communities in maintaining peace and security.

❖ Youth Engagement:

- ✓ Empowering young people to participate in peace-building initiatives.

❖ Media Responsibility:

- ✓ Promoting responsible reporting that avoids inciting violence.

❖ Cultural Events:

- ✓ Organizing events that celebrate diversity and promote unity.

Sub Strand 1.5: Elections in Kenya

Key Aspects of Elections in Kenya:

- **Guidelines Governing Elections:**

- ✓ The Constitution of Kenya (2010).
- ✓ The Elections Act.
- ✓ The Independent Electoral and Boundaries Commission (IEBC) Act.
- ✓ Electoral Code of Conduct.

- **Roles and Functions of IEBC:**

- ✓ Registering voters.
- ✓ Delimiting electoral boundaries.
- ✓ Conducting and supervising elections.
- ✓ Educating voters.
- ✓ Resolving electoral disputes.
- ✓ Verifying and announcing election results.
- ✓ Regulating campaign financing.

- **Electoral Processes in Kenya:**

- ✓ Voter registration.
- ✓ Candidate nomination.
- ✓ Campaigning.
- ✓ Polling day (voting).
- ✓ Tallying and announcement of results.
- ✓ Dispute resolution.

- **Measures Taken by IEBC to Curb Election Malpractices:**

- ✓ Use of technology (e.g., biometric voter registration, electronic transmission of results).
- ✓ Voter education campaigns.
- ✓ Monitoring campaign financing.
- ✓ Enforcing the Electoral Code of Conduct.
- ✓ Working with law enforcement agencies.
- ✓ Training of polling officials.
- ✓ Increased transparency in the vote tallying process.

Why Elections Are Important:

- ✓ Enable citizens to choose their leaders.
- ✓ Ensure government accountability.
- ✓ Promote peaceful transitions of power.
- ✓ Provide a platform for diverse voices.

- ✓ Reinforce democratic principles.

Values to Avoid Election Malpractices:

- ✓ Integrity.
- ✓ Transparency.
- ✓ Fairness.
- ✓ Respect for the rule of law.
- ✓ Tolerance.
- ✓ Civic responsibility.
- ✓ Patriotism.

Visual Aids:

- Images of IEBC officials conducting elections.



IEBC officials

- Images of voters casting ballots.



Kenyan voters

- Charts illustrating the electoral process.



- Posters promoting voter education.



- Maps of Kenyan electoral boundaries.



Sub Strand 1.6: National Integration

Key Aspects of National Integration:

- **Importance of National Integration:**
 - ✓ Promotes social cohesion and harmony.
 - ✓ Reduces ethnic and regional tensions.
 - ✓ Enhances political stability.
 - ✓ Facilitates economic development.

- ✓ Strengthens national identity.
- ✓ Fosters a sense of belonging.
- **Components of National Integration:**
 - ✓ **National Identity:** A shared sense of belonging and loyalty to the nation.
 - ✓ **Equal Opportunities:** Ensuring fair access to resources and services for all citizens.
 - ✓ **Social Equity:** Addressing inequalities and promoting social justice.
 - ✓ **Cultural Diversity:** Recognizing and celebrating the richness of different cultures.
 - ✓ **Political Participation:** Encouraging active involvement in civic and political life.
 - ✓ **National Symbols:** Shared symbols that represent the nation (e.g., flag, anthem).
 - ✓ **National Language:** While Kenya has two official languages, the ability to communicate across cultures is important.
- **Factors That Limit National Integration:**
 - ✓ **Ethnic Divisions:** Tribalism and ethnic conflicts.
 - ✓ **Regional Imbalances:** Unequal distribution of resources and development.
 - ✓ **Political Polarization:** Deep divisions between political parties.
 - ✓ **Corruption:** Undermines trust in government and institutions.
 - ✓ **Historical Injustices:** Unresolved grievances from the past.
 - ✓ **Economic Inequality:** Gaps between the rich and poor.
 - ✓ **Negative ethnicity:** The act of placing one ethnic group above the other.
- **Ways of Enhancing National Integration:**
 - ✓ **Promoting Inter-Ethnic Dialogue:** Facilitating communication between different groups.
 - ✓ **Investing in Education:** Teaching about national history and values.
 - ✓ **Promoting Cultural Exchange:** Organizing events that celebrate diversity.
 - ✓ **Ensuring Equitable Development:** Distributing resources fairly.
 - ✓ **Strengthening National Institutions:** Promoting good governance and the rule of law.
 - ✓ **Promoting Sports and Cultural Events:** Events that bring people together.
 - ✓ **Media Responsibility:** Media to promote cohesion, and not division.

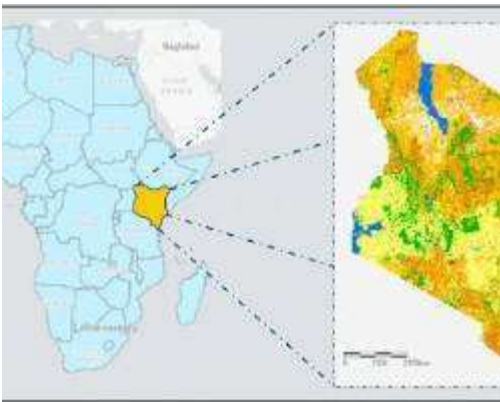
Visual Aids:

- Images of diverse Kenyan cultures.



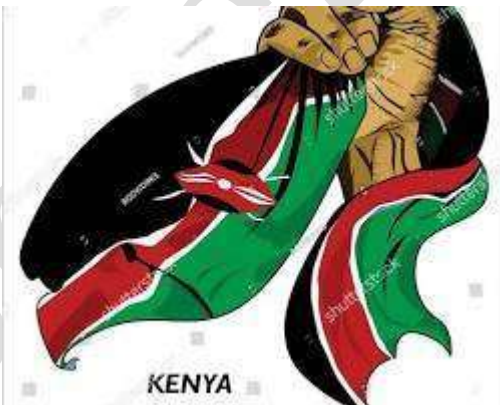
Kenyan cultural festivals

- Maps showing regional development disparities.



Kenyan development map

- Posters promoting national unity.



Kenyan unity poster

- Images of national symbols.



Kenyan coat of arms

- Pictures of inter-ethnic dialogue meetings.



Kenyan dialogue meeting

STRAND 2.0: THEMES IN AFRICAN HISTORY AND CITIZENSHIP

Sub Strand 2.1: Human Developments in Africa

Key Aspects of Human Developments in Africa:

- **Transition from Migratory to Sedentary Lifestyle:**

- ❖ Factors:
 - Development of agriculture.
 - Domestication of animals.
 - Climate changes.
 - Population growth.
 - The need for stable food sources.
- ❖ Image of early agriculture.



Early agriculture

- **Neolithic Revolution:**

- ❖ Advancements:
 - Development of farming and cultivation.
 - Domestication of animals (sheep, goats, cattle).
 - Development of pottery and tools.
 - Establishment of permanent settlements.
- ❖ Image of neolithic tools.



Neolithic tools

- ❖ Contributions to Modern Society:
 - Foundation for settled agriculture.
 - Development of complex societies.
 - Technological advancements.
 - Beginnings of trade.
- **Pastoralism in Africa:**
 - ❖ Characteristics:
 - Dependence on livestock.
 - Nomadic or semi-nomadic lifestyles.
 - Strong social structures.
 - Adaptation to arid and semi-arid environments.
 - ❖ Communities:
 - Maasai (Kenya and Tanzania).
 - Fulani (West Africa).
 - ❖ Image of Maasai people.



Maasai people

- ❖ Image of Fulani people.



Fulani people

- **Challenges Facing Contemporary Pastoralism:**

- ❖ Climate change and drought.
- ❖ Land encroachment.
- ❖ Modernization and changing lifestyles.
- ❖ Conflicts over resources.
- ❖ Lack of access to services.

Proposed Solutions:

- Sustainable land management.
- Diversification of livelihoods.
- Access to education and healthcare.
- Conflict resolution mechanisms.
- Empowerment of pastoral communities.

Sub Strand 2.2: African Civilizations up to the 19th Century

Key Aspects of African Civilizations up to the 19th Century:

- **Wanga Kingdom:**

- ✓ Located in present-day Western Kenya.
- ✓ Known for its centralized political structure and powerful rulers (Mwami).
- ✓ Relied on agriculture and trade.
- ✓ Image of Nabongo Mumia of Wanga.



Nabongo Mumia of Wanga

- **Buganda Kingdom:**

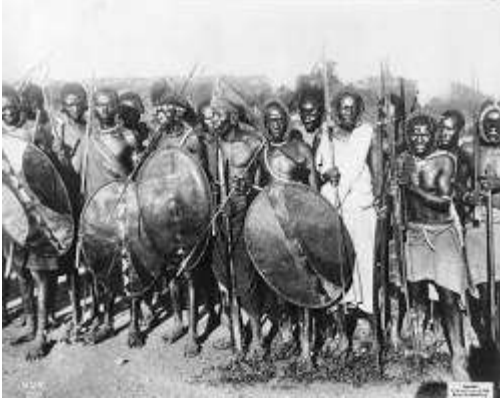
- ✓ Located in present-day Uganda.
- ✓ Had a complex political system with a Kabaka (king) and a Lukiiko (parliament).
- ✓ Engaged in extensive trade and agriculture.
- ✓ Image of a Kabaka of Buganda.



Kabaka of Buganda

- **Nyamwezi:**

- ✓ Located in present-day Tanzania.
- ✓ Known for their long-distance trade networks, particularly in ivory and slaves.
- ✓ Had a decentralized political structure with various chiefdoms.
- ✓ Image of Nyamwezi traders.



Nyamwezi traders

- **Importance to Modern Society:**

- ✓ Political systems and governance: Understanding the evolution of political structures.
- ✓ Trade and economic networks: Learning from historical trade routes and systems.
- ✓ Cultural preservation: Appreciating the rich cultural heritage.
- ✓ Social organization: Understanding the dynamics of early societies.
- ✓ Agricultural practices: Gaining insights into traditional farming methods.

- **Best Practices:**

- ✓ Centralized governance (Wanga, Buganda).
- ✓ Organized trade networks (Nyamwezi, Buganda).
- ✓ Complex social structures.
- ✓ Agricultural efficiency.
- ✓ Respect for leadership.

Contributions:

- **Political Organization:**

- ✓ Sophisticated systems of governance.
- ✓ Development of centralized authority.
- ✓ Early forms of representative government.

- **Economic Systems:**

- ✓ Extensive trade networks.
- ✓ Agricultural innovation.
- ✓ Development of specialized crafts.

- **Cultural Heritage:**

- ✓ Rich traditions and customs.
- ✓ Art and architecture.
- ✓ Oral traditions and literature.

Sub Strand 2.2: African Civilizations up to the 19th Century

(Wanga, Buganda, Nyamwezi)

Differences Between Early Civilizations and Current Leadership Structures:

1. Nature of Authority:

❖ Early Civilizations:

- ✓ Often hereditary monarchies (Wanga, Buganda).
- ✓ Divine right of kings or rulers.
- ✓ Centralized power with limited checks and balances.
- ✓ Image of a royal court in Buganda.



Royal court in Buganda

❖ Current Structures:

- ✓ Mostly democratic systems with elected leaders.
- ✓ Constitutional limits on power.
- ✓ Separation of powers (executive, legislative, judicial).
- ✓ Emphasis on rule of law and citizen participation.
- ✓ Image of Kenyan parliament.



Kenyan parliament

2. Accountability and Participation:

❖ Early Civilizations:

- ✓ Limited or no citizen participation in decision-making.
- ✓ Rulers accountable primarily to their lineage or deities.
- ✓ Social hierarchy with limited social mobility.

❖ Current Structures:

- ✓ Emphasis on citizen participation (elections, public forums).
- ✓ Leaders held accountable through elections and legal systems.
- ✓ Emphasis on human rights and equality.

3. Governance and Administration:

❖ Early Civilizations:

- ✓ Often relied on traditional systems of governance.
- ✓ Limited bureaucracy or formal administrative structures.
- ✓ Oral traditions and customs as primary sources of law.

❖ Current Structures:

- ✓ Complex bureaucratic systems.
- ✓ Written constitutions and legal codes.
- ✓ Professional civil service.

4. Economic Systems:

❖ Early Civilizations:

- ✓ Primarily agrarian economies with some trade.
- ✓ Tribute systems and forced labor.
- ✓ Limited technological development.

❖ Current Structures:

- ✓ Diversified economies (industrial, service, technology).
- ✓ Market-based systems and global trade.
- ✓ Rapid technological advancements.

5. Social Structures:

❖ Early Civilizations:

- ✓ Rigid social hierarchies based on birth or status.
- ✓ Strong emphasis on tradition and customs.
- ✓ Limited individual rights.

❖ Current Structures:

- ✓ Emphasis on social mobility and equality.
- ✓ Protection of individual rights and freedoms.
- ✓ Increasingly diverse and multicultural societies.

Visual Aids:

- Comparative charts showing differences in political systems.

- Images of traditional rulers vs. modern political leaders.
- Diagrams illustrating the separation of powers in modern governments.
- Images of traditional economic systems vs. modern economic systems.

Sub Strand 2.4: Modern Nationalism in Africa

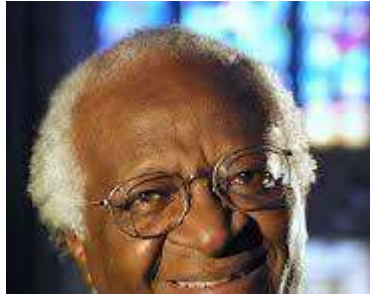
Key Aspects of Modern Nationalism in Africa:

- **Factors Influencing Modern Nationalism:**
 - ✓ **Pan-Africanism:** The ideology promoting unity and solidarity among African people.
 - ✓ **Post-Colonial Identity:** The need to forge a distinct African identity after independence.
 - ✓ **Socio-economic Development:** The desire for economic self-reliance and social progress.
 - ✓ **Cultural Revival:** The promotion of indigenous cultures and languages.
 - ✓ **Democratic Movements:** The struggle for democracy and human rights.
 - ✓ **Regional Integration:** Efforts to promote cooperation and unity among African nations.
- **Lessons from Key Leaders:**
 - ✓ **Thomas Sankara (Burkina Faso):**
 - Emphasized self-reliance and anti-imperialism.
 - Promoted social justice and women's rights.
 - Image of Thomas Sankara.



Thomas Sankara

- ✓ **Desmond Tutu (South Africa):**
 - Advocated for human rights and reconciliation.
 - Played a crucial role in the anti-apartheid struggle.
 - Image of Desmond Tutu.



Desmond Tutu

✓ **Julius Nyerere (Tanzania):**

- Promoted African socialism (Ujamaa).
- Advocated for Pan-Africanism and non-alignment.
- Image of Julius Nyerere.



Julius Nyerere

✓ **Anwar Sadat (Egypt):**

- Promoted Arab nationalism and peace in the Middle East.
- Significantly impacted Egyptian national identity.
- Image of Anwar Sadat.



Anwar Sadat

- **Best Practices to Strengthen Nationalism:**

- ✓ **Promoting National Unity:** Addressing ethnic and regional divisions.
- ✓ **Investing in Education:** Teaching national history and values.
- ✓ **Promoting Cultural Heritage:** Celebrating indigenous cultures and traditions.
- ✓ **Strengthening Democratic Institutions:** Ensuring good governance and the rule of law.
- ✓ **Promoting Economic Development:** Reducing poverty and inequality.
- ✓ **Encouraging Civic Participation:** Empowering citizens to participate in national affairs.
- ✓ **Utilizing National Symbols:** The use of flags, anthems and national holidays to promote unity.

- **Modern African Nationalism in Development:**

- ✓ Nationalism has been a driving force in the struggle for independence.
- ✓ It has influenced efforts to build strong and united nations.
- ✓ It continues to shape debates about identity, development, and governance.

Sub Strand 2.4: Modern Nationalism in Africa

Expanded Content and Visuals:

1. Factors Influencing Modern Nationalism:

- ✓ **Pan-Africanism:**
 - ❖ The concept of African unity and solidarity.
 - ❖ Emphasis on shared history and destiny.
 - ❖ Image of Pan-African flag.



Pan-African flag

- ✓ **Post-Colonial Identity:**
 - ❖ Building national identities distinct from colonial legacies.
 - ❖ Rejection of imposed boundaries and cultures.

- ✓ **Socio-economic Development:**
 - ❖ Nationalism as a tool for economic self-reliance.
 - ❖ Emphasis on national development projects.
- ✓ **Cultural Revival:**
 - ❖ Promotion of indigenous languages, arts, and traditions.
 - ❖ Reclaiming cultural heritage.
 - ❖ Image of traditional African art.



Traditional African art

- ✓ **Democratic Movements:**
 - ❖ Nationalism linked to the struggle for democracy and human rights.
 - ❖ Emphasis on citizen participation.
- ✓ **Regional Integration:**
 - ❖ Nationalism extending to regional cooperation (e.g., African Union).
 - ❖ Emphasis on African solutions to African problems.
 - ❖ Image of African Union Headquarters.



African Union Headquarters

2. Lessons from Key Leaders:

✓ **Thomas Sankara:**

- ❖ Anti-imperialist and self-reliant development.
- ❖ Focus on social justice and women's empowerment.
- ❖ Image of Thomas Sankara speaking.



Thomas Sankara speaking

✓ **Desmond Tutu:**

- ❖ Reconciliation and healing after apartheid.
- ❖ Emphasis on human rights and justice.
- ❖ Image of Desmond Tutu during the truth and reconciliation commission.



Desmond Tutu during the truth and reconciliation commission

✓ **Julius Nyerere:**

- ❖ Ujamaa (African socialism) and self-reliance.
- ❖ Pan-Africanism and non-alignment.
- ❖ Image of Julius Nyerere addressing a crowd.



Julius Nyerere addressing a crowd

✓ **Anwar Sadat:**

- ❖ Arab nationalism and pursuit of peace.
- ❖ Emphasis on national pride and unity.
- ❖ Image of Anwar Sadat giving a speech.



Anwar Sadat giving a speech

3. Best Practices to Strengthen Nationalism:

✓ **National Unity:**

- ❖ Promoting inter-ethnic dialogue and understanding.
- ❖ Addressing regional disparities.

✓ **Education:**

- ❖ Teaching national history, values, and civic responsibilities.
- ❖ Promoting national languages.

✓ **Cultural Preservation:**

- ❖ Supporting traditional arts, music, and festivals.
- ❖ Preserving historical sites.

✓ **Democratic Institutions:**

- ❖ Strengthening the rule of law and good governance.

- ❖ Ensuring free and fair elections.
- ✓ **Economic Development:**
 - ❖ Creating jobs and reducing poverty.
 - ❖ Promoting national industries.
- ✓ **Civic Participation:**
 - ❖ Encouraging citizen involvement in national affairs.
 - ❖ Promoting volunteerism.
- ✓ **National Symbols:**
 - ❖ Using flags, anthems, and national holidays to foster unity.
 - ❖ Building national monuments.

4. **Modern African Nationalism in Development:**

- ✓ Nationalism as a force for liberation and independence.
- ✓ Nationalism as a tool for nation-building and development.
- ✓ The challenges of balancing national identity with globalization.

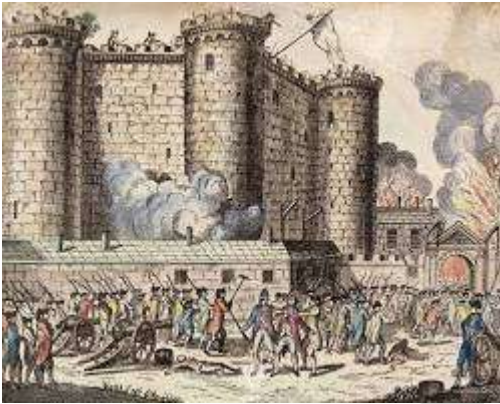
STRAND 3.0: INTERNATIONAL THEMES IN HISTORY AND CITIZENSHIP

Sub Strand 3.1: Great Revolutions - The French Revolution

Key Aspects of the French Revolution:

✓ Causes of the French Revolution:

- ✓ **Social Inequality:** The rigid social hierarchy of the Old Regime, with the privileged First and Second Estates and the oppressed Third Estate.
- ✓ **Economic Crisis:** High taxes, food shortages, and government debt.
- ✓ **Enlightenment Ideas:** The influence of thinkers like Rousseau and Montesquieu, who promoted ideas of liberty, equality, and popular sovereignty.
- ✓ **Weak Leadership:** The indecisiveness of King Louis XVI.
- ✓ Image of the storming of the Bastille.



Storming of the Bastille

✓ Significance of the French Revolution to World Economies:

- ✓ **Rise of Nationalism:** The revolution fostered a sense of national identity and unity.
- ✓ **Spread of Democratic Ideas:** The principles of liberty, equality, and fraternity spread throughout Europe and beyond.
- ✓ **Economic Reforms:** The abolition of feudalism and the introduction of new economic policies.
- ✓ **Inspiration for Other Revolutions:** The French Revolution served as a model for other revolutionary movements.
- ✓ **Changes in trade:** The Napoleonic wars that followed the revolution, changed trade patterns in Europe.

✓ Best Practices from the French Revolution:

- ✓ **Emphasis on Equality:** The importance of social justice and equal rights.

- ✓ **Value of Liberty:** The significance of individual freedoms and democratic principles.
- ✓ **Importance of Civic Participation:** The need for active citizen involvement in government.
- ✓ **The danger of unchecked power:** The revolution showed what can happen when leaders are not held accountable.
- ✓ **Significance of the French Revolution Today:**
 - ✓ The principles of the revolution continue to inspire movements for democracy and social justice around the world.
 - ✓ The revolution serves as a reminder of the importance of addressing social inequalities and economic injustices.
 - ✓ The revolution's impact on political and economic thought is still felt today.

Sub Strand 3.2: International Organizations

Key Aspects of International Organizations (with a Focus on the Commonwealth):

- **Significance of International Organizations:**
 - ✓ Promote international cooperation.
 - ✓ Address global issues (e.g., climate change, poverty, health).
 - ✓ Facilitate trade and economic development.
 - ✓ Resolve conflicts and maintain peace.
 - ✓ Protect human rights.
- **Factors Strengthening Ties Among Commonwealth Countries:**
 - ✓ Shared history and cultural ties.
 - ✓ Common language (English).
 - ✓ Shared legal and political systems.
 - ✓ Economic cooperation and trade.
 - ✓ Shared values (democracy, human rights, rule of law).
 - ✓ Sporting events (e.g., Commonwealth Games).
 - ✓ Image of the commonwealth games.



Common-wealth games

- **Opportunities Facing Commonwealth Nations:**
 - ✓ Increased trade and investment.
 - ✓ Access to development assistance.
 - ✓ Enhanced political cooperation.
 - ✓ Cultural exchange and tourism.
 - ✓ Collaboration on global issues.
- **Challenges Facing Commonwealth Nations:**
 - ✓ Economic disparities among member states.
 - ✓ Political instability and conflict.
 - ✓ Human rights violations.
 - ✓ Climate change and environmental degradation.
 - ✓ Trade imbalances.
- **Key Values for Sustainable Relations:**
 - ✓ Democracy.
 - ✓ Human rights.
 - ✓ Rule of law.
 - ✓ Equality.
 - ✓ Tolerance.
 - ✓ Respect for diversity.
 - ✓ Good governance.
- **Activities Promoting Strong Ties:**
 - ✓ Cultural exchange programs.
 - ✓ Educational partnerships.
 - ✓ Trade fairs and exhibitions.
 - ✓ Joint development projects.
 - ✓ Sporting events.
 - ✓ Political dialogues and summits.

Sub-Strand 3.2: Modern Slavery and Servitude

1. Defining Modern Slavery and Servitude:

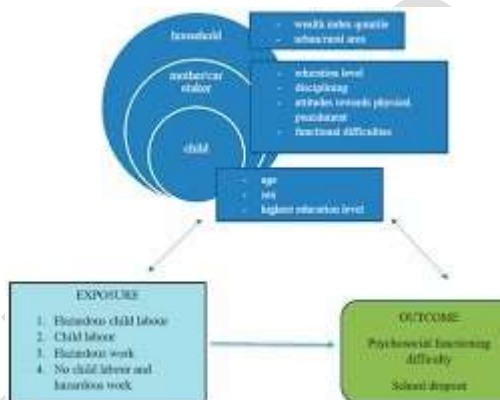
- **Slavery:** Traditionally, this involved the legal ownership of a person as property. However, modern slavery is more subtle and often involves exploitation, coercion, and the denial of basic human rights.
- **Servitude:** A condition in which a person is forced to work in the service of another by reason of debt, or under any other situation of constraint.



Person in forced labor, symbolizing modern slavery

2. Forms of Modern Slavery:

- ❖ **Forced Labor:** Individuals are compelled to work through violence, threats, or deception. Examples include:
 - ✓ Construction sites
 - ✓ Farming
 - ✓ Factories
 - ✓ Domestic service
- ❖ **Debt Bondage:** People are forced to work to pay off a debt, which becomes impossible to repay due to inflated interest or manipulated conditions.
- ❖ **Human Trafficking:** The recruitment, transport, transfer, harboring, or receipt of persons by means of threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.
- ❖ **Child Slavery:** Children are forced to work in dangerous or exploitative conditions, often denied education and basic rights.
- ❖ **Forced Marriage:** Individuals are compelled to marry against their will, often involving exploitation and abuse.



Children working in a hazardous environment, representing child slavery

3. Factors Causing Modern Slavery:

- ✓ **Poverty:** Economic desperation makes people vulnerable to exploitation.
- ✓ **Lack of Education:** Limited access to education reduces awareness of rights and increases susceptibility to deception.
- ✓ **Corruption:** Weak governance and corruption enable traffickers and exploiters to operate with impunity.
- ✓ **Discrimination:** Marginalized groups, such as migrants, ethnic minorities, and women, are disproportionately affected.
- ✓ **Conflict and Instability:** Wars and crises create chaos, making people vulnerable to trafficking and exploitation.
- ✓ **Global Supply Chains:** The demand for cheap goods can drive exploitation in supply chains.



Impoverished community, representing poverty as a factor

4. Government and Civil Society Collaboration:

- ✓ **Legislation and Enforcement:** Governments enact and enforce laws against slavery and trafficking.
- ✓ **International Cooperation:** Collaboration between nations to share information and coordinate efforts.
- ✓ **Awareness Campaigns:** Civil society organizations raise awareness about modern slavery and its forms.
- ✓ **Victim Support:** Providing shelter, legal aid, and rehabilitation for survivors.
- ✓ **Ethical Consumerism:** Encouraging consumers to support businesses with ethical supply chains.
- ✓ **Empowering Vulnerable Communities:** Educational programs, and economic aid to help communities protect themselves.



Group of people at a protest, representing civil society action against slavery

5. Roles of Abolitionist Movements:

- ✓ **Advocacy:** Lobbying governments and international organizations for stronger laws and policies.
- ✓ **Research and Documentation:** Investigating and documenting cases of modern slavery.
- ✓ **Public Awareness:** Educating the public about the realities of slavery.
- ✓ **Victim Empowerment:** Supporting survivors and helping them rebuild their lives.
- ✓ **Holding Corporations Accountable:** Pressuring businesses to ensure ethical supply chains.



Historical abolitionist movement, highlighting the continuation of the struggle

6. Ending Slavery and Servitude: What You Can Do:

- ✓ **Educate Yourself:** Learn about the different forms of modern slavery.
- ✓ **Raise Awareness:** Share information with friends and family.
- ✓ **Support Ethical Businesses:** Buy products from companies with transparent supply chains.
- ✓ **Donate to Anti-Slavery Organizations:** Support organizations working to end slavery.

- ✓ **Advocate for Change:** Contact your elected officials and urge them to support anti-slavery policies.
- ✓ **Volunteer:** Offer your time and skills to organizations fighting slavery.

Example of a Poem/Song Excerpt:

*"Chains unseen, yet they bind so tight,
Modern shadows, stealing day and night.
From fields to factories, whispers of despair,
Let's break these bonds, let freedom fill the air."*

Slavery

Taken in war or kidnapped
Shackled in irons and sold
Crushed humans in despair.

Seen as servile property
Classed sub-human
Living lives of misery.



Treated as beasts of burden
Worked from dawn to dusk
Starved, beaten and raped.

In captivity dreaming of freedom
Spirit never wavering
Praying humanity will set them free.

Colin Ian Jeffery

Ending Slavery and Servitude:

The fight against modern slavery is an ongoing global effort. By understanding the complexities of this issue and taking action, we can contribute to a world where everyone is free.

Sub-Strand 3.4: Global Governance

1. Defining Global Governance:

- Global governance refers to the various ways in which states, international organizations, civil society, and the private sector interact to address global challenges. It involves rules, norms, and institutions that guide international cooperation.
- It is not a world government, but rather a complex web of interactions.



World map with interconnected lines, symbolizing global connections

2. Guiding Principles of Global Governance:

- **Multilateralism:** Cooperation among multiple nations.
- **Rule of Law:** Adherence to international laws and treaties.
- **Accountability:** Holding actors responsible for their actions.
- **Transparency:** Openness and accessibility of information.
- **Equity:** Fair and just distribution of resources and opportunities.
- **Sustainability:** Meeting present needs without compromising future generations.



Group of diverse people holding hands in a circle, representing multilateralism

3. Key Areas of Global Governance:

- **Peace and Security:** Conflict resolution, disarmament, and peacekeeping.
- **Human Rights:** Protection and promotion of fundamental rights.
- **Environmental Protection:** Addressing climate change, biodiversity loss, and pollution.
- **Economic Development:** Promoting sustainable and equitable growth.

- **Global Health:** Coordinating responses to pandemics and health crises.
- **Cybersecurity:** Managing online threats and ensuring digital safety.



United Nations headquarters, representing a key institution in global governance

4. Importance of Global Governance:

- ✓ **Addressing Global Challenges:** Issues like climate change and pandemics require international cooperation.
- ✓ **Promoting Stability:** Global governance helps prevent conflicts and maintain peace.
- ✓ **Enhancing Development:** International cooperation can support economic and social progress.
- ✓ **Protecting Human Rights:** Global norms and institutions safeguard fundamental rights.
- ✓ **Ensuring Sustainability:** Global governance is crucial for protecting the planet.

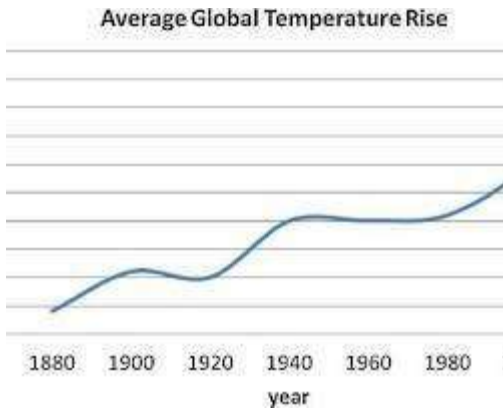


People from different cultures working together, symbolizing global cooperation

5. Emerging Issues and Opportunities:

- **Climate Change:** Requires urgent global action to reduce emissions and adapt.

- **Technological Advancements:** Artificial intelligence, biotechnology, and cybersecurity pose new challenges and opportunities.
- **Global Health Crises:** Pandemics highlight the need for coordinated responses.
- **Economic Inequality:** Growing disparities require global efforts to promote equity.
- **Migration and Refugees:** Global governance is needed to manage migration flows and protect refugees.
- **Digital Governance:** Global rules for the internet.



Graph showing rising global temperatures, representing climate change

6. The Role of the UN:

- ✓ The United Nations plays a central role in global governance.
- ✓ It provides a forum for international cooperation.
- ✓ It sets international norms and standards.
- ✓ It coordinates responses to global crises.
- ✓ It promotes sustainable development.



UN logo

7. Promoting Global Governance:

- Strengthening international institutions.

- Enhancing multilateral cooperation.
- Promoting transparency and accountability.
- Engaging civil society and the private sector.
- Fostering public awareness and education.

Example of a Slogan:

"Global Unity: Our Planet, Our Responsibility."

"Cooperate Today, For A Better Tomorrow."

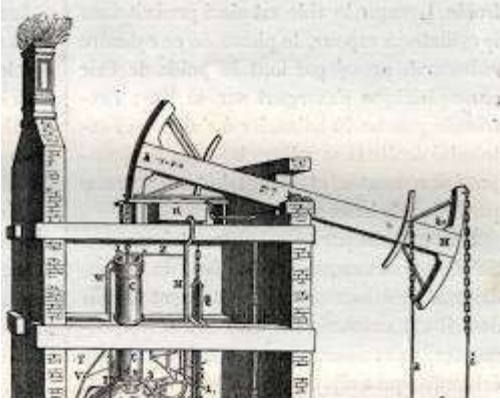
Example of a Poem Excerpt:

*"Across the lands, a common thread,
Global voices, words unsaid.
From rising seas to borders wide,
Together we stand, side by side.
For governance strong, and futures bright,
We build our world, with guiding light."*

Sub-Strand 3.5: The 1st Industrial Revolution (8 Lessons)

1. Factors Leading to the Industrial Revolution in Britain:

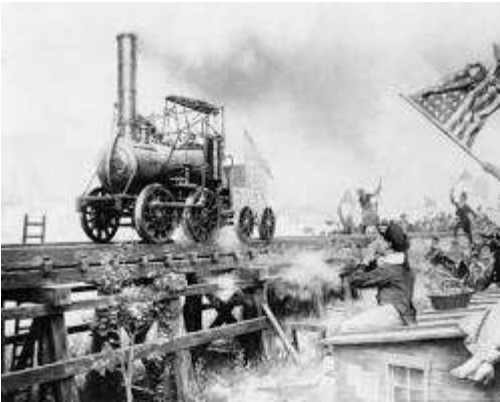
- **Agricultural Revolution:** Increased food production, leading to population growth and a labor surplus.
- **Availability of Resources:** Abundant coal, iron ore, and other raw materials.
- **Technological Innovations:** Inventions like the steam engine, spinning jenny, and power loom.
- **Stable Government:** Political stability and supportive economic policies.
- **Capital and Entrepreneurship:** Availability of investment capital and a spirit of innovation.
- **Transportation Infrastructure:** Development of canals and railways.



Steam engine, a key invention of the Industrial Revolution

2. Factors Leading to the Industrial Revolution in the USA:

- **Abundant Natural Resources:** Vast land, coal, iron, and other resources.
- **Large and Growing Population:** Provided a workforce and market for goods.
- **Technological Innovations:** American inventions like the cotton gin and interchangeable parts.
- **Transportation Infrastructure:** Expansion of railroads and waterways.
- **Protective Tariffs:** Government policies to protect domestic industries.
- **Entrepreneurial Spirit:** A culture of innovation and business.



Early American railroad, showing transportation development

3. Impacts of the 1st Industrial Revolution on Africa:

- ✓ **Increased Colonization:** European powers sought raw materials and markets in Africa.
- ✓ **Exploitation of Resources:** Extraction of minerals, timber, and agricultural products.
- ✓ **Forced Labor:** Africans were subjected to harsh working conditions.
- ✓ **Disruption of Traditional Economies:** Traditional industries were undermined.

- ✓ **Infrastructure Development for Exploitation:** Railways and ports were built to facilitate resource extraction.
- ✓ **Political Instability:** Colonial rule led to conflicts and the disruption of existing political structures.
- ✓ **Underdevelopment:** Africa became a source of raw materials and a market for manufactured goods, hindering its own industrial development.



Map showing European colonial territories in Africa

4. Measures Taken to Address the Impact of the 1st Industrial Revolution on Africa:

- **Pan-Africanism:** Movements promoting unity and independence among African nations.
- **Nationalist Movements:** Struggles for independence from colonial rule.
- **Education and Empowerment:** Efforts to educate and empower Africans.
- **Economic Diversification:** Attempts to develop industries beyond resource extraction.
- **International Cooperation:** Seeking support from international organizations.
- **Cultural Preservation:** Efforts to maintain and promote African cultures.



Pan-African conference, representing the movement

5. African Measures to Address the Impact:

- African resistance to colonial rule.
- The creation of independent churches and schools.
- The formation of political associations.
- The preservation of traditional cultures.
- The participation in world war one, and two, that then exposed many africans to global ideas.



African soldiers during world war one

6. How the 1st Industrial Revolution Underdeveloped Africa:

- ✓ Africa was forced to provide raw materials.
- ✓ Africa was forced to buy manufactured goods.
- ✓ African traditional economies were destroyed.
- ✓ The building of infrastructure was only to help the colonizers.
- ✓ The colonial system did not educate Africans for industrial advancement.

7. How the 1st Industrial Revolution Contributed to Colonization in Africa:

- ✓ The need for raw materials.
- ✓ The need for new markets.
- ✓ The need for cheap labor.
- ✓ The need for places to invest excess capital.
- ✓ The technological advantage of European nations.

Example of a Poem/Song Excerpt:

"Iron horses roared, and factories grew,
Across the sea, a different view.
Africa's riches, a tempting prize,
Colonial chains, beneath harsh skies.
But from the soil, a spirit strong,
A fight for freedom, a righteous song."

STRAND 4.0: CONTEMPORARY THEMES IN HISTORY AND CITIZENSHIP

Sub-Strand 4.1: Peace and Conflict Transformations in Kenya (8 Lessons)

1. National Activities Promoting Peace in Kenya:

1. National Peace Building Initiatives:

- ✓ The National Cohesion and Integration Commission (NCIC).
- ✓ Peace education programs in schools.
- ✓ Interfaith dialogue and initiatives.
- ✓ Community peace forums.

2. Cultural Festivals and Events: Promoting unity and understanding among diverse communities.

3. Sports and Arts: Using sports and arts to foster social cohesion.

4. National Holidays and Celebrations: Emphasizing national unity and patriotism.

5. Media Campaigns: Promoting messages of peace and tolerance.

6. Government Initiatives: Such as Huduma centers, to promote equal access to services.



Diverse group of Kenyans participating in a cultural festival

2. The Constitution (2010) and Conflict Prevention:

- **Chapter Four: Bill of Rights:** Protecting fundamental rights and freedoms, ensuring equality and non-discrimination.
- **Devolution:** Distributing power and resources to county governments, reducing marginalization.
- **Independent Electoral and Boundaries Commission (IEBC):** Ensuring free, fair, and credible elections.
- **National Land Commission (NLC):** Addressing land disputes and promoting equitable land distribution.
- **National Cohesion and Integration Commission (NCIC):** Promoting national unity and combating ethnic discrimination.

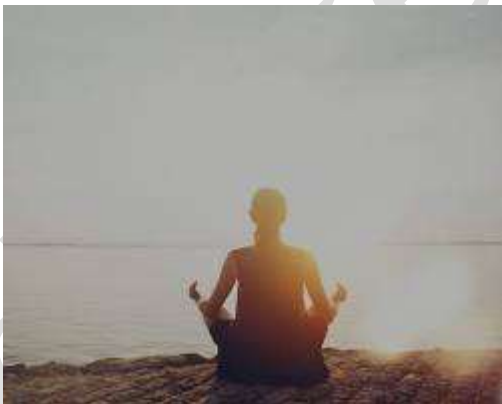
- **Chapter Ten: Values and Principles of Public Service:** Promoting integrity and accountability in public service.
- **The Judiciary:** Providing fair and impartial conflict resolution.



Court room, representing the judicial system

3. Incidences Where the Constitution Has Been Applied to Foster Peace:

- ✓ **Post-Election Violence (2007/2008):** The Constitution's emphasis on devolution and electoral reforms aimed to address root causes.
- ✓ **Land Disputes:** The NLC has mediated land disputes, promoting peaceful resolution.
- ✓ **Ethnic Conflicts:** The NCIC has investigated and prosecuted hate speech, promoting national cohesion.
- ✓ **Electoral Disputes:** The Judiciary has adjudicated electoral disputes, upholding the rule of law.
- ✓ **Implementation of Devolution:** The creation of county governments has given local communities a greater sense of ownership.
- ✓ **Protecting marginalized groups:** The bill of rights has been used to protect the rights of minority groups.



People participating in a peaceful mediation process

4. Upholding Peace and Curbing Conflicts:

- ✓ **Promoting dialogue and reconciliation.**
- ✓ **Respecting diversity and promoting tolerance.**
- ✓ **Advocating for justice and equality.**
- ✓ **Reporting hate speech and incitement to violence.**
- ✓ **Participating in community peace initiatives.**
- ✓ **Upholding the rule of law.**
- ✓ **Educating others on the importance of peace.**
- ✓ **Practicing active listening and empathy.**



People from different backgrounds engaged in dialogue

5. Benefits of a Peaceful Nation:

- ✓ **Economic Growth:** Stable environment attracts investment and promotes trade.
- ✓ **Social Development:** Improved access to education, healthcare, and other services.
- ✓ **Political Stability:** Stronger democracy and rule of law.
- ✓ **National Unity:** Reduced ethnic and social divisions.
- ✓ **Improved International Relations:** Enhanced reputation and cooperation with other nations.
- ✓ **Reduced human suffering.**
- ✓ **Increased tourism.**

Example of a Role-Play Scenario:

- **Scenario:** A conflict arises between two communities over water resources.
- **Role-Play:** Students enact a mediation process, involving community leaders, government officials, and affected residents, to find a peaceful solution.

Sub-Strand 4.2: The 4th Industrial and Technologies Revolution (9 Lessons)

1. Tracing Technological Advancements in the 4th Generation:

- ❖ **Artificial Intelligence (AI):** Machine learning, natural language processing, robotics.
- ❖ **Internet of Things (IoT):** Connected devices and sensors.
- ❖ **Big Data and Analytics:** Processing and analyzing vast amounts of data.
- ❖ **Cloud Computing:** On-demand access to computing resources.
- ❖ **3D Printing:** Additive manufacturing.
- ❖ **Biotechnology:** Genetic engineering, personalized medicine.
- ❖ **Nanotechnology:** Manipulation of matter on an atomic and molecular scale.
- ❖ **Quantum Computing:** A new era of computing power.
- ❖ **5G networks:** Faster and more reliable connection.
- ❖ **Autonomous Vehicles:** Self driving cars.



Futuristic city with interconnected devices, representing the Internet of Things (IoT)

2. Role of Information and Communication Technology (ICT) in the 4th Generation:

- ✓ **Data Collection and Analysis:** Enabling real-time monitoring and decision-making.
- ✓ **Communication and Collaboration:** Facilitating global connectivity and information sharing.
- ✓ **Automation and Efficiency:** Streamlining processes and reducing human error.
- ✓ **Education and Knowledge Dissemination:** Providing access to online learning resources.
- ✓ **E-commerce and Digital Economy:** Transforming business models and consumer behavior.
- ✓ **Remote work:** enabling people to work from anywhere.



People collaborating online, representing digital communication

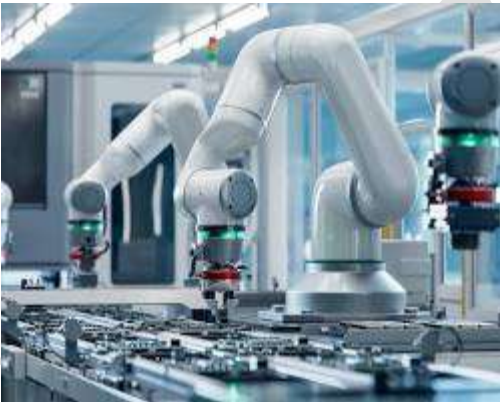
3. Impact of Technology in the 4th Generation:

- **Positive Impacts:**

- ✓ Increased efficiency and productivity.
- ✓ Improved communication and access to information.
- ✓ Advancements in healthcare and medicine.
- ✓ Creation of new jobs and industries.
- ✓ Enhanced sustainability through smart technologies.

- **Negative Impacts:**

- ✓ Job displacement due to automation.
- ✓ Increased digital divide and inequality.
- ✓ Privacy concerns and data security risks.
- ✓ Ethical dilemmas related to AI and biotechnology.
- ✓ Increased social isolation.
- ✓ Cyber-security threats.



Factory with automated robots, representing the impact of automation

4. Opportunities for Growth and Sustainability:

- **Smart Cities:** Using technology to improve urban infrastructure and services.

- **Renewable Energy:** Developing sustainable energy solutions.
- **Precision Agriculture:** Optimizing farming practices to reduce waste.
- **E-learning and Online Education:** Expanding access to quality education.
- **Telemedicine:** Providing remote healthcare services.
- **Sustainable Manufacturing:** Reducing environmental impact through advanced technologies.



Drone monitoring crops, representing precision agriculture

5. Technology and Historical Information:

- **Digital Archives:** Preservation and accessibility of historical documents.
- **Virtual Reality (VR) and Augmented Reality (AR):** Immersive historical experiences.
- **Online Databases:** Access to vast amounts of historical data.
- **Digital Humanities:** Using technology to analyze and interpret historical information.
- **Computer Simulations:** Recreating historical events and processes.
- **3D modelling:** Recreating historical artifacts.



Person using VR to experience a historical event

6. Benefits of 4th Generation Technologies:

- 🚦 Improved quality of life.
- 🚦 Increased global connectivity.
- 🚦 Faster problem solving.
- 🚦 Better access to information.
- 🚦 Advancements in medicine.
- 🚦 More efficient use of resources.

Example of an Online Platform:

- A school platform with features for:
 - ✓ Online forums for discussions and idea sharing.
 - ✓ Digital notice boards for announcements.
 - ✓ Online resources for learning and research.
 - ✓ Virtual meeting spaces for collaboration.

Sub-Strand 4.3: Equity and Non-Discrimination (8 Lessons)

1. Factors Promoting Equity and Non-Discrimination:

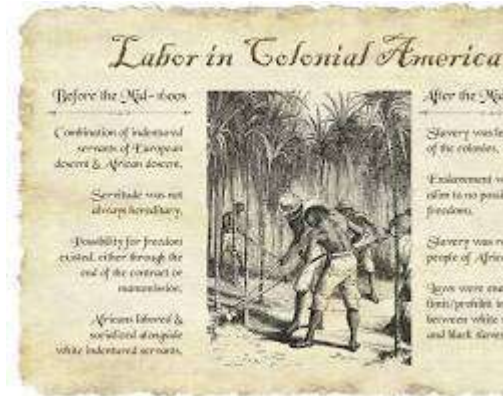
- ✓ **Legal Frameworks:** Constitutions and laws that guarantee equal rights and protection.
- ✓ **Education and Awareness:** Programs that promote understanding and respect for diversity.
- ✓ **Inclusive Policies:** Government and organizational policies that address systemic inequalities.
- ✓ **Civil Society Organizations:** Advocacy groups that work to protect marginalized communities.
- ✓ **Media Representation:** Positive and diverse portrayals of different groups.
- ✓ **Cultural Sensitivity:** Respect for different cultural practices and beliefs.
- ✓ **Dialogue and Reconciliation:** Processes that address historical grievances and promote healing.
- ✓ **Affirmative Action:** Policies designed to address past and present discrimination.



Diverse group of people holding hands, representing inclusivity

2. Historical Injustices Promoting Inequality and Discrimination:

- ✓ **Colonialism:** Exploitation and oppression of indigenous populations.
- ✓ **Slavery:** Forced labor and dehumanization of people based on race.
- ✓ **Apartheid:** Systemic segregation and discrimination based on race.
- ✓ **Genocide:** Systematic extermination of ethnic or religious groups.
- ✓ **Discrimination based on Gender:** unequal treatment of people based on their gender.
- ✓ **Discrimination based on Disability:** unfair treatment of people with disabilities.
- ✓ **Discrimination based on Sexual Orientation:** unfair treatment of LGBTQ+ people.
- ✓ **Land dispossession:** taking land from indigenous people.



Historical documents related to colonialism or slavery

3. Measures to Promote Equity and Non-Discrimination:

- ✓ **Strengthening Legal Protections:** Enacting and enforcing anti-discrimination laws.
- ✓ **Promoting Inclusive Education:** Integrating diverse perspectives into curricula.
- ✓ **Supporting Affirmative Action Programs:** Providing opportunities for marginalized groups.
- ✓ **Funding Community-Based Initiatives:** Supporting organizations that work to address inequality.
- ✓ **Promoting Media Literacy:** Encouraging critical analysis of media representations.
- ✓ **Facilitating Intergroup Dialogue:** Creating spaces for people from different backgrounds to connect.
- ✓ **Addressing Systemic Bias:** Identifying and dismantling discriminatory practices in institutions.

- ✓ **Promoting equal access to resources:** Ensuring that everyone has equal access to education, healthcare, and other essential services.



Classroom with diverse students, representing inclusive education

4. Activities to Curb Inequity and Discrimination:

- ✓ **Workshops on Diversity and Inclusion:** Educating people about different cultures and identities.
- ✓ **Community Forums on Social Justice:** Creating spaces for dialogue and advocacy.
- ✓ **Anti-Discrimination Campaigns:** Raising awareness about the impact of discrimination.
- ✓ **Mentorship Programs:** Connecting marginalized youth with positive role models.
- ✓ **Art and Cultural Events:** Celebrating diversity and promoting understanding.
- ✓ **Volunteer Programs:** Engaging in community service that supports marginalized groups.
- ✓ **Advocacy for Policy Change:** Lobbying for laws and policies that promote equity.

Example of Flashcards/Charts:

- **Flashcard 1:**

"Education is key to breaking down stereotypes."

- **Flashcard 2:**

"Celebrate diversity and respect differences."

- **Chart:**

"Measures to Promote Equity: Inclusive Policies, Legal Protections, Community Engagement."

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