

The New Senior Secondary Curriculum for Sierra Leone

Subject Syllabus for African History

Subject stream: Social and Cultural Studies



This subject syllabus is based on the National Curriculum Framework for Senior Secondary Education. It was prepared by national curriculum specialists and subject experts.



Curriculum elements for the History of Africa – a core subject

Subject Description

The African History curriculum introduces students to the historical processes, events and people that have shaped and influenced the African continent from early times to the present. The aim is to develop the students' intellectual capacity and skills of historical interpretation and analysis, as well as their ability to relate historical events in Africa to those of the wider world.

Rationale for the Inclusion of African History in the Senior Secondary School Curriculum

According to UNESCO, teaching African history is a vision for the future.

- a) To improve the knowledge of students on how African societies have evolved through time and space and the impact of these changes on the present and the future.
- b) To give African students the opportunity to relate their past with the present in a better way.
- c) To highlight the contribution of the African continent to the general progress of humanity. As a result, students will learn to develop pride in their heritage, self-esteem, and self-confidence, which are essential to becoming masters of their destiny and that of the African continent.
- d) African history addresses the notion and misconception that Africa has made little contribution to world history and dispels the idea of African inferiority.
- e) African history enables the student to develop a critical mind and appreciate the variety of human behaviour and motives and understand politics, economics, and society. In this respect, history in the African context can increase human tolerance and respect for differences in opinion.
- f) Knowledge of other cultures through the appreciation of history encourages students of history to engage in critical analysis of their own culture and society and to understand and criticise their own assumptions
- g) The teaching of African history is decisive for the achievement of the objectives of the Charter for African Cultural Renaissance, which states that “the unity of Africa is founded first and foremost on its history”, while stressing “the need for reconstruction of the historical memory and conscience of Africa and the African diaspora”.
- h) African history also promotes the implementation of Agenda 2063: The Africa We Want, which emphasises the need to fully embed the ideals of pan-Africanism and the African Renaissance in all school curricula.

General learning outcomes

At the end of the course, students will be able to:

- a) Challenge the stereotypical views and misrepresentations of Africa and its people and provide a fuller and more balanced view, a greater appreciation and understanding of the complexity of the African continent.
- b) Examine the evidence that Africa is the evolutionary birthplace of humankind.
- c) Discuss the transformation of human society from hunting and gathering to farming and the metal age



- d) Investigate the role of long-distance trade (trans-Saharan trade and the Atlantic slave trade) on Africa's development or underdevelopment.
- e) Demonstrate an understanding of the enduring importance of indigenous religions in the socio-cultural life of Africans despite the advent of Islam and Christianity.
- f) Show the interconnectedness of Africa to the rest of the world and analyse Africa's contribution to the prosperity of other nations.
- g) Explore the processes that led to the European colonisation of the African continent and African reactions to colonisation.
- h) Show the connection between geography and the European colonisation of North, East and South Africa.
- i) Trace the steps by which selected African countries regained their independence.
- j) Explain South Africa's democratisation process and the legacy of Apartheid.
- k) Examine the political, economic, social, and cultural impact of European colonial rule in Africa.
- l) Analyse the factors why African independence became a disappointment to many Africans.
- m) Examine, with examples, the sources and consequences of authoritarian/ military rule, violent conflicts, and corruption in postcolonial Africa.
- n) Show success stories of economic and social improvement in contemporary Africa.
- o) Debate the possibility of an African renaissance.

Content (Topics/Themes)

Senior Secondary 1

Exploring the diversity of Africa

- Africa's many natural and cultural environments
- Africa's rich history
- Myths and stereotypes

Sources of African history

- Primary and secondary sources
- Written sources
- Non-written sources (e.g., Archaeology, Oral Tradition, Linguistics, Ethnography, Art forms/ History)
- Advantages and disadvantages of the sources of history

Early history of Africa

- Africa: cradle of humankind?
- Farming and pastoralism in ancient Egypt
- Farming and pastoralism in tropical Africa
- Iron Age communities

Foreign invasions in Egypt and the Maghreb

- European presence in North Africa
- Egypt and the Maghreb under Roman domination
- Arab invasion and conquest of the Maghreb
- Islamisation of North Africa

The Horn of Africa to the 15th century

- Ethiopia
- The Nubian kingdoms
- Aksumite empire

Long-distance trade and West African empires

- West African kingdoms and empires
- Trans-Saharan trade
- The empires of Ghana, Mali, and Songhai
- Kanem-Borno

Commerce and the East African coast to the 15th century

- Interior-coastal trade
- Trading settlements



- Indian Ocean trade
- Development of Swahili culture

Senior Secondary 2

Central African kingdoms to the 15th century

- Bantu expansion and technological diffusion
- Great Zimbabwe
- Kongo

Religions in Africa

- Indigenous religious beliefs and practices
- Indigenous religion and politics
- Rites of passage
- Islam
- Christianity
- Impact of Islam and Christianity

West Africa in the era of the Atlantic slave trade

- Start of a unique globalised commerce
- West African kings and merchants
- Organisation of the trade
- Slave resistance
- End and impact of the slave trade

South Africa and the coming of the Dutch settlers

- South African societies before the arrival of the Dutch
- Dutch Cape Colony
- The Zulu kingdom
- The frontier, unification, diamonds, and gold

The 'Scramble for Africa' and partition

- African polities before the scramble
- Why the scramble for Africa?
- The Berlin Conference
- Partition of Africa and African reactions

Senior Secondary 3

Colonial Africa

- Geography and European colonisation of Africa
- Consolidation of empire
- Common characteristics of colonial policies
- African experiences under European colonial rule

Second World War and Africa

- Africa's contribution to the European war effort
- Rise of African nationalism
- Pan African congresses
- Peaceful paths to independence
- The armed struggles for independence

Apartheid and post-apartheid South Africa

- Segregation to apartheid in South Africa
- Pillars of segregation and Apartheid (land, labour, and power)
- 1948 elections
- Apartheid legislations
- The long and bitter march to freedom
- ANC and Black activism
- Sharpeville massacre of 1960 and imprisonment of Nelson Mandela
- Steve Biko and Black Consciousness
- 1976 Soweto uprising
- International community responses to apartheid
- Freedom for Mandela and the historic elections of 1994
- A new South Africa

Postcolonial Africa: achievements and challenges

- First experiments in western democracy
- Rise of dictatorships
- Military rule in Africa
- Corruption and underdevelopment
- Hostile international economic climate
- Contemporary crises
- An African renaissance?

Structure of the Syllabus Over the Three Year Senior Secondary School Cycle

	SSS 1	SSS 2	SSS 3
Term 1	<p>Exploring the diversity of Africa</p> <ul style="list-style-type: none"> ▪ Africa's many natural and cultural environments ▪ Africa's rich history ▪ Myths and stereotypes <p>Sources of African history</p> <ul style="list-style-type: none"> ▪ Primary and secondary sources ▪ Written sources ▪ Non-written sources (e.g., Archaeology, Oral Tradition, Linguistics, Ethnography, Art forms/History) ▪ Advantages and disadvantages of the sources of history <p>Early history of Africa</p> <ul style="list-style-type: none"> ▪ Africa: cradle of humankind? ▪ Farming and pastoralism in ancient Egypt ▪ Farming and pastoralism in tropical Africa ▪ Iron Age communities 	<p>Central African kingdoms to the 15th century</p> <ul style="list-style-type: none"> ▪ Bantu expansion and technological diffusion ▪ Great Zimbabwe ▪ Kongo <p>Religions in Africa</p> <ul style="list-style-type: none"> ▪ Indigenous religious beliefs and practices ▪ Rites of passage ▪ Indigenous religion and politics ▪ Islam ▪ Christianity ▪ Impact of Islam and Christianity 	<p>Colonial Africa</p> <ul style="list-style-type: none"> ▪ Geography and European colonisation of Africa ▪ Consolidation of empire ▪ Common characteristics of colonial policies ▪ African experiences under European colonial rule <p>Second World War and Africa</p> <ul style="list-style-type: none"> ▪ Africa's contribution to the European war effort ▪ Rise of African nationalism ▪ Pan African congresses ▪ Peaceful paths to independence ▪ The armed struggles for independence
Term 2	<p>Foreign invasions in Egypt and the Maghreb</p> <ul style="list-style-type: none"> ▪ European presence in North Africa ▪ Egypt and the Maghreb under Roman domination 	<p>West Africa in the era of the Atlantic slave trade</p> <ul style="list-style-type: none"> ▪ Start of a unique globalised commerce ▪ West African kings and merchants ▪ Organisation of the trade ▪ Slave resistance 	<p>Apartheid and post-apartheid South Africa</p> <ul style="list-style-type: none"> ▪ Segregation to apartheid in South Africa ▪ Pillars of segregation and apartheid (land, labour, and power)



	<ul style="list-style-type: none"> Arab invasion and conquest of the Maghreb Islamisation of North Africa <p>The Horn of Africa to the 15th century</p> <ul style="list-style-type: none"> Ethiopia The Nubian kingdoms Aksumite empire 	<ul style="list-style-type: none"> End and impact of the slave trade <p>South Africa and the coming of Dutch settlers</p> <ul style="list-style-type: none"> South Africa before the arrival of the Dutch Dutch Cape Colony The Zulu kingdom The frontier, unification, diamonds, and gold 	<ul style="list-style-type: none"> 1948 elections Apartheid legislation The long and bitter march to freedom ANC and Black activism Sharpeville massacre of 1960 and imprisonment of Nelson Mandela Steve Biko and Black Consciousness 1976 Soweto uprising International community responses to Apartheid Freedom for Mandela and the historic elections of 1994 A new South Africa
Term 3	<p>Long-distance trade and West African empires</p> <ul style="list-style-type: none"> West African kingdoms and empires Trans-Saharan trade The empires of Ghana, Mali, and Songhai Kanem-Borno <p>Commerce and the East African coast to the 15th century</p> <ul style="list-style-type: none"> Interior-coastal trade Trading settlements Indian Ocean trade Development of Swahili culture 	<p>The 'Scramble for Africa' and partition</p> <ul style="list-style-type: none"> African polities before the scramble Why the scramble for Africa? The Berlin Conference Partition of Africa and African reactions 	<p>Postcolonial Africa: achievements and challenges</p> <ul style="list-style-type: none"> First experiments in western democracy Rise of dictatorships Military rule in Africa Corruption and underdevelopment Hostile international economic climate Contemporary crises An African renaissance?



Teaching Syllabus

Topic/Theme/Unit	Expected learning outcomes	Recommended teaching methods (see Suggested Resources below)	Assessment of learning outcomes
Exploring the diversity of Africa <ul style="list-style-type: none"> ▪ Africa's many natural and cultural environments ▪ Africa's rich history ▪ Myths and stereotypes 	At the end of the unit, students will be able to: <ol style="list-style-type: none"> a) Explain the diversity and importance of Africa's natural and cultural environments. b) Define myth and stereotype and show the connection between the two. c) List seven myths and stereotypes about Africa and argue why they are wrong and dangerous. d) Determine why Africa is portrayed so negatively in the western world. 	<ul style="list-style-type: none"> ▪ Introduce the lesson with a short discussion on students' knowledge and expectations. ▪ Let them write briefly <ol style="list-style-type: none"> a) What they already know about Africa. b) What they want to learn about Africa and why. ▪ Brainstorming session (e.g., "When you think of Africa, what images do you evoke" "What has influenced you to conjure up these images?") ▪ Explain the reasons for the diversity of Africa's natural and cultural environments and indicate how these diversities have influenced the course of the continent's history. ▪ List seven myths about Africa on the board (or give a handout that contains these myths) for discussion. ▪ Summarise key points in the lesson for students to copy. 	<ol style="list-style-type: none"> a) True/ false questions on the diversity of Africa's natural and social environments. b) Short answer questions: <ol style="list-style-type: none"> i) Show the relationship between a myth and stereotype. ii) List 7 myths about Africa and briefly debunk (discredit) these myths. c) Suggest three possible reasons why the western world/ media often associate Africa and Africans with negative images.
Sources of African history <ul style="list-style-type: none"> ▪ Primary and secondary sources ▪ Written sources 	At the end of the unit, students will be able to: <ol style="list-style-type: none"> a) Name the different types of sources in history 	<ul style="list-style-type: none"> ▪ Outline the key issues in the topic on the board. ▪ Introduce the lesson by asking students for their meaning of the 	<ol style="list-style-type: none"> a) <i>Quiz</i>: Give examples of primary and secondary sources.



<ul style="list-style-type: none"> ▪ Non-written sources (e.g., Archaeology, Oral Tradition, Linguistics, Ethnography, Art forms/ History) ▪ Advantages and disadvantages of the sources of history 	<ul style="list-style-type: none"> b) Distinguish between primary and secondary sources and written and non-written sources. c) State why sources are important for reconstructing African history. d) Show the advantages and limitations of each source. 	<p>word “source” as it relates to history.</p> <ul style="list-style-type: none"> ▪ Discuss the importance of sources in the reconstruction of history. ▪ Ask students to name some sources they are familiar with. ▪ Brainstorm why it is necessary to use more than one source to reconstruct history. ▪ Discuss the advantages and limitations of each source. ▪ Show why it is important to interrogate sources. 	<ul style="list-style-type: none"> b) <i>Matching questions</i> on written and non-written sources of history. c) <i>Homework:</i> <ul style="list-style-type: none"> i) State the importance of sources in the reconstruction of African history. ii) Choose three sources of history. Give the advantages and limitations of each source.
<p>Early history of Africa</p> <ul style="list-style-type: none"> ▪ Africa: cradle of humankind? ▪ Farming and pastoralism in ancient Egypt ▪ Farming and pastoralism in tropical Africa ▪ Iron Age communities 	<p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> a) Trace the idea that humans evolved in Africa to Charles Darwin. b) Use archaeological and fossil evidence to argue that the earliest humans evolved in Africa. c) Describe the nature and tools of the earliest human societies in Africa. d) Identify some communities in Africa that still live like early stone age humans. e) Explain the connection between the Nile and agriculture in ancient Egypt. f) Elaborate on the expression that “Egypt is the gift of the Nile.” g) Describe the early farming techniques in Egypt. 	<ul style="list-style-type: none"> ▪ Help students understand that science and religion (the creation story) are two different ways of knowing the world – i.e., two perspectives, not necessarily in conflict. Science relies on evidence; religion on faith. ▪ Remind students that many scientists are religious, and many religions support the teaching of evolution. ▪ Write key terms on the board (e.g., evolution, fossil, hominid, natural selection, DNA studies) and give their meanings. ▪ Encourage students to ask questions on evolution. ▪ Interrogate the “common descent theory” by explaining the 	<ul style="list-style-type: none"> a) Multiple-choice and short answer questions derived from the learning outcomes. b) Define evolution. <i>What do we know about human evolution?</i> (Fill in the blanks with the words below the paragraph). c) Describe how the Nile contributed to the development of ancient Egypt. d) Explain why farming methods developed much earlier in the savanna regions of African than in the forest regions. e) Examine the importance of the Iron Age in Africa under the following headings: <ul style="list-style-type: none"> i) Agriculture ii) Industry



	<p>h) Examine early farming methods in other parts of Africa.</p> <p>i) Determine why agriculture developed much earlier in the savanna regions of Africa than in the forest regions.</p> <p>j) Describe what the Iron Age period in history means.</p> <p>k) Name some important early iron working sites and civilisations in Africa.</p> <p>l) Show the ways in which the discovery of iron transformed the lives of early African peoples.</p>	<p>misconception that humans evolved from apes. Humans did not evolve from apes but share a common ancestor with the apes that exist today.</p> <ul style="list-style-type: none"> ▪ Accept “creationist” students without prejudice. ▪ Explain the way of life of stone age communities and some of the problems they encountered. ▪ Activity: Students identify communities in Africa that still live like early stone age humans. ▪ Explain why the Iron Age began at different times in different communities. ▪ Name some iron age settlements in Africa and state why many of the settlements were located near rivers. ▪ Brainstorm how iron technology changed the way of life of early African communities. ▪ Role play: What was life like in the Iron Age? ▪ Together with the students, summarise the main points in the unit on the board. 	<p>iii) Trade</p> <p>iv) Political power</p>
<p>Foreign invasions in Egypt and the Maghreb</p> <ul style="list-style-type: none"> ▪ European presence in North Africa. 	<p>At the end of the unit, students will be able to:</p>	<ul style="list-style-type: none"> ▪ Begin the lesson with a large map of Africa and concentrate on the North African countries. 	<p>a) Multiple choice, true/ false, and matching questions on the topic and sub-headings.</p>



<ul style="list-style-type: none"> ▪ Egypt and the Maghreb under Roman domination. ▪ Arab invasion and conquest of the Maghreb. ▪ Islamisation of North Africa. 	<ul style="list-style-type: none"> a) Demonstrate knowledge of the geographical location of Egypt and the Maghreb (North Africa). b) Name the countries of the Maghreb. c) Examine the factors for the foreign invasion of North Africa in early times. d) State the importance of Egypt during the Roman conquest of North Africa. e) Show how Islam spread in North Africa and the consequences of this Islamisation process. 	<ul style="list-style-type: none"> ▪ Encourage students to name the countries of North Africa. ▪ Explain what the term Maghreb means. ▪ Discuss common features of the North African countries. ▪ Explain why various European countries were interested in North Africa in early times. ▪ Throw out the question to students. "Imagine you were an Egyptian during the Roman invasion of Egypt. How would you have reacted to the invasion?" ▪ Point out the significance of Egypt during Roman rule under the following headings: <ul style="list-style-type: none"> i) Administration ii) Economy and taxation iii) Military iv) Social structure ▪ Brainstorm the reasons for the spread of Islam in North and the effects of Islam on the indigenous communities. ▪ Reinforcement: Summarise the key points in the lessons. 	<ul style="list-style-type: none"> b) Short answer questions on Roman North Africa and the Arab invasions of North Africa c) Essays <ol style="list-style-type: none"> 1. Show how Egyptian society was socially organised during Roman rule and the importance of this social structure. 2. Explain the meaning and significance of the following statement with respect to Roman rule in Egypt. "Egypt was the breadbasket of the Roman empire, 'the jewel of the empire's crown'." 3. Give the major reasons for the spread of Arab and Islamic influences in North Africa. 4. Analyse the following two impacts of the Arab invasions in North Africa: <ul style="list-style-type: none"> ▪ Religion ▪ Language and customs.
<p>The Horn of Africa to the 15th century</p> <ul style="list-style-type: none"> ▪ Ethiopia ▪ The Nubian kingdoms ▪ Aksumite empire 	<p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> a) Trace the early history of the Ethiopian empire (Abyssinia) 	<ul style="list-style-type: none"> ▪ Start the lesson with a map of northeast Africa that shows the location of the Nubian kingdoms. 	<ul style="list-style-type: none"> a) Multiple choice and true/ false questions on the topic and sub-headings. b) Short answer questions on Ethiopia, the Nubian



	<p>beginning from the Solomonic dynasty.</p> <p>b) Examine the role of Christianity and Islam in shaping Ethiopian national identity.</p> <p>c) Locate the position of ancient Nubia (Kush) on a map of Northeast Africa.</p> <p>d) Determine the sources of wealth of the Nubian kingdoms.</p> <p>e) Demonstrate knowledge of the influence of Nubia over Egypt in early times.</p> <p>f) Describe the origin and sources of wealth of the Aksumite (Axumite) empire.</p> <p>g) Analyse the societal structure and cultural achievements of the empire.</p> <p>h) Account for the decline of the empire.</p>	<ul style="list-style-type: none"> ▪ Talk about the early sources of early Nubian history and their importance. ▪ State the importance of Kush (with its capitals) in Nubian history. ▪ Discuss the political, economic, and cultural influence of the Nubian kingdom (Kush) over Egypt and the significance of these influences. ▪ Talk about the special place of Meroe in Nubian (Kushite) history and culture. ▪ Talk briefly about the location of the Aksumite empire in relation to Ethiopia and the Nubian kingdoms. ▪ Discuss with students the sources of wealth of the kingdom and how these contributed to the growth of the empire. ▪ Show the importance of the cultural achievements of the empire. ▪ State what led to the decline of the empire. 	<p>kingdoms, and the Aksumite empire.</p> <p>c) Essay questions</p> <ol style="list-style-type: none"> 1. What roles did Christianity and Islam play in shaping the national identity of Ethiopia? 2. What were the main sources of wealth of the Nubian kingdoms? 3. Examine the cultural influences of Nubia over Egypt in early times. 4. Describe the societal structure of the Aksumite empire and its importance.
<p>Long-distance trade and West African empires</p> <ul style="list-style-type: none"> ▪ West African kingdoms and empires ▪ Trans-Saharan trade ▪ The empires of Ghana, Mali, and Songhai ▪ Kanem-Borno 	<p>At the end of the unit, students will be able to:</p> <ol style="list-style-type: none"> a) Explain the factors that led to the establishment of the Trans-Saharan trade. b) Identify the main commodities of the Trans-Saharan trade. c) Show the connection between the trade and the growth of the 	<ul style="list-style-type: none"> ▪ Begin the lesson with a brief discussion on a large map of the Trans-Saharan trade routes. ▪ Ask the question “Why was the commerce called Trans-Saharan trade?” ▪ Talk about the main trade items and where they were obtained from. 	<ol style="list-style-type: none"> a) Multiple choice and true/false questions on the West African kingdoms and empires. b) Short answer questions on trade, politics and religion on the empires and kingdoms governance. c) Essay questions



	<p>Western Sudanic kingdoms and empires.</p> <p>d) Evaluate their systems of administration.</p> <p>e) Analyse the factors for the decline of these kingdoms and empires.</p>	<ul style="list-style-type: none"> ▪ Have some discussion on the camel to the enhancement of the trade. ▪ Explain in detail the origin and development of the empires of Ghana, Mali, Songhai, and Kanem-Borno and the role of the Trans-Saharan trade in the development and decline of these empires. ▪ Group discussion on some of their rulers; the good and bad points about their rule. ▪ General class discussion on the administration of Mansa Musa of Mali. What parallels can be drawn from the organisation of his pilgrimage to Mecca and the overseas trips modern African leaders make? 	<ol style="list-style-type: none"> 1. Discuss the importance of a) salt, b) gold and c): camels in the evolution of the trans-Saharan trade. 2. In what ways did the trans-Saharan trade contribute to the growth and development of the empire of Ghana? 3. Analyse the benefits and shortcomings of Mansa Musa's pilgrimage to Mecca in 1324. 4. How important is Sonni Ali in Songhai history? 5. Account for the greatness and fall of Kanem-Bornu.
<p>Commerce and the East African coast to the 15th century</p> <ul style="list-style-type: none"> ▪ Interior-coastal trade ▪ Trading settlements ▪ Indian Ocean trade ▪ Development of Swahili culture 	<p>At the end of the unit, students will be able to:</p> <p>a) Locate the East African coast on a large map of Africa and identify the main items of the East African interior-coastal trade.</p> <p>b) Examine the growth and importance of the trading settlements.</p> <p>c) Show how the East African interior-coastal trade fed into the Indian Ocean trade.</p>	<ul style="list-style-type: none"> ▪ Begin the lesson with a study of a large map of East Africa, pointing out some important trading areas. ▪ Point out some similarities between the trans-Saharan trade and the East African trade, including some trade items. ▪ General discussion on the interconnectedness of the East African interior-coastal and the Indian Ocean trade. ▪ Explain how the Indian Ocean trade contributed to the 	<p>a) Multiple choice, true/ false and matching questions on commerce, politics, and culture on the East African coast.</p> <p>b) Short answer questions on the interior-coastal trade in East Africa, the Indian Ocean trade, and the development of Swahili culture in East Africa.</p> <p>c) Essay questions</p> <ol style="list-style-type: none"> 1. What factors contributed to the growth of city states



	<p>d) Analyse the factors that led to the development of a Swahili culture in East Africa.</p> <p>e) Discuss the importance of Swahili culture in East Africa.</p>	<p>development of Swahili culture in East Africa.</p> <ul style="list-style-type: none"> ▪ Discuss some aspects of Swahili culture and their impact in the East African sub-region. 	<p>on the East African coast from 1000-1500 AD?</p> <ol style="list-style-type: none"> 2. How important was the Indian Ocean trade to the development of Swahili culture in East Africa? 3. Examine the characteristics of Swahili culture.
<p>Central African kingdoms to the 15th century</p> <ul style="list-style-type: none"> ▪ Bantu expansion and technological diffusion ▪ Great Zimbabwe ▪ Kongo 	<p>At the end of the unit, students will be able to:</p> <ol style="list-style-type: none"> a) Identify Bantu communities in southern Africa. b) Examine the factors for Bantu dispersal and the effects of this dispersal. c) Point out where Great Zimbabwe was in Eastern Africa. d) Evaluate the factors for the decline of Great Zimbabwe. e) Analyse the importance of Great Zimbabwe in African history. f) Locate the kingdom of Kongo on a map of Africa. g) Show the relevance of the political structure of the Kongo kingdom. h) Analyse the impact of the early contact between the kingdom of Kongo and European explorers and merchants. 	<ul style="list-style-type: none"> ▪ Begin the lesson with a brief talk of who the Bantu were, emphasising their point of origin. ▪ Stress on the reasons for and importance of Bantu dispersal into southern Africa. ▪ Identify some Bantu groups in the region. ▪ Talk about Great Zimbabwe in the context of the Hamitic hypothesis. ▪ Emphasize that the technological achievements of Great Zimbabwe were purely an African affair. ▪ Trace the growth of the kingdom of the Kongo, highlighting its main achievements. ▪ Point out how the reasons for early contact between the kingdom of the Kongo and Europeans and the significance of this contact for both parties. ▪ Talk about some connections between the kingdom of the Kongo 	<ol style="list-style-type: none"> a) Multiple choice, true/ false, and matching questions on Bantu dispersal, Great Zimbabwe, and the Kingdom of Kongo b) Short answer questions on factors for the dispersal of the Bantu, the technological achievements of Great Zimbabwe, trade, and politics in the Kongo kingdom. c) Essay questions <ol style="list-style-type: none"> 1. Examine three main reasons for the dispersal of the Bantu into southern Africa. 2. Why is bantu dispersal important for African history? 3. What is the significance of Great Zimbabwe in African history?



		and the modern country of Democratic Republic of Congo (DRC).	4. Trace the origin and growth of the Kongo kingdom from the 1300s-1500s.
<p>Religions in Africa</p> <ul style="list-style-type: none"> ▪ Indigenous religious beliefs and practices ▪ Indigenous religion and politics ▪ Rites of passage ▪ Islam ▪ Christianity ▪ Impact of Islam and Christianity 	<p>At the end of the unit, students will be able to:</p> <ol style="list-style-type: none"> a) Identify some indigenous religions in Africa and show their importance in the lives of communities that practice these religions. b) Demonstrate knowledge of the characteristics of indigenous religions. c) State the connection between some indigenous religions and politics. d) Examine the significance of the rites of passage in African cultures. e) Trace the growth, spread and influence of Islam and Christianity in Africa. f) Illustrate the importance of the indigenisation of Christianity in Africa. g) Examine some parallels between Indigenous African religions, Islam, and Christianity. 	<ol style="list-style-type: none"> d) Start with a brainstorming session. Ask students the question – “What is religion and what is the importance of religion in their lives?” e) Outline the main characteristics of indigenous religions. f) Using a case study, discuss more fully how these religions affect people’s way of life socially, economically, and politically. g) Define rites of passage and give examples in indigenous religions and Christianity. h) Explain the origin of Islam and show how it spread across Africa. i) Discuss the importance of the School Approach in the spread of Christianity in Africa. j) Debate the question – “What is the connection between Christianity and European colonialism in Africa?” k) Group discussion. In small groups encourage students to discuss the importance of the indigenisation of Christianity in Africa. 	<ol style="list-style-type: none"> a) Multiple choice, true/ false, and matching questions on indigenous religions, Islam, and Christianity in Africa. b) Short answer questions on the characteristics and impact of indigenous religions, Islam, and Christianity on the peoples of Africa. c) Essay questions <ul style="list-style-type: none"> ▪ With examples, show indigenous religions affect the way of life of Africans. ▪ What is a ‘rite of passage’. Show the cultural significance of a rite of passage in an African indigenous religion? ▪ Discuss two main ways in which Islam spread into Africa and examine the significance of this spread on African peoples. ▪ Examine three similarities and three differences



			<p>between Islam and Christianity.</p> <ul style="list-style-type: none"> ▪ What is the significance of the indigenisation of Christianity in Africa? ▪ Examine some significant parallels between indigenous African religions and Christianity
<p>West Africa in the era of the Atlantic slave trade</p> <ul style="list-style-type: none"> ▪ Start of a unique globalised commerce ▪ West African kings and merchants ▪ Organisation of the trade ▪ End and impact of the slave trade 	<p>At the end of the unit, students will be able to:</p> <ol style="list-style-type: none"> a) Explain why the Atlantic slave trade was such a unique globalised commerce. b) Examine the reasons for the start of the Atlantic slave trade. c) Show why the trade was called the triangular trade and name the main items from each side of the triangle. d) Analyse the role of West African kings in the conduct of the slave trade. e) Demonstrate knowledge of why the Atlantic slave trade was such an evil commerce. f) Discuss ways in which enslaved Africans resisted slavery in the Americas. g) Examine the factors for the abolition of the slave trade, and the impact of the trade in the Americas, West Africa, and Europe. 	<ul style="list-style-type: none"> ▪ Begin the lesson with questions to elicit information about the students' prior knowledge of the Atlantic slave trade. ▪ General discussion on why the Atlantic slave trade was such a unique globalised commerce. ▪ Name the trade items from Europe, West Africa and the Americas and organize as a triangle. ▪ Talk about the Middle Passage and the problems connected with the Middle Passage. ▪ Discuss one or two slave revolts and the importance of these revolts. ▪ Debate – “The slave trade came to an end because of economic and not humanitarian reasons.” ▪ Project for students: Read more on the Atlantic slave trade and analyse the impact of the trade in 	<ol style="list-style-type: none"> a) Multiple choice, true/ false and matching questions on the origins, course, and effects of the Atlantic Slave Trade. b) Short answer questions on the trans-Atlantic slave trade and its impact. c) Essay questions <ol style="list-style-type: none"> 1. Determine the role of sugar and slaves in the development of the Trans-Atlantic slave trade. 2. Describe the conduct of the Trans-Atlantic slave trade. 3. Why did the Atlantic slave trade end in the 19th century? 4. Show how the Atlantic slave trade affected a) West Africa, b) the Americas and c) Europe.



		the Americas, West Africa and Europe.	
<p>South Africa and the coming of the Dutch settlers</p> <ul style="list-style-type: none"> ▪ South African societies before the arrival of the Dutch ▪ Dutch Cape Colony ▪ The Zulu kingdom ▪ The frontier, unification, diamonds, and gold 	<p>At the end of the unit, students will be able to:</p> <ol style="list-style-type: none"> a) Demonstrate knowledge of the ethnic make-up of South Africa before the arrival of the Europeans. b) Examine the political and social organisation of some of the ethnic groups, e.g., the Khosa. c) Show why Europeans became interested in South Africa and the implications of such interest for the subsequent history of Africa. d) Explain the importance of the Cape Colony in South Africa to European exploration and colonisation in Asia. e) Evaluate the contribution of King Shaka in the growth and expansion of the Zulu kingdom. f) Determine why the Europeans at the Cape moved massively into the South African interior and the consequences of this movement. 	<ol style="list-style-type: none"> 1. Start with a brainstormer to elicit the students' knowledge of contemporary South Africa. 2. Build on this knowledge to introduce South African history prior to the arrival of the Europeans in South Africa. 3. Identify some major ethnic groups in South Africa and discuss the significance of their social and political organisations. 4. Talk about the European voyages of exploration from the mid-15th century and why the South African coast was critical in these voyages. 5. Discuss the initial relations between the European (Dutch) settlers and the South African coastal communities. 6. Talk about the importance of the Zulu kingdom and the role of King Shaka in South African history. 7. Explain the meaning and significance of the frontier in South African history. 8. Group discussion on the importance of minerals 	<ol style="list-style-type: none"> a) Multiple choice, true/false, and matching questions on commerce, politics, and culture on the East African coast. b) Short answer questions on South African kingdoms before the arrival of the Europeans, etc. c) Essay questions <ol style="list-style-type: none"> 1. Describe the political and social organisation of one South African kingdom before the arrival of Europeans at the Cape. 2. How important is King Shaka in Zulu history? 3. How did the discovery of minerals (diamonds and gold) transform the early history of South Africa? 4. What is the significance of the frontier in South African history?



		(particularly gold and diamonds) to the development of South African history.	
<p>The 'Scramble for Africa' and partition</p> <ul style="list-style-type: none"> ▪ African polities before the scramble ▪ Why the scramble for Africa? ▪ The Berlin Conference ▪ Partition of Africa and African reactions 	<p>At the end of the unit, students will be able to:</p> <ol style="list-style-type: none"> a) Distinguish between scramble and partition. b) Dramatize the concepts of scramble and partition. c) Demonstrate knowledge of the political organisations of selected African polities prior to the scramble for Africa. d) Analyse the factors for the scramble of Africa. e) Examine the significance of the Berlin Conference of 1884-85. f) Discuss the significance of the reactions of African rulers to the partition of Africa. 	<ul style="list-style-type: none"> ▪ Begin the lesson by writing the words SCRAMBLE and PARTITION on the board and ask students to suggest words associated with them. ▪ Ask for their meaning and understanding of scramble and partition. ▪ Talk about the relations between African rulers and Europeans on the coast prior to the scramble. ▪ Ask students what they make of these pre-scramble relationships. ▪ Outline the causes of the scramble for class discussion. ▪ Ask students to list the causes from what they consider the most important to the least important, and the reasons for their categorisation. ▪ Talk about the purpose of the Berlin Conference, and African reactions to the decisions taken at the conference. 	<ol style="list-style-type: none"> a) Multiple choice, true/ false and matching questions on the scramble and partition of Africa. b) Short answer questions on the above. c) Essay questions <ul style="list-style-type: none"> ▪ Explain how each of the following contributed to the scramble for Africa: a) industrialisation, b) technology, c) ideological considerations. ▪ Examine the significance of the Berlin Conference (1884-85) for the subsequent history of Africa. ▪ Examine two strategies used by African leaders to challenge the forceful acquisition of their territories by Europeans before 1900.
<p>Colonial Africa</p> <ul style="list-style-type: none"> ▪ Geography and European colonisation of Africa 	<p>At the end of the unit, students will be able to:</p> <ol style="list-style-type: none"> a) Explain, with examples, how geographical features influenced 	<ul style="list-style-type: none"> ▪ Use a large map of colonial Africa to introduce the lesson. ▪ Encourage the students to make a table naming the European 	<ol style="list-style-type: none"> a) Multiple choice, true/ false, and matching questions on the connection between geography and European



<ul style="list-style-type: none"> ▪ Consolidation of empire ▪ Common characteristics of colonial policies. ▪ African experiences under European colonial rule 	<p>the European colonial project in Africa.</p> <ul style="list-style-type: none"> b) Delineate the common elements of European colonial rule in Africa. c) Compare and contrast the French and British systems of governance in Africa. d) Examine the methods and institutions of colonial exploitation in Africa. 	<p>countries that colonised Africa and insert the names of the African countries they colonised under each European country.</p> <ul style="list-style-type: none"> ▪ Ask the question – “Why did the French appear to colonise more African countries than the rest of the other European nations?” ▪ Discuss with students the common characteristics of European colonial policies. ▪ Outline the significance of the colonial transport infrastructure in the exploitation of Africa. ▪ Project: Ask students to read more about colonial economic policies in a country of their choice and show how these policies affected the colonised peoples. 	<p>colonisation of Africa, methods use by the Europeans to consolidate their rule in Africa, common characteristics of European colonial rule and African experiences under colonial rule.</p> <ul style="list-style-type: none"> b) Short answer questions on the above. c) Essay questions <ul style="list-style-type: none"> ▪ With example, show how geography influenced the European colonisation project in Africa. ▪ Discuss three features of European colonial rule in Africa. ▪ Compare and contrast the French and British systems of administration in colonial Africa. ▪ Show three ways in which European colonial economic policies led to the underdevelopment of Africa.
<p>Second World War and Africa</p> <ul style="list-style-type: none"> ▪ Africa’s contribution to the European war efforts 	<p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> a) Show the social, economic, and political significance of World War 2 for Africa. 	<ul style="list-style-type: none"> ▪ Show pictures and documentaries of African soldiers during World War 2. ▪ Discuss with students the relevance of these pictures and documentaries. 	<ul style="list-style-type: none"> a) Multiple choice, true/ false, and matching questions on World War 2 and Africa. b) Short answer questions on African nationalism and African nationalist leaders.



<ul style="list-style-type: none"> ▪ Rise of African nationalism ▪ Pan African congresses ▪ Peaceful paths to independence ▪ The armed struggles for independence 	<p>b) Trace the growth of African nationalism during and after World War 2.</p> <p>c) Explain the significance of the Pan African congresses to the nationalist cause in Africa.</p> <p>d) Examine the steps taken by the European countries, particularly France and Britain, to decolonise their African holdings.</p> <p>e) Contrast the paths to independence in West Africa and East Africa.</p>	<ul style="list-style-type: none"> ▪ Outline on the board, or give a handout for discussion, the ways in which World War 2 influenced the dismantling of European colonial regimes in Africa. ▪ Give background to the Pan African congresses and their influence on the move for independence in Africa. ▪ Explain why tropical African countries had a relatively smooth transition to independence compared to countries in the temperate regions. 	<p>c) Essay questions</p> <ul style="list-style-type: none"> ▪ Examine four ways in which World War 2 contributed to the movement for independence in Africa. ▪ Discuss the importance of the Pan African Congresses to the decolonisation process in Africa. ▪ Explain how Sierra Leone or Guinea (Conakry) attained their independence. ▪ Why did Kenya or Algeria fight a long and bitter war of independence? ▪ Examine the impact of European colonial rule in Africa under the following headings: a) political, b) economic and c) cultural.
<p>Apartheid and post-apartheid South Africa</p> <ul style="list-style-type: none"> ▪ Segregation to apartheid in South Africa ▪ Pillars of segregation and apartheid (land, labour, and power) ▪ 1948 elections 	<p>At the end of the unit, students will be able to:</p> <p>a) Explain the meaning and importance of the apartheid system in South Africa.</p> <p>b) Examine the relevance of the main pillars (land, labour, and power) of segregation in South Africa.</p>	<ul style="list-style-type: none"> ▪ Begin the lesson by defining the words <u>segregation</u> and <u>apartheid</u> and show the connection between the two. ▪ Discuss with students the importance of land, labour, and power in South African history. 	<p>a) Multiple choice, true/false and matching questions on apartheid South Africa and the attainment of political independence in South Africa.</p> <p>b) Short answer questions on apartheid legislation and South African nationalist leaders.</p>



<ul style="list-style-type: none"> ▪ Apartheid legislations ▪ The long and bitter march to freedom ▪ ANC and Black activism ▪ Sharpeville massacre of 1960 and imprisonment of Nelson Mandela ▪ Steve Biko and Black Consciousness ▪ 1976 Soweto uprising ▪ International community responses to apartheid ▪ Freedom for Mandela and the historic elections of 1994 ▪ A new South Africa 	<ul style="list-style-type: none"> c) State the importance of the 1948 election in South Africa for the subsequent history of South Africa. d) Examine some of the apartheid legislation. e) Trace the growth of Black African activism (ANC and other movements) in South Africa. f) Examine the responses of South African security forces to Black protests. g) Demonstrate an understanding of the reactions of the international community to the apartheid system in South Africa. h) Show why the apartheid system eventually crumbled. i) Indicate why Nelson Mandela was released from prison in February 1990 and the outcomes of this release. j) Explain what the concept of the 'Rainbow Nation' means for South Africa. 	<ul style="list-style-type: none"> ▪ Explain the relevance of the 1948 elections to the cementing of the apartheid system in South Africa. ▪ Discuss the major apartheid legislations, indicating their effects on Blacks in South Africa. ▪ Organise students to dramatize some Black reactions to apartheid in South Africa. ▪ Explain the role of some Black activists in the struggle for freedom in South Africa. ▪ Share pictures of the 1960 Sharpeville Massacre and the 1976 Soweto uprising and in small groups, encourage students to discuss the significance of these pictures. ▪ Explain why the apartheid system lasted for over 40 years, and the factors that led to its collapse. 	<p>c) Essay questions</p> <ul style="list-style-type: none"> ▪ Explain the meaning of <u>apartheid</u> and discuss the importance of three apartheid laws. ▪ In what ways did the 1948 elections in South Africa affect the Black population in that country? ▪ Discuss two forms of Black protest in South Africa. ▪ Describe the causes and consequences of the 1976 Students' uprising in Soweto, South Africa. ▪ Examine four reasons why the apartheid system in South Africa lasted so long. ▪ Why was Nelson Mandela freed from prison in 1990? ▪ What is the place of Nelson Mandela in South African history? ▪ Why is South Africa referred to as the 'Rainbow Nation'?
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<p>Postcolonial Africa: achievements and challenges</p> <ul style="list-style-type: none"> ▪ First experiments in western democracy ▪ Rise of dictatorships ▪ Military rule in Africa ▪ Corruption and underdevelopment ▪ Hostile international economic climate ▪ Contemporary crises ▪ An African renaissance? 	<p>At the end of the unit, students will be able to:</p> <ol style="list-style-type: none"> a) Describe the major achievements of some African countries during the first few years of independence. b) Show why autocratic rule quickly spread across Africa from the 1960s to 1980s. c) Analyse the role of the military in postcolonial African politics. d) Show, with examples, how corruption is adversely affecting the overall development of Africa. e) Evaluate the international factors for Africa's slow pace of development. f) Explain how armed conflicts and diseases are having a telling effect on African peoples. g) Debate whether an African renaissance is possible. 	<ul style="list-style-type: none"> ▪ Start the lesson with a poignant question – “What is the students’ understanding of independence?” ▪ Show pictures and documentaries of some countries celebrating independence. ▪ Ask the students why the people are celebrating. ▪ Outline some reasons for the rise of dictatorships in postcolonial Africa for discussion. Encourage students to add to the list. ▪ General discussion – “Why has the army been so quick in toppling civilian governments?” ▪ Encourage students to define corruption and list words they associate with corruption. ▪ Discuss how corruption is affecting the overall development of Africa. ▪ Debate the topic – “External factors are to blame for postcolonial Africa’s slow pace of development.” ▪ Talk about other negative factors for Africa’s slow pace of development, including population explosion in Africa’s cities, drought, and diseases. ▪ Explain the meaning of African renaissance and encourage students to debate whether an African renaissance is possible. 	<ol style="list-style-type: none"> a) Multiple choice, true/false, and matching questions on the successes and challenges of post-colonial African countries. b) Short answer questions on the above. c) Essay questions. <ol style="list-style-type: none"> 1. Explain why most Africans were jubilant when their countries attained independence in the 1960s. 2. Why was national integration a major challenge for many postcolonial African leaders? 3. Discuss four reasons why one-party dictatorships became quite common in Africa from the 1960s to 1980s. 4. Examine the main reasons for and results of military rule in Africa. 5. Examine four effects of corruption on African development. 6. Analyse two internal and two external factors for Africa’s slow pace of development.
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7. Examine the sources and consequences of armed conflict in one African country.

Suggested Resources

Topic/Theme/Unit	Suggested resources
<p>Exploring the diversity of Africa</p> <ul style="list-style-type: none"> ▪ Africa's many natural and cultural environments ▪ Africa's rich history ▪ Myths and stereotypes 	<ul style="list-style-type: none"> ▪ Large physical map of Africa ▪ Course Guidebook <p>Short videos and documentaries on "Exploring Africa" (e.g., YouTube Mother Africa - History Of Africa with Zeinab Badawi [Episode 1] - YouTube), BBC "Story of Africa" Zeinab Badawi The Story of Africa BBC World Service., "History of Africa" BBC World News - History of Africa - Clips</p>
<p>Sources of African history</p> <ul style="list-style-type: none"> ▪ Primary and secondary sources ▪ Written sources ▪ Non-written sources (e.g., Archaeology, Oral Tradition, Linguistics, Ethnography, Art forms/ History) ▪ Advantages and disadvantages of the sources of history 	<ul style="list-style-type: none"> ▪ Course Guidebook ▪ Short videos and documentaries on "Exploring Africa" (e.g., YouTube), BBC "Story of Africa". Zeinab Badawi, "History of Africa (see links above) ▪ Examples of historical sources
<p>Early history of Africa</p> <ul style="list-style-type: none"> ▪ Africa: cradle of humankind? ▪ Farming and pastoralism in ancient Egypt ▪ Farming and pastoralism in tropical Africa ▪ Iron Age communities 	<ul style="list-style-type: none"> ▪ Course Guidebook ▪ Africa's first iron age culture had a sweet tooth (text – can also be used for 'Sources' above) ▪ Short videos and documentaries <ul style="list-style-type: none"> • Did Africa have the first iron age? https://www.youtube.com/watch?v=touQN1mkC5o • https://thekidshouldseethis.com/post/the-untold-history-of-ironworking-in-central-west-africa • Cattle, crops and iron https://www.youtube.com/watch?v=Srlf_xltWfc



<p>Foreign invasions in Egypt and the Maghreb</p> <ul style="list-style-type: none"> ▪ European presence in North Africa. ▪ Egypt and the Maghreb under Roman domination. ▪ Arab invasion and conquest of the Maghreb. ▪ Islamisation of North Africa. 	<ul style="list-style-type: none"> ▪ Course Guidebook ▪ Maps of Arab Muslim conquest of North ▪ Short videos <ul style="list-style-type: none"> • Ancient Rome Provinces of Africa (YouTube) • Northern Africa – Boundless World History (https://www.coursehero.com/study-guides/boundless-worldhistory/northern-africa/) • Arab Conquest of North Africa (YouTube) • The Berber Queen who defied the Caliphate (In Arabic. Other similar is lecture in notes) • History of Africa: Episode 9 (Zeinab Badawi). www.youtube.com/watch?v=tcF-e6RhLzU
<p>The Horn of Africa to the 15th century</p> <ul style="list-style-type: none"> ▪ Ethiopia ▪ The Nubian kingdoms ▪ Aksumite empire 	<ul style="list-style-type: none"> ▪ Course Guidebook ▪ Relevant maps and diagrams ▪ Short videos <ul style="list-style-type: none"> ▪ Full History of the Horn of Africa https://www.youtube.com/watch?v=BSeJALXfdNc (YouTube) ▪ Christianity in Ancient Africa https://study.com/academy/lesson/christianity-in-ancient-africa.html ▪ The Rise Of Aksum - History Of Africa With Zeinab Badawi [Episode 5] (YouTube)
<p>Long-distance trade and West African empires</p> <ul style="list-style-type: none"> ▪ West African kingdoms and empires ▪ Trans-Saharan trade ▪ The empires of Ghana, Mali, and Songhai ▪ Kanem-Borno 	<ul style="list-style-type: none"> ▪ Course Guidebook ▪ Map of West medieval African kingdoms and empires, including the trans-Saharan trade routes ▪ Short videos <ul style="list-style-type: none"> • West African kingdoms (Ghana, Mali, Songhai) https://www.youtube.com/watch?v=T6xF5u4wSYc • History of Africa, Episode 10 (Zeinab Badawi). (YouTube) • BBC Story of Africa • African kingdoms and empires. https://www.youtube.com/watch?v=QdVNN9wAabE • Mansa Musa and Islam in Africa. https://www.youtube.com/watch?v=jvnU0v6hcUo
<p>Commerce and the East African coast to the 15th century</p> <ul style="list-style-type: none"> ▪ Interior-coastal trade ▪ Trading settlements 	<ul style="list-style-type: none"> ▪ Course Guidebook ▪ Other relevant books and maps ▪ Short videos



<ul style="list-style-type: none"> ▪ Indian Ocean trade ▪ Development of Swahili culture 	<ul style="list-style-type: none"> • Establishment of small city states on Africa's East Coast https://study.com/academy/lesson/establishment-of-small-city-states-on-africas-east-coast.html • Kilwa – World History Encyclopedia https://www.worldhistory.org/Kilwa/ • Ancient trade cities on Africa's East Coast (https://study.com/academy/lesson/ancient-trade-cities-on-africas-east-coast.html) • Crash Course World History #18 (https://www.youtube.com/watch?v=a6XtBLDmPA0) • Indian Ocean Trade Before the European Conquest (worldhistory.org)
<p>Central African kingdoms to the 15th century</p> <ul style="list-style-type: none"> ▪ Bantu expansion and technological diffusion ▪ Great Zimbabwe ▪ Kongo 	<ul style="list-style-type: none"> ▪ Course Guidebook ▪ Maps and diagrams of Bantu migration ▪ Videos <ul style="list-style-type: none"> • Welcome to Africa – Explore the Bantu migration story • Migration of the Bantu into East Africa (https://www.youtube.com/watch?v=cwuogpXtDOA) • The Bantu people: Migration, language and impact (study.com) • Who built Great Zimbabwe? https://ed.ted.com/lessons/who-built-great-zimbabwe-and-why-breeanna-elliott • https://smarthistory.org/great-zimbabwe/ (video in text) • History of Africa, Episode 19 Zeinab Badawi (You Tube) • Afonso 1 of Kongo https://www.dw.com/en/afonso-i-of-kongo-the-ruler-caught-up-in-the-slave-trade/a-56974888 • The kingdom of Kongo https://www.youtube.com/watch?v=f8DmKlw1jca
<p>Religions in Africa</p> <ul style="list-style-type: none"> ▪ Indigenous religious beliefs and practices ▪ Indigenous religion and politics ▪ Rites of passage ▪ Islam ▪ Christianity ▪ Impact of Islam and Christianity 	<ul style="list-style-type: none"> ▪ Course Guidebook ▪ Other relevant literature ▪ Videos <ul style="list-style-type: none"> • BBC Story of Africa (You Tube) • History of Africa, Episode 8, Zeinab Badawi (You Tube) • Religious systems of Africa – Similarities and differences https://study.com/academy/lesson/religious-systems-of-africa-similarities-differences.html • Traditional African religions https://www.youtube.com/watch?v=VQY-V4C5Z9o



	<ul style="list-style-type: none"> • Global Church: History of Christianity in Africa https://www.youtube.com/watch?v=W1sLVsNUgpw • African Christianity Rising https://www.youtube.com/watch?v=qDygf6uy2R4 • The truth about Islam in Africa https://www.youtube.com/watch?v=N3fru8wffPQ
<p>West Africa in the era of the Atlantic slave trade</p> <ul style="list-style-type: none"> ▪ Start of a unique globalised commerce ▪ West African kings and merchants ▪ Organisation of the trade ▪ End and impact of the slave trade 	<ul style="list-style-type: none"> ▪ Course Guidebook ▪ Other texts on the Trans-Atlantic slave trade ▪ Videos <ul style="list-style-type: none"> • The history of the Transatlantic slave trade https://www.youtube.com/watch?v=wNn9AUnpg_I • Europe, West Africa and the Transatlantic slave trade examined. https://www.britannica.com/video/73145/history-slave-trade-Africa-region • WATCH – Impact of the slave trade https://www.khanacademy.org/humanities/whp-origins/era-5-the-first-global-age/54-the-transatlantic-slave-trade-beta/v/impact-of-the-slave-trade-through-a-ghanaian-lens-world-history-project-beta • The Atlantic slave trade: What few books told you. https://www.youtube.com/watch?v=3NXC4Q_4JVg
<p>South Africa and the coming of the Dutch settlers</p> <ul style="list-style-type: none"> ▪ South African societies before the arrival of the Dutch ▪ Dutch Cape Colony ▪ The Zulu kingdom ▪ The frontier, unification, diamonds, and gold 	<ul style="list-style-type: none"> ▪ Course Guidebook ▪ Videos and documentaries <ul style="list-style-type: none"> • Who lived in South Africa before the Dutch arrived? https://www.youtube.com/watch?v=csZla1XV8yU • The Dutch in South Africa: More than just Apartheid and Boers https://dutchreview.com/culture/history/the-dutch-and-south-africa/ • Shaka Zulu: Founding father of the Zulu nation https://www.youtube.com/watch?v=CeubekShy4s • What was the Great Trek? https://www.youtube.com/watch?v=028OjMGirj0
<p>The ‘Scramble for Africa’ and partition</p> <ul style="list-style-type: none"> ▪ African polities before the scramble ▪ Why the scramble for Africa? ▪ The Berlin Conference ▪ Partition of Africa and African reactions 	<ul style="list-style-type: none"> ▪ Course Guidebook ▪ Other relevant texts ▪ Maps of the scramble for and partition of Africa ▪ Videos <ul style="list-style-type: none"> • History of Africa – Episode 19 Zeinab Badawi (You Tube)



	<ul style="list-style-type: none"> • The scramble for Africa: late 19th century https://www.sahistory.org.za/article/grade-8-term-3-scramble-africa-late-19th-century (video in text) • History Year 11 Imperialism: The scramble for Africa • Berlin 1885: The division of Africa https://www.youtube.com/watch?v=FTjBNppdk-M
<p>Colonial Africa</p> <ul style="list-style-type: none"> ▪ Geography and European colonisation of Africa ▪ Consolidation of empire ▪ Common characteristics of colonial policies. ▪ African experiences under European colonial rule 	<ul style="list-style-type: none"> ▪ Course Guidebook ▪ Other relevant texts ▪ Videos <ul style="list-style-type: none"> • Colonization of Africa https://www.youtube.com/watch?v=Fbb7nblUUEM • African resistance to European imperialism https://study.com/learn/lesson/african-resistance-european-imperialism-history-conflicts-effects.html • <i>History Form Three: Topic 3 – Colonial economy</i> https://www.youtube.com/watch?v=L6zIEsoWoTg
<p>Second World War and Africa</p> <ul style="list-style-type: none"> ▪ Africa's contribution to the European war efforts ▪ Rise of African nationalism ▪ Pan African congresses ▪ Peaceful paths to independence ▪ The armed struggles for independence 	<ul style="list-style-type: none"> ▪ Course Guidebook ▪ Other relevant texts ▪ Diagrams of African soldiers during World War 2 ▪ Videos <ul style="list-style-type: none"> • Remembering Africa's role in World War 2 https://brandsouthafrica.com/4234/africa-played-a-role-in-ending-world-war-2/ • Talk Africa: Africans and World War 2 https://www.google.com/search?q=Talk+Africa:+Africans+and+World+War+2&source=Inms&tbm=vid&sa=X&ved=2ahUKEwi7i5zT3eT7AhUaacAKHW6gBpcQ_AUoAXoECAEQAw&biw=1233&bih=913&dpr=1#fpstate=ive&vld=cid:002e4364,vid:0Ek43bzDNB8 • Africans and World War 2 (CUP) https://www.youtube.com/watch?v=58RI21aNEd8&list=PLC5C19446D4A9D994 • Battle of North Africa YouTube various) • World war II's forgotten army: West Africa's soldiers in Burma https://www.youtube.com/watch?v=DWIHOIZVZtE&t=14s • 1945 Pan African congress: Young Roots project (various) https://firstcutmedia.com/heritage-digital-archive/1945-pan-african-congress/



	<ul style="list-style-type: none"> • Reasons why the Pan African movement became active after 1945 https://www.tutorke.com/lesson/4556-reasons-why-the-pan-african-movement-became-active-in-africa-after-1945.aspx • Mau Mau uprising 1952-60: Anti-British rebellion in Kenya https://www.youtube.com/watch?v=gYMLbeAQ_o • Operations against the Mau Mau (1954) https://www.youtube.com/watch?v=eOIlf-mLiQc • UK to compensate Kenyans tortured in Mau Mau revolt. https://www.france24.com/en/20130606-uk-compensate-kenya-tortured-mau-mau-colonial-uprising • Algeria's bloody war of independence. https://www.youtube.com/watch?v=wex8waAEa1Y
<p>Apartheid and post-apartheid South Africa</p> <ul style="list-style-type: none"> ▪ Segregation to apartheid in South Africa ▪ Pillars of segregation and apartheid (land, labour, and power) ▪ 1948 elections ▪ Apartheid legislations ▪ The long and bitter march to freedom ▪ ANC and Black activism ▪ Sharpeville massacre of 1960 and imprisonment of Nelson Mandela ▪ Steve Biko and Black Consciousness ▪ 1976 Soweto uprising ▪ International community responses to apartheid ▪ Freedom for Mandela and the historic elections of 1994 ▪ A new South Africa 	<ul style="list-style-type: none"> ▪ Course Guidebook ▪ Other relevant texts ▪ Videos <ul style="list-style-type: none"> • Apartheid: The rise and fall of South Africa's 'apartness' laws https://www.youtube.com/watch?v=kJOU9YYMzpw • The anti-Apartheid struggle in South Africa (1912-1992) https://www.nonviolent-conflict.org/anti-apartheid-struggle-south-africa-1912-1992/ (video in text) • 1976 Soweto uprising https://www.google.com/search?q=1976+soweto+uprising&source=Inms&tbm=vid&sa=X&ved=2ahUKEwjlxu2J5uT7AhUEi1wKHSKcCQ0Q_AUoA3oECAIQBQ&biw=1233&bih=913&dpr=1#fpstate=ive&vld=cid:f2cc9144,vid:Nv3FBT4bcbw • The Day in History: Nelson Mandela freed from prison https://www.google.com/search?q=d)+The+Day+in+History:+Nelson+Mandela+freed+from+prison&source=Inms&tbm=vid&sa=X&ved=2ahUKEwiEqPCY5uT7AhWxgVwKHbe5BaUQ_AUoBHoECAEQBg&biw=1233&bih=913&dpr=1#fpstate=ive&vld=cid:9def6462,vid:-ZWIVvmqBEg • How CBS covered Nelson Mandela's 1994 Presidential victory. https://www.cbsnews.com/video/how-cbs-news-covered-nelson-mandelas-historic-1994-presidential-victory/
<p>Postcolonial Africa: achievements and challenges</p>	<ul style="list-style-type: none"> ▪ Course Guidebook ▪ Other relevant texts



- First experiments in western democracy
 - Rise of dictatorships
 - Military rule in Africa
 - Corruption and underdevelopment
 - Hostile international economic climate
 - Contemporary crises
 - An African renaissance?
- Videos
 - Democratic promises: Is democracy good for development in Africa? (not found)
 - The African state: Development and the Common Good (not found)
 - Botswana at 50: The end of an African success story? (video in text is a movie trailer. See also <https://www.youtube.com/watch?v=FRIR-Yw6Pc0>)
 - Why has Africa fallen behind the rest of the world's economies?
<https://www.theguardian.com/global-development/2014/aug/04/africa-fallen-behind-economies-science-technology>
 - Dealing with corruption in Africa: A complex yet surprisingly simple answer
<https://www.dedev.com/news/dealing-with-corruption-in-africa-a-complex-yet-surprisingly-simple-answer-84030> (video in text)
 - African perspectives on corruption <https://www.youtube.com/watch?v=xgF7R14PEPU>