

The New Senior Secondary Curriculum for Sierra Leone

Subject Syllabus for Sierra Leone 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 Sierra Leone History a core subject

Subject description

The History of Sierra Leone aims to give students a proper understanding of their past (including our great triumphs and grave mistakes as a people), and the nature of change, so that useful lessons can be learned for a better future.

Rationale for the Inclusion of the History of Sierra Leone in the Senior Secondary School Curriculum

- a) The History of Sierra Leone grounds students to their roots. It gives them a deeper, more meaningful glimpse into their ancestral past. It provides identity.
- b) It also enables students to grasp their relationship with their past. For example, if a student wants to know why the Sierra Leone Coat of Arms is designed the way it is, the student must turn to history for an answer. This is because the Coat of Arms reflects our history, our past achievements and the principles Sierra Leoneans believe in as a people.
- c) Knowledge is power and, with reference to our history, it is one of the best powers one can have for being a change agent. It has been said that s/he who controls the past controls the future. Students' view of their history shapes the way they view the present and therefore it dictates what answers they can offer for existing problems.
- d) The History of Sierra Leone provides a strong base for peaceful co-existence in our multicultural society.
- e) It is essential for good citizenship; it promotes loyalty and helps students develop a sense of national pride in their heritage.
- f) Our history is an important legacy. Through the preservation and understanding of meaningful places, documents, artefacts, images, and stories, history provides a foundation upon which future generations can build.

General learning outcomes

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

- a) Explain the value of studying the history of Sierra Leone.
- b) Demonstrate an understanding of important ways of "doing history" (historical skills).
- c) Analyse the migration histories of Sierra Leone's ethnic groups.
- d) Show how early societies were organised for social life, politics, and production.
- e) Explain Sierra Leone's long, deep, and tragic involvement in the Atlantic slave trade and examine the consequences of that involvement.
- f) Trace the growth and development of the Sierra Leone colony.
- g) Examine the events that culminated in the proclamation of a British protectorate in the Sierra Leone hinterland.
- h) Analyse the significance of the chiefly revolt against the protectorate proclamation in 1898.
- i) Demonstrate an understanding of the constitutional changes that took place during the colonial period.



- j) Evaluate the economic and social changes that occurred in colonial Sierra Leone.
- k) Trace the steps by which Sierra Leone gained independence in 1961.
- l) Show why the postcolonial history of Sierra Leone has been described as one of hope and disappointment.
- m) Examine the sources and consequences of the civil conflict in Sierra Leone from 1991-2001.

Subject Content Outline by Broad Themes and Specific Topics:

Section A: Sierra Leone from Earliest Times to 1800	Section B: Sierra Leone in the 19 th Century
<p>1. Studying history as an academic discipline</p> <ul style="list-style-type: none"> • Definitions and value of history • Sources of history • Historical skills (Ways of “doing history”) • Studying history in the digital age <p>2. The people of Sierra Leone</p> <ul style="list-style-type: none"> • Ethnicity and cultural confluences • Society, culture, indigenous technology, and production systems • Politics and government • Education and religion <p>3. External invasions and contact</p> <ul style="list-style-type: none"> • The Mane • Advance of Islam • The coming of the Europeans • Trans-Atlantic slave trade 	<p>4. Anti-slavery movement in Britain</p> <ul style="list-style-type: none"> • Founding of the Sierra Leone colony settlement • The Abolition Act, 1807 • Re-captives in the Sierra Leone colony • Christian missions in the colony and hinterland <p>5. Emergence of Krio society</p> <ul style="list-style-type: none"> • Krio language and culture • Krio achievements • The colony, hinterland, and trade • Foreign missions into the hinterland <p>6. Protectorate proclamation</p> <ul style="list-style-type: none"> • Trade wars • The hinterland becomes a British protectorate • Early protectorate administration • Nationalist revolt
Section C: Consolidation of British Colonial Rule	Section D: Post-Colonial Sierra Leone
<p>7. Local administration</p> <ul style="list-style-type: none"> • Freetown City and Rural Area Councils • Early protectorate administration • Native Administration in the protectorate • Chiefdom amalgamation 	<p>11. First decade of Independence</p> <ul style="list-style-type: none"> • Sierra Leone in 1961 • Era of the two Margais • First military junta rule <p>12. The administration of Siaka Probyn Stevens</p>



<p>8. Constitutional and political developments to 1939</p> <ul style="list-style-type: none"> • 1863 (Blackall) Constitution and Colony reactions • Railway workers' strikes • Anti-Syrian protests • The 1924 (Slater) Constitution • Congress politics <p>9. Economic and social changes</p> <ul style="list-style-type: none"> • The railway and feeder roads • Agriculture and mining • Wallace-Johnson and the Youth League • Education, health, and other social services <p>10. Movement towards political independence</p> <ul style="list-style-type: none"> • World War 2 and its impact • District Councils and the Protectorate Assembly • 1947 (Stevenson) Constitution and political party activities • Reconstitution of the Legislative and Executive Councils • Countrywide demonstrations • United National Front coalition • Sierra Leone becomes an independent country 	<ul style="list-style-type: none"> • Regime consolidation and political challenges • Resource mobilisation and distribution • The mining sectors • Political disengagement and the Stevens legacy <p>13. 'New Order' government of President Joseph Saidu Momoh</p> <ul style="list-style-type: none"> • Politics of succession • Momoh and the economy • Political reforms • Outbreak of the rebel war <p>14. Military rule and transition to democracy</p> <ul style="list-style-type: none"> • Captain Valentine Strasser and the NPRC • Prosecuting the war • Transitional structures <ul style="list-style-type: none"> a) National Commission for Democracy (NCD) b) Interim National Electoral Commission (INEC) <p>15. Restoration of democratic rule</p> <ul style="list-style-type: none"> • Presidency of Ahmad Tejan Kabbah • Blood diamonds • The road to peace • The Kabbah legacy • Sierra Leone and international organisations
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Structure of the Syllabus over the Three-Year Secondary Cycle

	SSS 1	SSS 2	SSS 3
Term 1	<p>Section A: Sierra Leone from Earliest Times to 1800</p> <p>1. Studying history as an academic discipline</p> <ul style="list-style-type: none"> • Definitions and value of history • Sources of history • Historical skills • Studying history in the digital age <p>2. The people of Sierra Leone</p> <ul style="list-style-type: none"> • Ethnicity and cultural confluences • Society, culture, indigenous technology, and production systems • Politics and government • Education and religion 	<p>6. Protectorate proclamation</p> <ul style="list-style-type: none"> • Trade wars • The hinterland becomes a British protectorate • Early protectorate administration • Nationalist revolt <p>7. Local administration</p> <ul style="list-style-type: none"> • Freetown City and Rural Area Councils • Early protectorate administration • Native Administration in the protectorate • Chiefdom amalgamation 	<p>11. First decade of Independence</p> <ul style="list-style-type: none"> • Sierra Leone in 1961 • Era of the two Margais • First military junta rule <p>12. The administration of Siaka Probyn Stevens</p> <ul style="list-style-type: none"> • Regime consolidation and political challenges • Resource mobilisation and distribution • The mining sectors • Political disengagement and the Stevens legacy
Term 2	<p>3. External invasions and contact</p> <ul style="list-style-type: none"> • The Mane • Advance of Islam • The coming of the Europeans • Trans-Atlantic slave trade <p>4. Anti-slavery movement in Britain</p> <ul style="list-style-type: none"> • Founding of the Sierra Leone colony settlement • The Abolition Act, 1807 	<p>8. Constitutional and political developments to 1939</p> <ul style="list-style-type: none"> • 1863 (Blackall) Constitution and Colony reactions • Railway workers' strikes • Anti-Syrian protests • The 1924 (Slater) Constitution • Congress politics <p>9. Economic and social changes</p> <ul style="list-style-type: none"> • The railway and feeder roads 	<p>13. 'New Order' government of President Joseph Saidu Momoh</p> <ul style="list-style-type: none"> • Politics of succession • Momoh and the economy • Political reforms • Outbreak of the rebel war <p>14. Military rule and transition to democracy</p> <ul style="list-style-type: none"> • Captain Valentine Strasser and the NPRC



	<ul style="list-style-type: none"> • Re-captives in the Sierra Leone colony • Christian missions in the colony and hinterland 	<ul style="list-style-type: none"> • Agriculture and mining • Wallace-Johnson and the Youth League • Education, health, and other social services 	<ul style="list-style-type: none"> • Prosecuting the war • Transitional structures <ul style="list-style-type: none"> a) National Commission for Democracy (NCD) • Interim National Electoral Commission (INEC)
Term 3	<p>5. Emergence of Krio society</p> <ul style="list-style-type: none"> • Krio language and culture • Krio achievements • The colony, hinterland, and trade • Foreign missions into the hinterland 	<p>10. Movement towards political independence</p> <ul style="list-style-type: none"> • World War 2 and its impact • District Councils and the Protectorate Assembly • 1947 (Stevenson) Constitution and political party activities • Reconstitution of the Legislative and Executive Councils • Countrywide demonstrations • United National Front coalition • Sierra Leone becomes an independent country 	<p>15. Restoration of democratic rule</p> <ul style="list-style-type: none"> • Presidency of Ahmad Tejan Kabbah • Blood diamonds • The road to peace • The Kabbah legacy • Sierra Leone and international organisations



Teaching Syllabus

Topic/Theme/Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
<p>Sierra Leone from Earliest Times to 1800</p> <p>Studying history as an academic discipline</p> <ul style="list-style-type: none"> Definitions and value of history Sources of history Historical skills Studying history in the digital age 	<p>At the end of the Unit, students will be able to:</p> <ol style="list-style-type: none"> Make a strong case for the study of history in general and particularly the history of Sierra Leone. Evaluate the main sources for the study of Sierra Leone history. Tell the difference between a primary source and a secondary source. Determine how history can be used as an important tool for developing life skills. Define and give examples of Information Communication Technology (ICT) and state its possible uses in the teaching and learning of history. 	<ul style="list-style-type: none"> Start the lesson/ unit with a brainstormer (e.g., students give their own definitions of history) The teacher can write some of the definitions on board for further discussions. Throw out a tricky question. "Is history important?" Why, or why not? Outline some of the main sources of history for class discussion. Define the term historical skills and briefly state the importance of each skill. Discuss with students the possible uses of ICT in the study of history. Reinforcement. Summarise the key points in the lesson/ unit for the students to copy. 	<ul style="list-style-type: none"> Course Guidebook Stone Age artefacts Digital resources on historical skills 	<p>Short answer questions.</p> <ol style="list-style-type: none"> Define history and state four reasons for the study of history. List three sources of Sierra Leone history and their limitations. Define a) primary source and b) secondary source. Give three examples of each source. Name three skills developed by the study of history and give the importance of each. Briefly describe Information Communication Technology (ICT) and suggest three ways ICT can be used in the teaching and learning of history.
<p>The people of Sierra Leone</p> <ul style="list-style-type: none"> Ethnicity and cultural confluences 	<p>At the end of the Unit, students will be able to:</p> <ol style="list-style-type: none"> Define the term ethnicity 	<ul style="list-style-type: none"> Let the students name their ethnic groups. Group the students according to their ethnic groups and give them a few 	<ul style="list-style-type: none"> Course Guidebook Nomoli and related artefacts 	<ol style="list-style-type: none"> True/ false questions on ethnicity and the systems of government in precolonial Sierra Leone.



<ul style="list-style-type: none"> Society, culture, indigenous technology, and production systems Politics and government Education and religion 	<p>b) Narrate and interrogate the migration stories of Sierra Leone's ethnic groups.</p> <p>c) Analyse the strengths and weaknesses of the indigenous governmental and social systems in Sierra Leone.</p> <p>d) Demonstrate knowledge of the relevance and influence of indigenous educational institutions and religions on communities.</p>	<p>minutes to discuss the origin and migration story of their group. One of the group members should briefly retell the story.</p> <ul style="list-style-type: none"> Talk about the political and social systems of at least two of the ethnic groups and their importance. Consider the role of women in the social systems. Have a lively discussion on the importance of this subject. Draw out similarities and differences between the political systems of some ethnic groups and modern governmental systems in Sierra Leone. Talk about the indigenous education and production systems, pointing out their functionality and relevance to society. 	<ul style="list-style-type: none"> Map of Sierra Leone showing migration routes of the early settlers Diagrams/pictures of masks connected with secret societies in Sierra Leone Resource persons (e.g., a weaver) Secret Pain video https://www.youtube.com/watch?v=Bi57sOxm3QI 	<p>b) Project: Students find out more about the migration story of their ethnic group and write it down.</p> <p>c) Comment on three ways indigenous societies discriminated against women.</p> <p>d) Give three important uses of indigenous technology in early times.</p> <p>e) Name two indigenous educational systems in early times and their relevance to society</p>
<p>External invasions and contact</p> <ul style="list-style-type: none"> The Mane Advance of Islam The coming of the Europeans 	<p>At the end of the Unit, students will be able to:</p> <p>a) Explain the main factors for the migration of the Mane to Liberia and then to Sierra Leone.</p> <p>b) Discuss the reasons for the early victories of the Mane</p>	<ul style="list-style-type: none"> Start the lesson/ unit with a definition of the term 'invasion'. Let students name a few words associated with or related to the word 'invasion'. 	<ul style="list-style-type: none"> Course Guidebook Pictures of early trade items Map of triangular slave trade and the main items along each route 	<p>a) Matching and multiple-choice questions on the origin and migration of the Mane.</p> <p>b) Essay: Analyse three reasons for the early military successes of the Mane over the coastal peoples of Sierra Leone.</p>



<ul style="list-style-type: none"> • Trans-Atlantic slave trade 	<p>in the coastal areas of Sierra Leone.</p> <ul style="list-style-type: none"> c) Examine the political, economic, military, and cultural effects of the Mane in Sierra Leone. d) Name the early agents of Islam in Sierra Leone and analyse the reasons for their success. e) Assess the causes and consequences of the Futa Jalon jihad in Sierra Leone. f) Determine why the Trans-Atlantic slave trade has been described as the greatest forced migration of a human population in history. g) Describe the organisation of the Trans-Atlantic slave trade. h) State why Sengbe Pieh is important in the history of the slave trade. i) Analyse the impact of the transatlantic slave trade on Sierra Leone j) Debate why the transatlantic slave trade is a crime against humanity. k) Argue for or against the payment of reparations to 	<ul style="list-style-type: none"> ▪ Give a brief historical sketch of the Mane and their leader Madam Masarico. ▪ Let the students talk about what they admire most about Masarico. What does Masarico's personality tell them about gender relations? ▪ Discuss the successes and failures of the Mane invasions in Sierra Leone. ▪ Describe the various ways Islam spread in Sierra Leone and how the religion has influenced the way of life of many Sierra Leoneans. ▪ Begin the Atlantic slave trade topic by explaining the difference between indigenous forms of slavery and chattel slavery. ▪ Discussion: 'Is slavery a crime against humanity?' ▪ With the aid of a large map, talk about the organisation of the triangular trade. ▪ Let students re-enact the Sengbe Pieh story and point out the admirable qualities of the man. 	<ul style="list-style-type: none"> ▪ Documentaries on the Atlantic slave trade, e.g. The Amistad Revolt, The Gullah people Gullah Traditions of the South Carolina Coast - YouTube, YouTube (Slavery and Suffering, History of Africa with Zeinab Badawi https://www.youtube.com/watch?v=ajl8lkYdmAk), Great Britain and the Slave Trade 	<ul style="list-style-type: none"> c) Give two political and two ethnolinguistic effects of the Mane in Sierra Leone. d) Name two main agents of Islam in Sierra Leone and show the influence of each agent in the spread of Islam. e) True/ false questions on the Trans-Atlantic slave trade. f) Examine three reasons why the Atlantic slave trade has been described as the greatest forced migration of a human population in history. g) Project: Find out more about Sengbe Pieh and write a short account of his importance in Sierra Leone and world history. h) Analyse four effects of the Trans-Atlantic slave trade in Sierra Leone.
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	Africans and people of African descent as victims of the slave trade	<ul style="list-style-type: none"> ▪ Debate: 'This House believes that former slave trading nations must compensate black peoples for the enslavement of their ancestors'. 		
<p>Anti-slavery movement in Britain</p> <ul style="list-style-type: none"> • Founding of the Sierra Leone colony settlement • The Abolition Act, 1807 • Recaptives in the Sierra Leone colony • Christian missions in the colony and hinterland 	<p>At the end of the Unit, students will be able to:</p> <ol style="list-style-type: none"> Explain the role of Britain in furthering the Trans-Atlantic slave trade. Examine why an anti-slavery movement began in Britain. Account for the establishment of the Sierra Leone colony and narrate some of the initial challenges faced by the early colony settlers. Explain the reasons for the souring of relations between the Nova Scotians and the Sierra Leone Company officials. Tell the consequences of the Abolition Act of 1807 for the subsequent history of the Sierra Leone colony. Analyse the contribution of the Recaptives to the 	<ul style="list-style-type: none"> ▪ Start the lesson with a recap of the main points in the previous unit. ▪ Talk about the reasons for the growth of the anti-slavery movement in Britain. ▪ Let students talk about the circumstances that led to the establishment of the colony settlement in 1787. ▪ Argue/ debate the proposition that the founding of the colony settlement was a purely humanitarian affair. ▪ Discuss the acquisition of land for the colony settlement in the context of traditional land tenure system. ▪ Discuss the reasons for the worsening relations between the Nova Scotians and the Sierra Leone Company officials. ▪ Show the connection between the Abolition Act 	<ul style="list-style-type: none"> ▪ Course Guidebook and other relevant written sources on the founding of the Sierra Leone settlement. ▪ British warships attacking slave vessels on the Atlantic. ▪ Pictures of the Recaptives coming ashore in Sierra Leone. 	<ol style="list-style-type: none"> Discuss four reasons for the growth and success of the anti-slavery movement in England. Examine the significance of the James Sommerset case of 1772 in England for the subsequent history of Sierra Leone. Comment on the relations between the colony settlers and the Sierra Leone peninsula kings in the early days of the colony settlement. Give three reasons for the Nova Scotian rebellion of 1800 and analyse two effects of the rebellion on the Nova Scotians. Who were the Recaptives? Name three institutions of the Recaptives and show how these institutions helped to maintain social cohesion and peace among the Recaptives.



	<p>growth and development of the colony.</p> <p>g) Determine the connection between Christian evangelism and the end of the slave trade in Sierra Leone.</p>	<p>and the growth of the Sierra Leone colony under the following sub-headings: a) Population dynamics, b) Founding of seaside and mountain villages around Freetown, c) Christianity and western education.</p>		<p>f) Show how Governor Sir Charles MacCarthy used western education and Christianity to improve the social status of the Recaptives.</p>
<p>Emergence of Krio society</p> <ul style="list-style-type: none"> • Krio language and culture • Krio achievements • The colony, hinterland, and trade • Foreign political missions into the hinterland 	<p>At the end of the Unit, students will be able to:</p> <p>a) Trace the evolution of Krio society.</p> <p>b) Discuss important aspects of Krio language and culture.</p> <p>c) Show why Freetown was described as “the centre of the African race” in the mid to late 19th century.</p> <p>d) Examine the methods by which the British colonialists in Freetown extended their power and influence into the hinterland.</p>	<ul style="list-style-type: none"> ▪ Begin the lesson with the questions: a) “Who are the Krio?”; b) Why are the Krio the “newest” ethnic group in Sierra Leone?” ▪ Discuss the uniqueness and beauty of Krio language and culture. ▪ Explain the role of the Krio in the furtherance of British interests in West Africa. ▪ Discuss the steps taken by the British colonial administration in Freetown to develop friendly ties between the colony and the hinterland. ▪ Summarise on the board the different strategies used by the colonial administration to establish its influence in the hinterland. 	<ul style="list-style-type: none"> ▪ Course Guidebook ▪ Resource persons (talk about Krio language and culture) ▪ YouTube (The Krios of Sierra Leone: A Look at Some Key Objects https://www.youtube.com/watch?v=INswr-0qMKQ; The Importance of Bunce Island in Sierra Leone https://www.youtube.com/watch?v=HGrKRbvbaSE) 	<p>a) Matching, multiple-choice and true/ false questions on the evolution and growth of Krio society.</p> <p>b) Analyse the contribution of the Krio to the spread of British influence in the Sierra Leone hinterland and in West Africa.</p> <p>c) Examine three reasons why Freetown was described as “the centre of the African race” in the second half of the 19th century.</p> <p>d) Analyse four strategies used by the British colonial administration in the colony to spread their influence in the Sierra Leone hinterland.</p>



<p>Protectorate proclamation</p> <ul style="list-style-type: none"> Trade wars The hinterland becomes a British protectorate Early protectorate administration Nationalist revolt 	<p>At the end of the Unit, students will be able to:</p> <ol style="list-style-type: none"> Demonstrate knowledge of the significance of the trade wars in the hinterland in the 19th century. Analyse the reasons for the British declaration of a protectorate in the hinterland in 1896. Argue/Debate whether the declaration was legal/illegal. Examine the initial reactions of the Protectorate chiefs to the declaration. Explain whether the Protectorate chiefs were right to mount an armed insurrection against the British colonial administration in 1898. State why it is wrong to call the revolt a “Hut Tax War”. 	<ul style="list-style-type: none"> Begin the lesson with a recap of the various ways the British extended their influence and control over the Sierra Leone hinterland before 1896. Discuss with students why it is wrong to term the armed conflicts in the hinterland “tribal wars”. Explain the role of trade in the declaration of a protectorate over the Sierra Leone hinterland in 1896. Debate: a) “Who were the main beneficiaries of the declaration – the British or the hinterland peoples?” b) Who is to blame for igniting the war of 1898 – the hinterland chiefs or the colonial administration? 	<ul style="list-style-type: none"> Course Guidebook Relevant documentaries on the “Hut Tax War” on YouTube e.g., The Hut Tax War Explained! (Bai Bureh) 	<ol style="list-style-type: none"> Suggest three reasons why it is wrong to label the conflicts in the Sierra Leone hinterland during the 19th century as ‘tribal wars.’ What role did the Aborigines Branch (Native Affairs Department) of the Secretariat play in the colonisation of the Sierra Leone hinterland? Give three reasons why the Protectorate Declaration of 1896 was not in the best interests of the people of the Protectorate. Examine the view that the 1898 insurrection in the Protectorate was not a ‘Hut Tax War’. Name three effects of the 1898 war on the people of Sierra Leone. Project: Research on either Bai Bureh or Madam Yoko and show their importance in the history of Sierra Leone.
<p>Local administration</p> <ul style="list-style-type: none"> Freetown City and Rural Area Councils 	<p>At the end of the Unit, students will be able to:</p> <ol style="list-style-type: none"> Describe the systems of local government in Sierra 	<ul style="list-style-type: none"> Start by explaining the meaning of local administration/ government. 	<ul style="list-style-type: none"> Course Guidebook Resource persons (local government officials) 	<ol style="list-style-type: none"> Multiple-choice, matching, and true/ false questions on local government in Sierra Leone during the colonial period.



<ul style="list-style-type: none"> • Early protectorate administration • Native Administration in the protectorate • Chiefdom amalgamation 	<p>Leone during European colonial rule.</p> <ul style="list-style-type: none"> b) Show why the colony and the protectorate were separately administered. c) Examine the shortcomings of the local government systems. d) Show why the British decided to amalgamate certain chiefdoms in the 1940s and 1950s, and the consequences of the amalgamation process. 	<ul style="list-style-type: none"> ▪ Ask students why local government is necessary in a country. ▪ Discuss the reasons for the different types of local government established in the colony and in the protectorate, and their implications. ▪ Explain the advantages and disadvantages of the amalgamation of chiefdoms in Sierra Leone. 		<ul style="list-style-type: none"> b) Analyse the achievements and challenges of the Freetown City Council during the colonial period. c) Examine four reasons for the introduction of the Native Administration in the Protectorate in 1936 and 1937. d) Name three successes and three failures of the Native Administration system during the colonial period. e) Give three reasons why the colonial administration decided to amalgamate certain chiefdoms in the Protectorate. Examine two effects of the amalgamation process.
<p>Constitutional and political developments to 1939</p> <ul style="list-style-type: none"> ▪ 1863 (Blackall) Constitution and Colony reactions ▪ Railway workers' strikes ▪ Anti-Syrian protests 	<p>At the end of the Unit, students will be able to:</p> <ul style="list-style-type: none"> a) Demonstrate knowledge of the background to the constitutional changes that took place in colonial Sierra Leone. b) State the significance of the 1863 Constitution. c) Examine the causes and consequences of the Railway workers' strikes 	<ul style="list-style-type: none"> ▪ Explain the purpose of a constitution in a democracy. ▪ Outline the reasons why the colonial administration introduced a constitution in the Colony in 1863, and why colony politicians were disappointed with the provisions of the constitution. 	<ul style="list-style-type: none"> ▪ Course guidebook ▪ Other written resources on constitutional development in Sierra Leone and protests in colonial Sierra Leone 	<ul style="list-style-type: none"> a) Multiple-choice, matching, and true/ false questions on the pre-World War 2 constitutional and political developments in Sierra Leone. b) Explain the background to and significance of the 1863 Constitution for the people of the Sierra Leone colony. c) In what ways did the influenza pandemic of 1919



<ul style="list-style-type: none"> ▪ The 1924 (Slater) Constitution ▪ Congress politics 	<p>and anti-Syrian protests in colonial Sierra Leone.</p> <p>d) Explain the relevance or otherwise of the Sierra Leone Branch of the National Congress of British West Africa.</p> <p>e) Show the significance of the 1924 Constitution for the subsequent political history of Sierra Leone.</p>	<ul style="list-style-type: none"> ▪ Give the background to the anti-Syrian disturbances of 1919. ▪ State how the 1919 flu pandemic affected Sierra Leone and link it with the Covid-19 pandemic in Sierra Leone. ▪ Let the students draw parallels between the 1919 flu pandemic and the Covid-19 pandemic. ▪ Debate/discuss: "In what ways was the 1924 Constitution fundamentally different from the 1863 Constitution? What did the two constitutions have in common?" 		<p>contribute to the anti-Syrian protests in Freetown and the provinces?</p> <p>d) Examine the political influence of the Sierra Leone branch of the National Congress of British West Africa between the years 1920 and 1930.</p> <p>e) Give four important features of the 1924 Constitution.</p>
<p>Economic and social changes</p> <ul style="list-style-type: none"> • The railway and feeder roads • Agriculture and mining • Wallace-Johnson and the Youth League 	<p>At the end of the Unit, students will be able to:</p> <p>a) Explain the motivation for the economic and social changes that took place in Sierra Leone during the colonial period.</p> <p>b) Show how the construction of the railway and feeder roads boosted economic activities especially in the provinces.</p>	<ul style="list-style-type: none"> ▪ Have a brainstorming session on economic growth and economic development. ▪ Discuss some of the features of colonial economic policies. ▪ Link the promotion of export agriculture and mining to the construction of the railway and feeder roads. ▪ Let students talk about the importance of roads in their communities. 	<ul style="list-style-type: none"> ▪ Course guidebook ▪ Pictures of the Sierra Leone Railway ▪ Railway Museum in Freetown (video - Talk to The Camera - Sierra Leone National Railway Museum - YouTube) 	<p>a) Multiple-choice, matching, true/ false, and completion questions on the economic and social changes in colonial Sierra Leone.</p> <p>b) Describe how the building of the railway and feeder roads significantly aided the economic development of the country during the colonial era.</p> <p>c) Show how the colonial government's emphasis on</p>



<ul style="list-style-type: none"> Education, health, and other social services 	<p>c) Determine Wallace Johnson's contribution to the development of trade unionism in Sierra Leone.</p> <p>d) Explain why the Youth League's influence was short-lived.</p>	<ul style="list-style-type: none"> Encourage students to read about Wallace Johnson for class discussion later. Ask students about their understanding of social services and let them explain how the social services provided during the colonial period helped to improve the lives of some Sierra Leoneans. 	<ul style="list-style-type: none"> Dilapidated railway stations in the provinces Resource map of Sierra Leone 	<p>production for export affected food farming in the country.</p> <p>d) Examine the main reasons why Wallace Johnson had serious problems with the British colonial administration.</p> <p>e) Project: Do further research on Mrs Constance Cummings-John and state her importance in Sierra Leone history.</p> <p>f) Give four main reasons for the limited success of the Sierra Leone Youth League.</p>
<p>Movement towards political independence</p> <ul style="list-style-type: none"> World War 2 and its impact District Councils and the Protectorate Assembly 1947 (Stevenson) Constitution and political party activities Reconstitution of the Legislative and 	<p>At the end of the Unit, students will be able to:</p> <p>a) Give a brief account of Sierra Leone's contribution to the British war effort during World War 2.</p> <p>b) Narrate the political significance of the war to the process of decolonisation in Sierra Leone.</p> <p>c) Examine the reasons for the establishment of District Councils and the Protectorate Assembly in the post-World War 2 years.</p> <p>d) Analyse the reasons for the introduction of the 1947</p>	<ul style="list-style-type: none"> Start with a brief description of the events leading to World War 2. Talk about Sierra Leone's contribution to the British war efforts (recruitment of soldiers and support staff, food, and other resources for the war, etc.) General discussion on the political consequences of World War 2 on Sierra Leone. In small groups, let students discuss the merits and demerits of the 1947 constitutional proposals, and write these down. 	<ul style="list-style-type: none"> Course Guidebook Pictures of Sierra Leonean soldiers during World War 2 YouTube (Sierra Leone Independence 1961 https://www.youtube.com/watch?v=VYR4QO5NLIg) 	<p>a) Multiple-choice, matching, and true/ false questions on decolonisation in Sierra Leone.</p> <p>b) Examine Sierra Leone's economic and political contribution to the British war effort during World War 2.</p> <p>c) Show four main ways World War 2 contributed to the decolonisation process in Sierra Leone.</p> <p>d) How effective were District Councils as instruments of local government during the colonial period?</p> <p>e) Examine the political influence of the Protectorate</p>



<p>Executive Councils</p> <ul style="list-style-type: none"> • Countrywide demonstrations • United National Front coalition • Sierra Leone becomes an independent country 	<p>(Stevenson) constitutional proposals and why there was such strong opposition to the proposals by some Colony politicians.</p> <p>e) Explain national political disturbances that took place in 1955-56.</p> <p>f) Discuss the advantages and shortcomings of the United Front Coalition formed in 1960.</p> <p>g) Examine the political, economic, and cultural impact of colonial rule in Sierra Leone.</p>	<ul style="list-style-type: none"> ▪ Debate: “Was Sierra Leone ready for independence in 1961?” ▪ Summarise the steps by which Sierra Leone became an independent country, for discussion. 		<p>Assembly in colonial Sierra Leone.</p> <p>f) Why were Governor Stevenson’s constitutional proposals so vehemently opposed by some colony politicians?</p> <p>g) Account for the rise of political parties in Sierra Leone during the decolonisation period.</p> <p>h) How did economic and political factors contribute to the provincial unrest of 1955 and 1956?</p> <p>i) Was the United Front Coalition a disguised form of one-party rule?</p> <p>j) State how colonial rule affected us as a nation politically, economically, and culturally.</p>
<p>First decade of Independence</p> <ul style="list-style-type: none"> • Sierra Leone in 1961 • Era of the two Margais • First military junta rule 	<p>At the end of the Unit, students will be able to:</p> <p>a) Explain why Sierra Leoneans were generally joyful and hopeful at the time of independence in 1961.</p> <p>b) Examine the citizenship provisions of the 1961</p>	<ul style="list-style-type: none"> ▪ Brainstorming session: “When we talk of independence, what are the things that come into one’s mind?” ▪ Play and discuss with students some of the songs made in 1961 to celebrate the country’s independence. 	<ul style="list-style-type: none"> ▪ Course Guidebook ▪ Biographies of Milton Margai and Albert Margai 	<p>a) Multiple-choice, matching, and true/ false questions on political and economic developments in Sierra Leone during the first ten years of independence.</p> <p>b) Indicate why Sir Milton Margai was referred to as the “gift of Sierra Leone” at the time of independence.</p>



	<p>Constitution (amended in 1962).</p> <p>c) Analyse the leadership styles of the two Margais (Sir Milton and Sir Albert) and their impact on the country.</p> <p>d) Determine the significance of the 1967 general elections in Sierra Leone.</p> <p>e) Examine the reasons for Brigadier David Lansana's brief usurpation of the democratic process in March 1967.</p> <p>f) Assess the significance of military junta rule in 1967-68 and its implications for the post-colonial history of Sierra Leone.</p>	<ul style="list-style-type: none"> ▪ Discuss with students the relevance of those songs at the time. Ask if the songs are still relevant. ▪ Encourage students to talk about what they know about Sir Milton and why he is important in our country's history. ▪ Opinion sharing: In small groups, students discuss and list the main qualities they look for in a national political leader and write these down. A member of the group reads these qualities allowed in class for more discussion. ▪ Talk about the importance of elections in a democracy and why the 1967 elections were so important for the sustenance of democracy in Sierra Leone. ▪ Summarise the reasons for the military take-over in Sierra Leone in March 1967 and let students analyse these reasons. 		<p>c) Discuss how the citizenship clauses in the 1961 Constitution made certain Sierra Leoneans stateless citizens.</p> <p>d) Examine the leadership style of Sir Albert and show how his leadership affected the fortunes of his party (Sierra Leone People's Party) prior to the 1967 elections.</p> <p>e) Analyse the main reasons for the success of the All People's Congress (APC) party in the 1967 elections.</p> <p>f) Was Brigadier David Lansana right to declare martial law in March 1967?</p> <p>g) Examine the one-year rule of the military (National Reformation Council) for the subsequent history of Sierra Leone.</p>
<p>The administration of</p>	<p>At the end of the Unit, students will be able to:</p>	<ul style="list-style-type: none"> ▪ Begin the lesson/ unit with a recap of the 1967 general elections. 	<ul style="list-style-type: none"> ▪ Course Guidebook 	<p>a) Multiple-choice, matching, and true/ false questions, and fill in the blank questions on</p>



<p>Siaka Probyn Stevens</p> <ul style="list-style-type: none"> • Regime consolidation and political challenges • Resource mobilisation and distribution • The mining sectors • Political disengagement and the Stevens legacy 	<ul style="list-style-type: none"> a) Examine the factors that aided Siaka Stevens's rise to power. b) Assess the steps Stevens took to consolidate his hold on power and the impact of these steps on the wellbeing of the country. c) Show the ways Stevens interfered with the operations of critical state institutions. d) Analyse the reasons for the declaration of a one-party system in Sierra Leone. e) Give concrete examples of how the Stevens administration trampled on the fundamental rights and freedoms of Sierra Leoneans. f) Critically assess the Stevens regime in Sierra Leone. 	<ul style="list-style-type: none"> ▪ Outline the factors that aided Siaka Stevens and his APC party to gain power in 1967. ▪ Explain the concept of regime consolidation and outline the various steps Siaka Stevens took to consolidate power. ▪ Let the students talk freely about what they admire most about Stevens and what they least admire about him. Let them give reasons for their answers. ▪ Talk about the internal and external factors that badly affected the growth of the Sierra Leone economy during the Stevens era. ▪ Debate: "The one-party system of governance is good for national cohesion and development". 	<ul style="list-style-type: none"> ▪ Siaka Stevens's biography - What Life Has Taught Me 	<p>the administration of Siaka P Stevens.</p> <ul style="list-style-type: none"> b) Discuss three methods Siaka Stevens used to consolidate his power and show how these methods affected the country. c) What is a patronage system? Give three examples of the use of the patronage system during the Stevens era. d) Describe three strategies Siaka Stevens used to deal with his political opponents and other vocal bodies. e) Why did the economy continue to slide downwards during the Stevens regime? f) In what ways did Siaka Stevens's alliances with the western and eastern bloc countries contribute to the social and cultural development of Sierra Leone? g) Give a critical appraisal of the Siaka Stevens regime. h) Project: Collect more information on the administration of Siaka Stevens and write about a) what you admire most, and b)
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				what you least admire about the Stevens regime
<p>'New Order' government of President Joseph Saidu Momoh</p> <ul style="list-style-type: none"> • Politics of succession • Momoh and the economy • Political reforms • Outbreak of the rebel war 	<p>At the end of the Unit, students will be able to:</p> <ol style="list-style-type: none"> Explain how Major General Joseph Saidu Momoh became President of Sierra Leone. Examine the major challenges Momoh faced on assuming the presidency in November 1985. State why there was little economic progress in Sierra Leone during the Momoh era. Debate the reasons for Momoh's limited success as President. Examine the significance of Momoh's political reforms. Trace the causes of the rebel war in Sierra Leone. 	<ul style="list-style-type: none"> ▪ Brainstorming: "What does a 'New Order' mean and why did President Momoh call his administration the 'New Order'?" ▪ How new was the New Order government? ▪ Talk about the political and economic challenges of the Momoh administration and attempts to deal with these challenges. ▪ General class discussion: "Was Momoh an effective leader?" ▪ Explain and summarise the sources of the rebel war. 	<ul style="list-style-type: none"> ▪ Course Guidebook ▪ YouTube (Biography of Saidu Momoh https://www.youtube.com/watch?v=T7-D_nlbFBQ) ▪ YouTube videos on the rebel war in Sierra Leone, e.g., Sierra Leone: Thousands Displaced Due to Civil War https://www.youtube.com/watch?v=lbU2fV1ltuQ ; The Rebels Fighting for Sierra Leone (1998) https://www.youtube.com/watch?v=9lrNKyBl7zc ; Former child soldiers remember Sierra Leone's brutal civil war 20 years on https://www.youtube.com/watch?v=9lrNKyBl7zc 	<ol style="list-style-type: none"> Multiple-choice, matching, true/ false questions, and fill in the blank questions on the 'New Order' administration of J S Momoh. Outline the main reasons why Siaka Stevens wanted J S Momoh to succeed him. Explain how President Momoh tried to deal with the political and economic problems he inherited from the Stevens administration. Was J S Momoh a successful President? State and comment on four causes of the rebel war in Sierra Leone.



<p>Military rule and transition to democracy</p> <ul style="list-style-type: none"> • Captain Valentine Strasser and the National Provisional Ruling Council (NPRC) • Prosecuting the war • Transitional structures <ul style="list-style-type: none"> a) National Commission for Democracy (NCD) b) Interim National Electoral Commission (INEC) 	<p>At the end of the Unit, students will be able to:</p> <ol style="list-style-type: none"> Analyse the reasons for another military junta ruling in Sierra Leone. Examine the effectiveness or otherwise of the way the soldiers prosecuted the war. Calculate the repercussions of the 'sobel factor' in the Sierra Leone Army. Assess the importance of the transitional structures set up during the army junta rule. 	<ul style="list-style-type: none"> ▪ Begin by letting the students know that military rule is patently undemocratic and illegal. ▪ Outline on the board and discuss the reasons given by the army for overthrowing the Momoh regime. ▪ Explain why the Momoh administration put up little resistance against the insurgents, and why most civilians initially supported the rebellious soldiers. ▪ Talk about the progress of the rebel war and show at least one documentary on the war. ▪ Discuss the significance of the transitional structures set up during NPRC rule. 	<p>com/watch?v=rA7QhZZE7cs</p> <ul style="list-style-type: none"> ▪ Course Guidebook ▪ YouTube video (Children of War, Sierra Leone https://www.youtube.com/watch?v=017r1cS66oE) 	<ol style="list-style-type: none"> Multiple-choice, matching, true/ false questions, and fill in the blank questions on the National Provisional Ruling Council (NPRC). Analyse the reasons given by the NPRC for overthrowing the APC in April 1992. Examine the role of external forces and players in Sierra Leone's rebel war. State four reasons why the NPRC found it difficult to end the rebel war. List and discuss two main functions of i) the National Commission for Democracy, and ii) Interim National Electoral Commission during NPRC rule.
<p>Restoration of democratic rule</p> <ul style="list-style-type: none"> • Presidency of Ahmad Tejan Kabbah 	<p>At the end of the Unit, students will be able to:</p> <ol style="list-style-type: none"> Demonstrate knowledge of the political, security, and economic situation in 1996 when Ahmad Tejan Kabbah became President. 	<ul style="list-style-type: none"> ▪ Give a quick background of President Ahmad Tejan Kabbah and suggest reasons why the SLPP chose him as their flagbearer in 1995. 	<ul style="list-style-type: none"> ▪ Course Guidebook ▪ History Channel (Blood Diamond) ▪ Hollywood movie (Blood Diamonds) 	<ol style="list-style-type: none"> Multiple-choice, matching, true/ false questions, fill in the blanks and short answer questions on the Tejan Kabbah administration. Briefly describe the political and security situation in Serra



<ul style="list-style-type: none"> • Blood diamonds • The road to peace • The Kabbah legacy • Sierra Leone and international organisations 	<ul style="list-style-type: none"> b) Explain Kabbah's initial moves to foster unity and national cohesion. c) Show his peace overtures to the rebel leadership. d) Critically examine the role of civil defence forces in prosecuting the war. e) Debate why another military takeover in 1997 was not totally surprising. f) Explain the concept of 'Blood Diamonds' and how Blood Diamonds helped to prolong the war. g) Examine the contribution of women and civil society to the peace efforts. h) Describe the steps by which the Sierra Leone political leadership achieved peace with the rebels in 1999. i) Assess the role of ECOWAS and other external bodies in the peace process. j) Analyse the importance of President Kabbah in the political history of the country. k) Show the influence and input of the international community in Sierra 	<ul style="list-style-type: none"> ▪ Explain the concept of 'Blood Diamonds' and the role blood diamonds played in the rebel war. ▪ Show a documentary (History Channel – <i>Blood Diamond</i>, or the Hollywood movie – <i>Blood Diamonds</i>). ▪ Have some discussion around the documentary or movie. ▪ Talk about the civil defence forces and the role they played in the war. ▪ Explain the challenges President Kabbah faced and how he was able to address these challenges. ▪ Discuss how these institutions contributed to the peace process in Sierra Leone: a) the Government forces and their allies, b) ECOMOG, c) civil society, the UN, and other international institutions. ▪ Group discussion on the legacy of President Kabbah. ▪ Talk about the major institutions Sierra Leone is a member and the benefits of membership. 	<ul style="list-style-type: none"> ▪ YouTube (SAS Trooper 'Taking out the West Side Boys', Operation Barras) ▪ [Operation Barras UK Special Forces https://www.youtube.com/watch?v=EJqJDwl5uAo ▪ SAS Mission Impossible English documentary Parts 1, 2, 3 (45 mins) https://www.youtube.com/watch?v=YWg22kXbRI8] 	<ul style="list-style-type: none"> Leone at the time Kabbah took over as President in 1996. c) Give four reasons why President Kabbah established a National Commission for Unity and National Reconciliation in 1996. d) Why did the army overthrow the Kabbah administration in 1997 and what were the effects of this rebellion on the progress of the country? e) What are Blood Diamonds? How did diamonds contribute to prolonging the rebel war? f) Evaluate the role of women in the peace process in Sierra Leone. g) Estimate the contribution of ECOWAS and other bodies to the attainment of peace in Sierra Leone. h) What was the importance of the Lomé Peace Agreement for Sierra Leone? i) Assess the achievements and failures of the Kabbah administration from 1996-2002.
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Leone's post-war recovery efforts.

- Help students to summarise the main facts of the unit for revision.

