Dennis

SCHEME OF WORK HISTORY

FORM 3 2022 TERM I

ENDARASHA BOYS

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L AIDS** | **REFERENCE** | **REMARKS** |
| **2** | 1 | EUROPEAN INVASION OF AFRICA & THE PROCESS OF COLONIZATION | Reasons for European invasion.  Meanings of the terms Scramble & Partition.  Methods used to acquire colonies in Africa. | By the end of the lesson, the learner should be able to: Give reasons for European invasion of Africa.  Define the terms scramble & partition. Discuss the methods used to acquire colonies in Africa. | Brain storming, Discussion.  Oral questions, explanations & discussion. | Maps showing colonies | KLB BOOK III PP 1-2. |  |
| 2 | EUROPEAN INVASION OF AFRICA & THE PROCESS OF COLONIZATION | Factors leading to scramble for colonies in Africa. | By the end of the lesson, the learner should be able to: Explain factors leading to scramble for colonies in Africa. | Exposition & detailed discussion. | Maps showing colonies | KLB BOOK III P3 |  |
| 3 | EUROPEAN INVASION OF AFRICA & THE PROCESS OF COLONIZATION | The process of partition of Africa.  European colonies in Africa. | By the end of the lesson, the learner should be able to: Describe the process of partition of Africa.  Identify African colonies possessed by each European country. | Exposition: principles & terms of the Berlin Conference.  Discussion: process of partitioning in Africa. Q/A discussion. | Maps showing colonies | KLB BOOK III PP 6 |  |
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|  | 4 | EUROPEAN INVASION OF AFRICA & THE PROCESS OF COLONIZATION  Africans | The impacts of partitioning of Africa.  Leaders who offered resistance. | By the end of the lesson, the learner should be able to: Explain the political, economic and social impacts of partitioning of Africa.  Outline factors influencing African reactions to European colonization.  Identify the two basic ways of  African reactions to European colonization. Give examples of African leaders who offered military resistance to European Colonization. | Exposition & discussion.  Oral questioning followed by a discussion.  Discussion on resistant African leaders | Photograph Newspaper cuttings Students | KLB BOOK III PP8 |  |
| **3** | 1 | Africans | The causes & course of Maji Maji rebellion. | By the end of the lesson, the learner should be able to: Outline the causes of Maji Maji rebellion. Describe the course of Maji Maji rebellion. | Simulation & detailed discussion. | Photograph Newspaper cuttings Students | KLB BOOK III. P 10. |  |
| 2 | Africans | Reasons for failure of the uprising.  Results of uprising. Causes & course of Toure | By the end of the lesson, the learner should be able to: Outline reasons for failure of the uprising. Analyze the results of the uprising.  Describe the resistance by the Mandinka to French imposition.  State causes of Toure | Q/A and brief discussion.  Oral questions. Exposition.  Discussion | Photograph Newspaper cuttings Students | KLB BOOK III. P 12 |  |
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|  | 3 | Africans | Toure | By the end of the lesson, the learner should be able to: Give reasons for Samouri | Q/A & guided discussion. | Photograph Newspaper cuttings Students | KLB BOOK III. P 18 |  |
| 4 | Africans | The Ndebele War. The Shona | By the end of the lesson, the learner should be able to: Explain the causes of the Ndebele War.  Describe the course of the war.  Identify grievances of the Shona & Ndebele against the British. | Descriptive approach; Exposition. | Map: British occupation of Zimbabwe | KLB BOOK III. P19 |  |
| **4** | 1 | Africans | Collaboration of the Baganda to European invasion. | By the end of the lesson, the learner should be able to: Give reasons for Collaboration of the Baganda to European invasion.  Describe the course of collaboration. | Q/A & discussion. | Photograph Newspaper cuttings Students | KLB BOOK III. P21 |  |
| 2 | Africans | The factors of Buganda Agreement. | By the end of the lesson, the learner should be able to: Explain The factors of agreement.  Explain significance of Buganda agreement.  Explain results of Baganda collaboration. | Exposition & discussion. | Photograph Newspaper cuttings Students | KLB BOOK III. P 24 |  |
| 3 | Africans | The collaboration of the Lozi to British invasion. | By the end of the lesson, the learner should be able to: Give reasons for Lewanika | Detailed discussion. | Map: regions occupied by the Lozi. | KLB BOOK III. P 25 |  |
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|  | 4 | ESTABLISHMENT OF COLONIAL RULE IN KENYA. | Factors leading to scramble & partition of East Africa. | By the end of the lesson, the learner should be able to:  Discuss factors leading to scramble & partition of East Africa. | Q/A, review scramble & partition of Africa. Discuss scramble for East Africa. | Photograph Newspaper cuttings Students | KLB BOOK III. PP 31. |  |
| **5** | MIDTERM EXAMS AND BREAK | | | | | | | |
| **6** | 1 | ESTABLISHMENT OF COLONIAL RULE IN KENYA. | The process of partition of East Africa.  British occupation of Kenya. | By the end of the lesson, the learner should be able to: Describe the process of partition.  Outline the process British occupation of Kenya.  Identify problems faced by the I.B.E.A. company in administering the British territory.  Identify methods used to establish colonial rule in Kenya. | Discussion: the Anglo- German Agreement, Anglo- German conflicts & Anglo- German treaty.  Exposition & discussion. | Photograph Newspaper cuttings Students | KLB BOOK III. P34 |  |
| 2 | ESTABLISHMENT OF COLONIAL RULE IN KENYA. | Resistance to British invasion. | By the end of the lesson, the learner should be able to: Identify communities that resisted British rule.  Give reasons for the resistance.  Analyse the results of the resistance.  State reasons for their failure. | Detailed discussion. | Photograph Newspaper cuttings Students | KLB BOOK III. P 38 |  |
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|  | 3 | ESTABLISHMENT OF COLONIAL RULE IN KENYA. | Causes & the course of Nandi resistance.  Reasons for long resistance and eventual defeat. | By the end of the lesson, the learner should be able to: State the causes of the Nandi resistance.  Describe the course of Nandi resistance.  Give reasons for long resistance and eventual defeat of the Nandi.  Explain factors for the defeat of the Nandi resistance. | Q/A & discussion. Detailed discussion & assignment. | Photograph Newspaper cuttings Students | KLB BOOK III. P 38 |  |
| 4 | ESTABLISHMENT OF COLONIAL RULE IN KENYA. | Causes & course of Agiriama resistance. | By the end of the lesson, the learner should be able to: State the causes of the Agiriama resistance. Analyse results of Agiriama resistance. | Q/A & discussion. | Photograph Newspaper cuttings Students | KLB BOOK III. P 41 |  |
| **7** | 1 | ESTABLISHMENT OF COLONIAL RULE IN KENYA. | Causes & course of the Bukusu resistance. | By the end of the lesson, the learner should be able to: State the causes of the Bukusu resistance.  Analyse results of Bukusu resistance. | Guided discussion. | Photograph Newspaper cuttings Students | KLB BOOK III. P 41 |  |
| 2 | ESTABLISHMENT OF COLONIAL RULE IN KENYA. | The causes & the courses of the Somali resistance.  Reasons for failure of armed African resistance. | By the end of the lesson, the learner should be able to: State the causes of the Somali resistance.  Outline the results of Somali resistance.  Give reasons for failure of armed African resistance. | Q/A & detailed discussion.  Q/A & discussion. | Photograph Newspaper cuttings Students | KLB BOOK III. P 43 |  |
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|  | 3 | ESTABLISHMENT OF COLONIAL RULE IN KENYA. | Causes & course of collaboration by the Maasai. | By the end of the lesson, the learner should be able to: State causes of collaboration by the Maasai.  Describe the course of collaboration by the Maasai.  Identify the positive and negative results of the collaboration of the Maasai with the British. | Q/A, exposition & explanations. | Students | KLB BOOK III. P 41 |  |
| 4 | ESTABLISHMENT OF COLONIAL RULE IN KENYA. | Causes and results of Akamba resistance. Causes and results of collaboration by the Akamba.  Causes, course and results of the resistance by the Agikuyu. Causes, course and results of the collaboration by the Agikuyu. | By the end of the lesson, the learner should be able to: State causes of collaboration by the Akamba.  Analyse results of the collaboration.  State the causes of the resistance by the Agikuyu to the British. Describe the course of their resistance.  State the causes of the resistance by the Agikuyu to British rule.  Describe the course of their collaboration.  Analyse the results of collaboration. | Oral questions, brief explanations.  Q/A & Discussion Q/A & Discussion. | Students Resource person. Students | KLB BOOK III. P 48 |  |
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| **8** | 1 | ESTABLISHMENT OF COLONIAL RULE IN KENYA. | Causes, course and results of the collaboration by the Luo. | By the end of the lesson, the learner should be able to: State the causes of the collaboration by the Luo.  Describe the course of their collaboration.  Analyse the results of collaboration | Q/A & Discussion.  Assignment: Essay questions. | Resource person. | KLB BOOK III. P 52 |  |
| 2 | COLONIAL ADMINISTRATION | Features of Colonial Rule. Indirect Rule.  Colonial Central Government & Colonial Local Government. | By the end of the lesson, the learner should be able to: Outline the features of colonial rule.  Define the term Indirect Rule. Outline features of Indirect Rule.  Describe the Administrative structure of British Administration Describe the Administrative structure of colonial local government. | Explanations and Discussion.  Flow diagram: colonial Administration structure.  Q/A: provincial administration structure.  Resource person: ex | Students Chart: Colonial Administration structure | KLB BOOK III. P 57 |  |
| 3 | COLONIAL ADMINISTRATION | The British in Kenya. | By the end of the lesson, the learner should be able to: Describe direct and indirect rule of British Administration in Kenya.  Identify effects of indirect rule in Kenya. | Detailed discussion on British Administration in Kenya.  Q/A: effects of indirect rule.  Teacher gives a summary of the effects. | Students | KLB BOOK III. P 57 |  |
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|  | 4 | COLONIAL ADMINISTRATION | The British in Nigeria. | By the end of the lesson, the learner should be able to: Outline the role of Fredrick Lugard in administering Nigeria indirectly.  Describe the structure of indirect rule in Nigeria. | Detailed discussion. | Students | KLB BOOK III. P 60 |  |
| **9** | 1 | COLONIAL ADMINISTRATION | Reasons and shortcomings of Indirect Rule in Nigeria.  The British in Zimbabwe. (Southern Rhodesia.) | By the end of the lesson, the learner should be able to: Highlight reasons for indirect rule in Nigeria.  Identify shortcomings of indirect rule if Nigeria.  Outline the role of Cecil Rhodes in British Administration in Zimbabwe.  Describe the structure of direct rule in Zimbabwe. | Oral questions & detailed discussion Exposition & Discussion. | Students | KLB BOOK III. P 61 |  |
| 2 | COLONIAL ADMINISTRATION | Reasons for and shortcomings of British Direct Rule in Zimbabwe. | By the end of the lesson, the learner should be able to: Explain reasons for and shortcomings of British direct rule in Zimbabwe. | Exposition & detailed discussion. | Students | KLB BOOK III. P 64 |  |
| 3 | COLONIAL ADMINISTRATION | Effects of Direct Rule in Zimbabwe. | By the end of the lesson, the learner should be able to: List down effects of direct rule in Zimbabwe. | Q/A & highlighting the effects of Direct Rule in Zimbabwe. | Map: location of Zimbabwe. | KLB BOOK III. P 64 |  |
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|  | 4 | COLONIAL ADMINISTRATION | Aspects of Assimilation. | By the end of the lesson, the learner should be able to: Identify aspects of assimilation as a method of administration. | Exposition, Q/A and detailed discussion. | Students | KLB BOOK III. P 65. |  |
| **10** | END TERM EXAMS | | | | | | | |

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