



SECONDARY HISTORY AND POLITICAL EDUCATION TEACHERS ASSOCIATION

@shapta.ug@gmail.com.



www.shaptaug.com

0772 582 483

TELL: 0776 393 922 / 0753 639 603

STRENGTHENING HISTORY AND POLITICAL EDUCATION IN CBC 2024

1. UNDERSTAND THE PRE-COLONIAL HISTORY OF EAST AFRICA

- Finding out about our Past
- The origin of Man
- Migration and settlement into East Africa since 1000AD
- Culture and key ethnic groups in East Africa.
- Religions in East Africa
- Indian Ocean Trade and Slavery in East Africa
- East African Long-distance trade.

2. UNDERSTAND THE COLONIAL HISTORY OF EAST AFRICA

- Scramble, Partition and colonization of East Africa.
- Response to the establishment of colonial rule in East Africa
- The Colonial Administrative Systems in East Africa
- The Colonial economy in East Africa
- World War I
- World War II
- Key Personalities in history of East Africa before independence
- Struggle for independence in East Africa
- The Struggle for the Liberation of South Africa.

3. UNDERSTAND THE POST-COLONIAL HISTORY AND POLITICAL AFFAIRS.

- The Structure of government
- The Local government systems in Uganda
- Constitutionalism in Uganda.
- Democracy and leadership in East Africa
- Patriotism in Uganda.
- Key contributors to nation building in Uganda

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- Post-independence socio-economic challenges in East Africa
- The Post-independence liberation struggle in East Africa
- Neo-colonialism
- East Africa traditional institutions in conflict resolution
- Conflicts in East African States
- Changing land tenure systems in East Africa.

UNDERSTAND THE POST-COLONIAL HISTORY AND POLITICAL AFFAIRS, CONTINUED.....

- The Role of United Nations in development and its impact in Uganda.
- Lessons from World economic transformations
- Globalization
- Civil Society and Non-governmental Organizations in East Africa.
- Evolution Of Pan-Africanism
- The East African Community (EAC)
- The Economic Community of West African States (ECOWAS)
- The African Union (AU)
- The Inter-governmental Authority on Development (IGAD)

EXAMPLES OF SCENARIO BASED ITEM IN HISTORY AND POLITICAL EDUCATION FOR 2024.

ITEM ONE.

When you visit the historical sites of southern Tanganyika today such as Songea town, Maji Maji rebellion sites and Ngoni cultural heritage. You find ceremonial grounds, grave sites for Ngoni chiefs, A kraal, military encampments and traditional Dwellings. This is the evidence that the Ngoni moved in east Africa between 1820 and 1840. However, during that time when they moved, some people say the Ngoni come with opportunities and others say that they come with challenges.

TASK

Which of the two is correct and why?

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ITEM TWO

For over three decades, a number of people have moved to Uganda settling in different parts of the country including your community. Their coming has largely led to conflicts with the local people in the area they have settled. The local leaders of these areas have identified you to work with them to resolve this conflict and encourage the natives to accommodate them.

TASK

How would you convince the natives to accommodate the above settlers.

ITEM THREE.

Today, we see the Uganda railway that runs from Mombasa in Kenya to Northern Uganda. The British colonial government that built the railway intended to construct it within a short period of time. However, building the Uganda railway took five years which was not intended.

TASK:

Why was it so?

ITEM FOUR.

A group of young people left their homeland and settled in various regions. While they were there, they married local people and embraced the new ways of life and culture. However, after fifty years, their grandchildren moved to different communities in Uganda to search for their origins but they have been unable to trace their origins.

TASK

What would be done by the above group of people to address their Situation.

ITEM FIVE.

Currently, we see many Christian groups such as Catholics, Anglicans and protestants in east Africa but originally these groups were not in east Africa. They come from England, France among others but as they come, they performed certain activities that created an impact on east Africa which we still see even today.

TASK:

Our past has it that these groups on their coming made a lot of activities which impact Ugandans. Do you think our past is right? Support your response?

ITEM SIX.

Two families in your community have been fighting for two years. Every day they argue, fight and abuse one another. They are not greeting each other anymore. Their fights will never be resolved and there is something which needs to be done.

TASK

How best can you help the local leaders on the steps they can follow to address the above issue.

ITEM SEVEN.

Today, there are many international migrants with in Uganda such as Chinese, Indians, Netherlands, Sudanese, Somalis, Congolese, Americans, Kenyans, Tanzanians among others. However, the coming of these migrants have made the available resources scarce leading to the tensions between Ugandan communities and the migrants over access to services such Education, Business, healthcare among others.

TASK

With specific examples referring to international migrations, why do you think there is a lot of increasing migrants in Uganda?

ITEM EIGHT.

In East Africa, there were two types of rules. One was indirect rule that was practiced with in Uganda and Kenya which involved establishing rules and registration for people to follow. There was also direct rule which was practiced by Germany in Tanganyika

TASK

a) Which of the two rules was better and why?

HOW TO SCORE END OF YEAR ITEMS/ EXAMS 2024

- Before you score and assess learners consider the following Items/questions;
- ✓ What did I test? (Construct, element of construct, competencies/skills and abilities)
- ✓ Why did I test it? (What skills or abilities are you evaluating from the learner).
- ✓ How should I asses it? (Determine learners' competency on suggested competencies and skills)
- ✓ What are the key elements of what I tested? (Competencies, steps, processes, ideas, conclusions, judgements, reasoning, procedures among others.)
- ✓ What did I want the assessee to do? (Clarify what the task was instigating/enticing the learner to exhibit in terms of: skills, competencies, abilities, reasoning procedural application/evaluation, knowledge application, logical reasoning/chronological reasoning.

SCORING GRID FOR END OF YEAR EXAMS/ ITEMS 2024.

CONSTRUCT	ELEMENT OF CONSTRUCT	TOPIC	BASIS OF ASSESSMENT	EVIDENCE OF ABILITY/ SKILLS.	SCORE(S)
Understands different methods of finding out about the past, and	Understand the Pre-colonial History of East Africa	Migration and settlement into East Africa	Task given to the learner(s)	Competency 1 Provide relevant introduction	

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appreciate the importance of historical sites.		since 1000AD		. Competency 2 Content you need from the learner(s)	
				Competency 3 Conclusion	

END
THANK YOU