

**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**



Field Support Programme for Diploma in Secondary Education

**SELF STUDY MODULE
HISTORY**

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INTRODUCTION

Welcome to the History module which is intended to be used by diploma student teachers in their field practice in the second year of the course. This module is based on both Academic and Pedagogy Syllabus used in the first year of your Diploma in Secondary School Education.. It is composed of four parts: (i) an introduction, (ii) how to use the module, (iii) the activities and (iv) the assessment and evaluation criteria.

When doing your tasks, you are expected to respond to the answers regarding your level towards becoming a professional teacher. Remember that, the success towards becoming a professional teacher is brought by cooperation and sharing of knowledge, skills, values and experiences with others i.e colleagues/supervisors and many other people around you.

How to Use the Module

This module is a self instructional guide which will lead you through your field practice. You have to use it effectively following the instructions given in each topic.

While you are in the field practice you will be asked to do the following;-

- Attempt all the activities provided in each topic and submit them as instructed.
- Keep a diary or journal of the challenges you encountered and how you tried to solve them.
- Write a report and give comments and suggestions on different things and how to improve the emerging challenge in many situations.
- Be assessed by supervisors and mentors and have brief discussions with them on different issues regarding your teaching

During self study, time management is important, whenever possible, plan and manage your time and prioritize the work in order to balance them. Field work comprises of many things such as pre-preparation of teaching (lesson plan, teaching /learning aids, lesson

notes, etc), teaching in classrooms, preparations for the national examination, school administration roles and social commitments in the community around you. This being the case, you have to schedule your daily activities for effective work, assignments and revision.

In case of any difficulties/problems you are advised to consult your colleagues and your supervisor/mentor for help.

Structure and Organization of the Module

This module is organized in three main sections. The first section consists of a preliminary page, which include the cover page, copyright page and table of contents. The second section consists of an introduction to the module; how to use the module. The third section is composed of the contents together with teaching and learning activities. This is the biggest part of the module and is made up of five topics, namely: Pre-colonial social formation in Africa, Establishment of colonialism in Africa, The Colonial Economy in Africa, Nationalism and the struggle for Independence and economic, political, social development since independence. The pedagogical diploma syllabus has been infused in the activities given in each topic.

TOPIC ONE:
PRE-COLONIAL SOCIAL FORMATION IN AFRICA

Introduction

Dear student teacher, welcome to the first topic which introduces you to four sub-topics namely Pre-colonial Modes of Production, Handcraft industries, the growth of trade and systems of governance and the growth of trade and systems of governance in pre-colonial societies in Africa. The topic also contains some activities and self assessment questions which you are asked to work on and file them in your portfolio. The activities in this topic aim at enabling you to apply different methods, strategies and techniques that you learned in your one year stay in the college. The given activities have been derived from the sub-topics that fall under this topic.

Competences

This topic is focusing on developing the following competencies:-

- Ability of selecting and organizing learning resources for effective student activities;
- Ability to plan and conduct lessons with consideration of learners with special needs;
- Ability to use media and instructional technologies; appropriately.

Students' Activity (01)

1. Use library search to collect the information on the pre-colonial modes of production and development of iron technology in pre-colonial Africa.
2. Prepare guiding questions from the collected information on which you can apply them in your teaching. Example of the questions; how did iron technology develop in pre-African societies. File the lesson plan and the questions in your portfolio.
3. Conduct a discussion with your students on handcraft industries in pre-colonial societies on the following:
4. Together with students, find out the kind of industries existed in the communities around the school during that time.

5. How did the communities around the school process their products?
6. Select any of your History schemes of work, lesson plan and logbook and discuss them with your colleague or mentor. What column is still a problem to you? Ask your supervisor to assist you. Write a summary of your discussion.
7. Account for the development of the Trans-Sahara trade in West Africa and file your work in your portfolio.

Self-Assessment Questions

Ask yourself these questions and file the answers

1. What teaching and learning strategies were suitable in teaching this topic? Why?
2. What barriers did hinder your search for the information on the modes of production and the development of iron technology in pre-colonial Africa?

**TOPIC TWO:
ESTABLISHMENT OF COLONIALISM IN AFRICA**

Introduction

This topic is divided into four sub topics, namely development of capitalism in Europe, techniques of establishing colonial rule establishment of colonial administrative systems (infrastructure, defence and security) and African reaction to the establishment of colonial rule. In order to be able to learn this topic effectively you are advised to consult your history academic syllabus and pedagogy modules (2007) and any other literature which will provide you the knowledge and skills on the given tasks.

Competences

After studying this topic, you should be able to achieve the following competencies;

- Ability to assess the past events, conditions and factors which shape the present social, political and economic developments in the world and in Tanzania.
- Ability to create and construct knowledge through a variety of ways.
- Ability to selecting and organize learning strategies for effective student work.

Students' Activity (02)

- 1) Examine the reason as for why the Germans to prefer the use of indirect rule in East Africa
- 2) From your readings, show how colonial administrative system affected our administrative system in Tanzania.
- 3) Suggest and comment on the infrastructure system that was established by Europeans in Africa. File your work in the portfolio
- 4) Despite the fact that Africans strongly resisted the imposition of colonial rule, they were defeated. What were the reasons for their defeat?
- 5) Conduct a tour/visit to a nearby police/prison/military center with your students Get information on the functions of the legal institutions now to see if there is any difference from that of colonial and the after independence. Write a report on the tour and file it in your portfolio.
- 6) Differentiate the role of military in colonial and post colonial era

Self-Assessment Questions

1. What additional knowledge did the students gain from the tour?
2. List the administrative systems that were established by the Germans, British, French and Portuguese in Africa.
3. Discuss the reasons that led the French to use the assimilation system of administration to African colonies.
4. What is your comment on the importance of these institutions in colonial and post colonial era in Africa?

TOPIC THREE: THE COLONIAL ECONOMY IN AFRICA

Introduction

Welcome to topic three which is about Colonial Economy in Africa. The topic include two sub-topics; Establishment of colonial economy and Sectors of colonial economy. You can find a means of having group discussions in schools/colleges and colleagues in search for information. For more information on content, you can refer to the academic and pedagogy syllabi Diploma in Secondary Education and both O'level and A'level syllabi and other sources available in your place/environment. For the purpose of this module this topic merely aims at adding more knowledge to what you learnt in the college.

Competences

You should be able to achieve the following competencies after studying this module;

- Ability to assess the past events, conditions and factors which shape the present economic developments in the world generally and in Tanzania particular
- Ability to communicate effectively in English across the subjects; counseling students for their personal development, adjustment and learning;

Student's Activity 03

- 1) Invite a guest speaker who can discuss with your students on how the communities around the school responded to colonial economy.
- 2) Plan a lesson and teach on the colonial economy in Africa. Lead a discussion that can help learners relate the lesson with today's situation.
- 3) Ask your colleague to observe your lesson while teaching. Ask him/her to comment on your language fluency in teaching, techniques used, content coverage, and planning versus teaching and learning process. Write a report on your discussion/feedback.

Self-Assessment Questions

1. Explain in one page on the effectiveness of the guest speaker strategy in teaching this topic.
2. Were you able to tackle the main issues of economy with your students?
3. Is there any new learning from this discussion?

TOPIC FOUR:
NATIONALISM AND THE STRUGGLE FOR INDEPENDENCE

Introduction

Dear student teacher, this topic is based on five sub-topics; the impact of the Second World War, the role of Pan-Africanism in the development of Nationalism and struggle for independence in Africa and Nationalist movements in different colonies in Africa. In doing the activities in this topic you will be asked write a report and submit it to the supervisor or mentor for marking and awarding of the marks. You are also expected to keep a diary on your teaching and keep it in your portfolio then submit it to your supervisor or mentor.

Competences

The knowledge you gained in the college on this topic will help you to achieve the following competences;

- Ability to objectively assess the efforts made by Africans to regain independence and resist neo-colonialism
- Ability to understand and appreciate the need for African unity and international co-operation

Student's Activity (04)

1. Using various methods, find out the information on the contribution of Pan Africanism in the development of nationalism and struggle for independence in Africa. Write a summary of the collected information and discuss it with your colleagues.
2. Guide the learners to find out how African people participated in the struggle for independence and in the rise of nationalism movements. Prepare some lesson notes on this topic.
3. What factors contributed to the struggle and for independence in Tanzania?

Self-Assessment Questions

1. What challenges/difficulties did you come across when you were collecting the information? How did you solve them? Keep record of your comments and submit it to your supervisor.
2. Discuss with your colleagues in the history department on what to be done so as to achieve unity among African countries. Give specific and practical example.

**TOPIC FIVE:
ECONOMC, POLITICAL AND SOCIAL DEVELOPMENT SINCE
INDEPENDENCE**

Introduction

Dear student teacher, during your stay at the college you learnt the following sub-topics namely obstacles to development in Post-independence Africa in social, political and economic issues, changes in political ideological and administration systems its strengths and weaknesses, the impacts of changes in policies for economic development since independence and provision of social services its objectives, strengths and weaknesses in different African societies. In this topic you are asked to read other literatures and surf in the internet to search for knowledge as you do the given tasks.

Competences

Having gone through this topic you will be needed to achieve the following competences;

- Ability to critically assess the achievement and problems resulting from African participation in internal affairs
- Ability to use media and appropriate instructional technologies
- Ability to communicate effectively with the students by using the English language

Students' Activity (05)

Read any available reference on this topic and consult your college notes to deepen your understanding on this topic and answer the questions below:

1. Trace and comment on the economic, social and political developments in Tanzania since independence
2. What are the advantages and disadvantages of single and multi-part political systems to a developing country?
3. Prepare a scheme of work on the topics which you are teaching and submit it to your supervisor/mentor, then file it.

4. Prepare a lesson on this sub-topic and teach in your class. Discuss how effective were the teaching and learning aids and the strategies you used in teaching. How can you improve them? Keep your suggestions in the portfolio.
5. East African community is one of the major economic developments in East Africa. Discuss the reason that led to the collapse of the former East African community
6. Observe your colleague's history class and write a report on the English language fluency in teaching history i.e. the teachers fluency in using the English language in teaching and the students language problems in learning History

Self-Assessment Questions

1. Is there any language problem which hinders the learning of the History subject in your class? If yes mention them and suggest on how you can solve them. If no, what made this to happen?
2. Using the knowledge and experiences gained on the former East African community do you think that, with the new reformed East African community the respective member countries will be able to benefit equally socially and economically? Give your comments.

It is our expectation that this module will play an important role to your success.