Cambridge International AS & A Level

History

9389 Component 4: Depth study
African History, 1945–1991
For examination from 2016

Contents

Introduction

Recommended prior knowledge
No prior knowledge is expected or required as this can be studied as a course in isolation. However, a general background understanding of the world in the second half of the 20th century would be useful.

It is assumed that Component 2 (Outline study) of the AS Level has been studied and the key skills of knowledge acquisition, independent learning, understanding, analysis, evaluation and application have been mastered.

Context
This unit provides the opportunity for really detailed study of two topics (themes) of post–war African History in depth. There is ample scope for, and expectation of, substantial independent research and study. The final assessment assumes not only a high degree of knowledge and understanding of the chosen themes, but also high quality extended writing which demonstrates a sophisticated level of analysis and evaluation. The emphasis of teaching should very much be based on analytical questioning of the key themes and looking at how trends of change and continuity develop across the period.

In the shorter term, the aim of the unit is for learners to gain an understanding of how African countries gained independence from their European colonisers and then to analyse the effects of this decolonizing process on African peoples. In the longer term, learners will gain a global perspective of the strengths and weaknesses of Africa in the recent past and in today's world as they interact with people from different African countries. 1945 is the starting point because the end of World War Two gave increased momentum to independence movements. This date also allows study of conditions immediately pre-independence, thus fostering skills of cause and effect, comparison and understanding of change. The syllabus goes up to 1991, covering the period during which all of the countries in tropical Africa had achieved independence.

As this is a Depth Study, teachers and learners are advised to select examples from two or three countries for each Key Question rather than adopt a broad brush approach. Countries chosen as examples do not need to be the same for each Key Question but it is quite acceptable for just three or four countries to be studied in depth for the whole course if these examples give sufficient contrast and exemplify all aspects of the Key Content.

Outline
This unit requires a detailed study of at least two of the four themes which make up the whole unit. In the final examination on this topic, one open-ended question will be set on each of the four themes and learners will be asked to answer any two of these questions using examples they have studied in depth. The themes are:
    Theme 1: Liberation from colonial control
    Theme 2: Changes in African political structures after independence
    Theme 3: Social, economic and cultural trends after independence
    Theme 4: Pan-Africanism, the United Nations and inter-state co-operation in Africa
A wide range of activities are suggested for all four topics, but it is intended that all activities are capable of being used, with some changing of names and dates, for any of the topics. There is a certain amount of overlap with Themes 2, 3 and 4 developing from knowledge and understanding gained in Theme 1.

Key: whole class **(W)**, group work **(G)**, pair work **(P)** and individual activities **(I)**, as well as homework **(H),** are indicated within this scheme of work.

Resources
The resources for this syllabus, including textbooks endorsed by Cambridge, can be found at www.cie.org.uk and Teacher Support http://teachers.cie.org.uk.

Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. As such, all textbooks endorsed by Cambridge for this syllabus are the ideal resource to be used alongside this scheme of work and are listed on www.cie.org.uk.

Non-endorsed textbooks. Where other textbooks have shown to be useful for some learning objectives they are referred to by the first author. These include:

General background reading for learners:
As an introduction, two basic short text books would be useful for learners. Learners should acquire a sound geographical knowledge of Africa in this period. Atlas maps of political and physical boundaries should be studied together with a map showing European colonies (e.g. Laumann p.23) and a map of independent Africa with relevant dates (e.g. Laumann p.78).

Young, T, *Africa: A Beginner's Guide*, Oneworld Publications, 2010. ISBN: 9781851687534
Laumann, D, Colonial Africa, 1884-1994, OUP (USA), 2012. ISBN: 9780199796397

Texts for frequent individual use by learners:
Nugent, P, *Africa since Independence, a comparative history*, Palgrave Macmillan, 2004. ISBN: 978-0333682739
Thomson, A, *An Introduction to African Politics*, Routledge, 2010, 3rd edition. ISBN: 9780415482875
Mazrui, A A (ed), *UNESCO General History of Africa, Vol. VIII: Africa since 1935*, University of California Press, 1999. ISBN: 9780520067035 Available to download as PDF from http://www.unesco.org/new/en/culture/themes/dialogue/general-history-of-africa/volumes/complete-edition/volume-viii-africa-since-1935/

Texts for reference:
Ayandele E.A,.Afigbo, A.E, Gavin, R.J and Omer-Cooper, J.D (1971) *The Making of Modern Africa Vol.2 The Late Nineteenth Century to the Present Day* (Longman Group Ltd.) Chapters 4,5,6,9,11 useful for background/overview of whole topic; Questions on each chapter pp 398-401 could be used selectively for essays or self-test)
Branch, D, (2012) *Kenya between Hope and Despair 1963-2012*
Collins, R O & Burns, J M, *A History of Sub-Saharan Africa Parts III and IV*
Cooper, F, (2002) *Africa since 1940, the past of the present* (Cambridge University Press)
Fanon, F, (1961) *The Wretched of the Earth*
Freund, B, (1998) *The Making of Contemporary Africa, the development of African society since 1800*
Gleijeses, P, (2002) *Conflicting Missions: Havana, Washington and Africa 1959-1976*
Grinker, R R, Lubkemann, S C &Steiner, C B, Eds.(2010) *Perspectives on Africa*
Hargreaves, J D, (1996) *Decolonisation in Africa*
Lijembe, J A, Fox, L K, Apoko, A, and Nzioki, M, *East African Childhood*
Maathai, W, (2009) *The Challenge for Africa*
Mazrui, M. (1972) MA thesis: *Aspects of the relationship between the individual and society in some African fiction*. Referred to in other texts – search online.
Oliver, R, and Atmore, A, (1967) *Africa since 1800.* Chapter 17 The Last Years of Colonial Rule pp 213-235 (Cambridge University Press)
Ranger, T O, (Ed.) (2008) *Evangelical Christianity and Democracy in Africa* (Oxford University Press)
Tidy, M, with Leeming, D, (Third Edition 1986*) A History of Africa 1840-1914 : Volume Two 1880-1914* (Hodder & Stoughton Ltd. 1981)

UNESCO *General History of Africa Vol. VII Africa under Colonial Domination* Ed. A.Adu Boahen (First published 1990, UNESCO, James Currey and University of California Press)

African Writers Series:
Achebe, C, *No Longer at Ease,* 1960 and later editions.
Ekwensi, C, *People of the City*, 1954 and later editions.
Ngugi, J (also as Ngũgĩ wa Thiong'o), *Weep not, child*, 1964 and later editions.
Beti, M, *Mission to Kala,* 1957 and later editions.

Given that there is often academic controversy over the interpretations of authors of their chosen subjects, it is best to ensure that are a variety of texts available by authors of similar stature so that learners who are prepared to read widely and independently have a real choice of interpretation.

Websites
This scheme of work includes website links providing direct access to internet resources. Cambridge International Examinations is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The particular website pages in the learning resource column of this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

Useful websites include:
www.japanafricanet.com/directory/presidents/africanindependence.html
www.bbc.co.uk/worldservice/people/highlights/000914_nkrumah.shtml
http://news.bbc.co.uk/onthisday/hi/dates/stories/march/6/newsid_2515000/2515459.stm
www.atlanticcharter.ca/backgroundinfo.php
www.bbc.co.uk/worldservice/specials/1624_story_of_africa/page28.shtml Website for introduction to Cold War politics in Africa
http://regentsprep.org/Regents/global/essays/thematic/nationalism/index.htm Essay questions on nationalism
www.wfd.org/political-parties.aspx (Westminster model) use tabs to find work in different African countries today.
http://www.odi.org/search/site/The%20Paris%20Principles (Paris model) select relevant papers.
http://www.nationsencyclopedia.com/Africa/Nigeria-POLITICAL-PARTIES.html
http://www.nationsencyclopedia.com/Africa/Zambia-ETHNIC-GROUPS.html
http://cgsc.cdmhost.com/cdm/singleitem/collection/p4013coll2/id/2473 Use brief section headed 'Abstract'
http://history.osu.edu/publications/colonialism-and-cold-war-united-states-and-struggle-indonesian-independence-1945%E2%80%9349
www.bbc.co.uk/worldservice/africa/features/storyofafrica/14chapter11.shtml
http://www.e-ir.info/2008/06/22/%E2%80%98military-rule-meant-strong-government-while-the-one-party-state-bred-corruption%E2%80%99-discuss-with-reference-to-the-period-1965-1990/
http://news.bbc.co.uk/onthisday/hi/dates/stories/october/25/newsid_2658000/2658325.stm
http://www.zambian.com/zambia/directory/business/business-admin-info/html/zambia-socioeconomic-snapshot.html
www.heritage.org/index/country/zambia

http://www.academia.edu/715044/THE_ROLE_OF_RELIGION_IN_AFRICAN_CONFLICTS_THE_CASES_OF_NIGERIA_AND_SUDAN
http://www.poets.org/poetsorg/text/brief-guide-negritude
http://www.blackpast.org/1962-nnamdi-azikiwe-future-pan-africanism
www.bbc.co.uk/news/world-africa-14093813
http://www.historylearningsite.co.uk/united_nations_congo.htm The United Nations role in the Congo
http://books.google.co.uk/books/about/Bloc_Politics_at_the_United_Nations.html?id=61zwGjLHNlgC Bloc Politics of the United Nations: Africa Group
www.un.org/en/globalissues/africa/ and follow related links to specific UN bodies working in Africa.

Theme 1: Liberation from colonial control

Key questions	Key content	Suggested teaching activities	Learning resources
What was the role of mass political parties in determining the speed with which independence was achieved?	Transition from early nationalist movements led by educated elite to mass nationalism after 1945	• Teacher-led overview of period contrasting Africa in 1945 and 1991. **(W)** • Learners work in pairs to research areas of colonial rule and dates each country gained independence using maps of Africa showing outline of countries. **(P)** • Discuss correlation/patterns. **(G)** • Present findings as a table. **(I)**	• Oliver and Atmore pp213–235 • Thomson – cover map + p13 or use atlas maps • UNESCO Section II chapters 5,7,8,9 and pp262–264 • Cooper chapter 4 pp66–90, with further reading list on p84 • Hargreaves chapter 4 pp72–89
	Emergence of political parties e.g. the UGCC and CPP in Ghana, the NCNC and AG in Nigeria, the RDA in Ivory Coast, ZANU and ZAPU in Zimbabwe	Using Ghana as an example: • Fact-finding. Nkrumah / CPP / Positive Action; identify 3 major differences between CPP and UGCC. **(P)** • Similar investigation and write-up of one other country either suggested by you or individual choice of depth study. **(H)**	• www.bbc.co.uk/worldservice/people/highlights/000914_nkrumah.shtml • http://news.bbc.co.uk/onthisday/hi/dates/stories/march/6/newsid_2515000/2515459.stm • Hargreaves pp122–131 on Ghana • Hargreaves pp140–157 for a selection of other countries • Freund Chapter 9 pp167–203
	Attitude of colonial authority to devolution of political power e.g. in Belgian Congo, Southern Rhodesia, Gold Coast, French West Africa	• Learners choose one example from key content to research attitude of colonial power. Make own notes. **(I)** • Teacher-led review of findings. Consolidation of learning by hand-out of notes as example of best practice on when and how at least three different colonies achieved independence. **(W)** • Learn for factual test. **(H)**	• Oliver and Atmore pp213–222 • Young pp25–41 • Laumann Chapter 2 pp22–42 (pp36–39 section on comparative colonialism) • Nugent introduction gives overview of topic, details of early stages of independence in Chapter 1 pp7–57 and a profile of Africa at independence in Chapter 2 pp58–70
How important were personalities /	Charisma and personal qualities of leaders, e.g. Nkrumah,	• Each member of group researches one of leaders in key content (more suggestions: Nyerere, Sekou Toure, Hastings Banda,	• Web sites on individual leaders • www.japanafricanet.com/directory/presiden

Key questions	Key content	Suggested teaching activities	Learning resources
leaders in nationalist movements?	Azikiwe,Senghor, Kenyatta	Mugabe) and presents findings to whole class. **(W) (I)** • Learners regroup to develop detailed analysis of one leader for each group. **(G)** • Class hand-out of pro-forma for comparative table (or computer work): five columns for qualities such as charisma, family, main supporters, education, political experience and one row for each leader. Each learner should analyse at least three leaders in depth. **(I)**	<u>ts/africanindependence.html</u> • Cooper chapters 2 + 3 up to p53 • Freund chapter 9 pp167–203
	Importance of political skill and previous experience in acquisition of power	• Whole class discussion of how qualities of leadership were linked to outcomes of independence struggles. **(W)** • Learners write three paragraphs on three chosen leaders showing importance of political skill and previous experience in their acquisition of power. **(I)**	• Ayandele, Afigbo, Gavin and Omer-Cooper pp164–195 • Nugent chapters 2, 3 and 4 (selectively) • Hargreaves pp122–131 • UNESCO pp161–248 (selectively)
	Methods used to gain power, e.g. development of support base, skilful use of media, mass rallies, propaganda, relationship with trade unions/workers	• Use newsreel / YouTube / film clips of mass protest movements (need not be about Africa). **(W)** • Learners could discuss causes of protest, how free people are to protest, how genuine protests are, e.g. some groups of workers may have had genuine grievances against a political power, but there are many occasions in Africa when workers were paid to join a protest movement. **(W)** • Plan an essay on the role of people in independence movements giving themes for each paragraph. **(I) (H)** • Learners critically evaluate each other's essay plans. **(P)**	• Thomson introduction pp1–6 gives pointers for discussion of power-bases and protests, with further reading suggestions on p7. • Ayandele, Afigbo, Gavin and Omer-Cooper pp164-195 • Nugent chapters 2, 3 and 4 (selectively) • Hargreaves pp122–131 • UNESCO pp161–248 (selectively)

Why was the achievement of independence peaceful in some colonies and violent in others?	Attitudes of colonial powers – previous inclusion of Africans in legislative processes, devolution of power accepted or opposed	• Divide class into groups representing each major colonial power.
		   o On outline chart use column headers, e.g. 'How authority exercised; How co-operative people were; What colonial power hoped to achieve and What people wanted'.
		   o Construct a basic analysis of colonial rule. Pool findings and compile individual charts showing comparisons. **(G) (I)**
			• Young chapter 2 pp25–55 gives an easy summary of colonial policies
			• Ayendele, Afigbo, Gavin & Omer-Cooper covers colonial policy in each area of Africa. Use chapters 6, 9, 11 selectively

Key questions	Key content	Suggested teaching activities	Learning resources
	Characteristics of African peoples – tribal background, type of rule, co-operation or conflict during colonial period	• Learners could choose two contrasting social groups and explore how they reacted to colonial rule, e.g. chiefs / workers / educated elite. **(G) (P)** ○ More challenging work could be to show how not all people in the same social group reacted in the same way.	• Freund chapter 6 deals with different social groups; for background to Mau Mau / Kikuyu resistance see Thompson chapter 2 pp23–28; Fanon: *The Wretched of the Earth* could be used for analysis of resistance to colonial rule (in Algeria) then applied to particular areas of study.
	Analysis of military conflicts, e.g. Mau Mau in Kenya; comparison with areas of more peaceful transition, e.g. Ghana, Uganda, Nigeria; Zimbabwe and Nyasaland	• Comparative study: one peaceful and one violent transition. In pairs learners analyse reasons and prepare for essay: Why was transition from colonial rule to independent state more violent in some countries than others? **(P)** • Write-up essay, ensuring that at least 3 contrasting areas are included. **(H)**	• Laumann chapter 3 pp43–60 explores violence in colonial times and in liberation struggles • Cooper chapter 4 pp66–84 • Collins & Burns parts III and IV • Grinker, Lubkemann & Steiner – use new section 'Violent Transformations' • Branch covers whole of Kenya struggle • Thomson chapter 2 pp8–31 on Kenya
	The impact of the settler factor on colonial attitudes	• Teacher-led introduction to how Rhodesia became Zimbabwe, showing settler influences. **(W)** • Learners research settler issues and decolonisation in other countries, to build up an overview. **(I)**	• Laumann pp39–41 – use section as introduction to settler issues in particular countries • Hargreaves pp200–219 on decolonisation in east and central Africa and pp235–244 on Rhodesia to Zimbabwe • Cooper pp135–139 on same topic, also see Nugent pp271–280 and UNESCO pp262–264 and pp268–271 • Thomson pp243–274 with depth study of later Zimbabwe pp263–271 and useful notes and further reading sections
What was the significance of outside factors in African nationalist	World War II	• Learners read Freund and discuss why he refers to 'The Second Colonial Occupation'. **(P)** Teacher-led discussion of how it differed from the first colonial occupation. **(W)** • Learners choose 3 sub-headings and make notes about the	• Freund chapter on impact of WW2 pp168–176 • Laumann pp51–54 • Hargreaves chapter 3 focuses on impact of

Key questions	Key content	Suggested teaching activities	Learning resources
movements?		differences. **(I)**	WW2 pp51–71
	Atlantic Charter/attitude of the USA towards colonialism	• Look on Atlantic Charter website and discuss which provisions would have had most impact on Africa. Choose one and write a paragraph on why. **(P) (I)** • Whole class discussion on why America was against colonialism and why European colonial powers were influenced by American thinking. **(W)** 　○ Continue notes with bullet points about influence of America on world opinion. **(I)**	• www.atlanticcharter.ca/backgroundinfo.php • Hargreaves pp51–63 • http://cgsc.cdmhost.com/cdm/singleitem/collection/p4013coll2/id/2473 Use brief section headed 'Abstract' • http://history.osu.edu/publications/colonialism-and-cold-war-united-states-and-struggle-indonesian-independence-1945%E2%80%9349
	Independence of India	• The Regent questions provide a useful introduction to links between Indian independence 1947 and Africa. Learners could discuss points raised and identify 3 significant points of impact for Africa. **(G)** • Use multiple choice Qs on nationalism in India and Africa for pop quiz. **(P)**	• http://regentsprep.org/Regents/global/essays/thematic/nationalism/index.htm
	Bandung Conference	• Learners make own notes on impact of Bandung on Africa, and impact Africans had at Bandung. **(I)**	• Hargreaves pp160,164, 226 • UNESCO pp838–41
	Cold War	• Members of groups each choose one country and briefly examine effects of Cold War rivalry on its development. **(G) (I)** • Teacher-led pooling of findings. **(W)** • Learners make structured notes on impact of Cold War on 3 different countries and develop themes such as benefits, disadvantages, which side was most influential, long and short term effects. **(I)**	• Laumann pp69–70 for Cold War and effect upon Africa • Young Africa – index references to Cold War • www.bbc.co.uk/worldservice/specials/1624_story_of_africa/page28.shtml Website for introduction to Cold War politics in Africa:

Theme 2: Changes in African political structures after independence

Key questions	Key content	Suggested teaching activities	Learning resources
How well equipped were new government structures to deal with political challenges to new states?	Colonial legacy, e.g. British Westminster model; attempts to build on legacy or be very different; how appropriate a multi-party system of government was	• Find out about the Westminster model of democratic government; how did this differ from the Paris model? List in columns the advantages and disadvantages of each model for Africa. **(G)** • Teacher-led discussion of whether internal or external factors accounted for the different forms of government. **(W)**	• Oliver and Atmore pp213–222 for introduction • www.wfd.org/political-parties.aspx (Westminster model) use 'Where we work' tab to find work in different African countries today. • http://www.odi.org/search/site/The%20Paris%20Principles (Paris model) select relevant papers
	Nationalist movement legacy, e.g. factors that determined stability of new government. How united the people were behind new parties/leaders, e.g. Nyerere	• Learners work in pairs to list factors that determined stability of new governments. Use table in UNESCO pp456-461 to decide which 3 countries in tropical Africa were most stable. **(P)** • Learners write a paragraph on each country explaining reasons for their choice. **(I)** • Learners investigate and make notes on African Socialism in Tanzania. **(I)** • Learners decide in a group how they should structure their notes to evaluate the success of the government. **(G)** • For more challenging work, develop this by comparing Tanzania with Marxist regimes in Angola or Mozambique. **(I)**	• UNESCO pp468–485 for analysis of changing political values in Africa. • For depth study of socialism in Tanzania see Thomson chapter 3 pp32–59 also for analysis of different types of government pp468–485 and chapter 6 pp109–129 for personal rule in Cote d'Ivoire • For useful introduction to ideas of class, party and state interactions see Freund pp213–219
	Interaction between democracy, socialism, capitalism; internal lobbies/outside pressures	• Class investigation of why some countries choose socialism and some capitalism. **(W)** • Teacher-led practice in identifying similarities (i.e. to compare) and differences (i.e. to contrast) in preparation for essay. **(W)** • Learners make notes in two columns. **(I)** • Essay: *Compare and contrast the different forms of government chosen after independence by Kenya and Tanzania.* **(I) (H)**	• For comparison between Tanzania and Kenya see Nugent pp141–166; other useful comparisons between socialism and capitalism in Africa follow. • For mass support for political parties in West Africa see UNESCO pp164–191 and more on structure of new governments in a variety of countries see UNESCO pp442–454.

Key questions	Key content	Suggested teaching activities	Learning resources
	Franchise, how inclusive government was	• How did newly independent states deal with (a) social minorities and (b) political opponents? Learners debate this issue and try to find contrasting examples to study. **(G)**	• Thomson chapter 11 pp243–274 gives overview of problems of democracy in practice with case study of Zimbabwe.
How did the role and nature of political parties change after independence?	Fragmentation of aims, geographical splits/tribal interests; development of ethnic power bases	• Learners build on examples studied so far to show how the role and nature of political parties changed once the unifying factor of achieving independence was absent. For chosen depth studies, make own notes on first 10 years after independence. **(I)**	• Nugent viii–xvii – useful list of abbreviations including all political parties. Chapter 6 pp204–259 deals with changes to military rule after independence. • Freund Chapter 10 on class, state and the problem of development. Overview of what has happened. • Thomson on ethnicity pp60–83
	Trend from multi-party to one-party states in interests of unity / keeping major party or leader in power	• Identify key points of success and failure then present findings to class. Use Hargreaves' final chapter pp 248–255 (review of period). **(W) (P)** • Which key points have been identified by whole class? Reach agreed list of key concepts. **(W)** • Write a paragraph of judgement on whether class agrees with Hargreaves. Use weight of evidence on each side, arguments used convincingly, arguments which support each other etc. **(I)**	• Hargreaves pp248–55 • UNESCO VIII pp444–462 including table pp456–461 showing changes in leadership after 1962. References to individual countries and political parties.
	Political opponents to leader, rival political parties, personality / tribal clashes; why some leaders/parties adapted to new situations better than others	• In groups of three, learners investigate post-independence political developments in three different African countries, making notes under such headings as 'Causes of change', 'Points of continuity' and 'Significance of changes' (both political and social). • Compare notes with others in the group and write a summary of similarities and differences. **(W) (G)**	• http://www.nationsencyclopedia.com/Africa/Nigeria-POLITICAL-PARTIES.html • http://www.nationsencyclopedia.com/Africa/Zambia-ETHNIC-GROUPS.html
	Incompetence, corruption, changes of government – whether root causes were endemic or due to changed	• Whole class introduction to Uganda. Hand-outs, websites and comparison with Uganda in colonial times should be used to assess whether problems allowing Amin to come to power were endemic or specific to post independence. **(W)**	• Thomson pp132–153 on Uganda's military coup in 1971 • UNESCO on nation-building and changing political structures pp435–462

Key questions	Key content	Suggested teaching activities	Learning resources
	situation	• Learners should build an argument based on weight of evidence and reach a judgement. **(P)** • Write up for homework. **(H) (I)**	• Above web sites for other depth studies
Why did many African countries become one-party or military states within a few years of independence?	CPP, KANU and Malawi Congress Party	• Teacher-led reading of suggested texts on military rule; hand-outs or summaries would be useful. Class discussion could be focused on key questions in Thomson. **(W)** • Pairs-testing on factual information. Learners either write out own test from hand-outs for partner, or use 'ladder format': 5 columns, 21 lines; top line column headers: Q. No (write numbers 1-20 below); Questions, (write 20 factual Qs. below); Answers (Leave blank); Answer Letter (write in A-T below); Possible Answers (write in answers to Qs. in wrong order below). Partner writes letter of correct answer in the blank column. This format can be used for any factual testing on the unit.	• UNESCO pp450–454 overviews single-party states, ppy454–463 gives overview of military rule in African states. • Cooper pp164–7 is about military rule in Congo • www.bbc.co.uk/worldservice/africa/features/storyofafrica/14chapter11.shtml • http://www.e-ir.info/2008/06/22/%E2%80%98military-rule-meant-strong-government-while-the-one-party-state-bred-corruption%E2%80%99-discuss-with-reference-to-the-period-1965-1990/
	Why there were so many military coups in Africa after independence. Possible examples include Zaire, Dahomey (1965), Nigeria, Ghana (1966)	• In pairs research reasons for military coups. Discuss results of coups in 2 countries. Use Nugent's analysis of different types of military rule to classify your examples. **(P)** • Choose one of Thomson's key questions, discuss and plan a structured essay in response. Ensure that at least 3 countries are used as depth examples. **(G)** • Write up essay for homework. **(H) (I)**	• Nugent pp204–259 has a chapter on military rule in Africa • Thomson Chapter 7 pp132–153 addresses the topic of military regimes in Africa with a case study of Uganda's military coup in 1971. • Thomson's key questions on p151 give useful guide and basis for discussion.
	Whether military regimes were different in purpose/nature, e.g. 'guardian' – Mobutu in Zaire – or 'reformist' – Nigeria	• Learners suggest an essay question focusing on different types of military rule and plan structured paragraphs for answering it. They will need to research the key content to enable them to do this. **(P)** • Individually write a last paragraph (judgement rather than summary) for the essay and explain to each other why this is a good conclusion. **(I) (P)**	• UNESCO pp454–463 for explanation of 'guardian' and 'reformist' classification • Nugent pp210–243 for examples of types of military rule • Thomson pp233–239 for Mobutu case study

Key questions	Key content	Suggested teaching activities	Learning resources
In what ways were African countries affected by Cold War tensions?	Efforts to shake off colonial past resulted in a turning towards the USSR after 1947	• Note: Lenin had thought that African countries might be able to arrive at communism without passing through capitalism, so many who were against European colonialism thought Russian political ideas were the answer to Africa's problems. • Individual reading of Thomson. Learners make own notes to address key question. **(I)** • Whole class discussion of key question 1 on p184. **(W)** • Follow-up analysis. Learners could work in groups to complete columns of benefits and disadvantages from Cold War involvement in Africa and use this as basis for presentation to class. **(G)**	• Thomson pp157–187 • Young has a section on 'external dynamics' of which the second factor is the Cold War pp79–81 • Hargreaves gives a useful summary of Cold War involvement pp198–199 at end of section on Congo crisis.
	CPP, NCNC, Frelimo in Mozambique and MPLA in Angola, ZANU and ZAPU all received strong material and diplomatic assistance from the USSR	• Learning partnerships could research the socialist phases of government in e.g. Guinea, Ghana, Mali, Tanzania, Mozambique, Angola; why and how these countries were open to external influences. **(P)** • Whole class could construct open-ended essay question which would allow facts from research to be used comparatively. All learners should ensure they have sufficient notes on Cold War tensions in at least two countries. **(W)**	• Thomson has a section on external influences in African politics Chapter 8 pp154–187 concluding with 5 key questions on p184 and a section on suggested further reading p185.
	Chinese influences – strong support for nationalist movements in southern Africa	• Learners could discuss reasons why China wants to be involved in Africa, prioritise reasons and find examples of each using suggested resources. **(G)** • More challenging individual work could be to research the role of Cuba in Africa and analyse or compare this with USA's involvement. **(H)**	• UNESCO pp486–489 has a discussion of the socialist model of government and its suitability for Africa and pp804–828 deals with Chinese and Cuban involvement in Africa • Piero Gleijeses: Conflicting Missions – Havana, Washington and Africa 1859–1976
	Non-alignment, e.g. Nyerere in Tanzania	• Learners should read suggested resources to develop understanding of political ideologies in Africa and consider why Tanzania chose to be non-aligned and turned to its own brand of African socialism. **(I)** • Teacher-led discussion of cause and effect, external and internal causes, immediate and longer-term causes and effects, using	• UNESCO pp862–866 for outline of non-aligned movement • Thomson pp32–59 for political ideologies in independent Africa and pp50–55 for depth study of Tanzania

Key questions	Key content	Suggested teaching activities	Learning resources
		results of research on political ideologies and the depth study of Tanzania. **(W)**	

Theme 3: Social, economic and cultural trends after independence

Key questions	Key content	Suggested teaching activities	Learning resources
What difference did independence make to the lives of the people?	Significance of external recognition	• Teacher-led discussion of Laumann pp77–82 (outlining positive and negative legacy of colonialism in newly independent African states) would be a useful introduction to this key question. **(W)** • Learners make a list of negatives about colonialism and another list of hopes of nationalists, then prioritise points on second list in order of which factor contributed most to the achievement of independence. **(I)**	• Laumann's concluding chapter pp77–82 outlining positive and negative legacy of colonialism in newly independent African states.
	Individual case studies / how tribes were affected	• With particular reference to this key question about the lives of people, learners should write own notes about the peoples of two countries, e.g. Tanzania and Uganda, Ghana and Nigeria, in the first ten years after independence. Depth studies of how peoples were affected can be found in Nugent and Thomson. **(I)** • For further study learners could evaluate the social and economic challenges faced by Kenya and other African states after independence, identifying problems and solutions. **(I) (H)**	• Nugent pp434–489 • Freund pp204–219 • Maathai examines problems facing Africa – could be linked to earlier years for learners seeking a more challenging task • African Writers Series – Achebe, Beti, Ekwensi and Ngugi all show effects of clash of cultures on African society
	Economic changes – prosperity, migration, social and family conditions, health, education, religion	• In pairs, learners choose different societies to research and then give feedback on results of investigations either orally or in hand-out. **(P)** • Question and Answer session could be used to assess skills of reading with understanding, summarising, extracting and deploying factual information appropriately; prioritising points for a particular purpose. **(G)** • All learners in group should select 3 societal groups for comparative depth studies, copy references and make own notes. **(I)**	• Nugent chapter 2 pp58–70 gives some problems of new states; chapter 3 pp71–99 gives an analysis of some of early solutions attempted. • Thomson chapter 3 pp32–59 gives analysis of options for nationalists and evaluates political choices made. Questions 5 and 6 on p56 are particularly useful. • UNESCO Chapter 15 pp435–450 discusses choices facing new African nations

Key questions	Key content	Suggested teaching activities	Learning resources
What were the social and economic power bases of newly independent states?	Tribal groups, urban/rural divide, trade unions, educated elite, military, left-wing groups, capitalists	• Whole class discussion and agreement about definition of ethnicity. **(W)** • For the case studies of Cooper, learners work in pairs to list facts given for each country focusing on key question, then discuss and sort into major and minor impacts. **(P)** • Make notes on countries chosen for depth study in descending order of impact. **(I)** • Pairs-testing, writing of quiz for others, constructing timeline showing development of 3 countries to reinforce knowledge and understanding. **(P)**	• Thomson chapter 4 pp60–83 deals with African ethnicity and religion so useful for this section and the 4th section of Theme 3. Uses case study of Nigeria pp74–80 • Cooper pp161–180 deals with Ghana, Congo-Zaire, Senegal, Nigeria, Kenya and Tanzania
	Favouritism, media, powerful individuals or groups	• Websites listed give examples of case studies, but any other examples may be used. Learners should develop own choices for depth studies and make own notes. Useful analysis is found in Thomson pp117–122 and could be applied to other countries. **(I)** • Learners could use Thomson Question 4 on p128 for pairs-discussion or essay-writing. **(P) (I)** • UNESCO chapter 20 deals with media and selected aspects of this could be used for whole-class discussion. **(W)**	• Thomson pp109–131 and pp188–214 for analysis and depth studies of Cote d'Ivoire and Ghana • http://www.nationsencyclopedia.com/Africa/Zambia-ETHNIC-GROUPS.html • UNESCO chapter 20 pp502–632 • Nugent pp381–384 on media
	Social groups, pressure groups, new forces in society	• Teacher-led review of independence achievements and failures. **(W)** • Learners should make own notes on their chosen countries summarising changes and identifying continuity, focusing on the key content. **(I)**	• Freund pp204–219 • Cooper pp85–132 • Nugent pp326–367
How successfully did new African states manage economic resources and develop industry?	Colonial industry as supplier of primary products – needed transforming	• UNESCO sections shared out among groups. Brief summary of key points made available to whole class. **(G)** • Learners read case study in Thomson pp101–105 and prepare essay on why Botswana has succeeded. This could be compared and contrasted with Zaire or any other African state rich in resources but poor in management of them. **(I)** • Teacher-led pooling of ideas and help with first and second drafts of essays. **(W)**	• UNESCO chapter 12 pp317–356 on Agriculture and Rural Development • UNESCO chapter 14 pp393–431 on strategies of economic decolonisation. (NB geographical parameters of this paper) • Thomson chapter 5 p 84–108 economic and social classes in Africa after independence, with case study of Botswana

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	Tradition of mineral wealth being exploited; African countries had to reclaim, often at expense of skilled managers and capital investment	• Zambia could be used as example of country rich in resources, but economic contrasts between colony and independence in any African countries could be studied. Learners should make own notes. **(I)** • Pairs research for Questions 1,2 or 4 on p211 of Thomson **(P)**	• UNESCO chapter 13 pp357–392 on Industrial Development and Urban Growth • Nugent pp402–405 on Zambia • http://news.bbc.co.uk/onthisday/hi/dates/stories/october/25/newsid_2658000/2658325.stm • www.heritage.org/index/country/zambia • Thomson pp188–214 on African economy using Ghana as depth study
What was the cultural impact of independence?	Triple heritage of indigenous culture, Islamic influences and western Christian traditions – whether there was a separate impact or interaction	• Teacher-led overview of religions in Africa, impact on education and development and flashpoints for possible Christian/Muslim conflict. **(W)** • In groups, learners could research Questions 4 and 5 Thomson p80 and report back. **(G)** • Learners to identify ways in which religions have impacted upon development of the African states chosen for depth study. Prioritise points, write a paragraph on each for each country. **(I)**	• UNESCO pp501–521 on religion and social evolution • Thomson chapter 4 pp60–83 on religion and ethnicity with a case study of Nigeria • Nugent pp374–379 on Christian churches • http://www.academia.edu/715044/THE_ROLE_OF_RELIGION_IN_AFRICAN_CONFLICTS_THE_CASES_OF_NIGERIA_AND_SUDAN • Tidy chapter 8 pp169–187for background reading on religion in Africa in colonial times • Ranger pp96–129 on religion in Zambia
	Negritude in Senegal – links between poetry and nationhood	• Learners to research 'Negritude' and read Senghor's poetry. Make own notes on importance of African identity to early nationalists. **(I)**	• UNESCO p183 gives origin of term 'Negritude' • http://www.poets.org/poetsorg/text/brief-guide-negritude • http://www.poetryfoundation.org/bio/leopold-sedar-senghor for Senghor's poetry • Nugent pp41–49 on decolonisation of French West Africa

Key questions	Key content	Suggested teaching activities	Learning resources
	African writers – novelists expressing impact of colonialism and independence upon traditional Africa, e.g. Achebe, Soyinka; biographical accounts, e.g. Lijembe's 'East African Childhood'; and observations on African society, e.g. Molly Mazrui	• In own time, all learners to read or re-read *one* of the novels by African writers and write brief synopsis to present to whole class. Personal contributions of culture clash, i.e. talking through own experiences or incidents in media. **(I) (W)** • Teacher-led drawing together of findings and evaluation of how true a picture the novels give, how much is 'literary licence'. **(W)** • Learners might have the facilities to prepare an interactive multi-media presentation illustrating their chosen aspects of African culture. **(G)** • Learners test knowledge and understanding of African religion and culture, selecting relevant information and discovering ways of sharing this by working through individual interests and talents.	• For background reading on clash of cultures / impact of colonialism / overseas educational opportunities for Africans see African Writers Series: Achebe No Longer at Ease; Ekwensi People of the City; Ngugi Weep not, child; Beti Mission to Kala. • Lijembe's East African childhood and Mazrui, Molly – both books difficult to obtain; African writers mentioned above can be used to understand African society. Molly Mazrui shows how African societal norms 'shipwrecked' by colonialism.
	African music and art – whether there are common themes or tribal individuality	• Learners particularly interested in music and art in Africa during this period could make notes and give presentation to whole class. **(I)** • Question and Answer session / media-type interview prepared for author(s) of notes. **(G)** • For more challenging research learners could explain how far they agree with the theory of Molly Mazrui that African societal norms were 'shipwrecked' by colonialism **(H)**	• UNESCO pp582–632 on Arts and Society (used selectively) • Mazrui, M. (1972) thesis on relationship between individual and society in Africa

Theme 4: Pan-Africanism, the United Nations and inter-state co-operation in Africa

Key questions	Key content	Suggested teaching activities	Learning resources

Was Pan-Africanism ever a realistic objective?	Strength before independence	• Learners first identify the two strands of Pan-Africanism:
		  o The interwoven heritage of all black peoples originating from Africa and
		  o The union of peoples and nations within Africa to work for a common goal.
		The second strand should be the focus of their study. **(W)**
		• UNESCO pp705–766 covers the whole topic. This could be used to identify the aims of the Pan-Africanist movement after 1957 and evaluate the chances of success being achieved. Report back to class. **(I) (W)**
			• UNESCO Section VI pp705–766 covers whole Pan-African topic.
			• UNESCO pp13–16 gives an assessment of failure of the Pan-African initiative

	OAU Charter in place from 1963 to 1982, achievements in resolving minor conflicts but not in major ones, e.g. Biafra	• Learners should copy OAU Charter and evaluate its provisions. **(I)** • In groups learners could research Biafran crisis in Nigeria 1967–70 to show how OAU was split about supporting Biafra or Nigeria. **(G)**	• An overview of the OAU can be found in Nugent pp100–105. • Nugent pp89–100 on Nigeria and Biafra • UNESCO pp751–760 examines success of OAU in decolonization and liberation. • UNESCO pp12–13, 574–578, 675 on Biafra
	Whether aim of political writing was realistic	• Whole class discussion of whether political unity which crosses national frontiers is ever feasible. Learners to then produce a written summary of key points from the discussion.**(W)**	• An overview of the OAU can be found in Nugent pp100–105. • Ayandele pp383–386 • UNESCO p766 has useful summary to begin discussion
Who were the main leaders of the Pan-Africanist movement and what were their motives?	Nkrumah – a dynamic leadership	• In pairs research Nkrumah and give a presentation showing his strengths and weaknesses as a Pan-African leader. **(P)**	• UNESCO Section VI chapters 24 and 25 pp724–768
	Leadership of countries such as Guinea, Mali – struggles for voice within French West Africa	• Look at the other leaders of West Africa in the early years of independence, e.g. Sekou Toure, Leopold Senghor, Nnamdi Azikiwe, and assess their contribution to Africa beyond the bounds of their own country. Compare their contribution with that of	• http://www.blackpast.org/1962-nnamdi-azikiwe-future-pan-africanism • www.bbc.co.uk/news/world-africa-14093813

Key questions	Key content	Suggested teaching activities	Learning resources
		Nkrumah. **(G)**	
	OAU – Nkrumah, Nasser and Haile Selassie – personal agendas	• Learners briefly investigate Nasser's motives and links between Pan-Africanism and Pan-Arabism. Make notes on Nasser's political ideas as they impacted on tropical Africa. **(I)** • In pairs learners discuss what Haile Selassie of Ethiopia might have gained from involvement with Nkrumah and Nasser and the OAU. **(P)**	• UNESCO pp760–766 on Pan-Arabism • Nugent chapter 3 pp71–105 • UNESCO Vol.VII pp304–6, 308–9, 311–12 for background information on Ethiopia and pp314–326 for Pan-Africanism up to 1935
What were the advantages and dis-advantages of co-operation for African states?	Strength in numbers, all working for the same objective – independence at first	• Whole class discussion of general points about working together. **(W)** • In groups investigate the aims and purposes of any organisations such as the UN or OAU, but need not focus on Africa for this. **(G)** • Make a list of findings in two columns addressing key question. **(I)**	• UNESCO chapter 29 pp871–904
	Loss of sovereignty if political independence is the aim	• Using three chosen examples, learners write a paragraph explaining how each country might have been affected by loss of sovereignty. Write another paragraph for each country suggesting benefits which might have compensated for loss of sovereignty. **(I)**	• Thomson p184 Key Question 5 • Hargreaves pp219–228 • Nugent pp100–105
	Bargaining against the rest of the world for funds/favourable trade terms	• Group work. Research economic benefits of trade agreements between African countries e.g. Economic Community of West African States. **(G)** • Find two other trade agreements between African countries and assess advantages and disadvantages. **(I)**	• UNESCO pp891–904 • Nugent pp468–472 on ECOWAS
	Attempts at economic unity	• Following on from previous section, learners make own notes on economic groupings. **(I)** • Plan and write up essay: *How effective have African attempts at economic unity been since independence?* **(P) (I)**	• UNESCO pp891–904 • Nugent pp468–472 on ECOWAS • UNESCO pp407–417 • Thomson pp156–157
How significant a role has the United Nations played in	Attempts to create 'African blocs' at the UN	• Whole-class research of areas of United Nations involvement in Africa. Look at geographical setting and discuss significance of this. **(W)** • All learners should have a hand-out or make own notes on Congo	• UNESCO chapter 29 pp871–904 • Nugent has these relevant sections on United Nations involvement in Africa: Congo pp86-89; Eritrea pp73–75; Togo

Key questions	Key content	Suggested teaching activities	Learning resources
stabilising independent African states and regions?		crisis then compare this with UN involvement in one other country. **(I)** • Groups could list ways in which UN has helped Africa and results should be used to address key question. **(G)**	p75; Cameroon p76. • Thomson pp46–49 looks at the state and civil society with passing references to the UN and OAU. • Hargreaves pp196–199 on Congo Crisis. • Cooper pp172–3 Biafra
	UN involvement in African flashpoint situations, e.g. Togo, Congo	• Teacher-led analysis of flashpoint geography. Use maps to help understand problems in Togo, Congo and other divided countries. Learners could annotate maps during class discussion. **(W)** • Pairs-testing of factual information on each crisis. Could construct ladder test for this. **(P)**	• http://www.historylearningsite.co.uk/united_nations_congo.htm • Hargreaves pp196–199 on Congo Crisis. • UNESCO chapter 29 pp871–904 + references in previous section

	UN as a partner in African development	• Oral testing based on UN references: are learners able to select and evaluate information from text, assess strengths and weaknesses, construct argument and form judgement? **(I) (P)**
		• Essay Question: *Evaluate the ways in which the UN brought benefits to three different countries in Africa.*
		  o First decide on the countries you will write about,
		  o then identify the benefits,
		  o then evaluate whether each benefit was e.g. short-term or long-term, very important or insignificant. **(I)**
			• www.un.org/en/globalissues/africa/ and follow related links to specific UN bodies working in Africa.

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