Grade 11 History and Citizenship

CBC NOTES | Terms 1, 2 and 3 - notes for 20 topics

IN EVERY TOPIC

- What you will learn, the key words and key terms explained.
- Clear notes under headings and subheadings, with labelled pictures and step-by-step procedures.
- Comparison tables, and advantages and disadvantages where methods are compared.
- Key points to remember, then structured questions to practise.
- All the answers and a glossary at the back.

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Strand 1.0 Themes in Kenyan History and Citizenship | Term 1

1.1 Critical Issues in Kenyan History and Citizenship

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

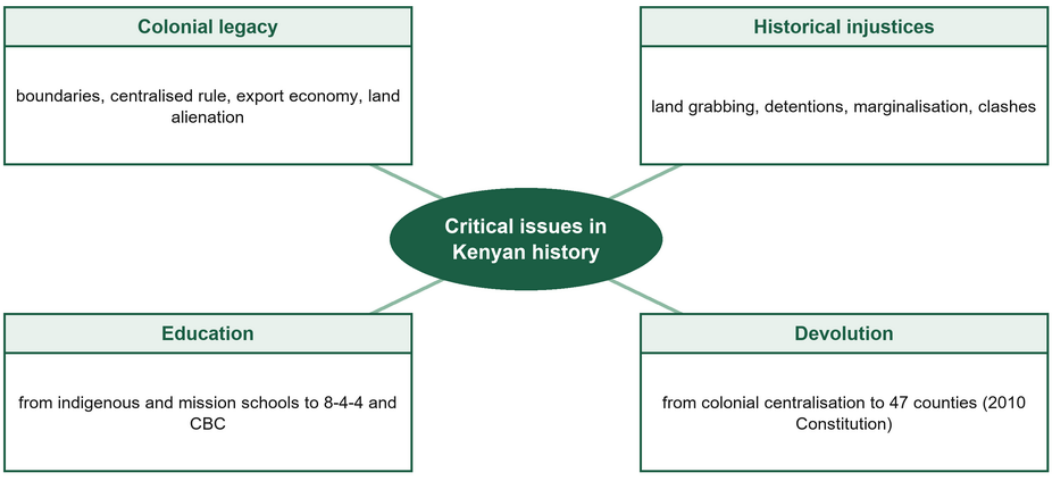
- discuss selected historical aspects relevant to the study of History and Citizenship in Kenya
- evaluate the strategies implemented by the Kenyan government to address selected historical issues
- embrace strategies implemented by the Kenyan government to address selected historical issues with reference to History and Citizenship

KEY WORDS

history, citizenship, colonial legacy, historical injustice, African independent schools, curriculum, devolution, local governance, Truth, Justice and Reconciliation Commission, National Cohesion and Integration Commission, National Land Commission.

History is the study of past human activities and events, based on evidence, to understand how the present came to be. Citizenship is membership of a country, with rights, responsibilities and active participation. Studied together, they help us understand how the past shaped Kenya today and how citizens can build the nation.

1. Why we study History and Citizenship



Four critical historical issues selected by the design

Sources of historical information include oral traditions, written records and archives, archaeology, newspapers, government reports, photographs and films, museums and historical sites.

2. The colonial legacy and historical injustices

The colonial legacy

Aspect	Colonial legacy (British rule 1895-1963)
Political	boundaries drawn by colonial powers; centralised administration (provincial administration, chiefs); English in government and law
Economic	an export economy of cash crops and raw materials; the Uganda Railway; unequal development between regions
Land	alienation of fertile land for settlers ("White Highlands"), creating landlessness and squatters
Social	Western education and Christianity; divide-and-rule policies; racial segregation

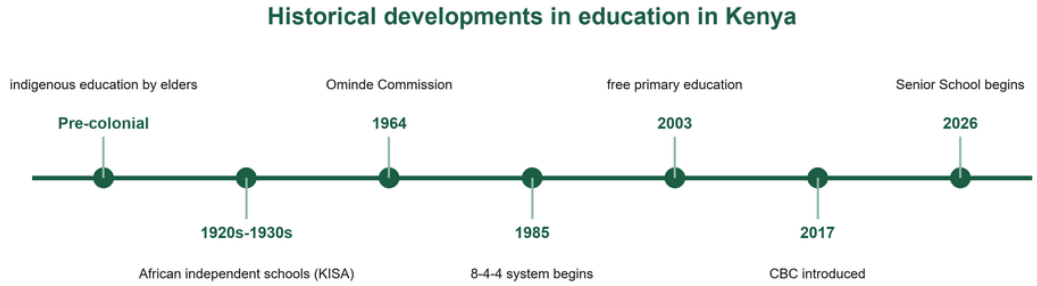
Historical injustices

Serious wrongs done in the past that were not properly addressed: land alienation, forced labour and detentions during the State of Emergency (1952-1960); after independence, irregular allocation of public land, political detentions, marginalisation of some regions and violence linked to elections.

RESPECT

Discuss past events using facts from reliable sources and without blaming any community as a whole.

3. Education and devolution through history



Historical developments in education

Governance moved from councils of elders before colonial rule, to centralised provinces and districts under commissioners, to a regional (majimbo) system at independence that was soon weakened, and finally to 47 county governments under the 2010 Constitution, operating since the 2013 general election.

4. Government strategies and responsible citizenship

Strategies to address historical issues

Strategy	What it does
Constitution of Kenya (2010)	Bill of Rights, national values (Article 10), devolution, independent commissions, land reforms
Truth, Justice and Reconciliation Commission (2008-2013)	heard testimony and reported on injustices from 1963 to 2008
National Cohesion and Integration Commission (2008)	promotes unity and acts against hate speech
National Land Commission (2012)	manages public land, investigates land injustices, resettles the landless
Equalisation Fund and education reforms	resources for marginalised areas; free education and CBC

Evaluating the strategies

+ Advantages

- A progressive constitution; devolution bringing services closer; title deeds issued; wider access to education.
- National days honour heroes; NCIC action reduced open hate speech.

- Disadvantages

- Some TJRC recommendations not fully implemented; land disputes remain.
- Corruption in some counties; ethnic tension around elections; unequal development persists.

KEY POINTS TO REMEMBER

- History studies the past through evidence; citizenship is membership with rights and duties.
- Critical issues: colonial legacy, historical injustices, education and devolution.
- The colonial legacy includes boundaries, centralised rule, an export economy and land alienation.
- Strategies: the 2010 Constitution, TJRC, NCIC, National Land Commission, Equalisation Fund, education reforms.
- Responsible citizens respect diversity, obey the law, reject hate speech and participate peacefully.

ANSWER THESE

1. Give four sources of information on Kenyan history. (4 marks)
2. Describe three aspects of the colonial legacy in Kenya. (6 marks)
3. Name three commissions set up to address historical issues and state the work of one. (4 marks)
4. Outline the main stages in the development of education in Kenya since independence. (4 marks)
5. Give two limitations of government strategies to address historical injustices. (2 marks)

Strand 1.0 Themes in Kenyan History and Citizenship | Term 1

1.2 Organisation of Kenyan Communities since 19th Century

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- analyse the selected social, political and economic organisation of Kenyan communities since 19th Century
- examine the factors that have contributed to the preservation of the social, economic, and political organisation of Kenyan communities to the present day
- determine the extent to which the social, economic and political organisations of selected communities are reflected in contemporary Kenyan society

KEY WORDS

social organisation, political organisation, economic organisation, clan, lineage, age set, council of elders, Bantu, Nilotes, Cushites, pastoralism, barter trade.

Before colonial rule, Kenyan communities had well-developed ways of organising social life, government and the economy. In this topic you will study the social, political and economic organisation of selected Bantu, Nilotic and Cushitic communities, what has preserved it, and how it is reflected in Kenya today.

1. Aspects of organisation and language groups

Three aspects of community organisation

Social	Political	Economic
family, clan, lineage, marriage, age sets, initiation, religion	councils of elders, chiefs or kings, warriors, seers and ritual experts	farming, livestock, hunting, fishing, iron-working, pottery, trade

Social, political and economic organisation

Language groups of Kenyan communities studied

Bantu	Nilotes	Cushites
Abaluhya, Aembu, Taita	Luo, Kipsigis, Turkana	Somali, Rendille, Dahallo/Sanye

The communities studied, by language group

In the 19th century communities interacted through trade (iron tools for livestock, grain for fish), intermarriage, cultural exchange, alliances and sometimes raids and wars.

2. Bantu communities: Abaluhya, Aembu and Taita

Bantu communities

Community	Political	Social and economic
Abaluhya (western Kenya)	many sub-groups and clans under clan heads and elders; the Wanga had a centralised kingdom under a king (Nabongo)	mixed farming, livestock, iron-working and trade
Aembu (eastern slopes of Mount Kenya)	councils of elders; age sets and generation sets in which authority passed between generations	initiation; belief in God associated with Mount Kenya; farming on fertile slopes
Taita (Taita Hills)	councils of elders settled disputes; ritual experts	ancestor veneration; farming in the hills (bananas, yams, millet) and trade

3. Nilotic and Cushitic communities

Nilotic and Cushitic communities

Community	Key features of organisation
Luo (Lake Victoria basin)	clans and lineages; councils of elders; a leader (Ruoth) in some areas; the homestead (dala); fishing, farming and livestock
Kipsigis (southern Rift Valley)	clans; age sets through initiation; neighbourhood councils (kokwet); ritual experts (orkoik); mainly cattle keeping
Turkana (north-western Kenya)	nomadic pastoralists (cattle, camels, goats, sheep); territorial sections; age sets; diviners (emuron)
Somali (north-eastern Kenya)	clans traced through the father; elders applied customary law (xeer) alongside Islamic law; pastoralism
Rendille (around Marsabit)	camel pastoralists; clans and age sets; close ties and intermarriage with the Samburu
Dahallo/Sanye (lower Tana and Lamu)	small hunter-gatherer family bands led by elders; hunting, honey and wild foods

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4. Preservation and reflection today

Traditional organisation today

+ Advantages

- Preserved by oral traditions, ceremonies, councils of elders (alternative justice systems) and the Constitution, which recognises culture as the foundation of the nation (Article 11).
- Seen in harambee, chamas, clan ties at weddings and funerals, pastoralism and fishing, and cultural festivals.

- Disadvantages

- Weakened by urbanisation, formal education, religion, modern government, the market economy and migration.
- Weaker in towns and formal institutions than in rural areas.

RESPECT

Present every community positively and accurately; avoid stereotypes. Diversity is a national strength.

KEY POINTS TO REMEMBER

- Organisation has social, political and economic aspects.
- Bantu: Abaluhya (Wanga kingdom), Aembu, Taita - clans, elders, mixed farming.
- Nilotes: Luo, Kipsigis, Turkana - clans, age sets, elders, ritual experts.
- Cushites: Somali, Rendille, Dahallo/Sanye - clans, elders, pastoralism or hunting and gathering.
- Traditions survive through oral tradition, ceremonies, elders and the Constitution.

ANSWER THESE

1. Name the three language groups of Kenyan communities and give one community from each. (3 marks)

2. Describe the political organisation of the Kipsigis. (4 marks)

3. How was the Wanga political system different from that of most Abaluhya sub-groups? (2 marks)

4. Give three factors that have preserved traditional organisation. (3 marks)

5. Give two ways in which traditional organisation is reflected in Kenya today. (2 marks)

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