Grade 11 History and Citizenship

Term 1 - 47 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

47 complete, ready-to-teach Grade 11 History and Citizenship lesson plans for Term 1, covering critical issues in Kenyan History and Citizenship, organisation of Kenyan communities since 19th century, kenyans response to colonialism, public resources under the Constitution of Kenya (2010), major social developments and challenges since independence and structure and functions of the county government of Kenya.

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INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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Why we study History and Citizenship: selected critical issues

Strand 1.0 Themes in Kenyan History and Citizenship > Sub-strand 1.1 Critical Issues in Kenyan History and Citizenship | Lesson 1 of 8 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	**TIME**	**ROLL (B / G)**

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) explain the meaning of History and Citizenship; b) identify critical historical issues in Kenya

KEY INQUIRY QUESTION(S)

- Which principles of responsible citizenship can be applied to promote national unity in the face of ethnic tensions?
- How did the curriculum in African Independent Schools challenge colonial ideologies of African inferiority?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Patriotism**	Learners use Kenyan examples — shillings, local markets, familiar places.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Cultural diversity**	Developed through the activities in this lesson.
PCI	**Political awareness**	Developed through the activities in this lesson.

LEARNING RESOURCES

Manila paper and marker pens | Copies of the Constitution of Kenya (2010) or extracts | Digital devices or print media and documentaries (where available)

ORGANISATION OF LEARNING

Whole class for introductions; groups of four, each researching one historical issue (colonial legacy, historical injustices, education and curriculum, devolution) and teaching the class; whole class for the resource person or documentary; groups for composing songs and poems.

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

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Why do you think a country needs its young people to understand its past?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "History and Citizenship" (key ideas on the next page), explaining as you go. Use manila paper and marker pens, copies of the Constitution of Kenya (2010) or extracts, digital devices or print media and documentaries (where available). Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Give three sources of historical information."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

History and Citizenship

History is the study of past human activities and events, based on evidence, to understand how the present came to be. Citizenship is the status of being a member of a country, with rights and responsibilities, and the active participation of members in the life of their country.

Studying them together helps learners understand how past events shaped present institutions, inequalities and opportunities, and how citizens can act responsibly to build the nation.

Critical historical issues in Kenya selected by the design: the colonial legacy; historical injustices; historical developments in education and curriculum challenges; and devolution and local governance.

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

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Define history.	**The study of past human activities and events based on evidence.**
2	What is citizenship?	**Membership of a country with rights and responsibilities, and active participation in its life.**

3	Name the four critical historical issues selected for study.	**Colonial legacy, historical injustices, education and curriculum challenges, devolution and local governance.**
4	Give three sources of historical information.	**For example: oral traditions, archives, archaeology, newspapers, museums.**

WATCH OUT FOR

Learners treat history as memorising dates. Stress causes, effects and evidence.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can explain the meaning of History and Citizenship confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can explain the meaning of History and Citizenship accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly explain the meaning of History and Citizenship, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet explain the meaning of History and Citizenship without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Give a word bank with definitions to match.
Learners ready for more	Why should historians compare several sources before reaching a conclusion? (Answer: Each source may be incomplete or biased; comparing them gives a more reliable picture)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

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HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "why we study History and Citizenship: selected critical issues" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

The colonial legacy in Kenya

Strand 1.0 Themes in Kenyan History and Citizenship > Sub-strand 1.1 Critical Issues in Kenyan History and Citizenship | Lesson 2 of 8 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) describe the colonial legacy in Kenya; b) explain how it still affects society today

KEY INQUIRY QUESTION(S)

- Which principles of responsible citizenship can be applied to promote national unity in the face of ethnic tensions?
- How did the curriculum in African Independent Schools challenge colonial ideologies of African inferiority?

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