Grade 11 History and Citizenship

Term 3 - 51 complete lesson plans

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

ABOUT THIS PACK

51 complete, ready-to-teach Grade 11 History and Citizenship lesson plans for Term 3, covering aligned and non-aligned movements from 1970 to 2020, international instruments of human rights, global diversity, the 2nd generation of industrial revolution, conflict, transformation and peace, digital divide and inclusivity and interdependence.

TOPICS IN THIS PACK

Topic	Name	Lessons
3.2	Aligned and Non-Aligned Movements from 1970 to 2020	8
3.3	International Instruments of Human Rights	7
3.4	Global Diversity	7
3.5	The 2nd Generation of Industrial Revolution	7
4.1	Conflict, Transformation and Peace	8
4.2	Digital Divide	7
4.3	Inclusivity and Interdependence	7

Elimu254
Learn • Grow • Build Tomorrow

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.

CONTENTS

No.	Lesson	Topic	Page
1	Alignment and non-alignment in world politics	3.2 Aligned and Non-Aligned Movements from 1970 to 2020	5
2	Key aligned movements and groupings, 1970-2020	3.2 Aligned and Non-Aligned Movements from 1970 to 2020	8
3	Non-aligned and South-South groupings: G77 + China and CELAC	3.2 Aligned and Non-Aligned Movements from 1970 to 2020	11
4	Reasons for the formation of aligned and non-aligned movements	3.2 Aligned and Non-Aligned Movements from 1970 to 2020	15
5	Contributions of the African diaspora to Africa, 1970-2020	3.2 Aligned and Non-Aligned Movements from 1970 to 2020	18
6	Debate: positive aspects of contemporary aligned and non-aligned movements	3.2 Aligned and Non-Aligned Movements from 1970 to 2020	21
7	Global North and Global South: concerns and cooperation	3.2 Aligned and Non-Aligned Movements from 1970 to 2020	25
8	Significance of aligned and non-aligned movements: consolidation	3.2 Aligned and Non-Aligned Movements from 1970 to 2020	28
9	Human rights and the main international instruments	3.3 International Instruments of Human Rights	31
10	Successful implementation of international human rights instruments	3.3 International Instruments of Human Rights	35
11	Importance of international human rights instruments	3.3 International Instruments of Human Rights	39
12	Human rights instruments and gender equality	3.3 International Instruments of Human Rights	42
13	Factors hindering the realisation of human rights instruments and remedies	3.3 International Instruments of Human Rights	46
14	Rights with responsibilities in the community	3.3 International Instruments of Human Rights	50
15	Human rights and harmonious living: consolidation	3.3 International Instruments of Human Rights	53
16	Components of global diversity	3.4 Global Diversity	56
17	How diversity promotes human dignity	3.4 Global Diversity	59
18	Barriers to sustainable global diversity	3.4 Global Diversity	62
19	UN measures to sustain global diversity	3.4 Global Diversity	65
20	Inclusive practices in schools and communities	3.4 Global Diversity	69
21	Slogans on the UN's contribution to global diversity	3.4 Global Diversity	72
22	Global diversity and the UN: consolidation	3.4 Global Diversity	75

23	The Second Industrial Revolution and its characteristics	3.5 The 2nd Generation of Industrial Revolution	78
24	The Second Industrial Revolution in Russia, Belgium and Japan	3.5 The 2nd Generation of Industrial Revolution	82
25	Industrialisation in Egypt and Nigeria	3.5 The 2nd Generation of Industrial Revolution	85
26	Comparing factors that led to the Second Industrial Revolution	3.5 The 2nd Generation of Industrial Revolution	89
27	Debate: impact of the Second Industrial Revolution on human development	3.5 The 2nd Generation of Industrial Revolution	92
28	Initiatives to promote industrialisation in society	3.5 The 2nd Generation of Industrial Revolution	96
29	Industrialisation and development: consolidation	3.5 The 2nd Generation of Industrial Revolution	99
30	Conflict, conflict transformation and peace	4.1 Conflict, Transformation and Peace	102
31	Causes and effects of conflicts at the regional level	4.1 Conflict, Transformation and Peace	105
32	Regional conflicts in Africa: case studies	4.1 Conflict, Transformation and Peace	108
33	Measures by African governments for conflict transformation and peacebuilding	4.1 Conflict, Transformation and Peace	112
34	Regional organisations and peace in Africa	4.1 Conflict, Transformation and Peace	116
35	Applying peacebuilding strategies: service-learning	4.1 Conflict, Transformation and Peace	120
36	Socio-economic factors and peace	4.1 Conflict, Transformation and Peace	123
37	Upholding peace in the region: consolidation	4.1 Conflict, Transformation and Peace	126
38	The digital divide and digital citizenship	4.2 Digital Divide	129
39	Factors behind early innovation and adoption in selected countries	4.2 Digital Divide	132
40	Historical barriers to technology adoption in developing countries	4.2 Digital Divide	136
41	Solutions to the digital divide	4.2 Digital Divide	140
42	Measures to promote ethical technology use and digital citizenship	4.2 Digital Divide	144
43	Core principles of a digital citizen	4.2 Digital Divide	147
44	Overcoming the digital divide: consolidation	4.2 Digital Divide	150
45	Inclusivity and interdependence in the Constitution of Kenya	4.3 Inclusivity and Interdependence	153
46	Inclusivity and interdependence in public and private spaces	4.3 Inclusivity and Interdependence	157

Elimu254 Learn • Grow • Build Tomorrow

47	Historical and contemporary factors promoting inclusivity and interdependence	4.3 Inclusivity and Interdependence	161
48	Challenges of inclusivity and interdependence, and solutions	4.3 Inclusivity and Interdependence	165
49	Strategies that promote inclusivity in and out of school	4.3 Inclusivity and Interdependence	169
50	Inclusivity on the road: role play and community mapping	4.3 Inclusivity and Interdependence	173
51	The significance of inclusivity and interdependence: consolidation	4.3 Inclusivity and Interdependence	177

Elimu254
Learn • Grow • Build Tomorrow

Alignment and non-alignment in world politics

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 alignment and non-alignment; b) describe the origins of the Non-Aligned Movement

KEY INQUIRY QUESTION(S)

- Which concerns arise from the Global North and Global South alignments?
- Which factors have favoured Aligned and Non-Aligned Movements from 1970 to 2020?
- What are the merits of Aligned and Non-Aligned Movements from 1970 to 2020?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Good governance**	Developed through the activities in this lesson.
PCI	**Equity and non-discrimination**	Developed through the activities in this lesson.

Elimu254 • Learn • Grow • Build Tomorrow

LEARNING RESOURCES

World map | Charts on international groupings | Digital devices for research and presentations (where available)

ORGANISATION OF LEARNING

Pairs for digital research; groups of four, each studying one grouping and presenting; groups for posters; two teams for the debate; individual or group poems.

KEY WORDS

alignment | non-alignment | Cold War | Non-Aligned Movement | Global North | Global South | BRICS | Belt and Road Initiative | G77 + China | CELAC | diaspora | remittances

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: "If two powerful neighbours quarrel, should a small family pick a side or stay neutral? Why?" 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 "Alignment and non-alignment" (key ideas on the next page), explaining as you go. Use world map, charts on international groupings, digital devices for research and presentations (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: "What was the Cold War?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Alignment and non-alignment

Alignment: a country joins or cooperates closely with a bloc or group of countries for political, economic or security reasons. Non-alignment: a country chooses not to join rival power blocs, keeping an independent foreign policy.
Origins: during the Cold War (about 1947-1991) the USA-led Western bloc and the Soviet-led Eastern bloc competed for influence. Newly independent countries in Africa and Asia met at Bandung, Indonesia (1955), and founded the Non-Aligned Movement (NAM) in Belgrade (1961), led by Tito (Yugoslavia), Nehru (India), Nasser (Egypt), Nkrumah (Ghana) and Sukarno (Indonesia). Kenya is a member.
From 1970 to 2020 the focus moved from Cold War neutrality to development, fair trade, South-South cooperation and new economic groupings.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Define non-alignment.	**Choosing not to join rival power blocs and keeping an independent foreign policy.**
2	When and where was the Non-Aligned Movement founded?	**In Belgrade in 1961.**
3	Name two founders of NAM.	**For example: Tito, Nehru, Nasser, Nkrumah, Sukarno.**

4	What was the Cold War?	**A period of rivalry between the US-led West and the Soviet-led East without direct war between them.**

WATCH OUT FOR

Learners think non-aligned countries had no friends. They cooperated widely but avoided bloc membership.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Give a diagram of the two blocs and the non-aligned group.
Learners ready for more	Why did newly independent African states favour non-alignment? (Answer: To protect their new independence, avoid being drawn into superpower conflicts and gain aid from both sides)
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.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "alignment and non-alignment in world politics" 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.

Key aligned movements and groupings, 1970-2020

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) analyse key aligned groupings from 1970 to 2020; b) present findings using digital or print media

KEY INQUIRY QUESTION(S)

- Which concerns arise from the Global North and Global South alignments?
- Which factors have favoured Aligned and Non-Aligned Movements from 1970 to 2020?
- What are the merits of Aligned and Non-Aligned Movements from 1970 to 2020?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Good governance**	Developed through the activities in this lesson.
PCI	**Equity and non-discrimination**	Developed through the activities in this lesson.

Elimu254 Learn • Grow • Build Tomorrow

LEARNING RESOURCES

World map | Charts on international groupings | Digital devices for research and presentations (where available)

ORGANISATION OF LEARNING

Pairs for digital research; groups of four, each studying one grouping and presenting; groups for posters; two teams for the debate; individual or group poems.

KEY WORDS

alignment | non-alignment | Cold War | Non-Aligned Movement | Global North | Global South | BRICS | Belt and Road Initiative | G77 + China | CELAC | diaspora | remittances

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