Grade 6 Social Studies

Term 3 - 28 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 35-minute lessons | PDF and editable Word

ABOUT THIS PACK

28 complete, ready-to-teach Grade 6 Social Studies lesson plans for Term 3, covering traditional forms of government, regional co-operations, citizenship, human rights, peace and conflict resolution, government revenue and expenditure and the preamble of the Constitution of Kenya.

TOPICS IN THIS PACK

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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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Traditional government and the Buganda kingdom

Strand 4.0 Political Systems > Sub-strand 4.1 Traditional forms of Government | Lesson 1 of 5 | 35 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 what traditional government means; b) describe where the Buganda lived and how their kingdom was formed

KEY INQUIRY QUESTION(S)

- How were communities governed in the past?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
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	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.
PCI	**Safety and security**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

A map of Uganda and Tanzania | A chart of the Buganda political structure | A chart of the Nyamwezi political structure | Manila paper and markers

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

government | kingdom | chiefdom | Kabaka | Katikiro | Lukiiko | Ntemi | council of elders | hereditary

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Before there were presidents and governors, who do you think made rules for communities?" 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	8	Take learners through "Traditional government" (key ideas on the next page), explaining as you go. Use a map of Uganda and Tanzania, a chart of the Buganda political structure, a chart of the Nyamwezi political structure. 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	9	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	8	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	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Give one reason why Buganda grew strong."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Traditional government

Government is the way a community or country is ruled: who makes the rules, who keeps order and who settles disputes. Long ago, communities had their own forms of government, led by kings, chiefs or councils of elders.

The Baganda are a Bantu community living to the north and west of Lake Victoria in present-day Uganda. They built one of the strongest kingdoms in Eastern Africa, Buganda, with its capital at Mengo near today's Kampala. The kingdom grew strong because of fertile land, reliable rainfall, plenty of food (bananas), a strong army and trade.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is government?	**The way a community or country is ruled**
2	In which present-day country is Buganda?	**Uganda**
3	Name the capital of the Buganda kingdom.	**Mengo (near Kampala)**
4	Give one reason why Buganda grew strong.	**Any one, for example fertile land, reliable rain, plenty of food, a strong army, trade**

WATCH OUT FOR

Learners mix up "Buganda" (the kingdom), "Baganda" (the people) and "Luganda" (the language). Write all three on the board.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Locate Buganda on a map of Uganda next to Lake Victoria.
Learners ready for more	Why would plenty of food help a kingdom become strong? (Answer: People were healthy, had time for other work, and could feed an army)
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 "traditional government and the Buganda kingdom" 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.

ELIMU254

How the Buganda kingdom was governed

Strand 4.0 Political Systems > Sub-strand 4.1 Traditional forms of Government | Lesson 2 of 5 | 35 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 describe the political organisation of the Buganda kingdom

KEY INQUIRY QUESTION(S)

- How were communities governed in the past?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
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.
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ORGANISATION OF LEARNING

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KEY WORDS

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THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "In our school, who is at the top, and who helps the head teacher run it?" 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	8	Take learners through "The Buganda political structure" (key ideas on the next page), explaining as you go. Use a map of Uganda and Tanzania, a chart of the Buganda political structure, a chart of the Nyamwezi political structure. 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	9	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	8	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	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "What was a saza?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

The Buganda political structure

The Kabaka (king) was the head of the kingdom. The position was hereditary (passed within the royal family). He was the final judge, the commander of the army and the head of religious life.

The Katikiro (prime minister) ran the day-to-day affairs and was the chief judge. The Omuwanika was the treasurer.

The Lukiiko was the council (parliament) that advised the Kabaka, made laws and heard cases.

The kingdom was divided into counties (saza), each under a saza chief, then sub-counties (gombolola) and villages (miruka), each with its own chief. The Kabaka appointed chiefs and could remove them. There was also a standing army and a navy of canoes on Lake Victoria.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What was the title of the king of Buganda?	**Kabaka**
2	Who was the Katikiro?	**The prime minister (and chief judge)**
3	What was the Lukiiko?	**The council (parliament) that advised the Kabaka and made laws**
4	What was a saza?	**A county, ruled by a saza chief**

WATCH OUT FOR

Learners think the Kabaka was elected. Stress that the position was hereditary.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can describe the political organisation of the Buganda kingdom confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can describe the political organisation of the Buganda kingdom accurately in familiar situations; notices and corrects slips without help.
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Below expectations (BE)	Cannot yet describe the political organisation of the Buganda kingdom without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Draw the structure as a pyramid with the Kabaka at the top and villages at the bottom.
Learners ready for more	Why did the Kabaka appoint chiefs himself instead of letting clans choose them? (Answer: So the chiefs were loyal to him and he controlled the whole kingdom)
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 "how the Buganda kingdom was governed" 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.
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