

Teacher's Guide

Summary of First Video Section

Introduction with the *Me Too* and *Black Lives Matter* movements. Key terms, empire and imperialism. British Empire facts. The presence of the British empire in contemporary society. Statues and popular culture focusing on cinema. Limited knowledge of British imperialism. Establishment of Uganda and the creation of the Kampala-Mombasa Railway. The creation of Kenya to pay the railway debt. The promotion of white settlement and the creation of discriminatory economic system. [Pause at 11:22].

Activity One – *Colonial Rock, Paper, Scissors!* (Simultaneous whole class participation)

A classic game of chance, but with a twist. Players should be given a cut-out role card designating them as a European Estate Manager, an Indian Trader, or an African Peasant Farmer. The whole class should start by playing *Rock, Paper, Scissors!* against their neighbours, before coming together behind winning teams. Each role card has a different number of lifelines. Lifelines can only be used once during this whole activity. When a player loses a game of *Rock, Paper, Scissors!*, they use a lifeline and continue playing. If a player loses and has no lifelines left, they must join the winner's team and support the winning team's leader as they play using their remaining lifelines. If a team loses to another team, the losing team must join the winning team and rally behind their new leader. The game ends when one team has absorbed all its rivals.

When distributing card roles, try to make sure that there are twice as many African Peasant Farmers as there are Indian Traders, and twice as many Indian Traders as European Estate Managers. Despite this asymmetric distribution, because European Estate Managers have six lifelines, they should be the most successful players.

Summary of Second Video Section

Strategies of colonial resistance and their flaws. Unstable colonial categories. Education and the growth of a politicised African public. Harry Thuku and the East African Association. Colonial Government suppression. Jomo Kenyatta, and *Facing Mount Kenya*. African political independence and African cultural pride. [Pause at 17:45].

Activity Two – Source Discussion (Small group discussion)

Have pupils look at both sources thoroughly, before encouraging them to discuss the sources with their neighbours and answer the questions provided. The written source has been abridged by me. I have modernised and simplified the language to make it accessible whilst trying preserve its forthright tone. Anger and threats of violence are interwoven with sarcasm in the text. Using the sample answers as a guide, you should help pupils see the radical message conveyed by this piece of academic, ethnographic writing. Regarding the picture of Jomo Kenyatta, draw attention his posture and gaze. In my reading, Kenyatta is presenting himself as a proud, strong, masculine leader – a direct repost to white supremacy. His quizzical touch of the spear tip suggests African strength.

Summary of Third Video Section

Divisions with Kenya's African community, including gender, ethnicity, and age. Mau Mau's violent rebellion against British colonialism and African gerontocratic power. Overwhelming British response. Mass incarceration of Kikuyu people. The Mau Mau conflict's impact on constitutional reform, culminating in independence negotiations. The election of 1961 and the constitutional process. [Pause at 26:02].

Activity Three – Independence Party Posters (Small group activity, ending with group presentations to the whole class)

First, announce yourself as the District Commissioner of Nairobi who will oversee the election process. Assign each group a party card which explains their political aims and beliefs for this activity. Each group should create an election poster to convey their party's agenda in the run up to the election. Each party knows that if they win the vote, they will be able to use their power to manipulate the new constitution in line with their interests. To sway the electorate, an eye-catching party logo and catchy soundbites will be invaluable. Once each group has created the poster, they should nominate a spokesperson to display their poster and announce their policies to the group.

However, all is not what it seems. Speaking as District Commissioner, tell the class that you have uncovered evidence that the Mau Mau Veterans Association and the Repatriation Party were planning to intimidate voters. As a result, these parties are barred from running in the election. Then announce that you have an urgent message from the Governor of Kenya for the spokesperson of the United Country Party. Hand the telegram to the UCP spokesperson and get them to read the message aloud to the class. The UCP spokesperson will declare that to preserve national unity, the UCP will merge with the Kenya National African Union. As District Commissioner, ask the class by way of shouting 'yes' or 'no' whether KANU should be elected to govern independent Kenya. Ignoring their response, announce KANU the winner!

This is playing a little fast and loose with the history, but it conveys the important point that the elections in the run up to independence were not free and fair.

Note: Depending on the class size, this activity can be played with or without the Repatriation Party.

Summary of Fourth Video Section

The 1961 elections and British support for KANU. KANU and Jomo Kenyatta. Kenya's independence in December 1963. Concluding remarks, lessons from colonial Kenya's history for today. [Video Ends 29:49].