

## St Mary's

### Kenya's Political Journey: From Independence to Present Day

Grade 11 · Social Sciences · 80 minutes · Kakamega County

*Rosenshine (2012) Principles of Instruction | Black & Wiliam (1998) formative assessment | CBE competency evidence logic*

**Lesson Objective:** By the end of the lesson, learners will evaluate four key phases of Kenya's political development since 1963 and construct evidence-based arguments about how governance changes have affected ordinary citizens' lives

#### Prior Knowledge Check

**Activity** Quick pair discussion and whole-class share

**Opening question** What do you remember about the Lancaster House Conferences and how did they lead to Kenya becoming independent in 1963?

#### I Do — Teacher Models

**Teacher action** Teacher models analysing political developments using the Western Kenya case study of 1992 multiparty elections

**Worked example** In 1992, Western Kenya, including communities in Kakamega County, experienced Kenya's first multiparty elections since independence. Before 1991, KANU was the only legal political party, meaning people had limited choices. When multiparty democracy was reintroduced, new parties like FORD emerged, led by politicians like Masinde Muliro from Western Kenya. In Kakamega and surrounding areas, communities suddenly had genuine political choices for the first time since the 1960s. However, this also brought new challenges - ethnic tensions emerged as different communities supported different parties, and political rallies sometimes led to violence between supporters. This example shows us that political change can bring both opportunities and new problems for ordinary citizens.

**Think-aloud** I'm looking at this 1992 election example and asking myself: what changed for ordinary people? First, they gained voting choices - that's positive. But I also see new ethnic tensions - that's a challenge. I need to consider both the opportunities and problems that political change brings. This helps me understand that political development isn't always linear progress.

**Rosenshine principle** Present new material in small steps with worked examples and think-aloud modelling

**Key vocabulary:** Multiparty democracy, Constitutional reform, Political consolidation

#### We Do — Guided Practice

<b>Guided task</b>	Working in pairs, learners analyse a timeline of Kenya's political phases and identify how each phase affected citizens' rights and freedoms, using guided questions and sentence starters
<b>Circulation focus</b>	Listen for evidence-based reasoning and check that pairs are distinguishing between formal constitutional changes and actual democratic practice
<b>Hinge question</b>	Which statement best explains the difference between constitutional change and genuine democratic consolidation in Kenya?
<b>Correct answer</b>	B — Constitutional change creates the framework, but democratic consolidation requires sustained practice and acceptance
<b>If &lt;80% correct</b>	Revisit the difference between formal rules (constitution) and actual political practice using concrete examples from Kenya's experience

### You Do — Independent Practice

<b>Independent task</b>	Construct an evidence-based argument answering: 'Has Kenya's political development since 1963 been a story of progress or a story of unfinished business?' Use at least two specific pieces of historical evidence to support your position
<b>Competency evidence</b>	Learners demonstrate citizenship competency by evaluating political developments, using historical evidence to construct reasoned arguments, and showing understanding of how governance affects citizens
<b>Link to performance task</b>	This builds towards the performance task where learners will need to analyse how different political systems have affected various communities in Kenya

### Exit Ticket

<b>Prompt</b>	Name one political development since 1963 that you believe had the greatest impact on ordinary Kenyans and give one reason why
<b>What it proves</b>	Shows understanding of how political changes affect citizens' lived experiences
<b>Recording method</b>	Collect responses at door and review for understanding of citizen impact

#### **SUPPORT**

Provide sentence starters and evidence bank of key political events with dates. Allow use of timeline handout during independent work

#### **CORE**

Complete all activities as designed with pair work support

#### **EXTENSION**

Consider counter-arguments to your position and explain why your argument is stronger despite opposing evidence

#### **RESOURCES NEEDED**

Kenya's 1963 Independence Constitution extract · 2010 Constitution preamble · Timeline handout of key political milestones · Whiteboard · Textbook Chapter 9

*This lesson plan is a teacher-designed classroom resource supporting CBE delivery. It does not replace KNEC or KICD curriculum designs.*