WHAT 0757478868 RATIONALIZED 2026 T123 SCHEME OF WORK LESSON

PLANS, RECORD OF WORK, LATEST EXAM SERIES TERM 3 JESMA,

COMPASS , SIGNAL ETC

2026 GRADE 7 RATIONALISED SOCIAL STUDIES LESSON PLANS - TERM 3

WEEK 1: Strand - Political Development and Governance

Lesson 1 & 2

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Social Studies	7		

STRAND: Political Development and Governance **SUB-STRAND:** Political Development in Africa up to 1900 **SPECIFIC LEARNING OUTCOMES:** By the end of the lesson, the learner should be able to:

- Identify the political organization of selected African communities.
- Describe the political organization of the Ogiek, the Zulu, and Asante.
- Appreciate the political organization of the selected African communities up to 1900.

KEY INQUIRY QUESTION(S):

- Name African communities which had political organisations.
- How were African communities politically organized before the coming of the Europeans?

LEARNING RESOURCES:

- Smart Minds Social Studies Grade 7, pages 125-127

- Pictures or charts illustrating the social structures of the communities.
- A map of Africa showing the general location of the communities.

ORGANISATION OF LEARNING: Learners will work in "expert" groups for discussion and presentation.

INTRODUCTION The teacher will ask learners how decisions are made in their own community or family (e.g., by parents, elders, chiefs). This will introduce the concept of political organization as the way a society governs itself.

LESSON DEVELOPMENT (Lesson 1) Learners are guided to:

- **STEP 1:** The teacher will explain that African communities had two main types of political organization before 1900: centralized (like a kingdom with a king) and decentralized (governed by councils of elders).
- **STEP 2:** The class will be divided into three "expert" groups: The Ogiek, The Zulu, and The Asante.
- **STEP 3:** Each group will read the section in their textbook about their assigned community and discuss its political organization.
    - **Ogiek Group:** Will focus on the decentralized system based on a council of elders.
    - **Zulu & Asante Groups:** Will focus on their centralized systems with a powerful king (e.g., the Asantehene for the Asante, Shaka for the Zulu), chiefs, and a standing army.

LESSON DEVELOPMENT (Lesson 2) Learners are guided to:

- **STEP 1:** Each expert group will prepare a short presentation to teach the rest of the class about their community's political structure.
- **STEP 2:** The groups will present their findings. The Ogiek group will explain the decentralized system, and the Zulu and Asante groups will explain the centralized systems.
- **STEP 3:** The class will compare and contrast the different systems.

CONCLUSION The teacher will summarize the key differences between centralized and decentralized political systems in pre-colonial Africa, emphasizing that both were effective ways of governing complex societies.

EXTENDED ACTIVITIES Learners to draw a simple diagram showing the structure of either a centralized (pyramid shape) or a decentralized (circular shape) political system.