

P.6 SST LESSON NOTES FOR TERM I

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS
				P.6

TOPIC: THE EAST AFRICAN COMMUNITY

THE EAC

LOCATION OF EAST AFRICA

- East Africa is located in the continent of Africa.
- East Africa lies between latitudes 5°N and 11°S and Longitudes 29°E and 42°E .

Continent

- A continent is a large piece of land surrounded by large water masses.

Examples of continents

- Asia (biggest)
- Africa (second largest)
- North America
- South America
- Antarctica (frozen continent)
- Europe
- Australia (smallest)

N.B: East Africa is located in the African continent.

East Africa and its Neighbours

- East Africa is made up of 5 countries. These are;

Country	Capital city
1. Tanzania	Dodoma
2. Kenya	Nairobi
3. Uganda	Kampala
4. Burundi	Bujumbura
5. Rwanda	Kigali

N.B: Tanzania is the biggest country in East Africa while Burundi is the smallest country in East Africa.

Current presidents of the East African countries

Tanzania	John Pombe Magufuli
Kenya	Uhuru Kenyatta
Uganda	Yoweri Kaguta Museveni
Burundi	Pierre Nkurunziza
Rwanda	Paul Kagame

Activity

1. In which geographical region is Uganda found?
2. Name the biggest country in E. Africa
3. How many countries make up the East African geographical region?
4. Name the biggest continent in the world.
5. Who is the current president of
 - a. Tanzania
 - b. Burundi

--	--	--	--	--

Land locked countries and East Africa

- Uganda
- Rwanda

Coastal sea ports of East Africa

- Mombasa
- Dar-es-Salaam

Neighbouring countries of East Africa.

In the North

- South Sudan (Juba)
- Ethiopia (Addis Ababa)

North East

- Somalia (Mogadishu)

South

Mozambique

Malawi

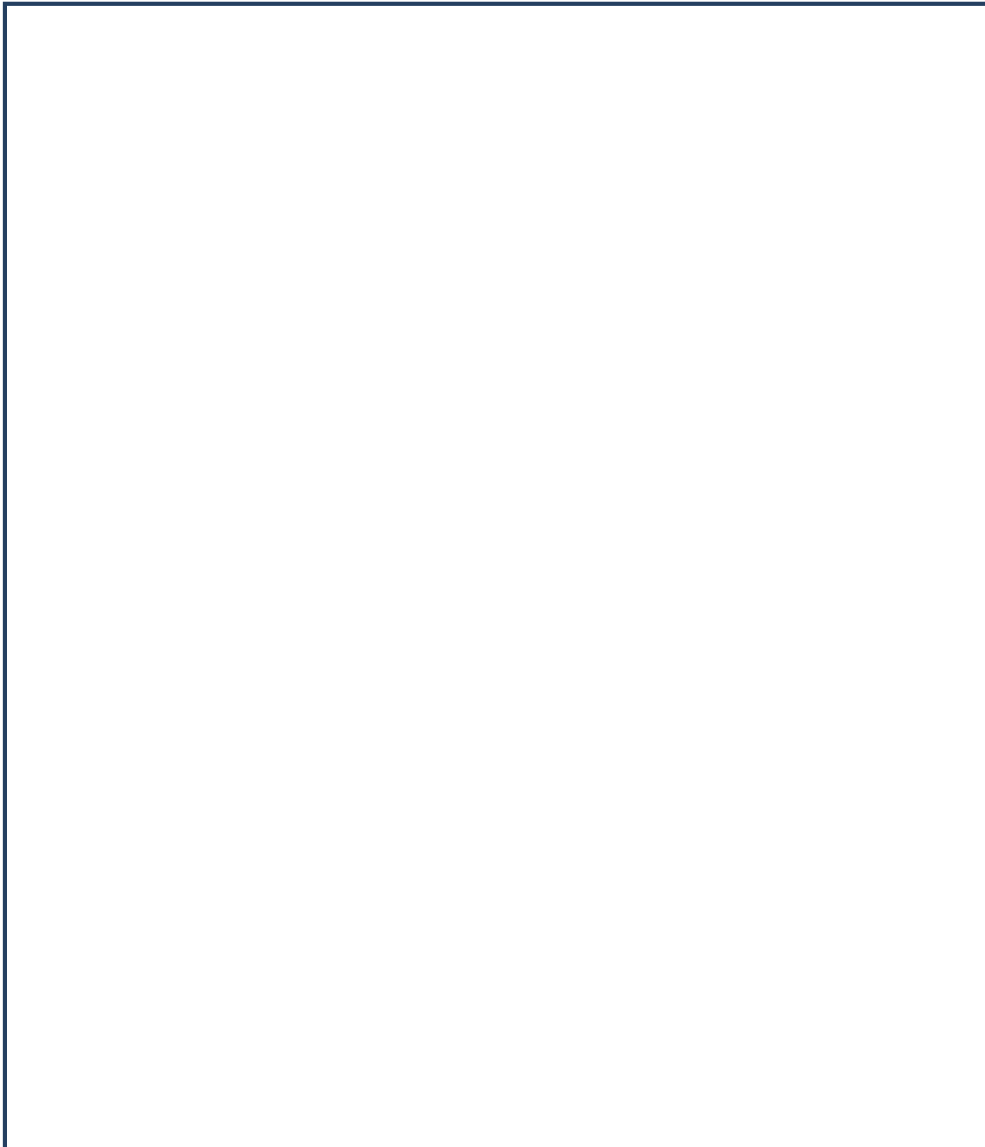
West

DRC (Democratic Republic of Congo) – Kinshasha

South West

- Zambia

A map of East Africa showing its neighbouring countries



Location using Grid reference

- Good reference is the locating of places using latitudes and longitudes
- Latitudes are imaginary lines drawn on a map running from East to West.
- Longitudes are imaginary lines drawn on a map running from North pole to south pole

Activity

1. Write down any two non-land locked countries in East Africa.
2. Mention the sea port that handles most of Uganda's goods.
3. Give any two neighbouring countries of East Africa crossed the Equator.
4. How many countries neighbour East Africa?
5. Name the country that neighbours East Africa in the
 - a. North
 - b. South
 - c. West

Date	Time	Subject	No. of pupils	Class

Major lines of longitudes

1. Prime meridian (Greenwich Meridian 0^0)
2. International Date Line (180^0)

Note

- The Prime meridian determines time
- The IDL determines the international dates
- East Africa is not crossed by the Prime Meridian
- Therefore, East Africa lies in the Eastern Hemisphere

Countries crossed by the Prime Meridian

- Algeria
- Mali

- Burkina Faso
- Ghana

Note

1. Accra is the only city in Africa crossed by the prime meridian
2. Longitudes are also called Meridians
3. Latitudes are also called Parallels.

Activity

1. State any two importance of longitude
2. What are Meridians
3. Which longitude determines
 - a. Time
 - b. Date
4. What is Equinox?
5. How does latitude affect the climate of an area?
6. What is latitude?

SUB TOPIC: HISTORICAL BACKGROUND OF EAST AFRICAN COMMUNITY

Language competence

The learner constructs proper sentences using these words

- symbol, latitude, longitude, community, location, map reading, time zone.

COMMON MARKET

A market is a place where people buy and sell things or commodities

A common market is an organization formed by countries in the same region to promote common interests like trade.

Co – operation means working together

Examples of common markets involving East Africa

- The East African Community (EAC)

- Common Market for Eastern and Southern Africa (COMESA)
- Kagera Basin Organization (KBO)

EAST AFRICA

- East Africa is found in the continent of Africa
- It is found in the eastern geographical region

Countries that make up East Africa (Geographically)

- Uganda
- Kenya
- Tanzania
- Rwanda
- Burundi

Countries that make up the East African community

- Uganda
- Kenya
- Tanzania
- Rwanda
- Burundi
- South Sudan 16th /08/2016

A SKETCH MAP SHOWING THE LOCATION OF EAST AFRICA ON THE MAP OF AFRICA
(New fountain SST book 6, Page 15)
(MK SST book 6, Page vi)

Lesson activity

1. Define the following terms
 - Market
 - Common market
 - Co – operation
2. In which geographical *region* of Africa is East Africa located?
3. Name the three major countries that make up East Africa.
4. Write in full
 - a) E.A.C
 - b) E.A.C.S.O
 - c) E.A.H.C.

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE EAST AFRICAN COMMUNITY

SUB TOPIC: DESCRIBING EAST AFRICA USING LONGITUDES AND LATITUDES

Language competence

The learner explains new terms:

Latitude, longitudes, hemisphere

- East Africa lies between 5° N to 11° s of the equator
- Longitudes 42° E to $29 \frac{1}{2}^{\circ}$ E of the Greenwich

LATITUDES

These are imaginary lines drawn on a map running from east to west

Latitude: Is the distance North or South of the equator.

- Equator 0°
- Tropic of cancer – $23 \frac{1}{2}^{\circ}$ N
- Tropic of Capricorn - $23 \frac{1}{2}^{\circ}$ S

- Arctic circle - $66\frac{1}{2}^{\circ}\text{N}$
- Ant arctic circle – $66\frac{1}{2}^{\circ}\text{S}$

N.B: The equator is marked 0° because it marks the beginning of other latitudes.

It is also the major latitude because it divides the world into two equal parts (hemispheres)

HEMISPHERE

This is part of the world north or south of the equator, *East or West of prime meridian*.

Hemispheres of the world

- Northern hemisphere
- Southern hemisphere

NORTHERN HEMISPHERE

This is part of the earth found in the northern part of the equator

SOUTHERN HEMISPHERE

This is part of the earth found in the southern part of the equator

Examples of countries crossed by the equator

- Uganda
- Kenya
- Gabon
- D.R.C
- Congo brazaville
- Somalia

A globe showing the latitudes

(New fountain SST book 6, Page 13)

Lesson activity

1. Define the term
Latitudes
2. Describe East Africa briefly using longitudes and latitudes
3. State any two East African countries crossed by the equator
4. Which East African country is not crossed by the equator?

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE EAST AFRICAN COMMUNITY

SUB-TOPIC: LOCATION OF EAST AFRICA USING LONGITUDES AND LATITUDES

Language competence

The learner spells and pronounces these words correctly

Longitudes, imaginary, meridian

SUB TOPIC: LONGITUDES

Longitudes are imaginary lines drawn on a map running from North Pole to South Pole.

Longitude – It the distance East or West of the Greenwich.

Examples of longitudes (meridians)

- Greenwich (prime meridian) 0°
- International date line – 180°

The prime meridian is also called the Greenwich meridian because it crosses Greenwich town in England.

Examples of countries crossed by the Greenwich (0°)

- Ghana
- Mali
- Burkinafaso
- Algeria

No East African country is crossed by this longitude

USES OF LONGITUDES AND LATITUDES

- They locate places on a map
- The latitudes help to locate the position of the sun
- The Equator determines climate of an area.
- Latitudes help to tell the climate seasons
- The international dateline helps to determine dates and days
- Latitudes help to tell how far North or South a place is from the Equator.
- Longitudes help to tell how far East or West a place is from the Prime Meridian.

A MAP SHOWING THE POSITION OF EAST AFRICA USING LONGITUDES AND LATITUDES

Lesson activity

1. What are lines of longitudes?
2. What other name is given to the Greenwich meridian?
3. Name the major line of longitude marked 0° .
4. Name any two countries crossed by longitude 0° .
5. State the importance of both lines of latitude and longitude in map reading.
6. *It is 3:00pm at G.M.T. What time is it in Cairo which is 30° E of G.M.T? I will give more activities for practice.*

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE EAST AFRICAN COMMUNITY

SUB TOPIC: USING LONGITUDES AND LATITUDES TO LOCATE En.

Language competence

The learner;

Pronounces, reads, spells and uses words correctly like

- Time zone, Standard, Greenwich, International, dateline

CONTENT: CALCULATING TIME USING LONGITUDES.

*International dateline determines world time while Prime Meridian determines G.M.T countries using the same time are said to be in the same time zone. Like our East African countries have the same time renown as **The East African Standard Time (E.A. S.T)***

Example

It is 5:00pm at Greenwich Mean Time (G.M.T). What time will it be in East Africa which is 45° East of Greenwich.

Solution

1 hour = 15° 5 : 00pm

? = 45° + 3 : 00pm

*Let the time at 45° be y. **8 : 00pm***

So, 1 hour = 15

***Y** = 45*

$$45^{\circ}/15^{\circ} = 15^{\circ}/15^{\circ}$$

$$3\text{hours} = y$$

So at 45° we have 3 hours

\therefore We add 3 hrs to 5:00pm

It will be 8:00p.m in East Africa when it is 5:00pm at G.M.T.

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE EAST AFRICAN COMMUNITY

SUB TOPIC: THE FORMATION OF THE EAST AFRICAN HIGH COMMISSION 1948

Language competence

The learner pronounces and uses these words correctly;

commission, federation, independence

1. The idea of the East African Co-operation started when the British took control over the East African countries i.e Kenya in 1895, Uganda in 1894 and Tanganyika in 1918.
2. The British in Kenya brought the idea of the federation of east Africa which aimed at uniting the east African countries politically.

THE EAST AFRICAN HIGH COMMISSIONBY

- Sir John Hathon Hall – Uganda
- Philip Mitchell – Kenya
- William Cotter shill – **Tanganyika**

1. It was formed in 1948.
2. It had its headquarters in Nairobi – Kenya

Services and departments run by the east African high commission (high light)

- East African railways and harbours
 - The East African posts and telecommunications
 - East African literature Bureau
 - East African income tax department
4. The commission worked so well that the British suggested that they would form a

federation.

- A federation is a group of countries in a region joined together and administered politically and economically as one unit.
 - Kabaka Mutesa II opposed Buganda to be part of the East African federation and as a result he was exiled by Sir Andrew Cohen in 1953.
 - He was brought back in 1955 after signing the Namirembe Agreement.
5. When Tanganyika got independence in 1961, the three East African countries agreed to change the name to the East African Common Services Organization (EACSO) whose head quarters were in Nairobi.

EACSO did not last longer due to lack of enough funds (money) to run its activities

This led to the formation of East African community (EAC) in 1967 with its headquarters in Arusha – Tanzania.

LESSON ACTIVITY

1. Who brought the idea of the federation of East Africa?
2. What does the term federation mean?
3. Mention the presidents of the East African countries during the time when the idea of east African federation was brought
4. Which factors led to the fall of each of the following
 - i) E.A.C.S.O
 - ii) E.A.H.C
5. Why did Kabaka Mutesa II reject the idea of the East African Federation?
6. Name any two services which were run by the East African High Commission

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE EAST AFRICAN COMMUNITY

SUB TOPIC: THE FORMATION OF THE EAST AFRICAN COMMUNITY (EAC)

Language competence

The learner uses these words in meaningful sentences

co-operation, trade, services

FORMATION OF EAC

- The EAC was formed in 1967 to replace the EACSO
- It was an economic community of 3 countries namely:- Uganda, Kenya and Tanganyika
- Three presidents who witnessed the birth of the EAC were:-
 - i. Dr. Apollo Milton Obote of Uganda
 - ii. Jomo Kenyatta of Kenya
 - iii. Julius Nyerere of Tanzania
- It had its headquarters in Arusha – Tanzania
- At the headquarter is where we find the secretary general
- ***The current Secretary General of EAC is Alain Aime Nyamitwe***

THE DUTIES OF SECRETARY GENERAL

- Makes agenda for the general assembly
- Organizes east African meetings
- Records and keeps minutes of the community

REASONS WHY THE EAST AFRICAN COMMUNITY WAS FORMED

- To promote sub regional trade among member States
- To bring *about* economic balance among member states
- To set up a common customs, tariffs and duties in order to prevent smuggling of goods
- To set up similar currency value
- To help share common social and economic services
- To strengthen and regulate industrial and commercial duties
- To promote unity and co-operation among members states.

Lesson activity

1. Which organization was replaced by the EAC?
2. Identify where the headquarters of the EAC were located.
3. Suggest any two reasons why the east African community was formed
4. Mention the presidents who formed the east African community in 1967

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE EAST AFRICAN COMMUNITY

SUB TOPIC: SERVICES THAT WERE OFFERED BT THE EAC AND FORMER

Language competence

The learner spells and pronounces these words correctly.

headquarters , *provide*, *weather*, *business*, exercise, labours, secretariat.

TOWNS OF THEIR HEADQUATERS

TOWN	SERVICES OFFERED
Nairobi <i>K</i>	East African railways , income tax , literature bureau , industrial research , <i>meteorological</i> department
Dar – es – salaam <i>T</i>	East African harbors corporation
Mombasa <i>K</i>	Customs and excise <i>tax on locally made goods</i> Imports
Zanzibar <i>K</i>	Marine fisheries research
Amari	Institute of malaria and vector bone diseases
Mwanza <i>T</i>	Institute of medical research , in land marine services
Arusha <i>T</i>	Central secretariat , civil aviation board , pests research
Entebbe <i>Y</i>	Virus research institute
Kisumu <i>K</i>	East African railways repair workshops
Jinja <i>U</i>	Fresh water fisheries research
Tororo	East African trypanosomiasis research
Maguga	Agriculture and forest research

Alupe	East African leprosy research
Kampala <i>U</i>	East African posts and telecommunication

ACHIEVEMENT OF THE FORMER EAST AFRICAN COMMUNITY

- It helped to start industrial projects
- It promoted economic co – operation
- It promoted education department
- It promoted communication

PROBLEMS FACED BY THE FORMER EAST AFRICAN COMMUNITY

- Political differences among member states
- Bad decisions taken by general Idi Amin Dada of Uganda – 1971
- Political instabilities especially in Uganda

LESSON ACTIVITY

1. Mention any three services that were offered by the EAC
2. Mention any two achievements of the former east African community
3. State any two problems faced by the former east African community
4. Which bank was owned by the 3 east African countries

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE EAST AFRICAN COMMUNITY

SUB TOPIC: THE COLLAPSE OF EAC

Language competence

The learner spells and pronounces these words

border , instabilities, competition, collapse, decline survive, interference, hindered

In 1977 the EAC collapsed / declined

FACTORS THAT LED TO COLLAPSE OF THE EAC

- Misunderstandings and mistrust among member states – Kenya wanted more shares.
- The closure of the border between Kenya and Tanzania.
- The countries failed to contribute enough funds to run the community
- Declaration of president Idi Amin to take over western part of Kenya
- Political instabilities especially in Uganda
- The interference of Europeans who never wanted competition for market led to collapse
- Economic imbalances i.e. Kenya dominated too much in industrial establishments unlike other member states.
- Harassment of Kenyans in Tanzania.

EFFECTS OF THE COLLAPSE OF EAC

- It led to the formation of east African co – operation
- Member countries took control of some organs in their countries
- Railway transport from Uganda up to Tanzania was hindered i.e the train could not reach Tanzania

Examples of organs / departments which survived after the collapse of the EAC

- The East African Development bank (EADB) - Kampala
- The East African school of civil aviation- Soroti
- The East African school of Librarianship – Makerere University

Lesson activity

1. Write down any two factors that led to the decline of the east African community
2. Suggest any two results of the collapse of EAC
3. In which year did the east African community collapse?

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE EAST AFRICAN COMMUNITY

SUB TOPIC: THE REVIVAL OF THE EAST AFRICAN *COMMUNITY*

Language competence

The learner pronounces, spells and uses these words.

Revival, treaty, peace, understanding, content

The east African co – operation was revived in 1994 by the 3 east African presidents namely:

- President Yoweri Kaguta Museveni - Uganda
- President Benjamin Mkapa – Tanzania
- President Daniel Arap Moi – Kenya

The treaty for the revival of the east African co – operation was signed on 30th November 1999 at Amri Abed memorial stadium in Arusha Tanzania

REASONS FOR THE REVIVAL OF THE EAST AFRICAN *COMMUNITY*

- To revive free movement of people and their goods
- To create a common tax in order to fight against struggling
- To promote regional co – operation
- To create wide market *for* goods and services
- To revive and improve on the former *East Africa* organs which were still existing
- To promote peace and security in the region
- To facilitate transport and communication

Treaty

This refers to an agreement signed between two or more parties for a common understanding

The current members of the east African co – operation

- Uganda – *under President Y.Kaguta Museveni*
- Kenya – under president Uhuru Kenyatta
- Tanzania – under president Joseph Magufuli
- Rwanda – under president Paul Kagame
- Burundi – under president *Jean Pierre* Nkurunziza.
- South Sudan

A SKETCH MAP SHOWING THE CURRENT MEMBERS OF EAC

(New fountain SST book 6, Page 17)

Current

- Chairman of EAC
- General secretary
- Speak of EALA
- Head of State
- EACI – Head
- Maguful
- Alain Aime Nyamitwe – Burundi
- Daniel Kidega

Lesson activity

1. Name the presidents of the East African countries who signed a treaty to revive the East African co-operation.
2. Give any two reasons for the revival of the East African co-operation
3. Suggest any two reasons why Rwanda and Burundi joined the East African co-operation.

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE EAST AFRICAN COMMUNITY

SUB TOPIC: OBJECTIVES OF *THE EAST AFRICAN COMMUNITY*

Language competences : The learner pronounces, spells and uses the following words correctly;

- Strength , currency, economic, regional, security, existing.

OBJECTIVES OF EAC

- To promote trade among east African states
- To strengthen co – operation among the member countries
- To set up a similar currency value
- To bring *about* economic balance among member countries
- To promote regional peace and security
- To *strengthen* the existing bodies of east African community
- To exchange ideas politically

BENEFITS OF THE EAST AFRICAN *COMMUNITY*

- It has promoted and strengthened trade
- It has strengthened co – operation among member countries
- It has promoted free movement of people ,goods and services
- It has improved on industrial development among member countries which has created employment.
- It has created wide market of goods produced in member countries

Lesson activity

1. Give any four *objectives* of the East African co-operation.
2. State two ways in which the member states of the EAC benefits from it.

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE EAST AFRICAN COMMUNITY

SUB TOPIC: ACHIEVEMENTS OF THE EAST AFRICAN *COMMUNITY*

Language competence

The learner spells and gives the meaning of
smuggling, services, communication, transport.

- It has enabled free movement of goods , services and people
- The member countries have increased from 3 to 5
- It has helped to reduce on dependence of overseas imported goods
- It has created wider market of goods and services
- It has promoted peace and security
- It has developed transport and communication services

PROBLEMS FACED BY THE EAST AFRICAN *COMMUNITY*

- Lack of a unifying language making communication difficult.
- Smuggling of goods
- Lack of enough funds to run the activities of the co – operation
- High taxation
- Dependence on overseas goods
- Limited market for goods since most countries produce almost similar goods and services
- Wide spread ignorance among people in member countries
- Poor transport and communication
- Political differences among member states
- Different levels of economic development among member states
- Different education systems in member states
- Some countries have been restricting the importation of some goods from other member states.

Lesson activity

Solutions

- The East African governments have encouraged foreign investors to come and set up factories and industries to manufacture goods locally
- The East African countries have also promoted the teaching of English at all levels in schools in order to overcome language problem
- The East African countries are implementing universal education in schools
- The taxes on goods have been reduced which has solved smuggling problem
- The East African countries export some goods in order to get wider market
- The East African countries created a bank (EADB) which gives loans to the members states

- The East African countries have promoted road, railways, air and water transport to link to each other.

Lesson activity

Suggest any four ways in which the EAC member states can solve the problems of co-operation.

Date	Time	Subject	No. of pupils	Class

Topic: The East African Community

Subtopic: The Organs of the East African Community

Lang . Comp: The learner pronounces, spells and uses the new words correctly

- Assembly
- Organs
- Symbols
- Justice

Organs of the East African Community

a) The summit of the Heads of State

- It consists of heads of state from member states
- It gives the general direction to the development of the community
- It meets once a year to discuss annual progress reports
- MAGUFULI John – Chairman

b) The Council of Ministers

- It designs policies of the community
- It consists of the ministers responsible for regional co-operation from member states.
- It promotes, monitors and keeps under constant review of the implementation of community, programmes.
- Headed by Augustine Mahiga

c) The secretariat

- It's the executive organ of the community
- Its headquarters are in Arusha (T.Z)
- It is headed by the secretary General assisted by three deputy secretary generals
- Dr. Mtumukeko is the current secretary General of the E.A.C.

d) The East African Legislative Assembly (EALA)

- It is the law making body (organ) of the EAC.
- Each member state elects 9 members making a total of 45 members and 7 official members.
- Hon. Daniel Kidega – Uganda is the current speaker of the EALA

e) The East African Court of Justice

- It tries cases from the Courts of the member states
- It is the highest judicial court among member states
- Harold Nsekera (head)

Uganda's representatives to the EALA

- Hon. Badiru Wegulo

Symbols of the EAC

- The EAC flag
- The EAC Anthem
- The EAC Constitution

Activity

1. Who is the current secretary General of the EAC?
2. Mention any two organs of the EAC.
3. Give any one symbol of the East African Community.
4. State any one organ of the East African Community
5. Where in East Africa are the headquarters of the EAC found?
6. Mention the role played by Daniel Kidega in the EAC.

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE EAST AFRICAN COMMUNITY

SUB TOPIC: NATIONAL SYMBOLS OF EAST AFRICAN COUNTRIES

Language competence

The learner gives the meaning of symbols, sovereign, constitution

- Symbols are things that identify one thing from another

- National symbols are sign of identify of a country

IMPORTANCE OF NATIONAL SYMBOLS

- They promote the spirit of national unity
- They identify one country from the other
- They show that a country is independent (sovereign)
- They show the existence of a country
- They indicate the important values and features that honour a country

NATIONAL SYMBOLS OF UGANDA

- Uganda national anthem
- National flag
- Uganda national map
- National constitution
- National emblem
- National currency
- National coat of arm

Like Uganda, other countries of East African Community have their National symbols such;

A. Tanzania

- *Tanzania National Anthem*
- *Tanzania Coat of Arms*
- *Tanzania National Language*
- *Tanzania National Constitution*
- *Tanzania National map*
- *Tanzania National flag*
- *Tanzania National parliament*

B. Kenya

- *Kenya National constitution*
- *Kenya National map*
- *Kenya National Anthem*
- *Kenya National parliament*

- *Kenya National language*
- *Kenya National flag*
- *Kenya National Coat of Arms*

C. Burundi

- *Burundi National Anthem*
- *Burundi National parliament*
- *Burundi National constitution*
- *Burundi National flag*
- *Burundi National language*
- *Burundi National Coat of Arm*
- *Burundi National map*

Lesson activity

1. *Mention five National attributes of an independent country.*
2. *Give the importance of a national constitution to a country like Uganda.*
3. *Point out any four features on the Uganda Coat of Arm and their implications.*
4. *Why does Uganda lack a National language?*

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE EAST AFRICAN COMMUNITY

SUB TOPIC: RWANDA FLAG

Language competence

The learner gives meanings of

development

transparency

ignorance

design

The Rwanda National flag has three colours namely

- blue
- yellow
- green

Blue - is the biggest colour of the 3, the flag has a golden sun on the right corner with 24 rays

Blue colour – the blue colour represents peace and happiness for all Rwandans.

Yellow colour – it represents development based on work

Green colour – it represents hope for prosperity of Rwanda

Golden rays – it shows that Rwanda is for all just as the sun

We must work in transparency

We should all fight ignorance in Rwanda

The flag was designed by Alifunsi cyimobenecyo

RWANDA FLAG

(New fountain SST book 6, Page25)

Future prospects of the EAC

- To have a monetary Union
- To have a common currency
- To have the East African Federation

Lesson activity

1. write down the colours found Rwanda flag in their right order
2. What do the following colours represent? Blue colour ,yellow colour and green
3. What does the golden sun represent?

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE EAST AFRICAN COMMUNITY

SUB TOPIC: RWANDA COAT OF ARMS

Language competence

The learner spells and pronounces these words correctly

defence, patriotism, beauty , heritage, culture, heroes, melody

RWANDA COAT OF ARMS

- It has sun rays – this represents unity and transparency
- Green wheel cords – they represent unity among all Rwandese
- Two shields – they represent defence and patriotism for the country
- Coffee and sorghum – they represent the agricultural products for both food and cash crop
- Traditional baskets – they represent culture of unity, sharing and preserving the harvest
- Blue industrial wheel – it represents development through modern wheel
- National motto – it represents unity ,work and patriotism

RWANDA NATIONAL ANTHEM

1ST STANZA

- It describes the beauty of Rwanda
- It encourages unity among Rwandese

2ND STANZA

- It promotes heritage and culture of Rwanda

3RD STANZA

- It praises all the heroes of Rwanda

4th STANZA

- It means that the Rwandese promise to work hard to promote peace and development

N.B The words of the anthem were written by Karubenda prison

The melody was written by corporal Hashakimana Jean Bosco

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE EAST AFRICAN COMMUNITY

SUB TOPIC: PEOPLES OF EAST AFRICA

Language competence

The learner pronounces and writes the words

cradle, archaeology, anthropology, legends, excavation.

Use the word archaeologists in a meaningful sentence

Source of history

- i) Oral tradition
- ii) Witten records
- iii) Archaeology
- iv) Legends
- v) Anthropological *findings*

Oral tradition

This is the history passed by the word of the mouth from one generation to another

The history got by the word of the mouth is called oral history

It is the oldest form of recording history

It is a primary source of written history

DISADVANTAGES OF ORAL HISTORY

- i) The person narrating can change the information
- ii) It is difficult to get the exact person with clear information you want

WRITTEN HISTORY

It is the recorded information collected from oral tradition , books, diaries ,news papers , magazines ,journals and other written records

ANTHROPOLOGY

This is the study of human society, culture and its physical development.

ARCHAEOLOGY

It is the scientific study of the material / remains (fossils) of early man

Examples of material remain of early man

- i) Tools
- ii) Caves
- iii) Pots weapons
- iv) Rock paintings
- v) Bones
- vi) Tombs

ARCHAEOLOGISTS – these are people who dig up and study the remains of early man

EXCAVATION – is the digging up of the remains of early man

STRATIGRAPHY – is the classifying of different items dug according to the depth

Examples of Archaeologists in East Africa

- i) Dr. S.B. Leakey
- ii) Mrs. Leakey
- iii) Dr. Richard Leakey
- iv) Mr. J.S. Kirkman

Dr .S. B. Leakey and Mrs. Leakey

- i) Their findings about early man were mainly carried out in both Kenya and Tanzania
- ii) They discovered the skull of the oldest person at Olduvai Gorge in Tanzania
- iii) Dr. Louis Leakey named the skull as Zinja Thropus
- iv) Zinja is a word which means black Thropus means man

Therefore Zinjan Thropus means black man

Africa is called the Cradleland of man because it is where the skull of the oldest man was discovered from Olduvai Gorge in Tanzania

Dr. Richard Leakey and Mr. J .S. Kirkman are the most well known archaeologists in Africa today

- Pasnaski discovered the remain s of the Chwezi at Bigobya Mugenyi

- Kirkman is excavated remains at the coast of East Africa (Portuguese)

Evaluation

1. Give any three sources of history
2. Define the following
 - i) Oral tradition
 - ii) Anthropology
 - iii) Archaeology
3. Mention two material remains of early man
4. Why Africa is called the cradle land of man?
5. Give the meaning of the following
 - a) Excavation
 - b) *Zinjan* Throupus
6. Mention any two famous archaeologists in Africa

Remarks

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE EAST AFRICAN COMMUNITY

SUB TOPIC: PEOPLES OF EAST AFRICA

Language competence

The learner gives the meanings of
stone age sites, fossils.

Stone Age sites

These are places where the remains of early man were discovered from

Examples of Stone Age sites in east Africa

UGANDA

- Nsongezi
- Sango bay
- Bigo byamugenyi
- Luzira
- Magosi
- Nyero rock painting – famous for rock painting
- Paraa

- Rusinga
- kibiro

KENYA

- | | |
|---------------|-----------|
| 1. Lewa | 5. Nakuru |
| 2. Yala alego | 6. Kendu |
| 3. Kangeri | 7. bay |
| 4. Kanam | |

TANZANIA

- | | |
|--|------------|
| 1. Apis rock- Famous for rock painting | 4. Kisesse |
| 2. Olduvai Gorge | 5. Cheke |
| 3. L. Eyasi | 6. Isimila |

A SKETCH MAP SHOWING A STONE AGE SITES IN EAST AFRICA

(New fountain SST book 6, Page 33)
(MK SST book 6, Page 68)

IMPORTANCE OF STONE AGE SITES

1. They are used for study purpose
2. They attract tourists
3. They provide jobs to people e.g archaeologists
4. They strengthen international friendship among countries
5. They remind people about their heritage.

Evaluation

1. Define the following
 - a) Stone age sites
 - b) Fossils
2. Give any two stone age sites known for rock painting in east Africa
3. What is the oldest stone age site in east Africa
4. Give any two importances of stone age sites

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE EAST AFRICAN COMMUNITY

SUB TOPIC: PEOPLE OF EAST AFRICA.

Language competence

The learner gives the opposites of

early, new, permanent, wild, raw, gathering, large.

STONE AGE PERIOD

Early man lived in a period called Stone Age period

Stone age period was *the time* when man used tools made out of stones

The Stone Age is called so because man used tools made of stones, Man used stone tools because there was no knowledge of metal working

STAGES OF THE STONE AGE

1. The old stone age / polithic period / early stone age
6. The middle stone age / Metholithic period
7. The new stone age / late stone age / Neolithic

THE OLD STONE AGE (POLITHIC PERIOD)

CHARACTERISTICS

1. People lived in trees , bushes
2. They got their food by gathering wild fruits and hunting animals
3. Early man fed on raw meat ,wild berries and honey
4. Man had hairy bodies and large jaws with huge molars for crushing and gridding
5. Man did not have a permanent home
6. Man used simple tools made out of stones and sticks

EARLY MAN TOOLS

1. Man used a bolas and club to hunt animals
2. They also used spears for hunting ,hand axe for skinning , clever for splitting large pieces of meat

Evaluation

1. What is a stone age?
2. Give the main reason why Stone Age period was called so?
3. Give the three stages of stone age period in their order
4. Mention any three characteristics of early man during the old stone age period
5. Identify any two examples of Stone Age tools.

Remarks :-

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE EAST AFRICA COMMUNITY

SUB TOPIC: PEOPLES OF EAST AFRICA

STONE AGE PERIODS

THE MIDDLE STONE AGE(*METHOLITHIC PERIOD*)

It was during this period that a more developed early man called homosapie came into being.

1. He made better tools and weapons making hunting easier
3. He made fire by rubbing dry sticks fixed in a hole of a piece of wood. This rubbing produced heat due to friction thus causing fire to light

DISCOVERIES MADE IN THE MIDDLE STONE AGE

1. Discovery of fire
2. Discovery of the hand axe
3. Fixing a stone on a wooden handle
4. Taming the dog as the first animal

IMPORTANCE OF ADOG TO EARLY MAN

1. It helped him in hunting
2. It helped him in scaring away wild animals (protection)
3. It provide early man with company

IMPORTANCE OF FIRE TO EARLY MAN

1. It was used for roasting meat
2. For preserving meat through smoking
3. For light in caves
4. For protection against wild animals/ *protection*
5. For providing warmth
6. For drying skins
7. For boiling plants used as poison on spears

Evaluation

1. How was friction useful to man in the middle stone age *period*?
2. a) Give any three discoveries of *man* in middle stone age *period*.
c) *What was the most important discovery of early man during the Middle Stone Age period?*
3. State any three importances of fire to early man
4. Mention any two importance of a dog to early man.

Remarks

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE EAST AFRICA COMMUNITY

SUB TOPIC: PEOPLES OF EAST AFRICA

Language competence

The learner spells and pronounces these words correctly.

Knowledge, smelting, Ethiopia, collectively, communities, ownership, valuing.

THE NEW STONE AGE (*Neolithic period*)

1. During this period man started living a settled life to grow his food, guard his property and also solve his problems collectively
8. Farming was started which made early man to live a settled life
9. Man had a more developed brain and his body was less hairy
10. His head grew larger

IMPORTANT DISCOVERIES IN THE NEW STONE AGE

1. The discovery of bow and arrow
2. Beginning of farming and animal keeping
3. Beginning of settled communities
4. Introduction of new hunting methods
5. Improved and wide spread knowledge of fire

THE IRON AGE

1. The discovery of the making of iron tools led to end of stone age period
2. The idea of iron smelting started in Ethiopia at a place called Meroe by Cushites

3. Iron smelting was introduced by the Bachwezi in Uganda
4. Use of iron tools increased food production
5. Larger farms were opened up
6. Man made stronger *from* weapons to defend himself

IMPORTANT CHANGES OF IRON AGE PERIOD

1. Crops growing and animal keeping replaced hunting
2. Increased food security
3. Improvement in development
4. Increased speed of doing work
5. People started valuing land ownership
6. Iron tools were used in barter trade

Evaluation

1. Give another name for new stone age
2. Which activity helped man to live a settled life?
3. Give any two characteristics of man in the new stone age
4. Which activity led to the end of stone age?

DEMONSTRATION METHODS ON MAPS

- *Cartography - Map drawing*
- *Cartography - People who draw maps*
- *Pilotes*
- *Architects - draw plans of houses*

Definition of a continent in relation to Countries

- *Regions in a continent*
- *East Africa*
- *Telling the neighbours of Uganda*

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE EAST AFRICAN COMMUNITY

SUB TOPIC: ETHNIC GROUPS OF EAST AFRICA

Language competence

The learner uses the following terms in meaningful sentences

origin, migration, settlement, African heritage

THE MAJOR ETHNIC GROUPS IN EAST AFRICA

Qn. What is an ethnic group?

7. An ethnic group is a group of people who share the same origin and almost speak the same language
8. *an ethnic group can also be called a tribal group.*

MAJOR ETHNIC GROUPS IN EAST AFRICA

1. Bantu – First ethnic group to Uganda
2. Nilotes
3. The Cushites – First ethnic group to East Africa.

BANTU

Bantu were called so because they speak common words with root word “NTU”

Origins of the Bantu

1. Cameroon highlands
2. North western democratic republic of Congo
3. Congo Brazzaville
4. Gabon

MIGRATION AND SETTLEMENT OF THE BANTU

The Bantu entered east Africa through different directions

1. Those who entered Uganda came from democratic republic of Congo entering Uganda through the western direction and some of them continued to Kenya
2. Those who went to Tanzania ,entered it through the south around L.Tanganyika

3. The group which entered through the south continued up to Kenya
4. The bantu were mainly farmers and also kept live stock
5. They settled between lake regions (interlacustrine regions) where land was fertile and had reliable rainfall
6. The last bantu tribe to come to east Africa were the Ngoni
7. The Ngoni migrated from the republic of South Africa due to fear of being killed in Shaka Zulu's war

The Ngoni entered East Africa from the fourth through Tanzania.

Qn. What is a tribe?

1. *A tribe is a group of people speaking the same language and have some common cultures.*

Examples of Bantu tribes of east Africa

Uganda

- | | |
|---|---------------|
| 1. Baganda – biggest tribe in East Africa | 5. Bakiga |
| 2. Basoga | 6. Banyankole |
| 3. Basamia | 7. Banyole |
| 4. Bagisu | 8. Bakonjo |
| | 9. Bamba |

KENYA

- | | |
|---------------------|------------|
| 1. Kikuyu – biggest | 7. Gusi |
| 2. Kamba | 8. Pare |
| 3. Zigua | 9. Zaramo |
| 4. Mijikenda | 10. Mbere |
| 5. Embu | 11. Taveta |
| 6. Gogo | 12. Luhya |

TANZANIA

- | | |
|-----------------------|-------------|
| 1. Nyamwezi - biggest | 4. Chagga |
| 2. Yao | 5. Zaramo |
| 3. Hehe | 6. Washamba |

7. Makwa
8. Zigua
9. Fiba
10. Baziba

11. Gogo
12. Makonde
13. Ngoni
14. Sukuma

REASONS FOR THE MIGRATION OF THE BANTU

1. To look for fertile soil for farming
2. Due to increased population on their home land
3. Diseases (epidemics) which attacked them and animals
4. Civil and tribal wars
5. Famine outbreak
6. Love for adventure

EFFECTS / RESULTS OF THE BANTU MIGRATION INTO EAST AFRICA

1. They led to population increase in east Africa
2. New skills were introduced e.g iron working skill improved the life of the people
3. They introduced a centralized system of government which led to formation of kingdoms
4. New crops were introduced like millet ,bananas ,yams and sorghum
5. They *displaced* the bush men who *were the original inhabitants of* Africa .
6. They brought new ideas like clan systems, pottery and bark cloth making

Evaluation

1. Define the term ethnic group
2. Identify any two ethnic groups which came to east Africa
3. Give any two origins of the bantu
4. Why did the Ngoni migrate from south Africa to Tanzania
5. Give the largest bantu tribe in Uganda ,Kenya and Tanzania
6. State two effects of the migration of the bantu into east Africa

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE PEOPLE OF EAST AFRICA

SUB TOPIC: THE NILOTES

Language competence

The learner gives the meanings of

Pastoralism, pastoralists, environment, occupation, dynasty, prolonged, intermarriage.

1. The Nilotes were called so because they had their origin along the Nile valley
2. Most Nilotes were pastoralists so their occupation was Pastoralism
3. The Nilotes are divided into three groups ,these groups are named according to the environment in which they settled

GROUPS OF NILOTES

1. The river lake Nilotes
2. The plain Nilotes
3. The highlands Nilotes
4. The Nilotes originated from different regions

ORIGINS OF THE NILOTES

1. Bahr – el – Ghazel southern Sudan
2. Ethiopia

MAJOR REASONS WHY THE NILOTES MIGRATED

1. To look for water and pasture for their animals
2. Due to population increase among clans
3. Due to prolonged drought causing famine
4. Due to disease out break
5. Due to external attacks by other people.

THE RIVER LAKE NILOTES

1. These are Luo speaking people
2. They came from southern Sudan in a place called Bahr el Ghazel
3. They came following the Nile

4. They came to Uganda and first settled in a place called Pubungu now known as Pakwach

One group moved southwards and intermarried with the Bitto clans resulting into Luo – Babito

1. They formed the Luo Babito dynasty
2. The Luo Babito dynasty was led by Isingoma Rukiidi Mpuga
3. The second group moved to Acholi
4. The third group moved to west Nile and intermarried with Lendu forming Alur people
5. The fourth group moved east wards and formed the Japadhola
6. Another group continued to Kisumu areas in Kenya and formed the Jaluo tribe

GROUPS OF THE JALUO TRIBES IN KENYA

1. The Jok Owinyi
2. The Jok Omolo
3. The Jok Ajok

EXAMPLES OF RIVER LAKE NILOTES

1. Japadhola
2. Jaluo
3. Alur
4. Acholi
5. Langi

REASONS WHY THE RIVER LAKE NILOTES MIGRATED

1. To search for water and pasture for their animals
2. To look for fishing grounds
3. Due to internal conflicts
4. Due to diseases like Nagaga foot and mouth which could attack animals
5. Due to climatic changes like prolonged drought and flooding of rivers
6. Due to population increase

EFFECTS OF THE MIGRATION OF RIVER LAKE NILOTES INTO EAST AFRICA

1. They led to formation of the Luo Babiito dynasty
2. New tribes were created in east Africa with new cultures
3. They led to population increase in east Africa
4. The number of cattle increased

5. They increased trade among different groups

Evaluation

1. Why *were* the Nilotics called so?
2. what was the main occupation of the Nilotics?
3. where did the Nilotics migrate from?
4. of what historical importance is Pubungu in Uganda?
5. who was the leader of Luo Babiito dynasty?
6. Give any two groups of Nilotics in east Africa
7. Identify any three examples of river lake Nilotes in east Africa
8. Identify any two effects for the migration of Nilotes

Remarks

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE PEOPLE OF EAST AFRICA

SUB TOPIC: THE PLAIN NILOTES

Language competence

The learner spells these words correctly

migration, cultivation, pasture, pressure, occupation, conflicts, internal

The Plain Nilotes are also called the Nilo Hamates

1. *They are a mixture of Nilotes and Hamates*
2. They migrated from Ethiopia
3. They entered east Africa through the northern part of L.Turkana
4. They first settled in Uganda and Kenya
5. In Uganda they settled in north eastern part
6. In Kenya they settled in the eastern part of the rift valley
7. Their main occupation was pastoralism however they practice cultivation

Examples of plain Nilotes in east Africa

1. Iteso
 2. Karamonjong
 3. Samburu
- UGANDA

4. Turkana KENYA

5. Masai

6. Masai

7. Dadong

8. Batabong



TANZANIA

REASONS FOR THE MIGRATION OF THE PLAIN NILOTES

1. They were looking for pasture and water
2. They were moving away from drought
3. Due to internal conflicts

EFFECTS OF THEIR MIGRATION

1. The number of animals in east Africa increased
2. They raided people who had occupied where they settled
3. They led to population increase in east Africa

THE HIGHLAND NILOTES

1. They originated from south western Ethiopia
2. They entered east Africa thorough north eastern Kenya

Examples of highlands Nilotes

1. Sabiny

2. Pokot



UGANDA

1. Dadong

2. Bongomek

3. Okiek



TANZANIA

- | | | |
|--------------|---|-------|
| 1. Marakwet | } | KENYA |
| 2. Nandi | | |
| 3. Kipsingis | | |
| 4. Terik | | |
| 5. Sabot | | |
| 6. Tugen | | |
| 7. Alegoyo | | |
| 8. Elgeyo | | |

The main occupation of the highland Nilotes is basically cattle keeping

REASONS FOR THEIR MIGRATION

9. Searching for water and pasture for their animals
10. Look for free grazing land
11. Due to population pressure on the land
12. Epidemics of both people and their animals
13. External and internal conflicts
14. *Drought and famine*

EFFECTS OF THE MIGRATION OF THE NILOTES

15. It led to population increase
16. Some changed their way of life by changing to cultivation e.g. Sabiny
17. The number of cattle increased
- Let to introduction of new languages
- Culture

Evaluation

1. Give another name for plain Nilotes
2. Where did the plain Nilotes migrate from?
3. What was the main occupation of the plain Nilotes
4. Give any two examples of plain Nilotes in east Africa
5. State two reasons why the highland Nilotes migrated
6. State any two examples of highland Nilotes
7. Suggest two effects of the migration of highland Nilotes into East Africa

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE PEOPLE OF EAST AFRICA

SUB TOPIC: THE CUSHITES

Language competence

The learner spells and pronounces these words:

expansion, adventure, semi-arid , *Djibouti, horn of Africa*

1. The Cushites are sometimes called Hamites
2. They migrated from Asia and settled in the horn of Africa, the horn of Africa has countries like Ethiopia, Somalia, Djibouti and Eritrea
3. However they entered east Africa from Ethiopia

They settled in central Kenya but were forced to move again by the expansion of the Nilotes and the Bantu

1. In Tanzania they occupied the semi arid lands of central Tanzania
2. They live as hunters and gatherers
3. In Kenya they settled in southern part
4. In Uganda they settled in south western region

Examples of Cushites

1. Mbugu
 2. Iragu
- Tanzania

1. Kinje
 2. Galla
 3. Boran
 4. Somali
 5. Rendile
- Kenya

Bahima - in Uganda

Tutsi , Rwanda and Burundi

REASONS WHY THE CUSHITES MIGRETED

1. They were looking for pasture
2. They were running away from harsh Roman ruler in Europe
3. Some migrated for adventure

A SKETCH MAP SHOWING ETHNIC GROUPS IN EAST AFRICA

(MK SST book 6, Page 73)

Evaluation

1. Give another name for Cushites
2. Where did the Cushites migrate from to come to east Africa
3. Give any two countries found in the horn of Africa
4. State two examples of Cushites
5. Suggest two reasons why the Cushites migrated from their home land.

Remarks

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE PEOPLE OF EAST AFRICA

SUB TOPIC: POLITICAL ORGANISATION STRUCTURE OF THE MAJOR ETHNIC GROUPS IN EAST AFRICA

Language competence

The learner uses the term organizational structure meaningful sentences

Kingdoms, interlacustrine in a culture, customs, hereditary authority

It is incorrect to say that before the coming of colonialists there was no administration because Africans were politically organized in;

1. Clans
4. Chiefdoms
5. Kingdoms

KINGDOMS

1. Kingdoms were governed by kings and they had a centralized form of governance
2. It is mainly the Bantu group who formed kingdoms since they were united and lived in settled communities.
3. Most of the kingdoms were found in the interlacustrine regions (great lakes regions)
4. Interlacustrine region is that area between great lakes and rivers of east Africa

EXAMPLES OF KINGDOMS IN EAST AFRICA

- | | | |
|------------|---|--------------------|
| 1. Buganda | } | Kingdoms of Uganda |
| 2. Ankole | | |
| 3. Toro | | |
| 4. Bunyoro | | |

5. Kenya – Wanga kingdom
6. Tanzania – Karagwe kingdom

REASONS WHY SOME ETHNIC GROUPS DID NOT FORM KINGDOMS

1. They were not united
2. They did not live a settled life

CHARACTERISTICS OF KINGDOMS

3. Each kingdom had one supreme ruler at a time
4. Each kingdom had *a* hereditary ruler called a King
5. Each kingdom had special royal objects called regalia e.g drums ,spears and tools
6. The people in the kingdom were divided into two classes
7. Each kingdom had well established cultural institutions
8. Each kingdom had burial places called royal tombs
9. They expanded by raiding neighbours
10. All land in the kingdom was under a king's authority
11. Each kingdom had well established social institutions like clans and lineages

SOCIAL ORGANIZATION

What is culture?

Culture refers to the norms and values of a given society e.g dressing, dances.

Social activities

- Definition
- Examples
- Importance
- Ways of promoting culture in community and schools.

IMPORTANCE OF CULTURE AND CUSTOMS

1. They are for identification
2. They promote good morals and values
3. They reduce bad practices
4. Children get to know what makes up their society
5. They promote unity among the people

Evaluation

1. Why it is wrong to say that before the coming of the colonialists there was no government?
2. Give any two ways in which ethnic groups were politically organized
3. State any three kingdoms that were formed in east Africa
4. List down any three characteristics of kingdoms
5. Define the term regalia

6. Give two examples of regalias
7. State two importance of culture in societies

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE PEOPLE OF EAST AFRICA

SUB TOPIC: KINGDOMS IN EAST AFRICA

A SKETCH MAP SHOWING KINGDOMS IN EAST AFRICA TODAY

Remarks

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE PEOPLE OF EAST AFRICA

SUB TOPIC: KINGDOMS IN EAST AFRICA

Language competence

The learner uses these words in meaningful sentences

administration, kingdom, ceremonies, dictatorship, immunization.

ADVANTAGES OF KINGDOMS

1. They had well established system of administration which limited power struggle
2. They encourage and promote unity among the people
3. They encourage and promote peace and security
4. All natural resources in the kingdom were used for development of that kingdom
5. The kings united their people
6. They had well established social and cultural institutions
7. Kingdoms help to mobilize people for national tasks like immunization and communal work

DISADVANTAGES OF KINGDOMS

1. They encouraged and promoted a class system
2. The royal family was given much respect where as the common people were despised
3. Hereditary rule encouraged dictatorship
4. Hereditary rule followed the majority rule
5. There was *un* equal distribution of wealth among the people
6. The king had a right over the lives of any subject

POLITICAL ORGANISATION OF THE BANTU

1. Some bantu like Chagga, Nyamwezi, Akamba, Bakia, Basoga, Kikuyu, Gogo and sukuma were organized in clans
2. Some clans like the Nyamwezi came together and formed chiefdoms each clan had a clan leader

ROLES OF A CLAN LEADER

1. He is the political head of a clan
2. He led his subjects to wars
3. He performs rituals and religious ceremonies on behalf of his people
4. To settle disputes

EVALUATION

1. Give any three advantages of kingdoms
2. State any three disadvantages of having kingdoms
3. Suggest three tribes which were organized in clans
4. List down two duties of a clan head

Remarks

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE PEOPLE OF EAST AFRICA

(MK SST book 6, Page 82)

SUB TOPIC: *KINGDOMS*

Language competence

The learner spells and pronounces these words:

mining, pottery, hierarchy, palaces, famine, centralized, invasion, collapse.

KINGDOMS IN UGANDA

BUNYORO – KITARA KINGDOM

1. This was the earliest kingdom in east Africa
2. It was founded by the Batembuzi under the leadership of Ruhanga and his brother Nkya
3. Ruhanga set up the Tembuzi ,dynasty
4. It lasted for 4 – 5 regimes
5. The last king of the Batembuzi was Isaza who was locked up by Nyamiyonga in the underground world?
6. The Batembuzi were small gods they did not die but simply disappeared
7. The Bachwezi took over leadership of Batembuzi
8. Ndahura was the founder of the Chwezi dynasty who was the grandson of Isaza

THE LAST KING OF THE BACHWEZI WAS WAMALA

SOCIAL CONTRIBUTION OF THE BACHWEZI

1. They introduced the idea of digging ditches to collect water

2. They introduced local chess like Omweso
3. They introduced the building of grass thatched huts

ECONOMIC CONTRIBUTION OF THE BACHWEZI

1. They introduced bark cloth making
2. They introduced coffee cultivation
3. They started salt mining from L.Katwe
4. They introduced cattle hides and sandals
5. They introduced pottery
6. They introduced long horned cattle

POLITICAL ORGANISATION (CONTRIBUTION)

1. They introduced a centralized system of monarchy
2. They introduced the hierarchy of officials
3. They introduced the building of palaces using reeds

FACTORS WHICH LED TO THE RISE OF CHWEZI DYNASTY

1. They had strong army
2. They had reliable food production
3. It had strong leaders
4. Iron making strengthened the kingdom

REASONS WHY THE CHWEZI DYNASTY COLLAPSED

1. Constant wars
2. Increased misfortunes
3. The death of Wamala's cow Bihogo
4. Epidemic diseases *like small pox*
5. Emergence of new states like Buganda
6. The broadness of the kingdom i.e the kingdom was too big to be under one leader
7. Wide spread famine and drought

The last factor which led to final collapse of Bunyoro kitara was the invasion of the Luo.

EVALUATION

1. Who was the first and last king of the following
 - i) Batembuzi
 - ii) Bachwezi
2. Give two economic contributions of the Bachwezi
3. What kind of cattle were introduced by the Bachwezi in east Africa
4. State two factors which led to rise of the Chwezi dynasty
5. State two factors which led to the fall of the Chwezi dynasty
6. Mention the last factor which led to the final collapse of Bunyoro kitara – empire
7. How was the size of Bunyoro Kitara contribute to its collapse?

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE PEOPLE OF EAST AFRICA

SUB TOPIC: THE LUO – BITO DYNASTY

Language competence

The learner spells and pronounces these words

legends, collaboration, administrative, *succession*

1. It was established by Omukama Isingoma Rukidi Mpuga
2. It was set up by the Luo speaking people
3. The Luo people migrated from Barhr – el – Ghazel in southern Sudan
4. Rukidi Mpuga was a twin brother of Kato Kimera all were sons of Kyomya

BUGANDA KINGDOM

1. It is said that Kato Kimera founded the kingdom of Buganda
2. The legends suggests that Kintu founded Buganda kingdom
3. The title of the kings of Buganda is Kabaka

FACTORS THAT LED TO THE RISE OF BUGANDA KINGDOM

1. It *had* reliable food production *due to fertile land*
2. It had very strong and hard working kings
3. It *had a good location which* also increased strength using noval troops
4. It had well organized administrative systems
5. It had strong weapons e.g. guns got from Arabs and Europeans explorers
6. The fall of Bunyoro – Kitara kingdom also led to the expansion of Buganda

7. *It had good climate*

KINGDOM OF KENYA

WANGA KINGDOM

The kingdom was formed by Luhya. It was the only Bantu kingdom that was formed in Kenya

It acquired its name Wanga from one of the RULER King Wanga

The rulers of Wanga were given a title of Nabongo

It was located on Kenya – Uganda border in eastern parts of L.Victoria shores

REASONS WHY WANGA COLLAPSED

1. It had many problems of succession
2. The collaboration of Nabongo Mumia with the British

A SKETCH MAP SHOWING WANGA KINGDOM IN KENYA

EVALUATION

1. Name the title given to the kings of the following kingdoms
 - a) Buganda
 - b) Wanga
2. Give any two factors which led to the rise and expansion of Buganda
3. State two factors which led to the collapse of Wanga Kingdom
4. How was the coming of Arabs and European explorers useful to Buganda?
5. Who was the founder of Buganda kingdom and Wanga kingdom

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE PEOPLE OF EAST AFRICA

SUB TOPIC: KINGDOMS IN TANZANIA

Language competence

The learner spells these words correctly.

conquered, succeeded, empire, famous

KARAGWE KINGDOM – Founded by the Abanyambo people who separated from Choli dynast of great Bunyoro Kitara empire.

1. It was part of the great Bunyoro kitara – Empire
3. It was located south of Ankole *kingdom*
4. It was founded by Ruhinda

POLITICAL ORGANISATION OF KARAGWE

1. It had a centralized system of governance
2. It expanded into big kingdom when *Ruhinda* conquered the neighboring e.g *Urundi* and Ukererwe

SOCIAL ORGANISATION

1. The people of Karagwe were organized in clans
2. Clans were headed by Muharaan
3. *Economic organization of Karagwe kingdom*
4. It succeeded in trade because of its location
5. The main trade routes *of the* long distance trade *passed* through Karagwe kingdom

THE NYAMWEZI EMPIRE

The term “Nyamwezi” was first used by the people at the coast

The term Nyamwezi meant people of the moon

The coastal people feared the people of the west as the Wanyamwezi because they were located in the western direction where the new moon came

The kings of the Nyamwezi were known as the “Ntemi”

The most important rulers of the Nyamwezi were

6. Mirambo
7. Nyungu ya mawe

EVALUATION

1. Who was the founder of Karagwe kingdom
2. Give one way in which Ruhinda led to the expansion of Karagwe kingdom
3. Why were the Nyamwezi called so by coastal dwellers?
4. What title do we give to the kings of Nyamwezi?
5. Identify two famous leaders of Nyamwezi empire

Remarks:-

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE PEOPLE OF EAST AFRICA

SUB TOPIC: MIRAMBO

MIRAMBO

1. He started as a ruler of a small chiefdom called Ugowe
2. He later expanded his chiefdom by attacking the neighbouring *chiefdoms* using special fighters called Ruga Ruga
3. His empire was called Mirambo empire

REASONS FOR THE RISE OF MIRAMBO EMPIRE (SUCCESS)

1. Mirambo was a hard working ruler
2. He got a lot of tax collected from long distance trade which helped him to develop his empire
3. Mirambo had a strong army called Ruga Ruga
4. Mirambo had military tactics of fighting
5. Mirambo as a leader had a commanding language
6. Mirambo was liked by his subjects so they worked together and developed the empire
7. He got guns from long distance traders

REASONS FOR THE FALL OF MIRAMBO'S EMPIRE

1. Mirambo's army was dependable
2. The empire lacked a firm foundation i.e it mainly depended on Mirambo's personal leadership
3. There wasn't anything that united in the empire
4. The death of Mirambo in 1884 was a last Blow to the fall of Mirambo's empire
5. Mirambo was succeeded by his brother called Mpandashalo

EVALUATION

1. Who was Mirambo?
2. What name was given to Mirambo's army?
3. Give any two factors which led to the rise of Mirambo's empire
4. Give three factors which led to the fall of Mirambo's empire
5. In which east African country was Mirambo's empire established.

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE PEOPLE OF EAST AFRICA

SUB TOPIC: NYUNGU YAMAWAWE

Language competence

The learner spells and pronounces the new words correctly.

ruthless , forward , praising, mercenaries , warriors.

NYUNGU YAMAWAWE

1. He was a ruthless and fearless leader of the Nyamwezi
2. He controlled his army making it a professional one
3. He used the Watwale (chiefs) to rule the conquered chiefdoms and also collect ivory which they had to forward to his capital at Kiwale
4. Nyungu yamawe is a praising name which means “ a pot of stones”

FACTORS WHICH LED TO THE SUCCESS OF NYUNGU YAMAWAWE

1. He raided caravans
2. He sold slaves and ivory which earn him money

3. He controlled some trade routes and collected much taxes
4. He had a strong centralized administration
5. He has a strong mercenaries called Ruga Ruga
6. Nyungu yamawe was a prince from Unyanyembe ruling family
7. When he died, his daughter ruled however the coming of the Germans weakened the empire
8. The Germans replaced the Watwale (chiefs) with Akidas

CHIEFDOM SOCIETIES

These are sometimes called non – centralized societies

The title given to a ruler of chiefdom is a chief

CHARACTERISTICS OF CHIEFDOMS

1. They are ruled through small communities
2. The leaders are *changed* according to the choice of the community
3. Communities were ruled by warriors ,medicine men, clan heads and elders

Examples of Chiefdoms and titles given to their rulers

- i. *Kikuyu – Muramati*
- ii. *Lugbra – Opic*
- iii. *Acholi – Rwot*
- iv. *Alur – Rwoth*
- v. *Basoga – Kyabazinga*
- vi. *Iteso – Emurimori*
- vii. *Omusinga - Rwenzori*

EVALUATION

1. Who was Nyungu yamawe?
2. What does the name Nyungu yamawe mean?
3. Give three factors that led to the success of Nyungu yamawe
4. Who were the Watwale?
5. What title is given to the head of chiefdom?
6. Give three characteristics of chiefdoms

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE PEOPLE OF EAST AFRICA

SUB TOPIC: LONG DISTANCE TRADE (ECONOMIC ORGANIZATION OF PEOPLE OF LONG AGO)

- How people of long ago were organized economically
- They traded / grew crops / reared animals.
- Hunted / fished/ mined/ backcloth making

Language competence

The learner uses these words in meaningful sentences:

interior, distance, coast, participate, item

THE LONG DISTANCE TRADE

This was the trade carried out between the people of the interior and those at the coast of East Africa

EXAMPLES OF TRIBES (*COMMUNITIES*) THAT PARTICIPATED IN THE LONG DISTANCE TRADE

1. Yao most active African slave traders
2. The Nyamwezi
3. Akamba
4. Arabs
5. Baganda
6. Banyoro
7. Baziba

EXAMPLES OF MOST ACTIVE TRIBES IN LONG DISTANCE TRADE

1. The Nyamwezi
2. Hehe
3. The Yao
4. Baganda
5. Banyoro
6. The Akamba

GOODS GOT FROM THE INTERIOR OF EAST AFRICA

1. Ivory
2. Minerals e.g. salt , gold

3. Slaves
4. Hides
5. Skins
6. Backcloth

ITEMS BROUGHT INTO THE INTERIOR *BY THE ARABS*

1. Guns – clothes
2. Glass – knives
3. Beads – swords
4. Cowries shells – Persian carpets

Evaluation

1. Define the term long distance trade
2. Identify the most active slave traders in east Africa
3. What is slave trade?
4. Give any two items of trade which were taken from the interior of east Africa
5. State two items brought into east Africa

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE PEOPLE OF EAST AFRICA

SUB TOPIC: LONG DISTANCE TRADE

Language competence

The learner spells and pronounces these words;

interaction, development, depopulation, resources, misery, values

RESULTS / EFFECTS OF LONG DISTANCE TRADE

POSITIVE EFFECTS

1. It led to growth of kingdoms and empire
2. It led to increased interaction between communities
3. It led to development of towns and trading centers
4. Many people became rich and powerful
5. New goods were brought to east Africa e.g guns and beads

NEGATIVE EFFECTS

1. It led to slave trade
2. It led to depopulation of east Africa
3. It led to displacement of people during slavery
4. Valuable resources were taken away
5. The number of wild animal species reduced e.g elephants
6. Slave trade caused misery and suffering in East Africa
7. Cultural and social values were lost
8. It affected the economic activities when strong men and women were taken away as slaves

Evaluation

1. Give three positive effects of long distance trade
2. Mention two negative effects of slave trade
3. In terms of man power how did long distance trade effect east Africa?

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: POPULATION IN EAST AFRICA

SUB TOPIC: POPULATION

Language competence

The learner uses these key words in meaningful sentences.

population, distribution, census, population density, population growth.

POPULATION

It refers to the number of people living in an area at a particular time.

TERMS CONNECTED TO POPULATION

9. Population census = the general counting of people in a country.
10. Population growth= the increase in the number of people.
11. Population density= the number of people living in an area per square kilometers
12. Population distribution= the way people are spread in an area.
13. Population explosion= a sudden increase in the number of people in an area.
14. Optimum population= is when the population in an area can be supported
15. Even population= is when the number of people per square kilometer is almost the same.
16. Under population= is when the population of an area is less than its resources.

17. Sparse population= is when an area has few people compared to the size of land.

Popular structure – Composition of the population according to age and sex (gender)

POPULATION CENSUS

18. This is the official counting of people in an area

NATIONAL POPULATION CENSUS: is the general counting of people in a country

National population census is conducted after a period of 10 years

REASONS WHY THE GOVERNMENT TAKES LONG TO CONDUCT POPULATION CENSUS

1. It is expensive to carry out census
2. The government lacks skilled enumerators
3. The government wants to compare the death rates with the birth rates
4. To allow considerable changes to occur.

Enumerators – these are officials who conduct population census

CENSUS NIGHT

This is a night before population census is conducted

COMPONENTS OF POPULATION

1. Gender
2. Education
3. Employment

INFROMATION COLLECTED DURING POPULATION CENSUS

1. Age / Name
2. Sex
3. Marital status
4. Place of birth
5. Religion
6. Type of shelter
7. Nationality
8. Birth and deaths
9. Employment / occupation / level of education

REASONS WHY THE GOVERNMENT CONDUCTS POPULATION CENSUS

1. To know the number of people
2. To plan for its people
3. To know the rate at which the population is growing
4. To know the birth rates and death rates

Exercise

1. Define the term population
2. What is population census
3. State two reasons why the government conducts population census
4. Suggest any two information collected during census
5. Give the difference between census night and enumerators
6. State two reasons why the government takes long to conduct population census

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: POPULATION IN EAST AFRICA

SUB TOPIC: POPULATION STRUCTURE

Language competence

The learner spells and pronounces these words

comparison, census, planning, illiteracy, enumerators, explosion, calamities

Population structure: is the comparison of population per age and sex.

The ministry responsible for conducting national population census is ministry of finance, planning and economic development

PROBLEMS FACED DURING POPULATION CENSUS

1. Poor transport and communication
5. False information given by people
6. Lack of enough funds
7. Lack of enough skilled enumerators
8. Ignorance among people.

Population explosion – is a sudden increase in the number of people in an area

CAUSES OF POPULATION EXPLOSION

1. Natural calamities like floods, volcanicity ,famine force people to move and go to safer places
2. Civil wars which cause refugee problems

Population change – this is the increase or decrease in the number of people in an area at a given time

FACTORS THAT CAUSE POPULATION CHANGE

1. **Birth rate** – it is the total number of children born in a year per 1000 people of the total population
2. **Death rate** – is the number of people who die in a year per 1000 of the total population
3. **Migration** – is the movement of people and their property from one place to another for settlement.

CAUSES OF MIGRATION

1. Civil wars
2. Disease out break
3. Looking for better jobs
4. Looking for better education
5. Looking for better security

Exercise

1. Define the terms below
 - i) Population structure
 - ii) Population explosion
 - iii) Population change
2. Which ministry is responsible for organizing population census in a country
3. What is the difference between birth rate and death rate
4. State any two factors which can lead to population change.

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: POPULATION IN EAST AFRICA

SUB TOPIC: POPULATION GROWTH

Language competence

The learner uses these words in meaningful sentences

beliefs, hygiene, marriage, polygamy, land slides

FACTORS WHICH DETERMINE THE POPULATION GROWTH OF A PLACE

1. Fertility of women
2. Increased birth rates
3. Migration of people
4. Improved hygiene and nutrition
5. Religious beliefs
6. Polygamy
7. Early marriages
8. Forced marriages
9. Presence of political stability and peace

Dense population; is when there are many people in an area as compared to the size of the land

Under population: this is when the population of an area is less than the resources

Sparse population: this is when an area has few people compared to the size of its land

FACTORS WHICH DETERMINE UNDER / SPARSE POPULATION

1. Poor soils in an area
2. Poor social services
3. Poor security
4. Prolonged drought
5. Famine outbreak
6. Volcanic eruption
7. Landslides

Hazards which check on population growth

Hazards – are things which can harm people they are both man made and natural.

Natural hazards

1. Pests and diseases
2. Floods
3. Earth quakes
4. Drought

Man made hazards

1. Wars
2. Pollution
3. Transport accidents

Exercise

1. Define the term population growth
2. State any two factors which determine the population growth of an area
3. Give any two reasons why Karamoja region is sparsely populated
4. What is sparse population?
5. Identify any two man made factors (hazards) which check on population growth

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: POPULATION IN EAST AFRICA

SUB TOPIC: POPULATION GROWTH

Language competence

The learner spells and pronounces these words correctly.

campaigns, sensitize, fragmentation, slums, professional

Population growth: This is the increase in the number of people in an area

METHODS OF CONTROLLING POPULATION GROWTH

1. Through family planning campaigns
2. Through tax benefits for those with small families
3. Through education benefits
4. Government should fix the number of children to be produced
5. Government should sensitize people about the dangers of a large family

ADVANTAGES OF A HIGH POPULATION

1. It increases tax base
2. It solves labour problem
3. The country gets enough security
4. It increases professionals in education, health and politics

DISADVANTAGES OF A HIGH POPULATION

1. it leads to land fragmentation
2. it causes food scarcity
3. there will be easy spread of diseases
4. it leads to lack of accommodation
5. there will be high crime rates
6. there will be development of slums especially in towns
7. increases un employment

WAYS IN WHICH THE GOVERNMENT DEALS WITH THE FAST GROWING POPULATION

1. by resettling people from high populated areas to low populated areas
2. by increasing food production through modernizing agriculture
3. by creating more jobs through industrialization
4. by setting up settlement schemes with modern farming methods like Mubuku irrigation scheme

PROBLEMS OF A LOW POPULATION

1. It leads to under utilization of resources
2. It leads to under development
3. It leads to labour shortage
4. There will be less market of goods
5. It leads to low tax base

ADVANTAGES OF LOW POPULATION

1. There will be enough social services
2. There will be limited crimes

3. There will be enough land for farming and industrialization

Exercise

1. Give any three ways of controlling population growth
2. State any two advantages of high population in a country
3. Give any two ways in which the government can deal with the fast growing population

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS
		S.S.T		

TOPIC: POPULATION IN EAST AFRICA

SUB TOPIC: POPULATION DENSITY

Language competence

The learner uses these words in meaningful sentences.

kilometer, resources, central, living, moderate, density.

Population density - is the total number of people living in an area per square kilometer or

population density is the ratio between the land of an area and the number of people living there

The formula for population density is total population divide by total area (km^2)

Population density = $\frac{\text{Total population}}{\text{Area (size of land)}}$

Example

1. The population of town p = 4000 people covering an area of 200 km^2 .calculate the population density of town P

PD = $\frac{\text{Total Population}}{\text{Area (size of land)}}$

Population density = $\frac{40000 \text{ people}}{200 \text{ km}^2}$

Population density = $200 \text{ people / km}^2$

Optimum population – is when the number of people in an area can be supported by its resources .

Moderate population – is when an area has not very many and not very few people

Even population – is when the number of people per square kilometer is almost the same.

Exercise

1. Define the term population density
2. The population of Mukono Central division is 90,000 people covering an area of 30 square kilometers. Find the population density of Mukono Central Division
3. Define the following
 - i) Moderate population
 - ii) Even population
 - iii) Optimum population

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: POPULATION IN EAST AFRICA

SUB TOPIC: POPULATION DISTRIBUTION

Language competence

The learner spells and pronounces these words correctly

sparsely, employment, reliable, deposits, densely, hazards, distribution.

Population distribution - is the way people are spread in an area or it refers to how closely sparsely people are spread in an area

FACTORS WHICH AFFECT POPULATION DISTRIBUTION

1. Fertility of the soil
2. Rainfall reliability
3. Relief of an area
4. Presence of mineral deposits
5. Historical factors like slave trade
6. Presence of good social services like health services
7. Employment opportunities
8. Natural hazards
9. Political factors like wars

HOW THE ABOVE FACTORS DETERMINE POPULATION DISTRIBUTION

FERTILITY OF THE SOIL

10. Areas with fertile soils are densely populated while areas with poor soils are sparsely populated

NATURAL HAZARDS

Area affected by natural hazards like drought are sparsely populated while those without hazards are densely populated

RAINFALL RELIABILITY

Places which receive heavy rainfall are densely populated while those which receives little rainfall are sparsely populated

CIVIL WARS

Places affected with civil wars have few people while those which are stable are densely populated

A SKETCH MAP OF EAST AFRICA SHOWING POPULATION DISTRIBUTION

Exercise

1. Define the term population distribution
2. State any two factors which influence the population distribution of a place
3. Identify any three reasons why some places are densely populated
4. How does soil fertility affect the population distribution?

DATE	TIME	SUBJECT	NO OF PUPILS	CLASS

TOPIC: THE EAST AFRICAN COMMUNITY

SUB TOPIC: MIGRATION

Language competence

The learner pronounces, spells and uses new words

- i) Migration
- ii) Immigrant
- iii) Emigration
- iv) Migrant
- v) Immigration
- vi) Emigrant

Migration

The movement of people from one place to another for better settlement

Migrant

A person who moves from one place to another for better settlement.

Immigration

This is the process of process of people coming to live permanently in a country which is not of their own.

Immigrant

A person who comes to live permanently in a country which is not of her / his own.

Emigration

This is the process of people going to live permanently in a country which is not of their own

Types of migration

- a) Rural – rural migration – the movement of people from village to village for better settlement
- b) Rural – urban migration . The movement of people from village to town.
- c) Urban – urban migration . The movement of people from a certain town to another town.
- d) Urban – rural migration. The movement of people from town to village.

Reasons why people migrated long ago

- To search for water and pasture
- To search for spacious land
- Due to population pressure
- Due to internal and external conflicts
- Love for adventure

Problems faced during their migration (movement)

- Land terrain
- Shortage of food
- Bandits
- Thick forests which hindered their movements

Reasons why people migrate today

- To look better jobs
- To look for areas with fertile soils
- To run away from harsh cultural practices
- To look for better social services

Activity

1. Give any two effects of migrations.
2. How do we call a person who moves from one place to another for better settlement?
3. What is emigration?
4. Give one way the government of Uganda can discourage rural – urban migration.
5. How do people in rural areas benefit from those in urban areas?
6. Give any two problems faced by people in urban areas.

Weather instruments

Rainfall	Rain gauge	Millimetres
mist	_____	_____
sunshine	sunshine recorder	hours
temperature	six's thermometer	degrees
humidity	hygrometer	grams
cloud cover	infrared cloud image	oktas
fog	_____	_____
air pressure	barometer	millibars