



Ministry of Education
and Sports

HOME-STUDY LEARNING

SENIOR
1

HISTORY

August 2020



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This material has been developed as a home-study intervention for schools during the lockdown caused by the COVID-19 pandemic to support continuity of learning.

Therefore, this material is restricted from being reproduced for any commercial gains.

National Curriculum Development Centre
P.O. Box 7002,
Kampala- Uganda
www.ncdc.go.ug

FOREWORD

Following the outbreak of the COVID-19 pandemic, government of Uganda closed all schools and other educational institutions to minimize the spread of the coronavirus. This has affected more than 36,314 primary schools, 3129 secondary schools, 430,778 teachers and 12,777,390 learners.

The COVID-19 outbreak and subsequent closure of all has had drastically impacted on learning especially curriculum coverage, loss of interest in education and learner readiness in case schools open. This could result in massive rates of learner dropouts due to unwanted pregnancies and lack of school fees among others.

To mitigate the impact of the pandemic on the education system in Uganda, the Ministry of Education and Sports (MoES) constituted a Sector Response Taskforce (SRT) to strengthen the sector's preparedness and response measures. The SRT and National Curriculum Development Centre developed print home-study materials, radio and television scripts for some selected subjects for all learners from Pre-Primary to Advanced Level. The materials will enhance continued learning and learning for progression during this period of the lockdown, and will still be relevant when schools resume.

The materials focused on critical competences in all subjects in the curricula to enable the learners to achieve without the teachers' guidance. Therefore effort should be made for all learners to access and use these materials during the lockdown. Similarly, teachers are advised to get these materials in order to plan appropriately for further learning when schools resume, while parents/guardians need to ensure that their children access copies of these materials and use them appropriately. I recognise the effort of National Curriculum Development Centre in responding to this emergency through appropriate guidance and the timely development of these home study materials. I recommend them for use by all learners during the lockdown.



Alex Kakooza
Permanent Secretary
Ministry of Education and Sports

ACKNOWLEDGEMENTS

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of home-study materials for Pre-Primary, Primary and Secondary Levels of Education during the COVID-19 lockdown in Uganda.

The Centre appreciates the contribution from all those who guided the development of these materials to make sure they are of quality; Development partners - SESIL, Save the Children and UNICEF; all the Panel members of the various subjects; sister institutions - UNEB and DES for their valuable contributions.

NCDC takes the responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for improvement. The comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or by visiting our website at <http://ncdc.go.ug/node/13>.



Grace K. Baguma
Director,
National Curriculum Development Centre

ABOUT THIS BOOKLET

Dear learner, you are welcome to this home-study package. This content focuses on critical competences in the syllabus.

The content is organised into lesson units. Each unit has lesson activities, summary notes and assessment activities. Some lessons have projects that you need to carry out at home during this period. You are free to use other reference materials to get more information for specific topics.

Seek guidance from people at home who are knowledgeable to clarify in case of a challenge. The knowledge you can acquire from this content can be supplemented with other learning options that may be offered on radio, television, newspaper learning programmes. More learning materials can also be accessed by visiting our website at www.ncdc.go.ug or ncdc-go-ug.digital/. You can access the website using an internet enabled computer or mobile phone.

We encourage you to present your work to your class teacher when schools resume so that your teacher is able to know what you learned during the time you have been away from school. This will form part of your assessment. Your teacher will also assess the assignments you will have done and do corrections where you might not have done it right.

The content has been developed with full awareness of the home learning environment without direct supervision of the teacher. The methods, examples and activities used in the materials have been carefully selected to facilitate continuity of learning.

You are therefore in charge of your own learning. You need to give yourself favourable time for learning. This material can as well be used beyond the home-study situation. Keep it for reference anytime.

Develop your learning timetable to cater for continuity of learning and other responsibilities given to you at home.

Enjoy learning

Term 2

ITS A COVID 19 PENDAMIC PERIOD. KINDLY STAY HOME AND READ YOUR BOOKS.

TOPIC: MIGRATION AND SETTLEMENT INTO EAST AFRICA SINCE 1000 A.D

LESSON 1: BANTU MIGRATIONS INTO EAST AFRICA

Learning Outcomes

By the end of this lesson, you should be able to:

- i) give the background for Bantu Migration.
- ii) identify reasons why they moved into East Africa.
- iii) explain the results /effects of Bantu migration.

You will need:

textbooks, pens, note book, internet and the Atlas.

Instructions

1. Use a handbook for Senior 1 history.
2. Make a reference to other related books.
3. If possible, consult your guardian at home.
4. Try and visit Google/internet search.

STEP 1: INTRODUCTION

After studying this topic, you should be able to understand the origins of your own families as a result of migration and settlement of people in East Africa. In the previous chapter, you studied the origin of man and theories about the origin of man. You noted that man did not stay in one place but he moved from one place to another because of the environment.

After studying this chapter, you should be able to understand how we came to be who we are in our present settlements. Human migration is the movement of people from one place to another because of various reasons ranging from political, social to economic. Between 1000AD to 1880AD East Africa, became a destination of various external groupings that have come to define the composition of our ethnic groupings today. The most prominent of these were the Bantu and the Luo. They arrived in East Africa almost at the same time and had related reasons for migration.

BANTU MIGRATION

The Bantu are the speakers of related languages with a common word “ntu” meaning a person. The original homeland of the Bantu is said to have been West-and Central Africa from where they travelled to the Eastern and Southern regions of the continent. The Bantu were Agriculturalists and are said to have brought new technologies and skills such as cultivating high-yield crops and iron-working which produced more efficient tools and

weapons. The Bantu are the dominant ethnic group in East Africa with several languages spoken derived from the Proto-Bantu language. In East Africa, they include; Baganda, Basoga, Bakiga, Kikuyu, Tonga etc.



Map 3.1 Course of Bantu Migrations

Activity 3.1: Bantu Migrations

1. What are some of the reasons that cause people to move from place to place?
2. What do you think were the reasons as to why Bantu moved from their origin to settle in East Africa.

Step II

THE REASONS FOR BANTU MIGRATION

The migration of the Bantu took place between 1000 and 1500 AD. The migration from their homeland Cameroon (Niger-Benue Confluence) came to different parts of East Africa. Reasons for their migration are many and not clear. Some include the following;

Population pressure: It is assumed that there was population increase in the cradle land of Bantu (Congo and the Niger basins). This overcrowding forced them to move and look for more land for settlement and Agriculture.

Pastures and Water: Bantu kept some animals. The search for greener pastures for their livestock and water prompted them to migrate into East Africa.



Figure 3.1: Bantu cows

Internal conflicts: These mainly came about as a result of population explosion. Land for farming became scarce leading to the migration of Bantu to find land for settlement and have peace in East and South Africa.

External pressure: Hostile neighbouring tribes such as the Pygmies might have provoked the Bantu movement and in turn causing their migration into East Africa. The pygmies of West Africa frequently attacked and harassed Bantu ancestors which forced them to migrate.

Natural disasters: The discomfort of life to the Bantu might have been as a result of unpredicted famine, long drought periods and diseases and as a consequent outcome, migration became an alternative.

Adventure: The spirit of adventure and curiosity to explore into unknown lands of the south might have prompted the Bantu people to develop a migratory instinct.

Diseases: Epidemic diseases such as sleeping sickness, *Bilharzia*, and smallpox might have been a leading cause of the migration of the Bantu people. Safety was the only alternative when cattle diseases such as *Nagana* caused health effects in their cattle and their general health status, they had to migrate.

Drought: Effects of prolonged drought posed difficulties not only to the animals but also the inhabitants. Crop production too became a challenge and therefore the Bantu had to move for new and better farming land.

It can, therefore, be concluded that no single factor was a primary cause in the migration pattern of the Bantu people to different parts of East Africa. A combination of factors contributed to their movement.

Course of the Bantu Migration

The Bantu Migration happened in Africa starting from southern West Africa and slowly spreading southwards to finally reach South Africa. The Bantu people from their origins in southern West Africa slowly moved through the Central, Eastern, and Southern parts Of Africa starting in the mid-2nd millennium BCE and finally ending before 1500 CE. The Bantu brought new technologies and skills with them such as cultivating high-yield crops and iron-working which produced more efficient tools and weapons. Eventually, the Bantu controlled, with the exception of South Africa and the Namibian desert, the entire African continent South of a line crossing from Southern Nigeria to Kenya. About 500 languages spoken today in that massive area are a result of the Proto-Bantu language.

Activity 3.2: Related migrations in East Africa

1. Outline the problems faced by the Bantu during their Migration period.
2. What are the reasons as to why the Bantu left Zululand in 1820? Discuss and share with your family?

RESULTS OF BANTU MIGRATION

1. They introduced iron work in East Africa. This helped in production of iron tools for agriculture and security like spears and arrows that protected them as they settled in East Africa.



Figure 3.3: Iron smelting work

2. They caused population increase / explosion in East Africa. This was as a result of inter-marriage with societies they found in East Africa.
3. They introduced the growing of food crops like; Yams, Cassava, beans, sweet potatoes among others. This was as a result of discovery of iron tools especially the hoes.
4. New methods of agriculture were introduced in East Africa for example, Shifting cultivation, Zero grazing, Mulching and irrigation. These were common especially among the Chagga people.



Figure 3.4: Traditional Irrigation

5. Bantu introduced mixed farming as they kept some animals especially the short horned cattles.
6. The new languages were introduced. among them, Luganda,Lusoga,Runyankole all of them using the word “Ntu” in their dialects.
7. The Bantu absorbed the cultures of some non-Bantu people they found settled in those areas. For example, among the Bagisu,they learnt circumcision,the age set system,pastoral culture .among others.
8. They introduced new type of building styles.They built round grass thatched huts.Before this,people they found settled were living in caves.



Figure 3.5: Bantu hut

9. They fought many wars with the local people in East Africa. This left a lot of property destroyed and lives as a result of the massive death of people in East Africa for example,the Nguni fought with the Yaos in Tanganyika.

10. New fighting tactics and weapons were introduced in East Africa. They used the short stabbing spear (Essegai) and the cow-horn formation which was successful and new to East Africans.
11. They introduced barter system of trade in East Africa. They bartered items like mats, pots, food, hoes and spears among themselves and the nearby communities.

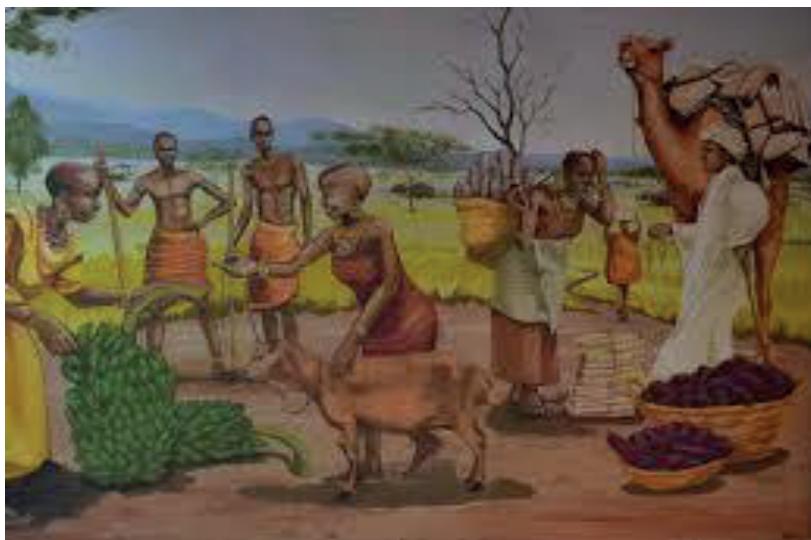


Figure 3.6 : Barter trade

12. They introduced centralized form of administration. This later came to be common in East Africa. e.g. It worked in Buganda, Ankole and Bunyoro.

Activity 3.3: Results of Bantu Migrations

1. Describe the course of Bantu migration.
2. Give reasons why the Bantu were successful in East Africa.
3. Take time to find out about the Luo Migrations and discuss their effects on East Africa
4. Explain the effects of Ngoni migrations into East Africa.

Summary

Bantu migration and settlement is responsible for the current social, political and economic cultures of the East African people. Many reasons were responsible for their migration and they have many results they left in East Africa.

Follow up Activities

1. Compare the reasons for Bantu migration and any other current migration group within East Africa.
2. Explain the problems faced by the Bantu during their migration period.

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TOPIC: CULTURE AND ETHNIC GROUPINGS IN EAST AFRICA**LESSON 1: Cultural Sets in East Africa****Learning Outcomes**

By the end of this lesson, you should be able to:

- i) know common cultural values practiced in families of East Africa.
- ii) identify reasons for establishment of cultural youth camps in East Africa.
- iii) ethnic groups in East Africa.

You will need:

textbooks, pens, note book, internet and the atlas

Instructions

1. Use a handbook for Senior 1 history.
2. Make a reference to other related books.
3. If possible, consult your guardian at home.
4. Try and visit Google/internet search.

Introduction

After studying this lesson, you should be able to understand the concept of culture and the people relations in East Africa. In the previous lesson about migrations of people into East Africa you learnt about causes and results of these migrations. One of these effects was introduction and adaptation of new cultures as new ethnic groups moved and settled in different areas. You will appreciate the existence of different culture values and practices like dressing, food, traditional ceremonies, dances and importance of cultural youth camps in East Africa. You will learn about some of key ethnic groups in East Africa. All these will aid you to understand the importance of respecting each other's ethnic background. In our Schools, we interact with people from various cultural, racial, and ethnic groups. This enables us build bonds to trust, respect, and understanding across our Cultures. When we learn about different ethnic groups, we understand the world around us and beyond and appreciate our diversity and how it contributes to our own development.

STEP 1**VALUES AND CULTURAL PRACTICES IN OUR FAMILIES.****Figure 4.1: Human values**

Cultural values are the core principles and ideals upon which an entire community exists. This is made up of several parts: Traditional customs, rituals, values, traditional beliefs and cultures which are guiding values for the community and families.

Cultural values are hereditary and transcend from generation to generation. The values hold supreme position among families. They define the character of children born from that home. There is global matching and relatedness of family values. That's why UNESCO is encouraging global citizenship. These values give a shape to the culture and traditions of society. These are very difficult to change because they remain as a key feature of social institutions and the social norms. Individually, we have some sense of values taught and nurtured into us by the society value system we have been brought through.

African culture is expressed in her art and crafts, folklore and religion, clothing, cuisine, Music and languages. Expressions of culture are common within East Africa, with cultural diversity being found not only across different countries but also within single countries. African Tradition is also expressed through many different art forms, such as music, dance, art, sculpture and beadwork. Other crafts are made from local materials such as papyrus reeds, clay and wood .

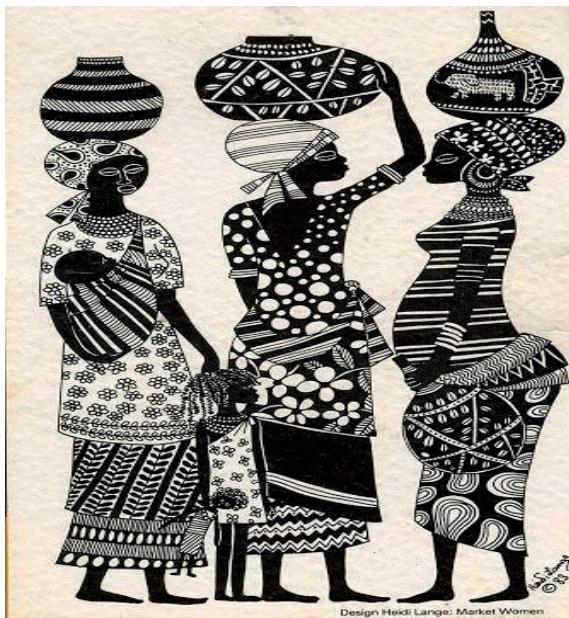


Figure 4.2: African Art and Values

Uganda has got a very strong Cultural heritage with a number of regions with Kingdoms that describes different tribes and their culture and these include Buganda, Ankole ,Toro, Bunyoro, Busoga and Rwenzururu kingdoms. **See the map below.**



Map 4.1: Kingdoms in Uganda

Source : (Google maps)

In our societies, we celebrate different festivals on special days in the year and offer sacrifices to certain deities to attract their goodwill to our members of the family and society. Traditional economic values is marked by communal work where for example in farming friends and relatives come and assist in doing farm work not because they will

be paid but they will need such assistance in the near future and they will be sure to get it.

Activity 4.1: Culture at Family Level

- a) Using a table, list four unacceptable and acceptable behaviours expected of you in your family
- b) What are the cultural values practiced at your home?
- c) In groups if possible, conduct a research discussion about and around your village and identify the cultural values cherished by people in that area.
- d) What importance do they attach to those values?
- e) Share your findings to your peers at home.

STEP II

CULTURAL INDUCTION OF THE YOUTH IN EAST AFRICA



Figure 4.3: Ekisaakate

This involves proper induction of the younger generation by the older into the norms and canons of good conduct that are Universal of the human experience. This is common and an exclusive norm and practice among the Baganda as an initiative by the Nnabagareka, the queen of Buganda. It helps in development of moral character related with the culture of their community and culture.. It involves socialization in every contextual setting that involves children, including schools and churches, youth organizations, youth camps and other community institutions.

YOUTH CAMP IN BUGANDA KINGDOM

With the deteriorating moral values especially among the urban youth as a result of western influence and access to divergent views and media influence, the Buganda Kingdom revived the concept of Ekisakaate (the enclosure where people of all walks of

life traditionally went to be culturally oriented). This was an initiative of Nabagereka (Kabakas wife) Ms Naginda. Young people are coached and oriented during the school holidays to reflect positive cultural values and practices in their conduct. This has led to emergence of other youth camps in Uganda. For Example in February 2020, the first ever camp for the girls in the region of Rwenzori was officially held at Rwenzori Christian vocational secondary school in Kasese town, and it attracted young girls from the districts of Kasese, Kabarole, Ntoroko and Bundibugyo.



Figure 4.4: Ekisakaate Camp 2019



Figure 4.5: Fun time

Figure 4.6: Physical fitness

Importance of Cultural Youth Camps

1. They create opportunities to learn about East African cultures and most importantly, own cultures and society.
2. The youth acquire cross-cultural skills that are necessary in a global world.
3. They experience a new home environment.
4. They continue being connected with camp trainers (ambassadors).
5. They make new friends.
6. Good trainees get jobs after the camp.
7. The camps teach against racism.

8. Youth learn about dangers of drug abuse, alcohol and gambling.
9. Children get mentors for their life.
10. Youth get a transformative experience.
- 11.** They learn how to express humility and be honest.
- 12.** They learn to appreciate other tribes and cultures, and as such, they are able to overcome or/and fight against trans-racial challenges.

Activity 4.2: Youth camps

1. Outline any other youth camps you know and match it with or explain its known purpose.
2. In your individual note books, write the importance of Ekisakaate youth camp
3. List the likely challenges faced by these Youth Camps in Uganda

STEP III

ETHNIC GROUPS IN EAST AFRICA

An ethnic group is a category of people who identify with each other, usually on the basis of similarities such as a common language, ancestry history, society, culture, nation, race or social treatment within their residing area. This makes us ethnically very close. Uganda, Kenya and Tanzania share a lot in common with several characteristics in terms of cultural diversity.

In each country, the Africans are in the majority though other races, like the Arabs, Asians and Europeans, have played important historical roles in the development of their Countries. In Uganda, we have 64 ethnic groups, Tanzania has 120 while Kenya has 70. The most striking historical information is that:

1. The African majority in these states are sub-divided into numerous groups whose identities are determined by linguistic, cultural, territorial and historical facts.
2. In East Africa, a large percentage of people originated from the Bantu, Luo and the like.

In these Countries, no single ethnic group constitutes more than 40% of the total population. East African states have ethnic balance regionally. Below is a table key Ethnic groups in East Africa.

Table 01: Ethnic groups in East Africa

Uganda		Kenya		Tanzania	
GROUP	%	GROUP	%	GROUP	%
Baganda	16.2	Bagisu	5.1	Kikuyu	20
Iteso	8.1	Acholi	4.4	Others	15
Basoga	7.7	Lugbara	3.6	Luhya	14
Banyankore	8.0	Banyoro	2.9	Non-Africans	1
Banyaruanda	5.8	Batoro	3.2	Luo	13
Bakiga	7.1	Karamojong	2.0	Kalenjin	12
Langi	5.6	Others (est.)	20.3	Kamba	11

Activity 4.3: Ethnic groups in East Africa

- a) Using the information above, draw graphs to show the population levels of ethnic groups in East Africa.
- b) Discuss the distribution of ethnic groups in East Africa using the graphs you have drawn
- c) What are the historical factors that determined Ethnic movements of the people in East Africa?
- d) In What ways has the distribution contributed to the Development of East Africa

Summary

In this lesson, you have studied about culture and ethnicity in East Africa, you should be able to appreciate the impact of culture on Ethnic groupings of our communities. This lesson is centered on studying about culture, Ethnicity and gender relations in our communities. Many factors determine the possession of good cultures and values in our communities.

Follow up Activities

1. Find out the challenges affecting cultural institutions in East Africa.
2. What are the benefits of handcrafts in East Africa?
3. Give reasons why some communities commonly use traditional justice mechanisms in settlement of cases.

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CHAPTER 5

TOPIC: STATE FORMATION IN EAST AFRICA.

LESSON 1: Bunyoro Kingdom

Learning Outcomes

By the end of this lesson, you should be able to:

- i) understand the Social organization of Bunyoro Kingdom.
- ii) explain the Political organization of Bunyoro Kingdom.
- iii) find out the Economic organization of Bunyoro Kingdom.

You will need:

Textbooks, pens, note book, internet and the Atlas

Instructions

1. Use a handbook for Senior One history.
2. Make a reference to other related books.
3. If possible, consult your guardian at home.
4. Try and visit Google/internet search.

Introduction

BUNYORO KITARA KINGDOM



Figure 5.1: Bunyoro Kingdom Palace

The current Bunyoro Kingdom is a product of the famous Bunyoro-Kitara Kingdom that was established around 1500 AD. It was the biggest and strongest kingdom in the interlucustrine region by the beginning of the 1800 AD. The kingdom flourished from the

16th to the 19th Century West of Lake Victoria in Present –day Uganda their descendants were the Batembuzi believed to be demi-gods who are said to have disappeared around 1200 AD before the appearance of Chwezi people in Western Uganda. Its believed to be the oldest kingdom in Uganda and others claim their origin from Bunyoro kitara kingdom eg. The Buganda and Acholi societies.

The Bachwezi dynasty that existed between 13000 – 1500 AD was initially bigger than the present districts of Hoima, Masindi and Kibale(see the map 01 below).The legendary Kingdom of Bunyoro-kitara from which the Kingdom of Bunyoro emerged is said to have been a very big empire comprising the whole of present Western Uganda, Eastern Zaire, Western Kenya, and parts of Northern Tanzania. This Bunyoro –Kitara was founded by the Bachwezi. It is supposed to have collapsed at the advent of the Luo.



Map 5.1: Bunyoro Kitara Kingdom

The Biito Luo are said to have established the Babiito dynasty over some of the remains of the Bachwezistate.Bunyoro was established by invaders from the north; as cattle keepers, the immigrants constituted a privileged social group that ruled over the Bantu-speaking agriculturalists. The kingdom continued to expand under its kings until about 1800 century, when it started to lose territory to its neighbour, Buganda. Bunyoro's last pre-colonial ruler, Kabaleega, was deposed in 1894 by the British, and the kingdom was absorbed into the British protectorate in 1896.By 1896 British colonization of Bunyoro Kitara kingdom, it had formidable political, social and economic organization as seen below;

STEP 1**Political Organization****Figure 5.2: The Flag of Bunyoro -Kitara kingdom**

Politically, the Banyoro had a centralized system of Government. At the top of the political leadership was the King (Omukama). His position was hereditary. He was the most important person in the kingdom. He was assisted in administrative matters by the provincial chiefs and a Council of notables. The King was the commander –in chief of the armed forces and each provincial chief was the commander of a Military detachment stationed in his province. The King was assisted by a council of advisors known as the BajwaraNkondo (wearers of crowns made from monkey skins).

Each chief had to send his favourite son to the King's court as a sign of allegiance. Leadership was not confined to men only. Ladies like; the Kogire and Nyakauma rulers of Busongora were women. Other persons of Political importance in the Kingdom were the Bamuroga (Prime minister) and Nyakoba (a physician of the Basuli clan), KasoiraNyamumara of the Batwaire clan and a leading Mubitto.

Politically, the King had absolute authority over his subjects. (See the figure of main kings).He appointed the county chiefs (Abamasaza) to administer each county. Below them. were sub county chiefs (Abagomborozi) who were sub-county administrators. These received reports from parishchiefs (Abemiruka) and Sub-parish chiefs (Abatongole). At the very grass root, were the village chiefs (Bakurub'emigongo). With this hierarchical arrangement the, king's messages used to reach at the grass root very fast. Later on, the office of the Prime Minister (Mushikiwabo/Katiikiro) was established to head the civil service of the entire Kingdom. All county chiefs report to him and he in turn reports to the King.



Figure 5.3: Kabaleega, Figure 5.4: Sir Tito Winyi Gafabusa Figure 5.5 : Solomon Iguru Gafabusa

Bunyoro Kitara kingdom was divided into provinces,districts and subdistricts each under a chief in that order. The chiefs were responsible for collecting taxes,maintaining law and order.The most powerful kings resided at the Kings palace to ensure royalty.The chiefs were usually picked from the royal family. The sub district chiefs were answerable to the district chiefs. Upon good performance they were given gifts like ; beer,grains and strong men were brought to work in the Kings'palace.

STEP 11

Social Organisation

Socially, people were organised in strong clans with the royal clan of the Kings, princes and princesses. The King held executive, judiciary and legislative powers.The clan heads had a specific duty to perform for the King. For example, Abaliisa clan were the shepherds of the Kings cattle (Enkorogi), the Abahamba clan were the hunters and body guards (Abakumirizi) for the King, the Abasiita clan being the artisans and craftsmen and the Bayaga clan were the chief entertainers of the King.

Different families formed a clan and marriage between the members of the same clan was not allowed. They practiced polygamy to favour the female gender. Marriage arrangement and negotiations of their children was done by the parents. Bunyoro Kingdom was divided into classes like the Babiito who were the ruling class,the Bahima who were the pastoralists and the Bairu who were the peasants. Interclass marriages were not allowed in Bunyoro kingdom and this helped to conceal the secrets and activities of each class to only its members i.e. Bairu were not allowed to marry Bahima etc.Traditional religion was practiced by the Banyoro.The greatest of their gods was Ruhanga.He was believed to be a creator of everything.Each clan had its own god but there were universtary recognized gods like Wamala,the god of plenty,Muhingo,the god of war,Mugizi,god of lake Rwitanzigye(Lake Albert). All these gods were always consulted for blessings and help from some challenges.

The kingdom of Bunyoro Kitara carried out cultural ceremonies which included marriage, birth and last funeral rites and cultural practices performed during the installation of a new king.

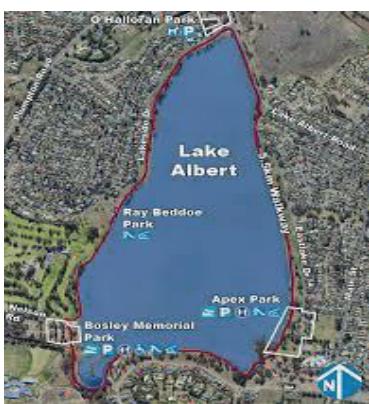
Activity 5.1:Bunyoro kingdom

1. Discuss factors that led to the growth and expansion of Bunyoro Kingdom
2. Compare the organization of Bunyoro and Buganda Kingdoms
3. Give Reasons for the decline of Bunyoro-Kitara Kingdom

Step III

Economic Organisation

Economically, the Kingdom of Bunyoro was the supplier of food stuffs to other neighboring kingdoms. The fertile soils of the kingdom enabled people to grow plenty of food for home consumption and the surplus was sold to the neighboring communities. People's economy thus was greatly hinged on Agriculture carried on using traditionally made hoes. Barter trade was a pre-colonial form of transaction practiced in Bunyoro kingdom. The people along Lake Mwitanzige (Albert) (**see the map 01 below**) known as the Bagungu were fishermen. Some communities were hunters and often used nets, knives and spears as their locally made tools for killing small animals while the big ones were killed using well dug deep pits (Obuhya). People thus exchanged fish or dried roasted meat (Omukaro) with other food stuffs.



Map 5.2: Lake Albert (Mwitanzige)

The coming of the Bachwezi introduced the culture of cattle keeping on a larger scale with their long-horned cattle which yielded more milk. Salt processing in Kibiro is still going on up to today. The Abanyakibiro earned their living through the exchange of this salt and fish. The Banyoro also produced a number of wooden items, hides and skins, palm and sisal products, iron and stone, pottery and mud, and many others for monetary purposes.. These were either sold or exchanged for other items that they required..



Figure 5.6:Pastoralists in Bunyoro Kitara Kingdom

In conclusion, it can be said that Bunyoro was one of the strongest societies in East Africa that resisted colonial rule for long. It was later colonized by force in 1896 when its strong leader Kabaleega ran for asylum in Acholi land in 1894 and his son Kitahimbwa became a new king. Kabaleega continued waging his Nyangire rebellion against the British until 1899 when the British exiled him to Seychelles inland for 24 years until 1923. Kabaleega died at Jinja in 1923 on his return to Bunyoro from Seychelles Island.

Activity 5.2: The pre-colonial states in East Africa

1. Using ICT and other sources, research about the organization of ;Buganda Ankole, Toro and Acholi societies.
2. Discuss the social, political and economic organization of kikuyu society
3. Research about the organization of Nyamwezi society and share with your close friends or Guardian.

Summary

In this lesson, you have been able to understand the organisation of Bunyoro kingdom used as example of centralised states. This will help you to distinguish between a centralised and non-centralised society. You will realise that as much as some states were called centralised and others non centralised, they had a lot in common. The organisation of pre-colonial societies have given a shape to modern leadership of world states today.

Follow up Activities

1. Distinguish between the features of a centralised and the non-centralised states in East Africa.
2. Give reasons why East African monarchical states lost their independence to European powers in the 19th Century period.
3. Discuss the organisation of Pre-colonial Buganda Kingdom.

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TOPIC: RELIGIONS IN EAST AFRICA**LESSON 1: Christian Missionaries in East Africa****Learning Outcomes**

By the end of this lesson, you should be able to:

- i) understand the reasons why European Christian Missionaries came to East Africa.
- ii) explain the Activities of Christian missionaries in East Africa.
- iii) assess the results of Christian missionaries in East Africa.

You will need:

textbooks, pens, note book, internet and the atlas

Instructions

- i) Use a handbook for Senior 1 history.
- ii) Make a reference to other related books.
- iii) If possible, consult your guardian at home.
- iv) Try and visit Google/internet search.

Introduction

Figure 6.1: Church leaders

After studying this lesson, you should be able to understand the influence of Christian religious groups in East Africa. Learning about these religions makes you appreciate the origin of today's Christian religions in East Africa. The current Christian religious disciplines we have in East Africa originated from Asia and Europe. These include Christianity, Orthodox among others. Before they came, there were African traditional religions that Africans respected a great deal.

STEP I**REASONS WHY EUROPEAN CHRISTIAN MISSIONARIES CAME TO EAST AFRICA**

Missionaries were humanitarian groups that came to East Africa from Europe with the aim of preaching Christianity and civilising East Africa. Some of these groups included the German Missionaries in Tanganyika, the Church Missionary Society, the London Missionary Society, the Roman Missionary society, the Holy Ghost Fathers, the White Fathers, the Verona Fathers, and the Lutherans. Some of the leading missionaries included Kraft, Rebman, Dr Livingstone, George Grenfell, H.M. Stanley, Alexander MacKay and Bishop Hannington , Brother Amans, Fr Lourdel etc. They had many reasons for coming to East Africa. Key among them included the following:

1. To spread Christianity. They came to get converts from East Africa. They considered East Africa to be a virgin land and therefore wanted to expand Christianity.
2. To abolish slave trade and slavery. With the achievements of industrial revolution, slaves were no longer needed in America and Europe. Hence this humanitarian desire made the Europeans to come to East Africa.
3. To promote western education and civilisation. They came to introduce formal education. East Africans were used of informal education, but with the introduction of Christianity formal education began in schools like; Gayaza High School, Kings College Buddo, Namilyango,Rabai H.S., Mengo Senior School among others.
4. In Uganda, the Missionaries were invited by *Kabaka Mutesa 1* through H.M. Stanley's letter. Activities of explorers made Kabaka Mutesa happy and excited that he decided to invite many more European Christian Missionaries to come to East Africa.

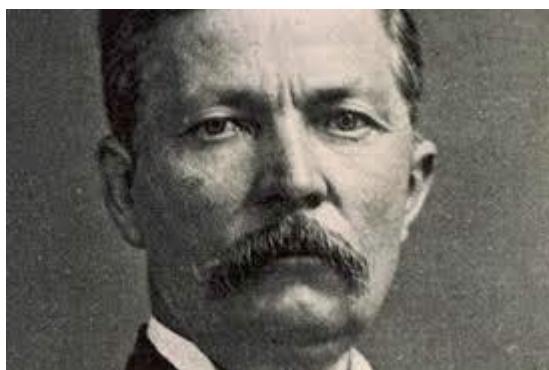


Figure 6.2: H.M.Stanley

5. They were inspired by the success of the early travellers and the missionaries. Men like; Vasco Da Gama,DrDavid Livingstone had been very successful in their exploration to Africa and this inspired and motivated many European Christian missionaries to come to East Africa.
6. The desire to check the spread of Islam. Missionaries came to check on the spread of Islam. This would increase the number of Christian converts in East Africa.
7. Some had come to complete the work of Dr David Livingstone, who had left a big part of his work uncompleted. Before his death in 1873, he had formed the Universal Mission to Central Africa(UMCA) missionary group and reported to Europe that East Africans were interested in Christianity.

8. Promotion of legitimate trade. They aimed to replace slave trade with the legitimate trade and promote the import and the export trade that was growing up between Europe and the East Africans at the time.
9. The missionaries were paving the way for European imperialists. They carried a bible in one hand and a flag in another. They acted as the forerunners of colonial rule. Their teachings such as, "love your neighbour as you love yourself", "Don't mind about the earthly riches,your treasures are in heaven" etc.

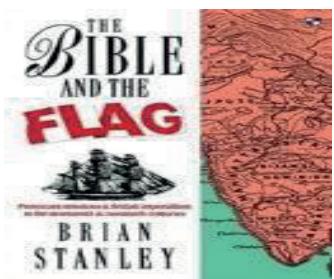


Figure 6.3: "The flag followed the cross".

10. The desire for exploration and adventure. They had heard about the Dark Continent and they came to East Africa to see how it looked like. For example Krapf and Rebman had at first come for adventure and sightseeing in East Africa.
11. They wanted to improve the living conditions of East Africans. As for example, they built many hospitals to improve the conditions of sick people from Malaria, small pox, sleeping sickness among others.
12. They came as a result of support from industrial revolution. Many European industrialists had got a lot of money from the industrial revolution and decided to support the evangelical programmes of their missionary groups in East Africa.

Activity 6.1: Reasons for the coming of Foreign Religions

1. What type of religions that was in East Africa before the coming of foreign religions?
2. Explains the reasons why Muslim Missionaries came to East Africa
3. Which problems did the Islamic Missionaries face in East Africa

STEP II

THE ACTIVITIES OF EUROPEAN CHRISTIAN MISSIONARIES IN EAST AFRICA

There are a number of activities that were carried out by Christian Missionaries in the interior of East Africa.

Their first encounter with the people was to preach the gospel. They introduced a new religious faith to the interior of East Africa which was considered superior to the traditional religions in East Africa. It was more civilized and it transformed the East Africans from the practice of gods to a supreme God.

The Christian missionaries did pioneer work in building churches. They established churches to ease the spread of the gospel. The churches built include Namirembe, Lubaga cathedrals, Rabbi Church, Bagamoyo Cathedral among others.

They promoted Western Education and the development of vernacular literature.

The schools established during this time include; Maseno High School and Alliance High school in Kenya, Mt. St. Mary's Namagunga, St. Mary's Kisubi, Namilyango College, Gayaza High School, King's College Buddo, Mackay College Nateete and others that were later established under the Christian Missionary Churches throughout the country.

The missionaries also greatly improved the health services in East Africa. While carrying out missionary work, the missionaries-built health centers to treat people that later turned into Hospitals.

The hospitals include Dr Albert Cook- Mengo (1897), St. Francis Nsambya and Lubaga Hospitals in Uganda, Berega Mission -Morogoro, Mikocheri Mission Hospital in Tanzania. In Kenya, the missionaries established St. Camillus Mission Hospital and St. Mary's Mission Hospital and many others spread across the country where they operated.



Fig. 6.4: Rubaga Cathedral Fig. 6.5: Holly Ghost Mission Bagamoyo

Fig.6.6: Rabai Mission Church - Kenya



Fig. 6.7: Mengo Hospital

Fig 6.8: Berege Mission Hospital

Fig. 6.9: Kings College Buddo



Fig.6.10: Namirembe Cathedral

Fig.6.11: St. Pauls Church – Kenya

Fig.6.12: Alliance High School

Activity 6.2: Missionary work

- Identify some European Christian missionary activities that still exist in East Africa today.
- Which problems did the European Christian missionaries meet in East Africa?
- Visit a nearby old church in your community, find out information about its establishment and share with your guardian/parent.

STEP III

RESULTS OF EUROPEAN CHRISTIAN MISSIONARIES IN EAST AFRICA

Missionary groups in East Africa wherever they worked, left a lot of social, political and economic effects in positive and negative categories.;

- They encouraged Education through the establishment of both elementary, Secondary schools and training colleges. In East Africa, missionaries built a secondary school in Mengo, Gayaza which began as educational centers for daughters of Buganda chiefs while Buddo college was established to educate the sons of Buganda chiefs. Included also are Rabai high school in Tanganyika, Kakamega Agriculture school in Kenya.
- Neglect of science and practical subjects. Missionary Education concentrated in elementary subjects like bible study, reading and writing. See figures below .Such subjects taught to East Africans prepared them to be good servants to the colonialists as they worked in colonial offices in positions of secretaries, office messengers, Clerks and interpreters after school.



Figure 6.13: Colonial classes

Figure 6.14: Class time today

3. The Missionary societies converted the East African people and generally majority of Africa into Christianity. This reduced the number of people who would have been Muslims and African traditionalists.
4. They encouraged and developed agriculture through introducing new crops, distributing seeds to native farmers, establishing plantations (development of Legitimate trade) and putting up experimental farms characterized by better methods of farming all of which were aiming at increased raw materials for European industries. Examples of major crops include: Coffee, Cloves and sisal.
5. Missionaries encouraged commerce and trade through formation of trading companies and developing cordial relationship with chartered companies that were operating in Africa. Example, in 1892 the imperial British East African Company (IBEACo) in East Africa ran bankrupt and it was financially assisted by the Church Missionary society (C.M.S) until 1893.
6. They influenced the development of trading centers in East Africa through which Agriculture products would be sold off to Europe while the manufactured goods brought would be marketed to East Africans. For example, Rabai and Bagamoyo towns were expanded in size.
7. They introduced new architecture suitable for the tropics e.g. brick laying, stone houses, tile roofing, corrugated iron roofing all were introduced in Africa by missionaries. **See the figure 6.12 below.**



Figure 6.15: Rabai Mpya House

This improved the standard of living of Africans who formerly lived in grass-thatched houses and huts. Missionaries all over Africa used such methods of Construction which colonialists inherited as their offices that is in the former mission stations.

8. Missionaries checked inhuman African cultural practices that were considered quite backward and barbaric for example, they preached against polygamy, human sacrifice, murder of twins, which in the end created social development, peace and stability in East Africa.
9. They encouraged the study of East African local languages and even taught East Africans how to speak foreign languages. They taught East Africans how to read and write and read their languages, taught them Germany, French and English languages depending on the origin of the Missionary society.
10. Introduction of textbooks Disciplines like Grammar books and dictionaries were written in local languages so as to enable their converts be able to read and write. In Uganda, books were written in Iteso, Luganda, Karagwe and Rukiga Rutooro among others.
11. Creation of disunity and divisionism among Africans. The competition for converts between Muslims, Catholics, Protestants and orthodox missionaries left a lot of enmity planted among Africans that made them weak to resist against colonialism. In Uganda, in 1886 -1893 period there were religious war in Buganda among the

Muslims, Wangereza (protestant) and Wafranza (catholics) which were silenced by Lord Lugard in 1893 which saw the triumph of the protestants in politics of Uganda up to now.



Figure 6.16: Religious attires

12. Missionaries established some infrastructural developments in East Africa e.g. roads, hospitals, railways etc. However, such infrastructure was a priority of the objectives of these missionaries, for example, roads and railway were established in resourceful areas, schools were primarily for sons and daughters of the white settlers and the African chiefs while hospitals were to treat whites and some special Africans e.g. experts in mining, farming, close secretaries etc.



Figure 6.17: A Missionary hospital *Figure 6.18: Roads used by Missionaries.*

13. Missionaries came to expose the African continent to the outside world. This was done through offering of scholarship to notable Africans such as sir. Apollo Kaggwa who went to London for some time when he came back, Baganda named him Apollo Kivebulaaya.



Figure 6.19: Sir Apollo Kagwa

Activity 6.3: Results of Foreign Religions

1. Why is Namugongo day of 3rd June celebrated every year?
2. Fill the table below highlighting on the features of each religion.

Table 6.1: Religious beliefs and customs.

S/n	Beliefs and Customs	Christian beliefs and Customs

3. Appreciate the contributions of Islamic religious faith in your community.
Present them to your guardian.
4. Give reasons for the success of European Christian activities in East Africa.
5. Categorize the results of European Christian Missionaries in East Africa.

Summary

Religions in East Africa were both traditional and foreign founded. The external ones however became more superior and have had deep impact on the region of East Africa. A Number of activities were carried out by both the Muslims and the Christians which has changed the forms of worship in East Africa. Few people still believe in the traditional religions compared to the statistics of 19th century period.

Follow up Activity

1. Use ICT and the library research why Ugandans were killed at Namugongo on 3rd June 1886. Share the findings with your family.
2. Give reasons why Muslims are not many like Christians in East Africa.
3. Why are there many religious Pentecostal religious groups emerging up in East Africa.?

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CHAPTER 7**TOPIC: LOCAL AND EXTERNAL TRADE CONTACTS IN EAST AFRICA BEFORE 1880****SUB-TOPIC 7. 1: INDIAN OCEAN TRADE AND SLAVERY IN EAST AFRICA****LESSON 1: Slavery and Slave Trade in East Africa****Learning Outcomes**

By the end of this lesson, you should be able to:

- i) know the reasons for the development of slave trade and slavery
- ii) which problems were encountered during this trade?
- iii) explain the results of slave trade and slavery in East Africa.

You will need

Textbooks, pens, note book, internet and the Atlas.

Instructions

- i) Use a handbook for Senior 1 history.
- ii) Make a reference to other related books
- iii) If possible, consult your guardian at home
- iv) Try and visit Google/internet search.

INTRODUCTION

Slavery is any system in which principles of property law are applied to people, allowing individuals to own, buy and sell other individuals. An enslaved person is unable to withdraw from such an arrangement and works without payment. While slave trade is an act of procuring, transporting, and selling of human beings as slaves. This was carried on almost on all coasts along the African continent.



Figure 7.1.1: Slaves carrying cloves to the coast

STEP 1**REASONS FOR DEVELOPMENT OF SLAVE TRADE AND SLAVERY**

It was a traditional act as many East African chiefs and leaders had domestic slaves and therefore it was part of East African family cultures.

The coming of Arabs and Persian traders made slave trade more pronounced in East Africa as slaves were a common commodity in Middle East and around 17th century.

The industrial revolution in Europe increased the demand for the raw materials and this could only be produced by the slaves. Therefore, they were needed to provide labour in farms. Additionally, there was need for slave labour in developed countries at the same time especially in Portugal, Arabia, France and America. All needed slaves to work as miners, farmers, soldiers and domestic servants

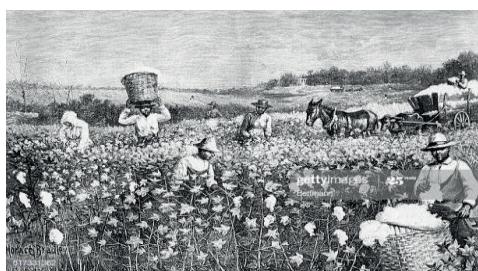


Figure 7.1.2: African labourers.

The establishment of slave markets along the East African coast for example, Kilwa, Zanzibar and Malindi made slaves to be more demanded and supplied to Asian countries.

The desire to eliminate the key prisoners, destitute, witches, from the East African communities. It was a culture within East Africa to sell out such people.

The abolition of slave trade in West Africa early, made the Portuguese to start coming to East African coast to buy slaves.

The coming of Said Seyyid to East African coast increased slave trade. He set up cloves and Sisal plantations at Zanzibar which needed laborers and therefore this promoted the slave trade.

**Figure 7.1.3: Cloves plant****Figure 7.1.4: Sisal plant**

Slaves were used as a means of transport. See figure 7.1.1 above. They would carry goods of trade from the interior and after the sale of ivory, minerals etc. Slaves would also be sold to Asians and the Europeans.

Profits from this trade made many people to get involved deeply for wealth for example, The Akamba ,the Nyamwezi and the Yao.

The existence of Caravan trade routes in East Africa made the slave trade very possible. Reaching in the interior became possible from the coast.

The reception and the hospitality given to outsiders by East Africans made the trade possible. The Asian and the Arab traders enjoyed dealing with the East Africans.

**Figure 7.1.5: An African Reception**

Divisions and the interior wars in East Africa made it easy for local leaders to get slaves to be sold to Arabs. Some slaves were the war prisoners.

Activity 7.1.1: Slave trade

1. What is the relationship between Indian ocean trade and slave trade?
2. Draw a sketch map showing the operations of Indian Ocean trade.
3. Why was slave trade successful in East Africa?

STEP II**PROBLEMS FACED DURING THE SLAVE TRADE**

The distances involved to move into interior by Arabs were too long. They had to travel very many miles into the interior to trace the local markets where slaves were sold by local chiefs in the interior.

The heavy taxes imposed by interior local chiefs were a problem. Slave traders had to pay a lot of money to the interior local leaders to allow their caravans pass. E.g. Mirambo and Nyungu ya mawe almost made slave trade unprofitable.



Figure 7.1.6: Chief Mirambo Figure 7.1.7: Nyungu Ya Mawe

The high interest rates charged by Indian Banyans made the slave trade unprofitable. Banyans were money lenders who used to extend credit to Asians to facilitate them to carry out slave trade.

Tropical diseases like Malaria and Small pox greatly affected the slave trade business. Traders used and the slaves themselves were always affected.

Wild animals like the lions used to attack the slave traders along the way to the coast. This became safer later when the guns were introduced into the interior.



Figure 7.1.8: Arab guns in East Africa

Competition for ivory and slaves became high after the introduction of guns and this made the traders to fear in the interior of East Africa.

Language barrier became a problem to slave traders. Communication in the interior was hard and therefore business negotiation became difficult.

Hostile tribes in the interior for example, the Masai would fight off the slave traders who came to capture slaves in their communities.

The poor infrastructure in the interior also made slave trade difficult. The forests, swamps and impassable ways / routes made slave trade business difficult.



Figure 7.1.9: Slave movements

The rainy climate of East Africa made slave trade difficult. The movement of slaves carrying goods would be very hard during the rainy seasons.

The European Christian missionaries who came to East Africa condemned the slave trade as evil and illegal activity. It was de-campaigned and it had to be stopped by all traders in East Africa.

Invention of machines by industrial revolution like tractors which replaced the slave labour was another problem that affected the slave trade.

Activity 7.1.2: Slave trade problems

1. Explain the organization of slave trade in East Africa.
2. Discuss the organization of Indian Ocean trade.
3. Discuss the problems that were faced during the Indian Ocean trade

STEP III

RESULTS OF SLAVE TRADE

New crops were introduced in East Africa in order to feed the passing caravans. Such crops included; rice, maize, green pepper and wheat.

East Africans heavily suffered under the slave trade. They were beaten, tortured, and exposed to sunshine, coldness and subjected to all forms of inhumanity. The situation was quite harsh.

It led to increased tribal wars. Local leaders would frequently raid slaves and property for trade purpose.

People lost their families and they became detribalized. They sought for asylum in forests, nearby societies who would again capture them for slavery. It was a time of trouble.

There was depopulation in East Africa. The Akamba depopulated the northern route of long distance –trade, Nyamwezi captured many people on the central route while the Yao depopulated the southern route. They sold these people to Asians and the Arabs.

East Africa witnessed the plunder of houses, food stores and the farmlands. In process of slave raiding, there was destruction of property, animals and human beings.



Figure 7.1.10: Slave raiding

Family breakages became common as husbands and wives took different directions while running away from the slave raiders.

It opened East Africa to outside world. Many outsiders came to know the East Africa people and commerce through this trade of slaves. This attracted the coming in of Christian missionaries, Imperialists and the colonialists into East Africa.

It led to the growth of many towns at the coast and the interior of East Africa. Examples include; Zanzibar, Mombasa, Malindi and Kilwa at the coast of East Africa while in the interior, Bagamoyo, Rabai, Tabora towns were established.

Plantation farms were set up near the slave towns. E.g. Said Seyyid established sisal and the clove farms around Tabora.

The participants in this trade became very rich. For example, Chief Mirambo, Nyungu Ya Mawe and many others got a lot of revenue from the slave trade.

Better items of trade were introduced in the interior of East Africa for example; clothes, beads, glass ware items etc. This affected the market for the local items like the bark cloth, hides and skins etc.

Activity 7.1.3: Results of slave trade

1. What were the results of Indian Ocean trade?
2. Why was slave trade abolished?
3. Assess the effects of slave trade and share them with your peers at home.

Summary

Slave trade and slavery followed the East African traditional trade that was conducted between the local societies using the barter system of trade. It left both positive and the negative results in East Africa. It was abolished due to a number of its weaknesses and replaced with legitimate trade brought in by European colonialists in the 19th Century period.

Follow up Activities

1. Draw a table and show the features of 17th century slave trade.
2. Describe how Indian Ocean trade was carried out in 17th -18th Centuries.
3. Compare the 18th century Slave trade with the current human trafficking in the world
4. Explain the problems being faced in the 21st century human trafficking.

CHAPTER 7**TOPIC: LOCAL AND EXTERNAL TRADE CONTACTS IN EAST AFRICA BEFORE 1880****SUB-TOPIC 7.2: LONG -DISTANCE TRADE****LESSON 1: Long-Distance Trade****Learning Outcomes**

By the end of this lesson, you should be able to:

- i) know reasons for growth and expansion of long distance trade
- ii) understand the organization of long-distance trade.
- iii) assess the results of long distance trade.

You will need:

textbooks, pens, note book, internet and the Atlas

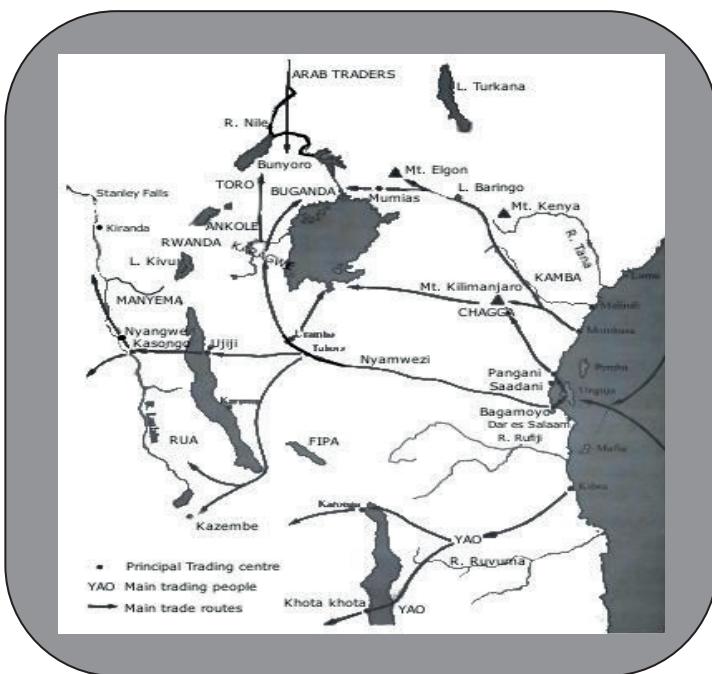
Instructions

1. Use a handbook for Senior 1 history.
2. Make a reference to other related books.
3. If possible, consult your guardian at home.
4. Try and visit Google/internet search.

Introduction

Figure 7.2.1: Slave Caravan

Long distance trade was the exchange of trade goods between communities over long distance, for example between the east African interior and the east African coast. This was a trade that was carried out between the coastal merchants and the interior tribes of East Africa. It followed the long distances from the interior to the coast as well as within the interior. It developed around the first half of the 19th century.



Map 7.2.1: Long-Distance Trade routes

STEP 1

FACTORS FOR GROWTH AND EXPANSION OF LONG-DISTANCE TRADE

Many factors worked jointly to explain the rise of long-distance trade. The key ones include the following:

1. Tribes in East Africa produced surplus goods and there was need to find surplus market for them. Some of these goods like Iron implements were on high demand all over East Africa, this gave them unlimited market
2. Similarly foreign goods such as guns, beads and clothes were on high demand and so people had to move long distances in search for them.
3. The opening of trade routes in the interior enabled traders to reach all corners and this enabled them to collect and transport their goods with ease.



Figure 7.2.2: Long-distance traders



4. Division of labour among East Africans facilitated the development of **long-distance trade**. Men were specifically for doing work of clearing the gardens and

they devoted the rest of their time to trade as the women did the work of planting , harvesting and other domestic work.

5. The introduction of guns improved security along the trade routes, people would transact without fear of being robbed or attacked by enemies. See the figures below.



Figure 7.2.4:Gun

6. The nature of the terrain of the land especially for the nyamwezi facilitated the development of long distance trade, It was very flat and enabled easy movement of people and goods from one place to another.
7. There was co-operation and good working relations between the interior tribes and the coastal people, this helped the trade to develop.
8. The settlement of Sayid Said in Zanzibar increased the demand for slaves because he needed them to work on his clove farms. He provided security for incoming traders and his other activities further developed the trade because he encouraged trade caravans into the interior.



Figure 7.2.5: Said Seyyid

9. Traditional love for traveling long distance by some interior tribes ,like the Yao caused trade to develop.
10. Zanzibars creation of market for a wide range of goods and playing the middleman role helped long distance tradeto develop.
11. Some societies had superior skills that enabled them to make superior products compared to their neighbours like high quality iron products that were demanded by other societies. This boosted the development of Lond distance trade.

Activity 7.2.1: Benefits of Long -distance trade

- i) With the use of ICT and other sources, discuss the benefits of Long -distance trade.Present your findings to the guardian.

- ii) What do you compare with this trade today in East Africa? Support your
- iii) Outline the benefits of East African chiefs in this trade.

STEP II

Organisation of this Trade

It was called long-distance trade due to the form of transport used composed of caravans between 100-1,000 men to and from the coast. They always took months or even a year to reach the coast. The trade was organised by the Nyamwezi, Akamba, Yao, Chagga, Luo, Kikuyu, Zinza, Buganda, Sudanese known as the Khartoumers and other, small interior tribes who traded with the Arabs and Swahili from the coast. The trade involved foreign trade goods from Europe and India like guns, clothes, glassware, beads, plates, swords, brass and gunpowder in exchange for interior African goods like slaves, ivory, wax, hides, skins, salt, honey and iron implements among others.



Figure 7.2.6: Beads

Slaves were a key commodity needed by Asians in this trade. They negotiated it with interior chiefs like; Mirambo, Msiri, Tippu tip, Nyungu Ya Mawe, Kabaka Mutesa I among others. The trade was conducted on barter system of exchange, later cowrie shells and coins were introduced.

Activity 7.2.2: Organization of Long -distance trade

1. Give reasons for the success of long distance trade in East Africa.
2. Draw a table and outline the features of slave trade and the long-distance trade.
3. Explain the problems that were faced during the long-distance trade.

STEP III

Effects of Long -Distance Trade

Long -distance trade had political economic and social effects on the people of East Africa, some of these were positive and others were negative.

1. Long distance trade led to the colonisation of East Africa. Colonialists used the routes used in the trade to penetrate the interior and access whatever they needed.

Since slave trade was also part of Long -distance trade, the colonialists used the excuse of abolishing slave trade to colonise East Africa.



Figure 7.2.7 :John Krapf Figure 7.2.8 :Johannes Rebman

2. There was heavy depopulation in the interior as people moved from one place to another. Most East Africans who moved ended up settling in other places where trade was at its peak.
3. There were so many intermarriages between East Africans and other coastal traders. This led to the rise of the swahili culture and race
4. Long-Distance trade led to improved livelihoods among the people of the interior. Many people became rich especially the chiefs and rulers. Communities and individuals who were involved in the trade generated a lot of wealth and enjoyed high standards of living
5. The long distance caravan routes later developed into proper transport communication lines. This eased transport and movement of both people and commodities



Figure 7.2.9: Improved roads

6. This trade opened East Africa to the outside world. Most people got to know East Africans through the trade and relationships were developed

7. The trade exhausted the resources of East Africa. Elephants were hunted down for purposes of getting ivory, the energetic young men and women were taken away and exchanged for worthless items such as mirrors and old clothing.
8. There was erosion of the East African cultural beliefs and norms during the trade. With so many encounters with foreign cultures, East Africans were easily converted from some of their traditions.
9. Long distance trade led to the formation and expansion of states like Buganda, Mirambo and Nyungu Yamaawe. These states built powerful empires because they had acquired the gun which had become the source of economic and political power.
10. It led to the spread of Islam in the interior mainly through intermarriages and assimilation in the inland trading centres and towns.

Activity 7.2.3:Impact of Long -distance trade

1. Find out the challenges of long distance trade and present to your family.
2. Which of above problems is still being faced by traders in East Africa?
3. Organise your family and involve them in a role play on how traditional East African Chiefs were involved in Long -Distance Trade.

Summary

By the end of this lesson, you should be able to describe the organisation of Long-distance trade in East Africa; state its factors for growth and expansion; relate its establishment with the Indian Ocean trade and slave trade of East Africa. You should be able to compare the benefits of long-distance trade and today's trade in East Africa.

Follow up Activities

1. Visit the nearby business Person, ask them where they get goods of trade from.
2. What benefits are people gaining from Trade.
3. Find the Challenges in this trade. Present all these to your family.

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CHAPTER 8**TOPIC: SCRAMBLE, PARTITION AND COLONISATION OF EAST AFRICA****LESSON 1: SCRAMBLE FOR EAST AFRICA****Learning Outcomes**

By the end of this lesson, you should be able to:

- i) know the factors that led to Scramble and Partition of East Africa.
- ii) understand the methods used in scramble and partition of East Africa.
- iii) identify the problems faced during the Scramble and Partition of East Africa.

You will need:

textbooks, pens, notebook, internet and the atlas

Instructions

1. Use a handbook for Senior 1 history.
2. Make a reference to other related books.
3. If possible, consult your guardian at home.
4. Try and visit Google/internet search.

Introduction

The scramble of East Africa means an uncoordinated rush by Europeans to acquire territories in East Africa. This disorganized rush took place mainly between Germany, British and Italians to some extent. The Scramble for East Africa, also called the Partition of East Africa was the invasion, occupation, division and colonization of East African territories by European powers during a short period known to historians as the New Imperialism in African continent that covered the period between 1880-1914.

STEP I**REASONS FOR EUROPEAN SCRAMBLE AND PARTITION OF EAST AFRICA**

They were many and varied ranging from social, political to economic reasons.

Socially, Europeans wanted to stop slave trade in East Africa. Slavery had destroyed the social fabric of East Africans and therefore the desire to eradicate it resulted into the coming of Europeans as humanitarian agents to stop slave trade.

The desire to spread Christianity also encouraged Europeans to come to East Africa. Many missionary groups had been set up and funded by capitalists to promote their commercial

interests in East Africa selling European industrial goods and buying of raw materials for their home industries. They campaigned for European trade in East Africa.

Desire to civilize the East Africans was another factor. They had been considered backward and barbaric which became a concern for European humanitarian group. They introduced formal education to work on this

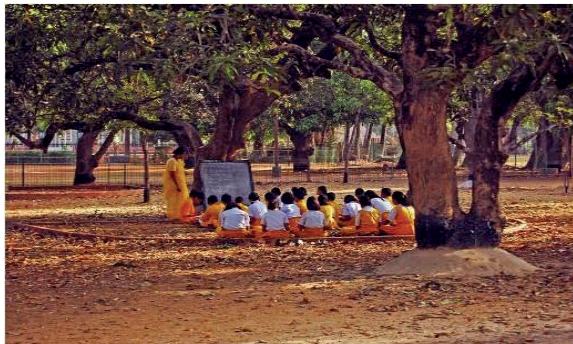


Figure 8.1: Colonial Education

POLITICAL FACTORS

The growth of Nationalism in Europe created a need for international recognition and prestige among European countries. Newly recognized countries like Italy and German wanted to test themselves in aspect of international affairs. A country with colonies was more respected and this made Italy and German to come to Africa for colonies.

The impact of Franco-Prussian war of 1870-1871. This was fought between Germany and France over the rich provinces of Alsace and Lorraine. France lost the war and she came to Africa for compensation. Same way Germany also came East Africa to get colonies and prepare for revenge against France.

Activities of Leopold II of Congo also alarmed the rest of European states to come to Africa. He disguised to come and develop Congo in 1876 when he was lying and when he reached there he concentrated in exploitation of Congo resources which annoyed other European states and they also decided to come to East Africa to acquire colonies.

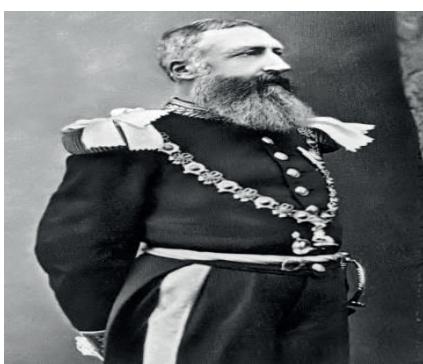


Figure 8.2: King Leopold II of Belgium Congo

Berlin Conference of 1884-85 is another political cause for scramble and partition of East Africa. After this meeting all European states rushed to East Africa to get hold of all the territories they had claim on. Germany took over Tanzania for this matter while British took over Uganda and Kenya.

ECONOMIC REASONS

There was need to promote the legitimate trade after the successful abolition of slave trade. Africans were encouraged to grow cash crops that were needed to support the young European industries. This resulted in the establishment of new trade systems, building of roads and railways among other things to support legitimate trade.

They came to help the chartered companies that had become bankrupt. It was a moment for home governments to come to East Africa and inherit what these chartered companies had achieved for their countries.

The discovery of precious minerals like diamonds and gold in other parts of Africa created a feeling to Europeans that even East Africa, was rich in minerals. So they had to come to look for these minerals.



Figure 8.3: Gold minerals



Figure 8.4: Diamonds

The need to resettle the surplus population was another factor. Slaves had lost value after the invention of machines in Europe. Therefore, the need to resettle redundant labourforce resulted into the scramble and the partition of East Africa.

They wanted new lands where the surplus capital could be invested. The industrial revolution had generated a lot of wealth for European countries. Therefore, they came and invested this cash in plantation farms, mineral mining, and the East African road works.

Need to secure profitable markets abroad for their finished goods. Too much production in Europe of related goods resulted into market floods with similar goods. This made them to come to East Africa for fresh markets.

Finally, the need for the raw materials to feed the European industries e.g. sugar cane, cotton, tobacco, cocoa nuts etc. They had to come and colonise East Africa secure a permanent source of these raw materials.

STRATEGIC FACTORS

Tracing the Source of River Nile by European powers especially Britain which had shown interest of colonizing Egypt was very important. Since Egypt provided a strategic sea route to India, much of East Africa was colonized by Britain so that it could keep an eye on India her traditional colony.

Signing of the Helgoland treaty of 1890 that created a demarcation between Tanganyika and Uganda for the British loss of Heligoland island of North Sea in Europe to Germany.



Figure 8.5: Heligoland island

Kenya was colonized to provide an inlet to Uganda which was a land locked country and a source of River Nile that Britain wanted most. Kenya had an entry port of Mombasa that had been connecting East Africa to outside world. Germany was still extending northwards to Uganda which would cause rivalry between British and Germany. So British had to pass on Heligoland to Germany so that it stops expanding northwards to Uganda.



Figure 8.6: Source of the Nile

Explorers and the scientists were interested in East Africa to find out what was in the dark continent of Africa. Therefore, Europeans came to East Africa to see what was in the Dark continent.

Activity 8.1: Reasons for scramble and Partition

1. Individually, draw a map of East Africa and show which European power colonized specific East African territory.
2. Discuss the role played by Missionaries, Chartered companies and explorers in the colonization of East Africa.
3. Assess the effects of scramble and partition of East Africa.

METHODS USED BY EUROPEANS IN THE SCRAMBLE AND PARTITION OF EAST AFRICA.

Use of material gifts. Europeans offered gifts to East Africans like clothes, food, bible, rosary, beads among others. Such materials softened their hearts.

The imperialists were very strong and efficient. They did official work for their home governments. Men like Sir Gerald Portal, Captain Fredrick Lugard, Sir Harry Johnstone, Carl Peters among others. signed protectorate agreements that helped Europeans to colonise East Africa.

Use of state cooperation and the negotiations. Whenever there was a possibility of clashes, agreements had to be signed for example the 1886 Anglo-Germany agreement, 1890 Heligoland treaty, 1900 Buganda agreement. All these helped in peaceful process for colonization of East Africa.

Early explorers and geographers. These not only provided their governments with information about east Africa, but also established good relations with African leaders which helped in coming of the more Europeans into East Africa. A good example is when H.M.Stanley wrote a letter inviting Christian missionaries on behalf of Mutesa 1 for Buganda.

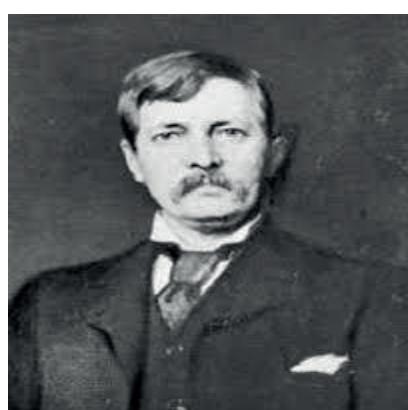


Figure 8.7: H.M Stanley

The work done by trading and chartered companies. They developed some infrastructure, silenced society conflicts, won wars with traditional chiefs, funded initial

costs of administering East African societies. By 1894 Signing of British protectorate, they had done a good work.

Role of Christian missionaries. Using the Holy Bible, they softened the hearts of East Africans. Missionaries cooperated with East African chiefs in creating peace and silencing conflicts in East Africa.

Building of military stations. British with her agents built military forts in areas they expected resistance e.g. In old Kampala to threaten Baganda in Mengo, on borders of Bunyoro and Toro etc. This helped the British to colonise such areas.

Figure 8.8: Railway line

The use of indirect rule system. This entailed using the African leaders the British found in power to implement their policies in East Africa. But they were to work under strict supervision of white men. This method helped Europeans to conquer East Africans.

Use of divide and rule method. In societies where they found conflicts, they exploited them to colonise the area. E.g. between Buganda and Bunyoro the British maintained them as enemies so that they don't form united front against the colonialists.



Figure 8.9: Colonial army

Use of intimidation and threats was a common method. It worked in Buganda and Bunyoro when they exiled Kabaka Mwanga and Kabalega respectively when they resisted the colonial rule.

Use of collaborators like the East African opportunists. For example, the case of Semei Kakungulu who was deployed by the British to administer Eastern Uganda. He conquered Busoga, Bukedi, Lango and Teso for British. Other collaborators included; Nuwa Mbaguta, Sir Apollo Kagwa, Laibon Lenana among others.

Use of force and military confrontation. British used this in areas like; Bunyoro, Karamoja, Acholi among others. This was a method used to conquer areas that had staged the primary resistance against the colonial rule.

Treaty signing method was commonly applied in the most peaceful territories. The British used it in the 1900 Buganda Agreement, Toro agreement of 1900, Ankole agreement of 1901 among others. With these treaties, British assured them of protection from Bunyoro invasion. Treaties signed with African chiefs were presented at Berlin Conference to claim the control of such areas.

Activity 8.2: Entry of foreigners

1. Discuss the reasons why the Europeans were successful in colonizing East Africa.
2. In the table below tick **true** or **false** among the challenges that were faced by Europeans in the colonization of East Africa.

S/n	PROBLEMS	TRUE	FALSE
1.	Neo-colonial attitudes		
2.	Conflicts between Societies		
3.	Structure of clan leadership in East Africa		
4.	Civil marriages		
5.	Language barrier		
6.	Theories of Kintu and Nambi		
7.	Distance from Europe		
8.	Religious wars		
9.	Cost of colonial administration		
10.	Lack of enough manpower		
11.	Lack of support from common wealth		
12.	Rise of second resistance		
13.	Diseases like malaria		
14.	Lack of uniform regional economy in East Africa.		
15.	Impact for rise of political parties		

Summary

You have learnt that scramble and partition of East Africa was an act of colonial agents like missionaries, imperialists, chartered companies and explorers who in different ways convinced/forced Africans to surrender their independence to Europeans, especially the British, Germans, Belgians and Italians. They had varied reasons for coming to East Africa, they used different methods and many results were witnessed.

Follow up Activity

1. Suggest various ways through which the scramble and the partition of East Africa would have been avoided.
2. How far was the scramble and partition of East Africa a burden to the Whiteman?
3. Explain the meaning of the phrase that "*East Africa is still colonised*"

"CORONA VIRUS IS A PANDEMIC SCOURGE "KEEP HOME & STAY SAFE

CHAPTER 9**TOPIC: RESPONSE TO THE ESTABLISHMENT OF COLONIAL RULE.****LESSON 1: African Reaction to colonial rule****Learning Outcomes**

By the end of this lesson, you should be able to:

- i) know the reasons why the East Africans collaborated to colonial rule.
- ii) understand the factors that made East Africans resist colonial rule.
- iii) give reasons for the defeat of most East African resistance wars.

You will need:

textbooks, pens, note book, internet and the atlas

Instructions

1. Use a handbook for Senior 1 history.
2. Make a reference to other related books.
3. If possible, consult your guardian at home.
4. Try and visit Google/internet search.

Introduction

The African response to colonial rule refers to the attitude/reactions Africans showed to the coming of colonialists in East Africa. African societies responded in different ways to European occupation of East African states. Some leaders and their societies out rightly decided to fight the Europeans and they were called "***Primary resisters***" such included men like; Kabalega of Bunyoro, Chief Koitaleh of the Nandi in Kenya, Chief Mkwawa of the Hehe in Tanganyika etc.

Others welcomed the colonialists and fought them after realizing that they were cheaters and had taken their independence and wealthy. These were called the "***Secondary resistors***" and the examples included the Kabaka Mwanga of Buganda among others.

There was also "***passive response***". Here some communities did not mind whether colonialists have come or not. They showed a don't care attitude towards the Europeans. Other communities showed maximum cooperation with the colonialists. These were known as "***collaborators***". They include; Baganda, Ankole, Toro, Masai among others. Another category of response was called "***opportunistic or mercenaries or career collaborators***". These supported colonialists in the exchange for material gains. Examples included Sir Apollo Kagwa and Semei Kakungulu of Buganda.

There was also **Rebellion**. During the establishment of colonial rule, the Europeans wanted to take away Africans land forcefully, and also to impose foreign cultures upon them. These among other things did not go well with the Africans who retaliated in form of revolts.

STEP 1

REASONS WHY EAST AFRICANS COLLABORATED WITH WHITES

The collaboration to colonization took different forms. Some African societies and individuals associated colonialism with civilization and admired their culture and ways of life.eg dressing clothes, rosary, bible, bowls, Panga, reading and writing etc.

Some collaborated to get military help to fight off their enemies. They therefore offered support and allowed Europeans to use their land for colonization of other areas.

Most states were involved in inter-tribal wars for commercial and political reasons. Collaboration was therefore the best way in which they could defend themselves against the hostile neighbours. Buganda Kingdom and Toro are one of the examples that feared Bunyoro Kitara kingdom and collaborated with the British for protection against Bunyoro threats

Others were used as mercenaries to extend the influence of colonialists' rule in East Africa with expectations of material gain from the colonisers. A good example is Semei Kakungulu who colonized Eastern Uganda for the British.



Figure 9.1: Semei Kakungulu

Some African societies were too weak to make formidable resistance against the colonial rule. To them it was useless to engage in war they were sure they would lose and they did not match the fire power of the colonisers.

Most states knew the military strength of Europeans before real colonization could take place. Buganda and the Masai had tried fighting the colonizers with no success at all.

Some states had tested the effects of slave trade and memories were still fresh in their mind. They never wished to see another dose of inhuman treatment by outsiders.

Slavery Life

Some states hoped to get material rewards in the collaboration. This was true because most African states wanted superior weapons to fight against their enemies. They had also seen how the use of gun for security in the long-distance caravan trade. Collaboration with those who had the weapons was the opportunity they could not lose at any cost.

The ignorance of the African about the intentions of outsiders was one of the reasons that made East Africans to collaborate. They innocently knew nothing about the imperial intentions of the new comers and everything looked good and developmental.

To some they had no choice because of the influence of missionary activity that represented enlightenment and progress. To resist against these values was viewed as anti-progress and backwardness. In most cases it was the converts that became a link between colonizers and the African chiefs in signing agreements that ended taking their own independence.

Activity 9.1: Collaboration

- a) Find out the benefits of collaboration to African chiefs and their states.
- b) Draw a sketch map of East Africa and on it show the societies that collaborated.
- c) Explain the significance of collaboration to Uganda today.

REASONS FOR RESISTANCE TO COLONIAL RULE

1. Resistance was seen as the only way of preserving their independence from colonialists. Societies like; Bunyoro, Nandi and Hehe saw resistance as the only way of maintaining their self-rule.
2. Some societies resisted because they were sure and proud of their military might. Examples of these include Kabaleega of Bunyoro, Chief Mkwawa of the Hehe, Chief Koitale of the Nandi among others.
3. Others resisted because their neighbours who were their enemies had collaborated e.g. Baganda and Banyoro, Nandi and Masai among others.
4. Some societies resisted bad cultures of colonialists. E.g. the Wangido and Matumbi societies in Tanganyika resisted the German direct rulers of Jumbe and Akidas due to harassment of their women.



Figure 9.4: Jumbes and Akidas

5. The coastal tribes of East Africa resisted the colonial abolition of slave trade. This led to Abushiri uprising at the coast. This trade was fetching recruited profits for them.
6. Some societies were not given a chance to collaborate as for example the Banyoro were out rightly attacked by the British. This is because the early explorers like Richard Burton and John Speke had given the British the information about the character of Banyoro that they are warmongers and fearless.
7. The colonial economic policies like forced labour over taxation, land grabbing, forced cash crop growing were overwhelming and they made societies to resist colonial rule. E.g. In 1905 forced cotton growing scheme in Southern Tanganyika resulted into Maji-Maji uprising of 1905-07 that led to death of very many people.



Figure 9.5: Gold miners

8. Some societies had the ambition of expanding their territories by annexing the neighboring societies which the colonialists would refuse and therefore they to resist them early enough. For example, the Banyoro wanted to expand to Toro, Buganda, Lango and Ankole. So to achieve this ambition they never wanted the Englishmen in Bunyoro Kitira Kingdom.

9. Interpretation of the treaties signed between the East African leaders and the colonialists. There was language barrier and secondly they were always cheating the local people and therefore when they were interpreted to East Africans, they had to resist against them.
10. Lose of traditional business by African intermediaries in pre-colonial trade was another cause. European chartered companies and other traders wanted to trade directly with East African commodity suppliers which eliminated the middle man position. East Africans had to resist this.

Activity 9.2: Response to colonial rule

1. Outline the circumstances that made some East Africans to collaborate or resist against the colonial rule.
2. Draw a sketch map of East Africa and on it mark and shade the societies which resisted.
3. Individually, find out the causes, course and the results of **two** of the following uprisings in East Africa, take notes and present the findings to your teacher.
 - Nandi
 - Nyangire
 - Mau-Mau
 - Abushiri
 - Maji-Maji rebellions.

REASONS WHY MOST EAST AFRICAN RESISTANCE WARS WERE DEFEATED

1. Europeans used the divide and rule policy. They played one society against the other. This worked in Uganda among Baganda against the Bunyoro kingdom.
2. Africans were too much of traditional than real which affected them. For example, they depended on superstitions and taboos to win the war while the Europeans were using the machine guns. e.g. under Maji-Maji war the Africans depended on the Kinjikitile spiritual water which was false and they lost war plus many people.



Figure 9.6: Maji-Maji war

3. Weak economies of African societies were another factor. Compared to Europeans who had cash from the industrial revolution, the East African states could not sustain the wars because of poor economies.
4. The local conflicts and tribal wars within East Africa greatly led to the defeat of East African societies. Nandi had conflicts with the Masai, the Baganda had conflicts with Bunyoro and therefore there was no opportunity for East African societies to form a united front against the Europeans.
5. Lack of nationalism at the time led to their defeat. While British, Germany were fighting as a country in East Africa, each East African society was fighting alone. Most rebellions were just regional and not national. E.g. The Hehe and the Maji-Maji could not jointly fight against the Germans.
6. Most African chiefs did not know the intentions of Europeans. They thought they were generous friends who could not kill Africans. They under rated the love whites had for African land. They did not know that whites had come to stay.
7. Poor military strategies. The Europeans were more trained and well-armed compared to the Africans. Africans used sticks, water, stones, spears and very old guns to fight against the whites. In Tanganyika Maji-Maji water was believed to protect people from the German bullets.
8. Many African societies were hit by diseases e.g. Malaria, rinderpest, small pox attacked the Kikuyu, Masai, Nandi and Bunyoro. They became weak and they could not win wars against the Europeans.
9. The East African collaborators betrayed the resistors. For example, Kabaka Mwanga and Kabaleega were betrayed by Semei Kakungulu who reported them where they were hiding in Lake Kyoga, arrested and deported to Seychelles islands. Abushiri was

betrayed by a Jumbe called Magoya. He revealed all his secrets and hide outs to Germans.

10. The teachings of European Christian missionaries. They softened the African hearts that whites are very good people and they could not see the need for preparing for a future war against them. That's why most secondary resistance wars were won by whites.

Summary

In this lesson you studied reasons why different societies responded differently towards colonial rule in East Africa. Others responded passively as they could not see the related benefits from the coming of these outsiders. For those that collaborated with the colonialists and aided the expansion of colonial rule into East Africa, they received some benefits such as improved infrastructure and education; whereas those that resisted were ignored and left with no development. However, both of them finally lost their independence to the Whiteman and suffered related exploitation levels.

Follow up Activity

1. Use ICT and, other sources, find out the contribution of 1900 Buganda agreement towards British collaboration in Uganda.
 - a. Why was it signed?
 - b. What were its clauses?
 - c. Explain its impact in Uganda.
2. Discuss the significance of Devonshire white paper of 1923 in politics of Kenya.
 - a. Find out reasons for its signing
 - b. State its clauses
 - c. Explain its benefits to East Africans
 - d. How similar was it to 1900 Buganda agreement?
3. Compile the above information and present it to your teacher after COVID-19 break for marking.

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