



Ministry of Education  
and Sports

# HOME-STUDY LEARNING

SENIOR  
3

## 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.

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## 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

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## **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](mailto: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](http://www.ncdc.go.ug) or [ncdc-go-ug.digital/](http://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**



# **HISTORY OF SOUTHERN AFRICA SINCE 1000AD**

## **SENIOR 3**

## SENIOR 3 WORK

### TERM 2

#### HISTORY OF SOUTHERN AFRICA SINCE 1000AD

##### TOPIC: THE GEOGRAPHY OF SOUTHERN AFRICA

###### Lesson I: The Geography of Southern Africa

###### Learning Outcomes:

###### By the end of the Lesson, you will be able to:

- i) Identify the scope of southern Africa on the Map of Africa.
- ii) Name the main physical features of southern Africa, main cities and mining centres.
- iii) Draw the map of southern Africa showing the countries covered as well as salient features.

###### You will need:

- |             |            |
|-------------|------------|
| • textbooks | • eraser   |
| • atlas     | • notebook |
| • pen       | • internet |
| • pencil    |            |

###### Instructions

- i) Use Text books and internet if you have access.
- ii) Consult family members and other people you interact with who have knowledge of this History. Observe social distancing.
- iii) Please do the tasks and activities given in the lesson.

###### Introduction

In Senior one, Senior two and first term of Senior three you focused on the History of East Africa. Now we take you to regions outside your close environment in order to give you a picture of how other people have lived overtime and to enable you widen your knowledge. We therefore begin with the Geography of the region **of Southern Africa**.

###### What is the Geographical Coverage of the History of Southern Africa

The History of Southern Africa covers: South Africa, South West Africa (Namibia), Lesotho, Botswana and Swaziland. South Africa dominates the study. The History of the region has been shaped by many races. The most significant races are: blacks, whites and coloured. As

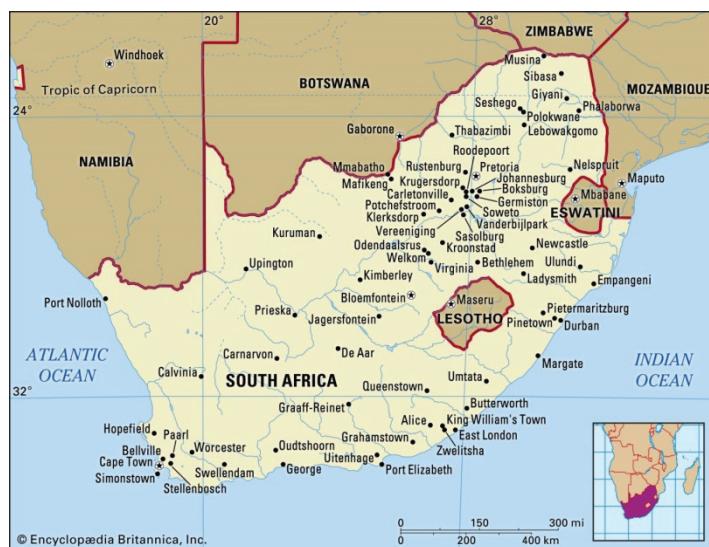
will be observed, the region has a rich natural resource base including some of the biggest gold, and diamond deposits in the world.

### Activity

Study the map that follows and:

- i) identify the countries that make up southern Africa.
- ii) list the cities and towns in the countries that make up southern Africa.
- iii) identify the major physical features in southern Africa.

### POLITICAL MAP OF SOUTHERN AFRICA



### PHYSICAL MAP OF SOUTHERN AFRICA



**Activity:**

Draw the political Map of southern Africa showing the capital cities and major towns.

**Follow up activity:**

1. Identify the importance of the geography studied to the History of Southern Africa.
2. Describe the nature of landscape in the different parts of Southern Africa.
3. Establish the nature of climate in different parts of Southern Africa.

**Lesson 2: The People of Southern Africa before the advent (Arrival) of the Whites**

**Learning Outcomes**

**By the end of the lesson, you would be able to:**

- i) Identify the people who occupied Southern Africa before the coming of the whites.
- ii) Explain the origins, main features and organisation of the San of Southern Africa before White settlement.
- iii) Give the ways in which the San related with other people in the region.

**You will need:**

- maps of southern Africa
- pens
- pencils
- erasers
- notebooks and
- text books
- internet would be an added advantage

**Instructions**

- i) Use a Learner's History Hand Book for S3.
- ii) You can also use other text books and internet, if you have access.
- iii) Consult family members and other people who have knowledge of this History.
- iv) Please do all the tasks and activities provided in this lesson.

## Introduction

In the previous lesson, you learnt about the Geography of Southern Africa. You therefore now know the features and places and the people who lived there and what they did before the whites interfered with their way of life.

### The inhabitants of Southern Africa before the establishment of white settlements

There were three major groups of indigenous people living in Southern Africa before the advent of the whites. These were; **The San** (Bushmen), The **Khoi Khoi** (Hottentots) and the **Bantu**. In this lesson we learn about the **San**.

#### The San



#### Who were the San?

- The San are believed to have been the earliest inhabitants of southern Africa.
- They could have settled in southern Africa as early as 100,000 years BC. They occupied parts of Botswana, Namibia, Angola, Zambia, Zimbabwe, Lesotho and South Africa. They were also linked to the Bushmen in Rwanda, Tanzania, Congo and elsewhere.
- They were known by various names i.e., San, Twa, and Rao, Sonqua, SakhoenandObiqua.
- The Boers referred to the San as *Boesmans* (Bushmen).
- In physical appearance, they were short, stout, light-skinned and with a stout physique
- They were hunter-gatherers.
- The San spoke a language with a clicking sound.

## Where did the San Come from?

The origins of the San are not agreed upon by Historians. Different views are given.

- i) That the San were the remnants of the late stone age in the region and as such never migrated from anywhere.
- ii) The other view is that they originated from parts of Central, West and East Africa and were only forced to migrate to other areas because of pressure from stronger and more organised groups of people like the Bantu, among other factors.

### Activity:

If the San were not inhabitants of Southern Africa, why did they leave their cradleland to settle in Southern Africa?

**Note:** The reasons for migration are more imaginary than real.

### Political organisation

- The San had a decentralised system of government. They were divided in groups referred to as hunting bands. The groups were usually composed of 20 –75 people. However, it is said, I believe with some exaggeration, that in very rare circumstances the groups could comprise of 200–500 people.
- The San had no chiefs but the best hunter/ head of the most influential clan enjoyed greater authority and could take decisions on behalf of others. However, his role was mostly of a ritual nature. In other words he was the supreme ritual leader and was highly respected as a rain maker. This religious attachment enabled him to win sufficient respect to lead his group. He was therefore recognised as a chief.
- The heads of clans were responsible for decision-making. If disagreements occurred, they would try to consult the spirits. And if they failed to find a solution, it was common for split.
- Sometimes adult members were made to take decisions on behalf of others.
- Women on their part were expected to be loyal to their husbands and male elders of the groups.
- The youth were charged with the duty of protecting the groups and organising raids.

### Social organisation

- The San had no proper homes. They lived under big trees, caves and other naturally protected areas.
- The whites in Southern Africa referred to the San as *Bushmen*. This was partly because the San lived and depended on the bush for survival.
- They lived a nomadic way of life moving from one place to another in search of new hunting and gathering grounds.

- The San believed in a creator called Keegan (Kaggen) who was worshiped through the stars, sun, moon and dead ancestors.
- They organised ceremonies and danced during half and full moon. The dances imitated movements of the animals that they hunted. This was revealed through the drawings they made on rocks.
- Marriage took place at an early age. Girls of 8–11 years are said to have been made to marry boys of 14–16 years. The bride groom was made to live with the bride's family until the birth of the first child. Polygamy was an acceptable practice among the San.

### **Economic Organisation**

- The San were hunters and gatherers. They gathered wild roots, fruits, berries, leaves, honey, insects and Caterpillars for food.
- They hunted large and small game for food. They used bows and arrows for hunting. Sometimes they dug pits to trap large game. Their only domesticated animal was the dog which was kept for hunting purposes.
- Those near water bodies also carried out fishing, boat and hand craft making.
- A few of them also involved in trade. They exchanged animal skins, dry fish, honey and other items gathered for food stuffs, arrows, spears and other items from the Khoi Khoi and Bantu.

### **Relations with other people**

The San are said to have been very conservative, unwilling to adapt to new styles of living. This perhaps explains why the whites found it hard to live in harmony with the San. The Boers in particular hunted them to near extinction.

The San were later displaced by stronger groups like the Bantu and whites. By the 10<sup>th</sup> century, remnants of the San could be seen in Damaraland, Griqualand West and what was to become the Orange Free State. Some also occupied parts of what became Transvaal. As time went by the San were pushed into the drier areas of Southwest Africa and those areas that could offer natural protection as they tried to shelve themselves from white aggression.

There were both friendly and hostile relations.

#### **Friendly relations included:**

- Trade with the Khoi Khoi and Bantu.

- Inter marriage.
- Some worked as herds men for the wealthier Khoi Khoi and Bantu.

### **Hostile Relations**

- Raiding other groups and looting property.
- Clashes over control of land.

### **Activity:**

**With the help of other members of the family, try to:**

- a) Establish the practices similar to those of the San that are still practiced by our communities today.
- b) Point out the strong and weak practices of the San.
- c) With reasons, mention the practices of the San that you would recommend to your people to embrace.

### **Lesson 3: The Khoi Khoi (Meaning Real People, but Referred to As Hottentots by the Whites)**

### **Learning Outcomes**

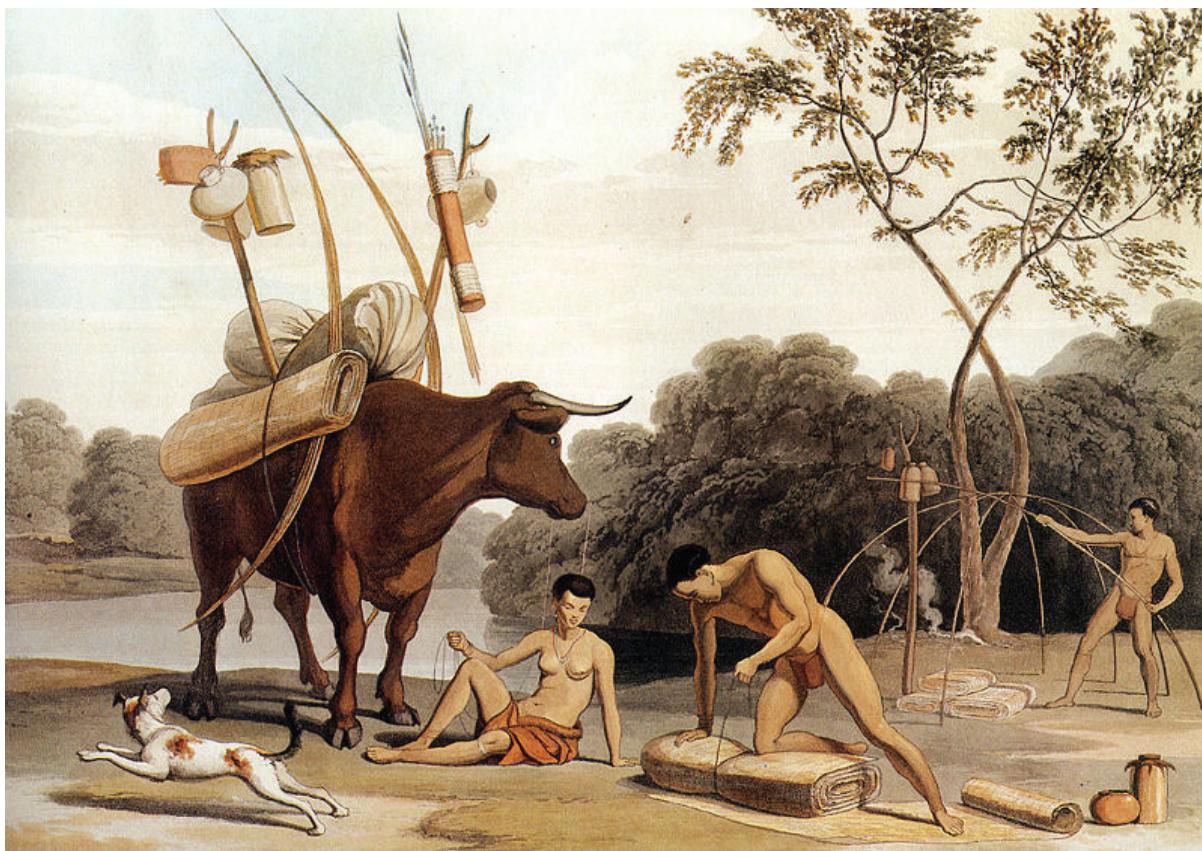
**By the end of this lesson, you should be able to:**

- i) Explain who the Khoi Khoi were.
- ii) Describe the political, social and economic organisation of the Khoi Khoi.
- iii) List the similarities and differences between the San and Khoi Khoi.

### **Instructions:**

- i). Use a Learner's History Hand Book for S3.
- ii). You can use other text books and internet, if you have access.
- iii). Consult family members and other people who have knowledge of this History.
- iv). Please do all the tasks and activities provided in this lesson.

## Who were the Khoi Khoi?



The Khoi Khoi are said to have been the next group to settle in Southern Africa following the San. Like the San, they belonged to **the Bushmanoid** stock of people. They were herders although they also carried out hunting and gathering. The Khoi Khoi like the San were yellow skinned/brown, short, although taller than the San, stout and with a strong physique. They were more receptive and more willing to change their ways of living once they realised advantages. By the 10<sup>th</sup> century AD, they were already well established in Southern Africa. Like the San, they spoke a language with a clicking sound. It was because of that the whites referred to them as **Hottentots**.

### Origins of the Khoi Khoi

Historians are not agreed on the origins of the Khoi Khoi. The two versions given on the origins of the San also apply here. To remind ourselves, one view is that they never migrated from anywhere but evolved from the region. Like the San, the Khoi Khoi were remnants of the late Stone Age people. The Khoi Khoi advanced a little faster and started rearing animals hence developing a major distinction with the San.

The second version is that they could have migrated from either East Africa or Central Africa.

### Map showing the areas inhabited by different language groups of people in Africa



**Source:** <http://en.Wikipedia.org/wiki/>

#### Activity:

Establish the areas in Southern Africa that were occupied by the Khoi Khoi.

#### Political organisation

The Khoi Khoi were organised in groups much bigger than those of the San. It is said that the groups were between 600 and 2000 people. The groups comprised of clans that were cemented by people with blood relationship. The idea of chieftaincy had developed better than that among the San. The head of the most influential clan was respected as a chief.

Conflicts were resolved by the chief, clan leaders, and elders. If they failed to reach a compromise, they would consult the gods. There were times when splits in groups would occur in the event of a failure to reach a compromise.

Additionally, like among the San, the youth had the duty of ensuring that the communities were secure. They were also the ones to shoulder the burden of warding off external attacks and to conduct raids.

## **Economic Organisation**

The Khoi Khoi were herders. They mainly reared fat tailed sheep, some long horned cattle and few goats. These ensured more food security among the Khoi Khoi. Dogs were also raised for security and hunting purposes.

Additionally, the Khoi Khoi also carried out hunting and gathering. The practice was very similar to that of the San that we discussed in the previous lesson.

Other economic activities included: fishing, boat and craft making for those near water bodies and trading with neighbours.

## **Social Organisation**

As observed above, the Khoi Khoi belonged to the Bushmanoid stock of people. They spoke a language with a clicking sound. This earned them a name from the Boers, that is, the **Hottentots**.

The Khoi Khoi were nomadic pastoralists who kept moving from one place to another depending on availability of water and pasture for their animals. Accordingly, they constructed temporary houses to live in.

Like the San, they also worshipped different gods. Their gods included:

- i) Tuis-goab/ Kaang/Kaggen/Khub/ Nanub, was the supreme god responsible for good fortune, rain and fertility.
- ii) Utixo was another god also in charge of the skies. He helped to provide rain and to ensure good yields.
- iii) Ga gorib, the spirit of evil, was the god of misfortune and death.

The Praying Mantis was accorded an important position among the Khoi Khoi just as among the San. It was regarded as a symbol of god and regarded as an insect of good fortune.

The Khoi Khoi also carried out ancestral worship. They believed that the dead continued to influence whatever was going on in their communities. This helped to check on the behaviour of the people who feared punishment from the departed in case they deviated from the norms of the society.

Having a common belief helped to unite the Khoi Khoi. Religion was also used in conflict resolution.

Marriage was also an important social feature because it contributed to continuity. Marriage took place after initiation among the Khoi Khoi. Initiation was done through testing of hunting skills and protecting reared animals. Marriage was at a fairly later age than that of the San.

After marriage, the boy stayed at the family of the Bride until after the birth of the first child. Sheep was paid in dowry. When going to join the Groom's family, the bride was also given animals as gifts which she took along and they remained hers.

### **Activity:**

1. Give reasons why the groom was made to stay with the family of the bride until the birth of the first child.
2. Give the importance of the bride being given animals when she was going to join the family of her husband.
3. Give the differences and similarities between the San and Khoi Khoi with that of your community.
4. Identify the things you like and those you dislike about both the San and the Khoi Khoi.

### **Follow up Activity:**

1. Give the similarities and differences between the San and Khoi Khoi.
2. Identify the different groups of Bantu that lived in Southern Africa before the coming of the whites.
3. Describe the migration and settlement of the Bantu in Southern Africa.
4. Explain the main features of the political, social and economic set up the Bantu in Southern Africa.

## **Lesson 4: The establishment of a Dutch settlement at the Cape in 1652**

### **Learning Outcomes:**

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

- i) Give the origins of the Dutch Settlement at the Cape.
- ii) Explain the factors for the establishment of a Dutch Settlement at the Cape in 1652.
- iii) Identify the problems faced by the Dutch at the cape before the advent of the British and give the ways in which they tried to overcome them.

### **You will need:**

- textbooks
- atlas
- pen
- pencil
- eraser
- internet will be an added advantage

## Instructions

- i) Use other text books. Access to internet is an added advantage.
- ii) Consult family members and other people you interact with who have knowledge of this History.
- iii) Please do all the tasks and activities provided in this lesson.

## Introduction

The Dutch had a more great influence on the history of South Africa than any other white group since the 17<sup>th</sup> Century. They first established themselves at the Cape in 1652. In South Africa the Dutch came to be referred to as Boers because they carried out farming. **Boer** is a Dutchword that means **Farmer**. Later the Boers also came to be known as **Afrikaners**. It was the Boers/Afrikaners that planned and implemented racial segregation in South Africa that was known as **Apartheid**.

### Origins for the establishment of a Dutch settlement at the Cape

The Cape of Good Hope was attractive to a number of European powers during the business era. The first Europeans to show serious interest in the cape were the Portuguese when they were searching for an alternative sea route to the East Indies during the 15<sup>th</sup> century.

In addition, the Portuguese wanted to get gold, ivory and other valuable commodities in order to enrich their country.

During the 16<sup>th</sup> century, the Portuguese lost the masterly of the sea to the Dutch and British.

The Dutch who had regained their sovereignty from the Spaniards in 1572 tried to control the spice trade from the Portuguese. But to protect themselves from other merchants, especially the British, they decided to unite their companies to form the **Dutch East India Company**.

In 1647, **Dutch East India Company** dispatched its ship called Harleem to trade in Asia. Later the ship was wrecked by a storm near the Cape. It was only the kind hand of the Khoikhoi that helped to save the crew.

These Dutch remained at the Cape for about 6 months before sailing back to Holland. They made a very good report about the Cape that made the company determined to establish a calling station there. As a result, in 1652, the company established itself at Cape. It was this that was to expand into the Cape Colony.

**Reasons as to why the Dutch established themselves at the Cape in 1652**

- The Dutch wanted to get refreshments, such as fresh water and food stuffs, for the sailors as they moved to the Far East and back to their home country. Some Dutch families therefore decided to settle at the Cape in order to earn a living by providing the required refreshments.
- In addition, the Boers looked at the Cape as an area that could supply them with meat. Fortunately, the Khoikhoi and some Bantu had large numbers of cattle to barter for Dutch goods. This attracted the Dutch to the Cape.
- The strategic position of the Cape also attracted the Dutch. First it was almost half way the journey to India. This made it an important resting point. Secondly, hostile Europeans, including British and French, could be checked at this point to prevent them from taking control of the spice trade with the East.
- It is also said that the Dutch / Boers wanted to establish a hospital at the cape to treat sick and injured soldiers and sailors. As observed the Journey was very long and by the time many reached the Cape, they were malnourished sickly and required treatment.
- The good natural harbour at the Cape where ships could anchor. This would facilitate trade in the area also. This was therefore seen as an added advantage.
- Besides, the Cape was endowed with plenty of unoccupied land, a good Mediterranean climate, fertile soils and well distributed rainfall.
- Hospitality of the local people also attracted the Dutch to establish a settlement at the cape. It should be remembered that the Khoikhoi had earlier helped to save the sailors that were about to drown when their ship was wrecked by wind near the Cape in 1647.

**The problems faced by the Dutch settlers at the Cape before the advent of the British**

1. The Dutch faced poor and bad weather. Sometimes the rains were too heavy leading to floods which washed away their crops. The long rains were at times followed by

droughts. All these led to poor yields and in some areas food shortage was experienced.

2. Secondly, there was hostility from some African communities namely; the San, Khoi Khoi and Bantu, especially over the control of hunting grounds, pasture and farm land. For example, in 1702, there were land wrangles between the Dutch and Bantu which resulted into the Fish-river war. Many other Frontier wars were fought between the Dutch and the Africans.
3. Furthermore, the Boers lacked dependable geographical knowledge, which made it difficult for them to be sure of the economic potential of the area. This affected their economic activities and movements.
4. Many of the Boers who settled at the cape were ex-soldiers who found it difficult to adjust and take on Agriculture. This made them unable to use the land they acquired effectively. As a result, they rented to Africans. As a result, they remained generally poor.
5. Those that were able to cultivate in large quantities lacked sufficient market for their commodities in South Africa yet most of their products were perishable.
6. The company on which they depended sometimes let them down. In addition, the company fixed prices and dictated which crops to be grown. The settlers were not supposed to sell the goods elsewhere without the permission of the company, this demoralised them
7. The settlers were also at first very few in number and lacked sufficient labour and defense. The Africans in some areas were not willing to work for the Boers. This prompted the Dutch to import slaves from West Africa and other regions.
8. Another problem was that the Dutch did not have enough women. As a result, some of the men practiced Homosexuality. Others married black women and thereby giving rise to coloureds /mullatoes/half castes.
9. There was also a language problem. At first the Dutch found it difficult to communicate with the Africans. There were no interpreters and therefore communication depended on gestures and guess work.
10. In addition, it became increasingly hard to communicate with people at home. As a result, there was an inadequate supply of goods.

11. The company also failed to protect the settlers and to provide them with essentials of life. To make matters worse the government was harsh, disorganised and corrupt.
12. The judiciary was also very discriminative and most cases were judged in favour of the company. This annoyed the settlers to the extent that some decided to leave the cape and settle elsewhere.

### **The ways in which the Dutch attempted to overcome the Problems they faced at the Cape**

1. The land problem was solved through confiscation and grabbing of land from the Africans. The company claimed that all the land within its reach belonged to it.
2. The acquisition of land solved the problem of food shortage gradually. Agricultural production was also boosted. There was also the introduction of crops which suited the Mediterranean type of climate. Besides, some of the settlers took up pastoralism which was suited in the dry areas of the region.
3. The Dutch also raided the Khoikhoi and Bantu for cattle. They also imported the merino sheep from Holland which diversified animal production and increased meat supply.
4. The labour problem was solved by importing slaves from the West Indies, Madagascar and West Africa.
5. They also built large water reservoirs to help them during the dry weather seasons.
6. Another solution was the importation of orphaned girls from Holland to solve the problem of shortage of women and homosexuality.
7. Medical Centres were also built to combat the problem of tropical diseases.
8. Elementary schools were established to make it possible for the children to acquire Western Education. This improved the life of the Boers.
9. Finally, some of the Dutch who could not cope with the administration of the company decided to leave the Cape and established settlements elsewhere. Some of the areas they moved into included: Stellenbosch, Swellendam and GraafReinet.

**Activity:**

1. Identify the positive and negative effects of the Dutch Settlement at the Cape before the coming of the British. Give reasons why you consider the effects positive or negative.
2. Give the factors that contributed to the decline of the Dutch colony at the Cape up to 1806.
3. Describe Boer administration at the Cape before the establishment of British rule.

**Activity:**

Outline the relations between the Boers and Africans at the cape before the advent of the British.

**TOPIC: THE ESTABLISHMENT OF A BRITISH SETTLEMENT AT THE CAPE AND THE CHANGES INTRODUCED BETWEEN 1806 AND 1835**

**Lesson 5: The Establishment of A British Settlement at the Cape and the Changes Introduced Between 1806 And 1835**

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

- i) Give the background for establishment of a British settlement at the cape.
- ii) Explain the changes introduced by the British at the Cape in the period 1806 and 1835.
- iii) Effects of the changes introduced by the British on the Boers.

**Materials you will need:**

- textbooks
- atlas
- pen
- pencil
- eraser
- notebook
- computer with internet will be added advantage

**Instructions**

- i) Use a Learner's History Hand Book for S3.
- ii) You can use other text books and internet, if you have access.

- iii) Consult family members and other people who have knowledge of this History.
- iv) Please do all the tasks and activities provided in this lesson.

## Introduction

In the previous lesson, we learnt about the establishment of Dutch settlement at the Cape. This started the interracial mixture in Southern Africa on a large scale. In this lesson, you are set to learn about the advent of the British and how they affected the people at the cape.

### Background to the establishment of British control at the cape

The first British settlement at the cape was established in 1795. They even forced some of the Boer republics that had declared themselves independent of the Dutch East India Company to respect their authority.

The British were prompted to occupy the cape partly because they wanted to prevent any possible control of the cape by the French. By that time the Napoleonic wars were destabilising Europe and the rest of the European territories outside the continent.

The French invaded Holland forcing King William to take refuge in England. The king of Holland then requested the British to control the cape on his behalf. This is because the Dutch East India Company could not prevent a power like France to take over the cape.

In 1802, the Dutch were allowed to re-occupy the cape following the treaty of the Amiens. The British therefore left the cape in 1803. Between 1803 and 1806, the cape was controlled by the Batavian republic but its rule did not last long. In 1805 the Dutch made an alliance with the French. This scared the British who decided to forcefully occupy the cape in 1806. British control of the cape was confirmed by the Vienna settlement of 1814–1815.

### Changes introduced by the British at the Cape between 1806 and 1835

The British made a lot of reforms at the cape between 1806 and 1835.

As observed the British took over the cape for the second time in 1806. They introduced political, economic, judicial and social changes which greatly affected the people in the area.

To begin, the British introduced land reforms. For one to claim a piece of land, he had to survey, map and fence it. Besides, a title had to be obtained for the piece of land in question. This gave motivation to private ownership of land. Land could only be sold through auction.

This greatly affected the pastoral activities of Africans and the Boers because they could no longer move in search of better pasture land as the case was in the past.

Secondly, the British also removed restrictions that the Dutch East India Company had imposed on the settlers who wished to sell their commodities. The farmers were now free to sell their commodities to anyone. The company was therefore affected economically and this contributed to its decline.

In addition, the British also introduced new paper money based on English denominations. This replaced the Maria Theresa Dollar that was based on the Dutch denominations. To the Boers, this was aimed at destroying their identity. It therefore contributed to their decision to leave the Cape.

Government expenditure was also reduced by through laying off some government employees, reduction of Civil servants' salaries, among others. This mostly affected the Boers whose incomes dwindled greatly. They therefore looked forward for a day when they would be free of British control.

English laws were introduced and the entire judicial system was almost changed to suit their interests; circuit laws and circuit courts were introduced.

By these laws, the blacks were free to sue their masters once mistreated. Africans were, however, required to carry passes that authorized them to move from one place to another.

An English model education system that put emphasis on British geography, History and other disciplines was introduced. English was not only the medium of instruction but was also made the official language. What angered the Boers most was that in the courts of law, some Africans who had learnt English were made to interpret for them!

The British further emphasised religious freedom. Anglicans and Catholics operated freely in the region. Their preaching was opposed to that of the Dutch Reformed Church which portrayed the Whiteman as a superior being. It was missionaries like, Dr.Phillip that influenced the British to emancipate slaves. Naturally the Boers were annoyed and this contributed to the occurrence of the Great trek.

In 1823, the **Somerset proclamation** reduced the working hours of the Africans. In addition, Christian slaves were allowed to attend church services. This annoyed the Boers because it made them lose man hours. The blacks on their part enjoyed relative freedom.

In 1828, a charter of justice (the 50<sup>th</sup> ordinance) which restored the rights of the Africans was introduced. A supreme court was established at the cape. Professional lawyers and judges were brought from London to run the judiciary at the cape. The judges were to be independent although they were to be paid by government.

In 1834, the British abolished slavery and introduced paid labour. This emancipation of the slaves made the Boers to lose their labour tools. The Boers were to seek compensation from London for the slaves that they lost. However, the value was greatly reduced. To make matters worse, they had to use middlemen to get this compensation. These brokers demanded high commissions. This annoyed the Boers.

### **Effects on the Boers**

Generally, the changes ushered in by the British adversely affected the Boers. It was the discontent that arose as a result of the changes that partly contributed to occurrence of the Great Trek.

## **TOPIC: THE ZULU KINGDOM**

### **Lesson 6: The Zulu Kingdom**

#### **Learning Outcomes**

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

- i) Give the background for the establishment of the Zulu Kingdom.
- ii) Describe the political, social and economic organisation of the Zulu Kingdom.
- iii) Explain the effects of the rise of the Zulu Kingdom on the rest of Southern Africa.

#### **You will need:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• textbooks</li><li>• atlas</li><li>• pen</li><li>• pencil</li></ul> | <ul style="list-style-type: none"><li>• eraser</li><li>• notebook</li><li>• computer with internet is an added advantage</li></ul> |
|--|--|

## Instructions

- i) You may use other text books and internet in case you have access.
- ii) Consult family members and other people you interact with who have knowledge of this History. Observe social distancing.
- iii) Please do all the tasks and activities provided in this lesson.

## Introduction

In this lesson we turn our attention to one of the most famous precolonial States in Southern Africa; that is the Zulu Kingdom. This kingdom was established by Shaka who is remembered for his autocratic, dictatorial and aggressive tendencies that affected the whole region and beyond.

### Background to the establishment of the Zulu Kingdom

- By the beginning of the 19<sup>th</sup> Century the Zulu were a small community under the Mthethwa confederacy. Political power was not as centralised as it was to become. It was a small chiefdom under the Mthethwa.
- The Mthethwa confederacy (union) was headed by Dingishwayo while the Zulu Chiefdom was under Shaka's father Senzangakona.
- The Mthethwa competed with the Ngwane under Sobhuza and the Ndwandwe under Zwide for dominance.
- Shaka who is said to have been born during the last quarter of the 18<sup>th</sup> century was recruited into Dingishwayo's army around 1809. It is said that the brave young man helped his master to make military innovations that turned the whole region around.
- The changes included the introduction of the short stabbing spear, large shields, use of the cow horn method of fighting, surprise attacks, among others.
- In 1816 Senzangakona died and Shaka with the help of Dingishwayo took over the leadership of the Zulu.
- In 1818 Dingishwayo was killed by Zwide. Shaka mobilised the remnants of Dingishwayo's forces and chased Zwide from the region.
- Shaka expanded Zulu land thereby creating an empire that covered approximately 30,000 square kilometers stretching along the Indian Ocean and the Tugela river in the South and Pongola river in the North.

### Political organisation

At the top of the political ladder a King who was assisted by a hierarchy of chiefs, these ranged from the household heads, district indunas, to provincial heads who reported to the

King. Many of the most significant chiefs were military Indunas without any blood relationship to the King. This helped to maintain loyalty to the king and to ensure discipline.

As a king, Shaka was an unequalled dictator. It is alleged that Shaka could take important state decisions while taking his bath and could order peoples' death with a slight nod of the head.

Militarily, Shaka established a standing army based on the age regiments. All youth, men and women, had to offer national service. Each male regiment had a corresponding female regiment. They were not supposed to marry until the age of 40. The new weapons (Short stabbing Spears and Large shields) and methods of fighting (cow horn methods of fighting and surprise attacks), made the Zulu increasingly more powerful.

### **Economic organisation**

The economy was centered on the King during the time of King Shaka, in other words there was centralised control of the economy.

- Mixed farming was carried out as the backbone of the economy. Cattle were tended by men. Crops such as mealies, maize, pumpkins, watermelons, calabashes, sugar, tubers and beans were mainly grown by women.
- A man's wealth was counted in cattle. Cattle were also used in paying bride wealth (lobola). Cattle sacrifice was also done to please the ancestors.
- Hunting and gathering were also carried out.
- Other economic activities included; raids, iron working, trade, fishing and craft making.

### **Social organisation**

- Division of labour, men tended the animals while women carried out cultivation.
- Boys taught to be aggressive while girls were to be humble and submissive
- Many celebrations were held, e.g. First fruit festival (Inxwala), initiation, dissolution of age regiments, half moon, full moon and many more.
- Assimilation of the conquered peoples. They were to speak Zulu language and practice Zulu culture.
- Three distinctive social groups namely, the King and noble class, those incorporated as the Zulu were expanding and those absorbed during the Mfecane.
- Lower classes paid tributes to Shaka as a sign of allegiance.
- Cattle was seen as a centre of wealth.
- Marriage alliances were encouraged and polygamy was common among the wealthy.
- Age regiments contributed to unity.

- The Zulu were highly religious. Ancestral worship was carried out. Witchcraft was very much alive. However, witchcraft was discouraged.

### **Activity**

1. Explain the ways in which the rise of the Zulu nation affected Southern Africa.
2. Identify the factors for the decline of the Zulu Kingdom.
3. Give the achievements of Shaka Zulu.

### **Conclusion**

We have looked at the origins and organisation of the Zulu Kingdom. Please do the activities given so that you find it easier to understand our next topic; the Mfecane.

## **TOPIC: THE MFECANE**

### **Lesson 7: Causes and Consequence of the Mfecane Revolution**

#### **Learning Outcomes**

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

- i) Explain the meaning of the Mfecane revolution.
- ii) Identify the factors that contributed to the occurrence of the Mfecane.
- iii) Give the effects of the Mfecane revolution on the people of Southern Africa.

#### **You will need:**

- |             |  |
|-------------|--|
| • textbooks | • eraser   |
| • atlas     | • notebook   |
| • pen       | • Computer with internet will be an added advantage. |
| • pencil    |  |

#### **Instructions**

- i) You can use other text books and internet if you have access.
- ii) Consult family members and other people who have knowledge of this History. Ensure to observe social distance.
- iii) Please do all the tasks and activities provided in this lesson.

#### **Introduction**

The Mfecane revolution was characterised by instability, disturbances, fighting, misery, killings and forced migrations that followed the rise of the Zulu Nation. It started among

the Northern Nguni communities and spread to much of Southern Africa, Central Africa and some parts of East Africa. In this lesson we consider the meaning, causes and consequences of the Mfecane.

### The Mfecane Revolution

According to the Zulu, Mfecane meant **crushing period**. The Sotho called it Difaqane; meaning **forced migration**. It was generally a period of disturbances, fighting, killings, suffering and forced migrations that took place in the 1<sup>st</sup> half of the 19<sup>th</sup> century.

The revolution was started by **Dingishwayo** and was transformed into reality by Shaka.

### Causes of the Mfecane Revolution

1. Competition for dominance among the Northern Nguni communities. These were the Mthethwa under Dingishwayo, the Ngwane under Sobhuza and the Ndwandwe under Zwide. In the process of competing they fought one another hence causing disturbances.
2. Establishment of standing armies. The armies were organised according to age sets. Each male regiment had a corresponding female regiment. The soldiers were not allowed to marry until after celebrating their 40<sup>th</sup> birthday. This made them dedicated to the defense of the nation.
3. Military innovations incited the Mfecane revolution. Communities had acquired new weapons like the short stabbing spear and large shields. They had also acquired new fighting techniques like the cow horn method of fighting and surprise attacks. All these prompted the Mfecane.
4. Able leaders like Dingishwayo of Mthethwa, Sobhuza of the Ngwane, Zwide of the Ndwandwe, Shaka of the Zulu, Moshesh of the Sotho, Mzilikazi of the Ndebele, Zwangendaba of the Ngoni, Sebituane of the Kololo, among others, contributed in different ways to the occurrence of the Mfecane revolution.
5. Shaka dictatorship after becoming king of the Zulu that contributed to the Mfecane revolution. The cruelty of Shaka was also extended to the nearby areas because as people fled from his rule, they also extended disorder and suffering to other communities. That is how the Mfecane spread as far as East Africa.
6. Influence from Whites as advanced by **Shepstone** and **Bryant**. They argue that the leaders of the blacks that started the Mfecane were influenced by whites. It is said that

Dingishwayo borrowed experience from Europeans at the Cape which enabled him to introduce political and military changes among the Mthethwa.

7. Population pressure also contributed to occurrence of the Mfecane. Population explosion was as a result of a rich, fertile and healthy environment in which the Northern Nguni lived. There was sufficient food and yet the area was free of tsetse flies and mosquitoes which greatly affected the lives of people elsewhere in Africa.
8. The expansion of the Cape colony. It is argued that the frontier clashes between the Whites and the Bantu on one hand contributed to the occurrence of the Mfecane. Emphasis is mostly laid on the clashes that came as a result of the expansionist tendencies of the whites at the Cape. But one wonders why the Mfecane did not start from the societies that were nearer to the Cape than the Nguni. E.g.: Why didn't the revolution start among the Khoikhoi and the Xhosa?
9. The desire to control trade through the Delagoa bay.

The Zulu under Shaka competed with other African communities for the control of this lucrative trade. The strength of the Zulu led to the killing of those who stood to resist their advance. Others had to flee from the area hence the Mfecane.

### **Effects of the Mfecane**

1. The Birth of national states like the Zulu, Ndebele and Gaza kingdoms. Before the Mfecane most South African societies were decentralised. However, the Mfecane introduced changes that forced some societies to centralise in order to stand firm against external attacks.
2. The formation of defensive nation states such as the Swazi, Sotho and Tswana nations. These societies on realising that they could not stay safe in areas without natural protection decided to move to the mountainous areas where they established themselves on flat topped mountains.
3. The effect of the Mfecane in the construction of these states is further observed in their ability to cope with the White communities. Their lack of aggression explains why they remained intact even when they were subjected to colonialism. The present-day countries of Swaziland, Botswana and Lesotho were the work of the Mfecane.

4. The Mfecane affected the demographic map of Southern Africa. Towards the climax of the Mfecane, those areas that were too much in the open were virtually deserted. This coupled with mass killings left some areas very sparsely populated.
5. The above contributed to the influx of the Whites into the interior of Southern Africa. It is said that the Boers who had become discontented with the British rule at the Cape sent scouts into the interior (1934) who identified good farmland that was almost unoccupied. This motivated the Boers to move into the interior of Southern Africa without encountering any significant resistance.
6. Mfecane led to the spread of Nguni military tactics and weapons thought Southern Africa and beyond. These included, use of the short stabbing spear and large shields as the new weapons, as well as cow horn method of fighting and surprise attacks as fighting methods.
7. The commotion caused by the Mfecane made African societies to abandon cultivation and rearing of animals. This disrupted trade and agriculture. This meant a reduction in food supply and commodities for trade. Famine and starvation increased the death toll in the region. Besides, trading in slaves increased as people tried to get alternative means of livelihood.
8. Mfecane led to decline of some states. For example the Ngoni led to the breakup of the Mwenemutapa Empire. This empire had been in place for about 3 centuries and was very famous in both military strength and economic power. Others like the Mthetwa, Ngwane and Ndandwe confederacies broke up to form smaller polities.
9. Detribalisation. Some people were forced to join other communities either as captives or for refugee purposes. These eventually lost their original identity. For example, the Swazi unified with a good number of Sotho that they found on their way to their place of settlement.

The Ngoni united with the Sotho, Thonga, Shangani, Shona and others. The Sotho on their part also merged with the Hlubi, Ngwane, Tlokwa, Tswana, and Fingo among others. The Ndebele also unified with the Rozwi and Shona.

**TOPIC: THE MFECANE,ctd....****Lesson 8:The SothoNation****Learning Outcomes****By the end of this lesson, you will be able to:**

- i) Identify the origins of the Sotho Nation.
- ii) Explain the political, social and economic organisation of the Sotho Nation.
- iii) Outline the relations of the Sotho with other people.

**You will need:**

- textbooks
- atlas
- pen
- pencil
- eraser
- notebook
- computer with internet access is an added advantage

**Instructions**

- i) You can use other text books and internet, if you have access.
- ii) Consult family members and other people who have knowledge of this History.  
Ensure social distancing.
- iii) Please do the tasks and activities provide in the lessons.

**Introduction**

We now go to Sotho Nation. This is one of the states formed to defend their people against aggression during the Mfecane Period. It was the direct opposite of the Zulu Kingdom which was extremely aggressive. We shall trace the origins of the Sotho nation, its organisation and relations with other people.

**Origins the Sotho Nation**

The Basotho nation was established by Moshesh. Moshesh was not only the founder but also the most famous Sotho ruler of the 19<sup>th</sup>Century. He was able to adapt the Basotho traditions, economic and political institutions to the Mfecane crisis.

Moshesh was born in 1786 of a chief of the small Sotho group to the West of the Drakensberg Mountains called Mokachane. Moshesh benefited from the lessons he acquired from a famous elderly chief known as Mohlomi, who was introduced to him by his grandfather Peete. From Mohlomi, Moshesh was taught to always treat his people as brothers, protect the weak and to be impartial in judgment.

Moshesh also learnt the need for peaceful co-existence with neighbours. He was also discouraged against over reliance or witchcraft. These lessons were to benefit him in his future career as a nation builder.

By 1810, Moshesh had already got a good following and was able to look after his people partly because he had a big number of animals. Around 1820, he separated from his father and established himself as ButhaButhe. When his father died Moshesh inherited more wealth and followers and therefore grew stronger than ever before.

During the Mfecane, Moshesh talents were revealed. The Mfecane threatened the existence of the Basotho because thousands of people freeing Shaka's harsh rule passed near Moshesh's territory. These included the Tlokwa, Hlubi, and Ngwane among others.

The Tlokwa in particular proved a real problem. Moshesh soon realised that ButhaButhe could no longer provide sufficient protection to his people. As a result, he selected the strategically located mountain of ThabaBosi where he established his capital. This mountain could easily be defended and it had a good climate. This enabled the Sotho to have an increased number of animals.

In 1827, Moshesh defeated the Ngwane refugees who wanted to undermine his nation. This won him further reputation. He attracted a large following of the hungry homeless and all that were in need. He treated them with great generosity and people started looking at him as a father.

The other method Moshesh used to maintain his emergency nation was that of marriage alliances. He had over 100 concubines from various sections of people. This helped in cementing the relationships of the Sotho with those that joined them later.

## Political organisation

The Sotho nation was headed by a King who was assisted in his administration by both metropolitan and provincial chiefs. Moshesh only exercised direct control on the nucleus of the Kingdom which was in the neighbourhood of ButhaButhe and later ThabaBosiu.

The provincial chiefs were largely those that joined the Sotho later. Here Moshesh used a Federal system of administration. The people in the provincial parts were allowed to maintain their chiefs and practice their traditions if they wished. They were only obliged to pay tributes to the king. Those who wanted to break away, were not prevented either.

Matters of common concern and conflict resolution were discussed in councils at different levels and national assembly called a Pitso. All adult males were free to attend pitsos. This gave the picture of a modern parliament.

Besides, Moshesh at first had no standing army, as the case was with the Zulu. The kingdom's strength depended on the ability to defend positions rather than being aggressive to others. In short, Moshesh's kingdom was defensive in nature and did not attain Shaka's standard of centralization. Nevertheless, the Sotho nation continued to expand and grow in strength. Soon Moshesh realized the need for a strong army and established a strong one with a Cavalry wing. This enabled him to use military force especially in defense of his nation once all other options failed.

## Economic organisation

The Sotho had a diversified economy. Mixed farming was carried out. Animals including cattle, sheep and goats were reared especially in the mountainous areas while crops like millet, sorghum and others were grown in the valleys. The king was the custodian of the land.

Hunting and gathering were also carried out thereby supplementing on the food and items available for trade. Besides, they gathered fruits, berries, roots, leaves, tubers, insects, honey and many more.

Those near water bodies carried out some fishing. Others made crafts and boats to support the fish industry.

The Sotho also participated in trade with neighbours on one hand and Europeans on the other. Trade enabled them to acquire commodities that they did not produce or did not have in sufficient quantities. This is how they acquired guns, mirrors, utensils, cloth and many others.

Iron working is also said to have been carried out by the Basotho. They produced spears, arrows, knives, daggers, among others.

### **Social organisation**

Among the Sotho, the King was the symbol of unity. He treated his people like children. To those with no food, he provided a life line. To the fugitives/victims of the Mfecane, he provided asylum, to the weak, he offered protection and to many convicts he pardoned and gave them opportunity to reform.

Initiation of the youth into manhood into the Sotho community took place at puberty. Hunting skills, ability to save society and protect animals were among the virtues inculcated into the youth. Circumcision was also practiced.

Moshesh also used marriage alliances to cement relations with different clans in the nation and beyond. He is said to have had about 100 wives. These were drawn from different sections of people. The kinship relations that came as a result helped to bring about unity. He also encouraged his people to emulate his example.

The Sotho believed in a supreme being. Ancestral worship was also practiced among the Basotho. It was believed that the dead continued to influence what went on in the living world. Witchcraft was discouraged as Moshesh had been warned earlier.

### **Activity:**

1. Describe the organisation of the Sotho Nation before the establishment of colonial rule.
2. Outline the main features of the Tswana states before the advent of colonial rule.

### **Sotho relations with the outside world**

As observed, Moshesh tried his best to maintain friendly relations with his neighbours even when provoked. He believed in the policy of appeasement, for example he used to send cattle and women to strong kings and chiefs in order to maintain friendships. In this way he

was able to maintain his kingdom in the face of aggressive communities like the Ngwane, Hlubi, Zulu and Ndebele.

Moshesh was also facing the problem of the Griquas who were escaping from the emerging racial segregation at the Cape and the looking for new places for settlement. They had sophisticated weapons and horses. He took away their weapons and allowed them to stay.

Later Moshesh was forced to invite missionaries officially. A wave of missionaries moved to Basutoland. These included: The London Missionary Society, the Paris Evangelical Society and the Wesleyan Missionary Society. The latter was to prove a problem to Moshesh because it supported the Rolong to disregard the king's authority and declare themselves independent at ThabaNchu.

However, Moshesh displayed great diplomacy that enabled him to maintain the stability and integrity of his nation. As problems intensified, he decided to play one party against another. This in a way enabled him to disorganise his enemies.

The penetration of the Boers into Lesotho kingdom during the 1840s proved a much bigger threat than any that had been experienced before. The Boers increased white settlement in Trans Orangia (between the Vaal and Orange rivers). The king's diplomacy and generosity this time brought him problems. The Boers who had asked for a temporary stay on his land made their stay permanent and started treating the land they had occupied as their own.

Alarmed Moshesh tried to seek for the British Protection. The British were not ready to increase their financial responsibility in the region and therefore for the meantime failed to bless Moshesh's request. Frontier conflicts increased between Moshesh and the Boers on one hand and Moshesh and the Rolong, Tlokwa increased.

The Boers were also scared of the increasing instability in the region and therefore in 1843, they decided to sign the Napier treaty with Moshesh and Adam Kok of the Griquas to bring about peace in the region . By the terms of the treaty, two were required to maintain peace in their respective areas. They were also to be given some money periodically for the maintenance of peace. Moshesh was recognised as the paramount chief in the region. He also agreed to British authority over Trans-orangia. Moshesh therefore managed to get a breathing space.

But the Rolong, Tlokwa, Griqua and Boers refused to recognise Moshesh as their paramount chief. Soon there was conflict between the Boers and the Griqua under Adam Kok. This prompted Moshesh to call upon the British to interfere and find a lasting solution. He did not get a pleasing answer. And when they later intervened, they asked Moshesh and Adam Kok to give up the boundaries of their territories. A treaty to this effect was signed in 1846. A British resident at Bloemfontein was supposed to be the overseer of the whites in the region.

Meanwhile British appetite for the control of the interior was sharpened, as a result, they established control over some areas originally controlled by the Basotho and Boers, between the orange and Vaal rivers, Trans-Orangia; this was referred to as the Orange river Sovereignty. Conflicts arose between the Boers and British. It should be noted that the latter had escaped British authority at the Cape and now there was a recurrence of events.

Harry Smith, the governor and high commissioner for South Africa failed to pacify the region.

Warden who was given charge of seeking a lasting solution was too weak. Moreover, he had been instructed by Harry Smith to try his best to appease the Boers in order to minimise British expenditure in the region. This meant that for some time, the British had to act in favour of the Boers. A line was drawn to try and **demarcate** the frontiers of the societies in the region; it was referred to as the Warden line. Moshesh's land was reduced further. His people became impatient and were ready to fight the intruders but Moshesh decided to accept the terms of the treaty with the hope that this would bring peace in the region but it did not.

The Boers, Tlokwa and Rolong with the backing of the British attacked Moshesh but he managed to contain them. In reaction, Warden demanded for a fine which Moshesh refused to honour. The allies attacked once again and they were given a similar treatment.

Warden was replaced by Grey and Harry Smith by Cathcart George. The later encouraged the Tlokwa to attack the Basotho. They were also defeated. Cathcart demanded for a fine of 10,000 herds of cattle to be paid in three days. The King asked for more time but Cathcart refused. After the three days Moshesh had collected only 3500. Cathcart was not contented and decided to attack Thaba Bosiu. On their way they found a large number of cattle grazing around the Berea mountain and focused on looting.

The Basotho used the opportunity to attack the British forcing them to retreat. It was at this moment that Moshesh played the role of a great diplomat. He wrote to Cathcart telling him how he had fought his people and taken as much cattle as he wished. He requested that Cathcart accepts that as sufficient compensation for the Boers. He also promised to keep his people in order in future. Besides, he asked to be regarded as a friend and not an enemy of the queen. Cathcart who was still puzzled about the next step accepted Moshesh's request and withdrew. This helped to maintain the integrity of the Sotho nation.

Realising that the interior was becoming too costly, the British decided to organise a retreat. In 1852, by the **Sand River convention**, Transvaal was granted independence and by the **Bloemfontein convention of 1854**, the Orange Free State was granted independence. The British sold their arms to the Boers to make it possible for the latter to defend themselves against the Africans and to maintain a strong white community in the interior.

The withdrawal of the British encouraged Moshesh to destroy the power of the Tlokwa who had posed a problem to his nation. They were defeated and their leader Sikonyela and a few of his followers took refuge in the British controlled areas. The major problem now was that of the Boers. By then, Moshesh had acquired horses and guns and his army was better organised.

In 1858, a war broke out between the Orange Free State and the Basotho; the Boers were forced to sue for peace because they did not stand the Sotho military might. Governor Grey was sent to mediate between the two parties. A new frontier was established. This gave the Basotho slightly more land than they controlled before. Unfortunately, Moshesh was aging and his people were becoming impatient of his peaceful tendencies. But the king still tried to keep them in order.

In 1865, another war broke out between the Boers and the Basotho. The latter were already declining in strength. A large piece of land was taken by the Boers. At this time, the British intervened because they feared that the Boers would grow too strong.

Moshesh also used missionary influence to ask for British protection once again. This materialised in 1868 and this gave the Sotho nation the chance to remain intact. Two years later, Moshesh died.

Moshesh stands out as one of the greatest African rulers of the 19<sup>th</sup> century. He was a brave fighter and skillful diplomat. His generosity earned him respect among his people and he managed to maintain the unity of his followers. Refugees found Moshesh's territory a good place for political sanctuary. This earned him a large following that protected him against the intruders. Moshesh was also able to study the circumstances of the time and to study the best way in which to preserve his nation during the time of the scramble. It was him that founded and maintained the integrity of what was to become the present independent country of Lesotho.

**Activity:**

1. Describe the organisation of the Sotho Nation before the establishment of colonial rule.
2. Outline the main features of the Tswana states before the advent of colonial rule.

**TERM 3****(SOUTH AFRICA)****TOPIC: THE GREAT TREK****Lesson:1 Meaning of Great Trek, Causes and British reaction****Learning Outcomes**

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

- i) Explain the meaning of the Great Trek.
- ii) Identify the causes of the Great Trek.
- iii) Explain Boer reaction to the Great Trek.

**You will need:**

- textbooks
- atlas
- pen
- pencil
- eraser
- notebook
- computer with internet is an added advantage

**Instructions**

- i) Use a Learner's History Hand Book for S3.
- ii) You can use other text books and internet, if you have access.
- iii) Consult family members and other people who have knowledge of this History.
- iv) Please do all the tasks and activities given in this lesson.

**Introduction**

In the previous lessons, you studied about the Mfecane. You noted the changes it introduced in Southern Africa. You will now be introduced to the Great Trek which is sometimes referred to as the Boer lifaqane. Some historians treat the Great Trek as the greatest event to have taken place in the history of the white man in Southern Africa. Was the Great Trek more significant than the Mfecane? This and other related questions will be answered in the course of the lesson.

**The Great Trek**

The Great Trek was the mass Boer movement or Boer exodus from the Cape to the interior of South Africa. About 10,000 Boers together with about 4,000 of their coloured servants are said to have migrated at different times from the cape to the interior of South Africa. These should not be confused with Boers that moved into the interior for purely financial reasons

and continued to respect British authority at the Cape. The Great started around 1835 and is said to have gone on for over ten years. They moved in groups under different leaders. The trekkers would pack their belongings overnight and then embark on the long journeys. The causes of the Great Trek were many and varied. However, emphasis is usually put on the reasoning that the Boers were fed up of what was looked at as the unfair British administration. They moved into the interior to establish independent republics.

### **Causes of the Great Trek**

1. The Boers were discontented with the land reforms of the British. Before the advent of the British, the Boers could abandon and obtain fresh land, to carry on their pastoral activities. The British policy on land required that anybody claiming a piece of land had to survey, map, fence it and obtain a title for it. Land was to be sold and bought only through auctioning. The Boers were unhappy about the change and started thinking of leaving the Cape.
2. Decision by the British government, following persuasion from the missionaries to return Land between rivers Kei and Keiskamma (Queen Adelaide Province) to the Xhosa. Earlier in 1834 war broke out between the Boers and the Xhosa. The British intervened and decided to add a large piece of land between rivers Kei and Keiskamma and gave it to the Boers. This made the Boers happy. Unfortunately, the happiness was short lived as pointed out. The unoccupied land in the interior contributed to by the Mfecane which made many people to abandon areas that could offer natural defense. In 1834, when the Boers sent scouts in the interior to establish whether there was land they could occupy, the report was positive. Hence the occurrence of the Great Trek.
3. The British civil service reforms aimed at reducing government expenditure, made many Boers to lose privileges, jobs and status. This contributed to the migration—the great trek.
4. The liberalisation of the economy made the Dutch East India Company to lose monopoly of buying the products from the farmers. This affected the officials economically and they opted to migrate to the interior of South Africa.
5. The attempt of the British to make the Cape English in all aspects. First of all, the English currency replaced the Dutch currency. Secondly, the education system was based on the English model. English also replaced Dutch as the official language.

6. The laws of the land were also based on the English law. The Boers were angered the more when the few Africans who had learnt English were made to interpret for them in Courts of law.
7. Boer reaction to circuit laws introduced in 1811 that treated all people, irrespective of race, equally. In 1815 a Boer farmer was summoned for repeatedly mistreating his Khoi Khoi servant and refused to heed. The government sent troops comprising of mostly coloured soldiers to arrest the farmer. The farmer shot at them from his hideout. They returned the fire and killed him. The family of the deceased mobilised other farmers and staged a demonstration. The government arrested the ringleaders and executed them in public. This incident is remembered as the “Slaughters Neck incident”. Many Boers were discontented and got determined to leave the Cape and look for settlement elsewhere.
8. The emancipation of slaves championed by the British. The process included reducing hours of work, allowing Christian converts to attend Sunday services and other liberties. In the 1828, 50<sup>th</sup> ordinance, civil liberties were granted to the Africans. Restrictions requiring them to carry passes were also relaxed. This annoyed the Boers.
9. Abolition of slave trade and slavery in 1834 made the Boers to lose manpower. Moreover, when it came to compensation for the loss, it was supposed to be claimed from London. Besides, the value of the slaves was greatly reduced. This in addition to the high commission demanded by the middlemen made the Boers to hate the whole situation and decided to leave the Cape.
10. Rumours also contributed to the occurrence of the Great Trek. Word went around that the British were to force the Boers to intermarry with the Xhosa and Khoikhoi. To this was added another rumour that land belonging to the Boers was to be given to the Africans. This increased the discontent of the Boers and opted to go to the interior of South Africa.
11. However, other scholars look at the Great Trek as a continuation of the trekking habits of the Boers. Others have argued that the Boers were very adventurous and this could have contributed to the great trek.

12. Finally, the availability of able leaders to direct the course of the great trek. These included: Louis Trigardt, Van Resberg, Hendrick Potgieter, Piet Retief, Gert Maritz, Andries Pretorius among others.

### The Course of the Great Trek

The actual date when the Great Trek began has not yet been established but it is said that, noticeable groups of immigrants were evident(see) in 1835. The Great Trek is said to have gone on for over a decade. The Boers moved in groups under different leaders. The Great Trek was determined by a number of factors including availability of land, the reaction or nature of the Africans where they moved, availability of labour and the attitude of the British.

The first group is said to having led by Louis Trigardt (Trichardt in some books) and Lang Hans Van Resberg (Rensburg in some books). It moved northwards with the plan of settling in the Soutpansberg mountains. It is said that while on their way Resberg decided to break away with some of his followers to find the way to Ihambane. However, the whole party is said to have been **exterminated** by the Shangane. Trigardt moved on through hardship to Lourenco Marques but a good number of them died of malaria and other tropical diseases. There were only about 27 survivors out of around 100 people said to have made up the party.

Another party was led by Hendrick Potgieter and Sarel Cilliers. It left the Cape because the British had decided to give back Queen Adelaide to the African. This group is said to have encountered the Ndebele after crossing the Vaal River. On 19th October 1836, this group was engaged in a fierce battle with the Ndebele at Vegkop. The Boers managed to defend themselves using their Laager system in which the wagons were made to circles that prevented the enemy from accessing the Boers. At Vegkop, the Wagons were made to form two circles the women and children were kept in the inner circle. As a result, about 50 Boer fighters under Potgieter were able to successfully ward off an attack of close to 5000 Matabele warriors. Below is an illustration of how the laager system worked and then the battle of Vegkop.

The battle of Vegkop left about 430 Matabele and 2 Boer fighters dead and several injured. Despite the defeat, the Ndebele captured about 4000 cattle, a number of sheep, a few guns, wagons, horses, and other valuables. Meanwhile the group was joined by another led by Gert Maritz. They together attacked the Ndebele in 1837 and defeated them at the battle of Mosega and to recover much of what had been looted at Vegkop. The Ndebele were forced to abandon the area, crossed river Limpopo and settled in present Zimbabwe. This made what was to become the Orange Free State safe for White settlement.

Another group was led by Piet Retief and comprised of over 2,000 followers; the party moved into Natal. Retief was made governor of the united Boer groups. Retief who was attracted by Natal decided to negotiate for land from the Zulu king, Dingane. Dingane was scared and tried to keep on good terms with the Whites. However, the Boers made him suspicious because they accommodated a number of refugees. He therefore became convinced that they wanted to take away his land and the independence of his kingdom. He agreed to give Retief land on condition that he recovered the cattle that had been taken by the Tlokwa chief Sikonyela. Dingane thought that the exercise would take long and perhaps that Retief would die during the fighting. Retief was able to get the animals from Sikonyela within a very short time. He tricked the chief and handcuffed him. He then asked for Dingane's animals before he could set him free. Sikonyela ordered his men to give the animals to Retief.

When Dingane realised the ease with which Retief got the animals from Sikonyela, he got scared the more. He organised a party and invited Retief and his men. He put his mark on a piece of paper that seemingly granted Retief land. As the party went on and when the Boers had relaxed, and not expecting any trouble, Dingane ordered his men to put them to death. He also went ahead to attack other Boer groups in order to throw them out of Natal. Dingane killed more than 300 Boers together with over 200 of their servants.

The Boers reorganised themselves and under the leadership of Andries Pretorius and a war against the Zulu to avenge the death of Retief and his party. On the 15th December 1838, the battle of blood-river was fought in which about 3000 Zulu were killed. This made Boer settlement in Natal safe. The Blood River war became a symbol of the emerging Afrikaner nationalism. Dingane who had fled his country was allowed to return and to pay a fine of

nearly 20,000 heads of cattle. He was also forced to return the equipment he had taken from the Boers. In addition, he lost part of his territory to the Boers. Shortly after, Mpande ,Dingane's, half-brother overthrew him with the support of Pretorius. Dingane fled to Swaziland where he was killed in 1840.

Smaller groups continued to move into the interior and it is said that by 1854, there were about 14,000 Whites (coloured servants inclusive) and their servants who had crossed the Orange River and settled in different parts of the area. These Whites affected the political social and economic life of the people they found in the interior.

### **Reaction of the British to the Great Trek**

When the Boers started leaving the Cape, the British thought it was wise to try and revise some of their policies to ensure that they limit the number of Whites leaving for the interior.

They therefore tried to extend their control over the whites that had migrated from the Cape. In 1836 they passed the Cape punishment Act. According to the Act, all those people who still lived south of latitude 25°S were still under the British crown. Therefore, they were liable to punishment if they committed anything contrary to the laws governing the Cape.

Gradually, the British moved into the interior to ensure that they control the Boers and to an extent protect the interests of the natives. In 1843, Natal was annexed by the British. This was prompted by the unrest in that area which was forcing many people to migrate to the Cape and thereby destabilising the British.

The British realised that Natal was attracting a number of Whites including Africans and new immigrants from Holland. Those in addition to the Boers that had just settled in the area put the British settlement at Durban in balance.

Port Natal was becoming commercially very important, it was rivaling Cape. The British, therefore, decided to take over Natal from the Boers.

During 1845 and 1852, the British controlled the newly formed Boer republics. However, this proved very expensive. In 1848, they established a colony between the Vaal and Orange rivers which was referred to as the Orange River Sovereignty. But as observed, all those ventures became costly. As result, the British decided to withdraw.

By the Sand River Convention of 1852, the north most republics of the Boers were granted self-governance. These formed the Transvaal Republic. And by the Bloemfontein Convention of 1854, the British gave up the control of the Orange River Sovereignty. It was re-named the Orange Free State.

This therefore left two independent Boer republics and two British colonies in what was to become South Africa.

### **Activity:**

1. Retell the story of the Great Trek with someone near you.
2. Think of the factors that determined the directions that Great Trekkers took.

### **Conclusion**

We have observed that the Great Trek was the product of accumulated Boer discontent arising from the changes introduced at the Cape by the British between 1806 and 1835. We have also noted that the British still followed them in the interior. In the next lesson we shall study the consequences of the Great Trek.

## **Lesson 2: The Effects of the Great trek**

### **Learning Outcomes**

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

- i) Explain the effects of the Great Trek on the Africans in South Africa.
- ii) Give the effects of the Great trek on the Whites in South Africa.

#### **You will need:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• textbooks</li> <li>• atlas</li> <li>• pen</li> <li>• pencil</li> </ul> | <ul style="list-style-type: none"> <li>• eraser</li> <li>• notebook</li> <li>• computer with internet is an added advantage</li> </ul> |
|---|--|

### **Instructions**

- i) Use a Learner's History Hand Book for S3.
- ii) Use other books and internet, if you have access.
- iii) Consult family members and other people you interact with who have knowledge of this History.
- iv) Please do all the tasks and activities given in this lesson.

## Introduction

In the previous lesson we studied about the causes of the Great Trek and observed that the trek was largely a reaction to the changes introduced by the British at the Cape that did not please the Boers. We also looked at the course of the Great Trek. This lesson covers and effects of the Great Trek.

### The Effects of the Great Trek

1. The Great Trek opened up the interior to massive European settlement for the first time. Some scholars have referred to the event as the most important in the history of European expansion into Southern Africa. This brought about more inter-cultural mixture with the people they found into the interior. From then onwards, the history of the Africans and that of the Whites in the region became inseparable.
2. It led to the establishment of Boer settlements in what was to become Transvaal, Orange Free State and Natal. The first two were to become independent Boer republics of Transvaal and Orange Free States by the end of 1854. Natal had been annexed by the British in 1843.
3. The Bantu lost their land to the Whites. It should be remembered that the Great Trek was followed by massive White settlement in South Africa. After defeating the Africans, the leading officers got large areas of land, for example in Natal they are said to have got up to 2430 hectares each. The relatives of those who died during the war were also given large chunks of land. Every Boer above the age of 15 years is also said to have been allocated some land.
4. A good number of Africans therefore were forced to work for the Boers in order to earn a living. This was to bring about the Hot Land question in South Africa which was accelerated by the discovery of minerals.
5. The Trek made the Southern African interior very unstable. This is exemplified by the wars fought between the Boers and the Ndebele at Vegkop in 1836 and the war between the Zulu and Boers; referred to as the battle of Blood River war in 1838.
6. The disturbances forced the Africans to abandon their area of settlement, e.g. the Ndebele were forced to migrate into present day Zimbabwe. There was loss of property

and life. Besides, there was detribalisation as some Africans were forced to mix with others where they got political asylum.

7. The Great Trek also contributed to the discovery of minerals in the grasslands of Transvaal and Orange Free States later in the century. The Boers discovered diamonds at Kimberly in 1867 and gold in 1886 at the Wit Waters Rand. The chance discoveries were to change the political, social and economic landscape of South Africa in favour of the Whites.
8. The British were also forced to follow the Boers into the interior and for some time they controlled the latter. However, due to the costly nature of the interior they were forced to withdraw. They only retained Natal. Therefore, the Great Trek left two British colonies of Natal and the Cape and two Boer republics of Transvaal and the Orange Free State.
9. The Great Trek was the beginning of the loss of independence of African societies within the region. As time went by, the Africans were defeated and subjected to the Whites.
10. Discrimination against the Africans was extended to the interior thereby sowing the seeds of apartheid. It began with depriving Africans of their resources, making them servants of the Whites, subjecting them to discriminative laws and regulations until total segregation was instituted.
11. The Boers suffered in the short-run because they were not strong enough to defend themselves against powerful Africans. As a result, they were forced into alliances with African societies like the Swazi who agreed to come to each other's help in case of an attack by strong societies like the Zulu.
12. Some towns like Pretoria and Pieter Maritzberg derived their names from some of the leaders of the Great Trek.

### **Conclusion**

we have observed that the consequences of the Great Trek were quite enormous. The Trek left a very significant imprint that rivals that left by the Mfecane.

### **Activity:**

Compare the Great Trek with the Mfecane.

## TOPIC: THE BOER REPUBLICS

### Lesson 3: The Boer Republics

#### Learning Outcomes

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

- i) identify the Boer Republics established after the Great Trek.
- ii) explain the factors for the British Annexation of Natal.
- iii) give the effects of the British Annexation of Natal.

#### You will need:

- atlas
- pen
- textbooks
- pencil
- eraser
- notebook
- computer with internet is an added advantage

#### Instructions

- i) Use other text books and internet if you have access.
- ii) Consult family members and other people who have knowledge of this History.
- iii) Please do all the tasks and activities given in this lesson.

#### Introduction

The Boer republics were among the major outcomes of the Great Trek. These form the basis of our new lesson. It helps us to understand the impact of the Great trek further and to study the trend of Anglo-Boer relations.

#### Boer Republics

Following the Great Trek, the Boers established themselves in Natal, Transvaal and Orange Free State. However, in all the three their administration was shaky and soon the British realised the need to control them in order to protect their own economic interests although they always tried to show that it was being done in the interest of the Africans.

#### Transvaal and Orange Free State

The British interfered with Boer plans and in due course, controlled Transvaal and Orange River sovereignty in order to maintain order in the interior of South Africa. They also had hope that they would be able to share in the resources of the interior.

However, the interior proved to be costly and by the Sand River Convention of 1852, Transvaal was granted independence and by the Bloemfontein Convention of 1854, Orange Free State was recognised as an independent Boer republic.

### Natal

Natal on her part was acquired following successful revenge against the Zulu who had killed the whole party of Retief and his men early in 1838. Retief was one of the key Boer leaders during the Great Trek. He led about 2,000 Boer Trekkers.

Retief was attracted by Natal and decided to negotiate for land from the Zulu king, Dingane. Dingane was scared and tried to keep on good terms with the Whites. However, the Boers made him suspicious because they accommodated a number of refugees; he therefore became convinced that they wanted to take away his land and the independence of his kingdom.

Scared, Dingane agreed to give Retief land on condition that he recovered the cattle that had been taken by the Tlokwa chief Sikonyela. Dingane thought that the exercise would take long and perhaps Retief would die during the fighting with Sikonyela.

However, Retief was able to get the animals from Sikonyela within a very short time. He tricked the chief and handcuffed him. He then asked for Dingane's animals before he could set him free. Sikonyela ordered his men to give the animals to Retief.

When Dingane realised the ease with which Retief got the animals from Sikonyela, he got scared the more. He organised a party and invited Retief and his men. He put his mark on a piece of paper that seemingly granted Retief land.

As the party went on and when the Boers had relaxed, and not expecting any trouble, Dingane ordered his men to put them to death. He also went ahead to attack other Boer groups in order to throw them out of Natal. Dingane killed more than 300 Boers together with over 200 of their servants.

The Boers reorganised themselves and under the leadership of Andries Pretorius waged war against the Zulu to avenge the death of Retief and his party. On the 15th December 1838, the battle of Blood River was fought in which about 3000 Zulu were killed.

This made Boer settlement in Natal fairly safe. The Blood River war became a symbol of the emerging Afrikaner nationalism. Dingane who had fled his country was allowed to return and to pay a fine of nearly 20,000 heads of cattle. He was also forced to return the equipment he had taken from the Boers.

In addition, he lost part of his territory to the Boers. Shortly after, MpandeDingane's, half-brother overthrew him with the support of Pretorius. Dingane fled to Swaziland where he

was killed in 1840. The Boers then established control over Natal. However, the area continued to be poorly managed by the Boers and thereby fomenting instability. This forced the British to annex it in 1843.

### **Reasons for the British Annexation of Natal in 1843**

- The unstable Boer control made the British to find the excuse to annex Natal.
- British desire to control the Zulu so as to guard their interests there and in the Cape
- To make the British residents at Durban feel secure.
- Desire to control Natal because of the Strategic commercial value that she enjoyed
- To effectively control Indian Ocean trade.
- The British also argued that the Boers had become bankrupt and could not support the people in Natal.

### **Effects of the British Occupation of Natal**

- This meant that the British were in control of South Africa's major outlets to the rest of the World.
- The Anglo-Boer relations continued to worsen.
- Many Boers left Natal to go and settle in Transvaal and Orange Free State.
- Natal developed faster under the British.

### **Activity:**

1. Identify the strengths and weaknesses of the Transvaal before the discovery of minerals in South Africa.
2. Give the ways in which the Boer republics related with the British before 1867.

**TOPIC: THE BOER REPUBLICS****Lesson 4: Key Personalities; Paul Kruger and Cecil John Rhodes****Learning Outcomes**

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

- i) Identify who Kruger was.
- ii) Explain the factors for Paul Kruger's rise to power and fame.
- iii) Give the achievements of Paul Kruger.

**You will need:**

- textbooks
- atlas
- pen
- pencil
- eraser
- notebook
- computer with internet is an added advantage:

**Instructions**

- i) Use the Learner's History Hand Book for S3.
- ii) Use other text books and internet, if you have access.
- iii) Consult family members and other people who have knowledge of this History.
- iv) Please do all the tasks and activities given in this lesson.

**Introduction**

Now that we have learnt about the Boer republics, it is important that at least one of the arch Boer nationalists and later a rival British nationalist be studied to get the true picture of what was going on. In this lesson, we will focus on Paul Kruger.

**Who was Paul Kruger?**

- Paul Kruger was an arch Boer nationalist. He was determined to defend the interests, culture and self-rule of the Boers.
- Paul Kruger was born on 10<sup>th</sup> October 1825 in the Eastern Part of the Cape and died on 14<sup>th</sup> July 1904 in exile in Switzerland. Buried at the Heroes Acre at Pretoria on 16<sup>th</sup> December 1904.
- Paul Kruger participated in the Great Trek at the tender age of 10. He was in the group that was led by Andries Pretorius.
- Despite, his virtual lack of formal education, he was brilliant, articulate, charismatic and a good orator.
- He joined the army and rose through the ranks to become Commandant General in 1860.

- Paul Kruger was president of Transvaal for four terms: 1883–1898, 1898–1893, 1893–1898, 1898–1900.
- He fought a number of battles against the Africans in an attempt to maintain order. He also fought the British in 1880–1881, 1895–1896 and 1899–1900 when he fled to exile.
- On several occasions he tried to persuade the British to have matters solved at the table. Fighting usually came as a last resort.

### **Paul Kruger's Rise to Power**

- Personal qualities that included shrewdness, charisma, eloquent oratory, and will.
- The Great Trek taught him lessons and also opened doors for his rise. He participated and witnessed people suffer at the hands of the British. He was determined to recapture the dignity of the Boers.
- Christianity and the teachings of the Dutch Reformed Church inculcated in him the belief that the Boers were the chosen people of God and therefore had to dominate the region.
- Linking up with personalities like Piet Joubert, Hendrik Portigietor, Andries Pretorius, enabled him to rise.
- Joining the army and climbing through the ranks gave him platform to rise to prominence.
- Successes in defending Transvaal against the British in 1880-1881, 1895-1896 among others
- He showed unwavering determination to defend Afrikaner interests which won him support of the people.

### **Achievements**

- He was a symbol of the Great Trek and underlying Boer Nationalism.
- He rose to the position of Commandant General in the Army.
- He was elected president for four terms and maintained the integrity of Transvaal.
- He utilised the mineral wealth appropriately and constructed roads, railways, and modernised Transvaal.
- He defended his people against the Uitlanders.
- He won the first Anglo Boer War and Jameson Raid.
- He successfully resisted the British Confederation Scheme.
- He managed to preserve Boer institutions.
- He was the major participant in negotiations for his people that yielded the Pretoria Convention, London Convention, among others.

## Conclusion

A study of Kruger has painted a picture of a person that grew up and lived to the end in love and defense of his people. This won him fame that won rewards of being elected president for four terms. Next, we shall look at Missionaries in the region.

## Activity

1. Explain the Short comings of Paul Kruger.
2. Who was Cecil John Rhodes?
3. Outline the Achievements and Shortcomings of Cecil John Rhodes.

## TOPIC: CHRISTIAN MISSIONARIES IN SOUTHERN AFRICA

### LESSON 5: Christian Missionaries in Southern Africa

#### Learning Outcomes

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

- i) Identify the missionaries and missionary groups that operated in Southern Africa.
- ii) Explain the motives for the missionary advance into Southern Africa.
- iii) Outline the problems that Christian missionaries faced in carrying out their activities in Southern Africa.

#### You will need:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• atlas</li> <li>• pen</li> <li>• pencil</li> <li>• eraser</li> </ul> | <ul style="list-style-type: none"> <li>• notebook</li> <li>• textbooks</li> <li>• computer with internet is an added advantage</li> </ul> |
|--|---|

#### Instructions

- i) Use other text books and internet, if you have access.
- ii) Consult family members and other people who have knowledge of this History.
- iii) Please do all the tasks and activities given in this lesson.

## Introduction

In this lesson we start a new chapter; Christian Missionaries in Southern Africa.

### Christian Missionaries in Southern Africa

Christian Societies that operated in Southern Africa are: London Missionary Society, Church Missionary Society, Free Church of Scotland, and Paris Evangelical Society.

**Personalities included include:** Robert Moffat, Dr. John Philip, Dr. David Livingstone, Dr. Van der Kemp.

### Motives for the coming of Christian Missionaries

- **Spread of Christianity.** Many missionaries had the aim of spreading Christianity to the rest of man Kind as the Bible urged them to do, Mark 16:15–16 and Mathew 28:19.
- **End slave trade and slavery and support legitimate trade.** The humanitarian view is that the European missionaries also came to redeem Africans from suffering due to the inhuman slave trade and slavery which they claimed were unbiblical. The bible urged them to do good for humanity because such good acts are considered done to God, Mathew 25:31–40.
- **Spread western civilisation.** There was a thinking that Africans were not civilised simply because they did not behave the same way Europeans did. Therefore, missionaries are said to have come to civilise Africans. This was to be done through the introduction of western education.
- **Satisfy the interests of the funders;** the middleclass, including exploration and preparing ground for trade, and eventual colonisation.

### Problems encountered by the Missionaries

- **Language barrier was a factor.** There were many ethnic groups speaking different languages. Neither the Africans nor the missionaries understood each other's language.
- Hostile communities.
- **Poor communication network.** There were no well-established roads or railways as there are today. Besides, there were no vehicles. Movement was on foot following paths used by traders. There were dangers of being mauled by wild game or drowning in water mistaken to be shallow.
- **Instability in some areas.** The Mfecane, Great trek and other wars affected missionary work.
- Harsh weather conditions. The missionaries sometimes suffered heavy rains while at other times they had to contend with the scorching sun.
- Poor medical facilities.

- The missionaries were a small number to evangelise a vast area in an environment that was hostile and with no modern transport systems.
- Limited funding from the mother organisations.
- Commitment to African traditional religion made many Africans unwilling to listen to the missionaries.
- There was great competition among the European missionary groups.
- They were interfered with sharp conflicts between evangelical work and the interests of their funders at home and colonial masters.

### **Activity:**

1. Outline the role of Robert Moffat in the spread of Christianity and Western institutions in Southern Africa.
2. Identify the ways in which the Africans responded to the activities of Christian Missionaries in Southern Africa.

### **Conclusion**

We have learnt about the motives for the Christian missionaries' venture into southern Africa and the problems they encountered. In the next lesson we shall study the Dutch reformed church and the Independent churches in South Africa.

## **TOPIC: CHRISTIAN MISSIONARIES IN SOUTHERN AFRICA**

### **Lesson 6: Activities of the Dutch Reformed Church, Role of Missionaries in the colonisation of the region, Rise of independent Churches in Southern Africa**

#### **Learning Outcomes**

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

- i) Identify the activities of the Dutch Reformed Church in South Africa.
- ii) Explain the role of missionaries in the establishment of Colonial rule in Southern Africa.
- iii) Outline the factors for the rise of Independent Churches in Southern Africa.

#### **You will need:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• textbooks</li> <li>• atlas</li> <li>• pen</li> <li>• pencil</li> </ul> | <ul style="list-style-type: none"> <li>• eraser</li> <li>• notebook</li> <li>• computer with internet is an added advantage</li> </ul> |
|---|--|

## Instructions

- i) Use the Learner's History Hand Book for S3.
- ii) You can also use other text books and internet, if you have access.
- iii) Consult family members and other people who have knowledge of this History.
- iv) Please do all the tasks and activities given in this lesson.

## Introduction

### **Activities of the Dutch Reformed Church and how it affected developments in the region**

- The Dutch Reformed Church was introduced by the Dutch long before the advent of the British in Southern Africa. It was a **Calvinist** whose preaching was largely based on the Old Testament. It sowed seeds of **Apartheid**.
- They believed they were the chosen people of God.
- Preached about the superiority of the White man and the need to maintain purity of races.
- Contributed to the Great Trek.
- Established Mission Churches, Schools and Medical centres to cater for the interests of the Boers.

### **Role of Christian Missionaries in the Colonisation of Southern Africa**

- They neutralised many Africans who would have resisted colonial rule. The people mistook the colonialists to be like missionaries.
- They softened the hearts of Africans through preaching about love for one another.
- They helped in signing treaties with African chiefs as they ceded their land.
- They gave vital information about the Geography, economic potential and nature of the people to the colonialists.
- They acted as interpreters and thereby easing communication and hence paving way for colonisation.

### **The rise of Independent Churches in the region**

Those were Churches that broke away from the mission churches. They were referred to variously as: **Separatist, Ethiopian, Zionist, Spiritual, Prophetic Movements, Messianic Movements, Nativist Churches, African Independent Churches, African Initiated Churches, African Indigenous Churches**, to mention.

Specific examples are: Nazareth Baptist Church of Isaiah Shembe in KwaZulu-Natal, IbandlaLenkosi Apostolic Church in Zionism of South Africa and Swaziland and Apostolic Faith Mission of South Africa.

This happened largely because many followers noticed the difference between what the missionaries preached and what they actually practiced.

Secondly, there was discrimination even among the ministers in the church. This angered African ministers who decided to form independent churches.

The conditions usually put in place for one to get baptized or get sacraments made Africans to start churches that would relax the conditions.

Failure of missionaries to appreciate African cultures angered the Africans. The latter decided to break away and form churches that would not undermine African traditional institutions.

Refusal of mission Churches to allow African instruments in Churches also made some Africans to break away and form independent Churches.

The independent Churches arose largely as a symbol of African nationalism. For instance, the Ethiopian Churches were partly inspired by the defeat of the Italians at Adowa by King Menelik of Ethiopia in 1896.

Some Africans hated the use of foreign languages that many people did not understand so they wanted to make Christianity more user friendly.

### **Impact of Christian Missionaries in the region**

- Built missions that helped in evangelisation.
- Converted many Africans to Christianity. Christianity eventually became the religion of the Majority in Southern Africa.
- Built Schools which increased the number of collaborators. However, it also helped in the growth of African nationalism.
- Built medical centres and hospitals which improved the health of the people.
- Contribute to the decline in traditional worship.
- Helped in ending slave trade and slavery.
- Missionaries like Dr. John Philip tried to advocate for civility while dealing with Non-Whites.

**TOPIC: THE MINERAL REVOLUTION****Lesson 7: The Mineral Revolution****Learning Outcomes**

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

- i) Identify what the Mineral Revolution in South Africa was.
- ii) Explain the situation in South Africa before the discovery of Minerals
- iii) Mention the effects of the discovery and exploitation of Minerals in South Africa.

**You will need:**

- textbooks
- atlas
- pen
- pencil
- eraser
- notebook
- computer with internet is an added advantage

**Instructions**

- i) You can text books and internet if they are available.
- ii) Consult family members and other people who have knowledge of this History.
- iii) Please do all the tasks and activities given in this lesson.

**Introduction****The Mineral Revolution**

The mineral revolution has been regarded as the most significant event experienced in South Africa since 1800. It was in many respects more revolutionary than the Mfecane and more significant than the Great Trek. It witnessed a change over from an Agro-based economy to one based on minerals. It started with the discovery of diamonds in the then Griqualand west, presently Kimberly in 1867. It was accelerated by the discovery of Gold at the Witwatersrand in 1886.

To understand the extent, to which the discovery of minerals impacted on South Africa, it is important to survey the situation shortly before the discoveries. The Africans and Whites especially the Boers were in many respects on equal footing. Militarily neither the Boers nor the Africans could boast of being stronger than the other. Sometimes, Africans would emerge victorious in war while at other times, the Boers would emerge triumphal. The

Africans reinforced their traditional methods of fighting with those acquired from the Whites. As time went by, they also came to possess guns.

The Boers lived in constant fear of strong African societies like the Zulu and Ndebele. The Ndebele had initially defeated the Boers in 1836 before the latter regrouped to give their enemies the blow that forced them to migrate further. The murder of Retief and his entire party by the Zulu in 1838 was still alive in the minds of the Boers. Moshesh of the Basotho also challenged the Boers from the late 1840s to the 1860s. Sometimes the Basotho would defeat the Boers while at other times the latter would emerge victorious. The failure of the Boers to decisively defeat the Africans caused great anxiety among them. As a result, they signed treaties of friendship with the Africans like the Swazi to enable them get assistance in case of an attack from powerful societies like the Zulu.

The only White settlement that was of recognisable military strength was that of the British at the Cape. This explains why in many cases; they would come in to solve the problems of the conflicting parties in the interior.

In addition, the Africans had strong stable governments compared to the weak and disorganised societies of the Boers. The Zulu, Swazi, Gaza, Pedi, Sotho, Tswana and Ndebele had stable governments. The people respected their kings and chiefs, a factor that helped them to develop to the levels of nations. As noted, Boer societies were unstable; they were often in conflict with one another. The causes for the divisions among the Boers ranged from ideological, religious to petty family problems. They were therefore vulnerable to attack.

The situation was worsened by the fact that the number of Whites in South Africa in general and the interior in particular was still very small. There was constant encouragement and incentives given to the Whites especially in Britain to move and settle in southern Africa, but all those fell on deaf ears.

After the Great Trek, the Boers were followed by the British in the interior. However, the latter withdrew to avoid the costs associated with the area. The Boers who remained were under the threat of being isolated further because many Whites were planning to leave South Africa for Europe while the British were planning to reallocate to Egypt with the

opening of the Suez Canal. However, two years before the opening of the canal, diamonds were discovered at Kimberly in 1867 and this changed the trend of events.

Economically, the Africans were doing much better than the White communities in the interior. The only White communities that were prosperous were those of the British especially at the Cape. The Africans were involved in agriculture and even rented land from the Whites and put it to good use. They were also involved in the exportation of hides, skins, ivory, copper and sometimes slaves.

According to Donald Denoon and BalaamNyeko, the Whites especially the Boers were chronically bankrupt. They were trying to live European style lives without European style resources. They lacked commodities for export, they mostly relied on beef, wool , hides and skins. They were very poor at land usage.

To make matters worse the Boers in the interior depended on the Cape for survival even after attaining their independence. The situation grew worse with the closure of the branches of Cape banks in the interior. Moreover, most of the Boers did not get loans to do meaningful business because they lacked collateral security. The situation was only changed with the discovery of minerals.

The impoverished economies could not even finance the construction of modern social and technical infrastructure. The republics therefore lacked modern roads, railways, schools, and hospitals.

There was also a high level of illiteracy among both the Whites and Blacks but this hit the Boers most because, while they wanted to behave like their brothers and sisters, back home they were always limited by lack of resources.

### **The Impact of the Discovery and Exploitation of Minerals**

1. There was a change over from an Agro-based economy to an industrial economy. This opened up more trade opportunities with the outside world. South Africa's economic strength made her to dominate the whole of Southern Africa.
2. There were also increased employment opportunities and market for agricultural produce. This led to improved standards of living among the people of South Africa, especially the Whites.

3. There was the emergence of modern cities in South Africa. These included Kimberly, Johannesburg among others. Many people moved to these centres for employment. As a result, slums also developed within the neighbourhood in order to accommodate the low-income earners.
4. Mining companies like the De Beers Consolidated Company were established. Out of these also emerged the British South Africa Company. It was to steer the imperialistic interests of the British in the region.
5. There was the development of a modern road and railway network. These linked the mining centres with the coast to facilitate the import-export trade, for example the Bechuanaland railway.
6. The Whites became politically and militarily more powerful than ever before. They could now afford to maintain large armies and to buy sophisticated weapons which made it difficult for the Africans to dream of making a decisive defeat against the Whites thereafter.
7. The mineral revolution also led to the loss of independence by African societies. For example, the Pedi lost theirs in 1877, Zulu in 1879, Tswana in 1884, Sotho in 1868, and Ndebele in 1894 among others. In other words, the discovery of minerals accelerated the process of the scramble and partition of Africa.
8. There was also a new drift of labour to the mines and towns. In other words, the discovery of minerals led to the development of migrant labour. Besides, it is observed that the Africans were gradually condemned to unskilled labour. The Whites preserved skilled and semi-skilled employment for themselves. The discovery of minerals was therefore a contributory factor to the development of apartheid.
9. In addition, there was growing shortage of labour, which sometimes necessitated importation of workers. For example, in 1904, a good number of Chinese were imported. With time, the neighbouring countries also had their nationals move to the South African mines for employment. These included Malawi, Lesotho, Swaziland, and Zambia among others.
10. There was also an influx of Whites into Southern Africa. In the 1820s, there were campaigns in Britain urging people to move to South Africa but with little success. After

the discovery of minerals, a number of businessmen, mineral prospectors and other categories moved into the region.

11. A new social group known as Uitlanders (foreigners) emerged. Whites who were in South Africa before the discovery of minerals, referred to those who moved in after the discovery of minerals as foreigners/Uitlanders, as the Boers referred to them.
12. There arose conflicts between the Boers and the British as each white group tried to take a lion's share in the newly discovered mineral resources. These conflicts led to the outbreak of the two Anglo-Boer wars, the first between 1880 and 1881 and the second 1899–1902.

The discovery of minerals also contributed to the unification of South Africa in 1910. This came after the realisation by the whites that if they continued to fight among themselves, the blacks would throw them out of South Africa.

OR

**THE TRANS - SAHARAN TRADE****SENIOR: 3****TERM: 2****Topic: Trans Saharan Trade in West Africa.**

**Lesson 1: Factors for the development of the Trans Saharan Trade in West Africa.**

By the end of this topic you will be able to:

1. Define the term Trans Saharan Trade.
2. State the factors that contributed to the development of this trade.
3. Mention the reasons for the decline of the Trans Saharan Trade.
4. Discuss the effects of the Trans Saharan Trade on the people of West Africa.

**Materials you will need:**

Text books, dictionary, pens, note books, internet.

**Instructions.**

1. Find a quiet environment that is suitable for your study.
2. In case you find any difficulty, it is okay to consult knowledgeable adult around you.

**Step 1: Introduction**

Dear Students, in this topic we shall concern ourselves with the Trans-Saharan trade in West Africa. This was the trade that was carried out between the people of West Africa and North Africa across the Sahara Desert. It was also referred to as Caravan trade because the traders moved in groups for security purposes.

Participants in the Trans Saharan Trade included Berbers, Arabs and Europeans from North Africa who exchanged goods with Africans from West Africa. The African included Dyula traders of Mali, the Soninke of ancient Ghana, people of Songhai, Hausa traders as well as inhabitants of Kanem - Bornu .

The trade items exchanged from West Africa to North Africa included gold, slaves, Kola nuts, skins and hides and dyed cloth.



Kola nuts



Gold

Imports from North Africa to West Africa included salt, horses, silk cloth as well as goods from Europe such as cotton cloth, beads, mirrors, glass and perfumes.

- Initially the volume of trade was smaller due to transport and communication problems.

Now that we know what the Trans-Saharan Trade is, you need to note that:

1. Initially the volume of trade was smaller due to transport and communication problems.
- 2 .Later especially in the 7th C when the Arabs conquered North Africa and introduced camels for transport, trade also increased.
- 3 .The Trans - Saharan trade started due to the desire for certain good like gold by barbers and salt by the Negroes.
- 4 .The barbers employed the Tuaregs who stayed in the desert to guide, protect and at time to send them to Western Sudan for goods'

#### ***FACTORS FOR THE DEVELOPMENT OF THE TRANS SAHARAN TRADE.***

Having defined what the Trans –Saharan trade was and mentioned the fact that the trade was initially small, lets now explain the factors that led to the growth and development of this trade.

There were number of factors that contributed to the development of the Trans Saharan Trade. They included the following:

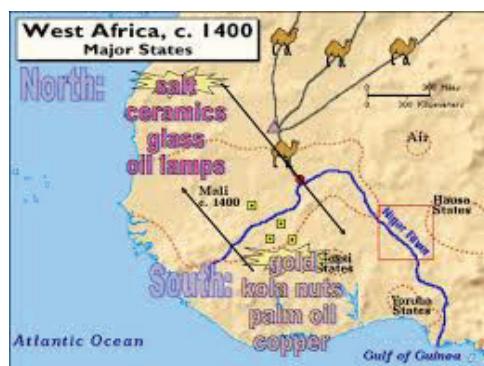
1. Availability of ready market for trade items. There was high demand of goods like salt by the Africans and gold by the Berbers. This greatly contributed to development of this trade.

2. The introduction of horses and camels from North Africa also led to the development of this trade. Initially the volume of goods transported was smaller. When animal transport was introduced the amount of goods steadily increased.



### **Caravan traders on camels**

3. The development of trade routes like the Western and central routes contributed greatly to the development of this trade as they provided proper directions to



traders across the Sahara desert.

#### **Trans-Saharan Trade Routes**

4. The introduction and spread of Islam by the Arab traders in West Africa. The Islamic religion acted as a bond of unity and also created a market for Arab trade items such as Islamic books and Arabic textiles hence the development of the Trans Saharan Trade.
5. The rise of western Sudanic Empires. These states included ancient Ghana, Mali and Songhai. People from these states provided market, security as well as trade items like slaves hence development of this trade.
6. The political stability of western Africa (Western Sudan) created a conducive business environment. This gave confidence to foreign traders from North Africa to transact business peacefully in West Africa.
7. Introduction of Arabic language. This enabled easy communication among the people who took part in this trade.
8. The introduction of cowrie shells. This simplified the mode of exchange in West Africa. Originally barter trade system was used however, it was problematic.



9. The conquest of North Africa by the Arabs in 640 and 660 AD. This forced the Berbers to move downwards into West Africa where they ended up into trading relations with the natives.
10. The food supply grown on the fertile western Sudan land encouraged traders.
11. Lack of geographical barriers like mountains, lakes made the traders to move easily from North to western Sudan
12. The presence of the Berbers and Tuaregs also led to the development of the Trans Saharan Trade. The Tuaregs guided and provided water to traders while crossing the Sahara desert. The Berbers from North Africa provided capital to the traders.

**Task.**

1. Identify the key participants and trade items in this trade.
2. Explain how this trade was organized.

**Step: 2**

**PROBLEMS FACED BY TRADERS IN THE TRANS SAHARAN TRADE.**

The traders encountered a number of problems which included the following.

Traders faced a problem of language barrier. This trade was at first conducted by use of mere gestures. Goods were exchanged for goods without any word being uttered. (dumb barter). This was due to lack of a common language that could be spoken by the North African and West African traders. This explains why this trade was referred to as the 'silent trade'. The use of gestures by the traders and signs made communication less effective.

1. It was difficult to get double coincidence due to barter system. The barter trade system made it hard to determine the actual value of goods.

2. Long journey from North Africa to West Africa. Due to the long distances, traders took about three months on the way. Some even could fall sick and die on the way caused psychological torture to the survivors. Many traders got fatigued as they strived to cross the Sahara Desert.

3. The traders faced a problem of poor transport network. There were no proper roads and sometimes the strong winds would blow off the trade routes. This greatly antagonized this trade.



#### **How traders transported their commodities**

4. There was a danger of Trans Saharan caravan traders being attacked by the armed robbers more so the Tuaregs who stayed in the Sahara desert. This caused insecurity that sometimes led to the loss of trader's trade items.

5. Traders faced a problem of water scarcity especially in the Sahara desert. Oases were few in the desert and could at times dry up. A number of caravan traders are believed to have died of thirst. In 1805, many traders as well as their camels died of thirst on the Western trade route.

6. There were sharp variations in the temperatures. It was very hot in Sahara desert and very cold at night. Therefore the traders were faced by the harsh climatic condition.

7. There was a problem of poor storage facilities that the traders encountered. The inadequate and poor storage facilities resulted into loss of some trade items more especially agricultural produces that got spoilt on before reaching the buyers.

8. Sometimes the traders were given goods on credit. However, some dishonest traders could disappear without paying or supplying agreed upon. This affected the smooth running of the Trans Saharan Trade.

9. The traders were faced with the problem of wild animals such lions, hyenas, snakes, among others. These scared and at times killed the caravan traders thereby paralyzing the Trans Saharan Trade.

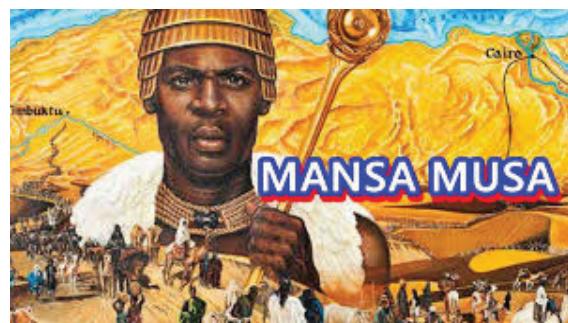
10. The traders lacked enough accommodation facilities despite the long distances that they moved from North Africa to West Africa and back.
11. Some African leaders in an attempt to amass wealth from this trade imposed heavy taxes on traders who passed or transacted through their areas of influence. This vehemently affected the trader's profit margins.
12. There was a problem of diseases such as malaria and flu (air borne disease due to dust in the desert). These led to the deterioration of trader's lives hence affecting the normal flow of this trade.
13. Traders faced threats from the local Africans who detested the selling of their kinsmen and friends into Slavery.

### **STEP: 3**

#### **THE IMPACT OF TRANS SAHARAN TRADE**

Like any other activity that humanity does, the Trans-Saharan trade had a number of effects as shown below:

1. Many kings and chiefs became wealthy due to their participation in the trade like Mansa Musa and Askia Mohammed .



2. It contributed to the building of Empires in West Africa. These included Ancient Ghana, Mali and Songhai in Western Sudan, KanemBornu , Hausa States, Old Oyo and Asante empire.
3. The trade resulted into development of urban centers. These began as trading centers but ended up growing into big cities which included Kumbi Saleh, Timbuktu, Gao, and Jenne.



### Ancient Urban Centre in Western Sudan

4. It created employment opportunities for the people of West Africa who were engaged in trade like the Dyula traders, Hausa traders. Many were employed as porters and guides.



**Slave Traders in West Africa**

5. The trade led to the development of industries and skills in West Africa for instance the gold mining industries in Wangala and the industry of dyed cloth in Kano.
6. The Trans Saharan Trade opened West Africa to the outside World. It provided a link between North Africa and West Africa. The products exported from West Africa publicized West Africa not only in North Africa but also in the Middle East and Europe.
7. The trade led to intermarriages between the Arabs and the Africans. This led to the rise of a new race of coloured Africans.
8. This trade led to the introduction of Islam and Islamic learning in West Africa. The trade routes were the channels through which Islam from North Africa reached West Africa. The Muslim Berbers and Arab merchants played a double role of trading and spreading Islam in West Africa.
9. The trade led to the development of transport and communication network. The former trade routes developed into proper roads. There was introduction of camels and horses from North Africa. These became major means of animal transport.

10. It led to the introduction of Arabic culture such as dressing as well as Islamic architecture in West Africa. Many buildings in West Africa resembled those in the Arab World.
11. The Trans Saharan Trade led to depopulation and under development in West Africa. Emphasis was put on trade and so agriculture was neglected. In addition, the young energetic who should have remained in West Africa to develop the region were exported as slaves.
12. The trade subjected many people in West Africa to terrible suffering. For instance the young boys who were captured during the raids and wars of conquest and were castrated so that they could be exported to North Africa and Turkey to serve as harem attendants, their reproductive systems were permanently damaged.
13. This trade led to family break in West Africa. This came as a result of exportation of able adults leaving the young and very old people behind with no parental and family care.
14. This trade led to the European colonization of West Africa as the European powers wanted to stop slave trade. The Europeans disguised as humanitarians claimed to stop slave trade through colonization of West Africa.
15. Islam which reached West Africa through the Trans Saharan Trade caused divisions among the natives. Moslem converts started looking down upon non-moslems. Moslems attacked the traditionalists through the jihads that led to loss of people's lives.

#### **Lesson summary**

The Trans Saharan Trade opened and created lasting relationships between West Africa and North Africa. The participants amassed wealth. Several states developed and the Islamic religion was widely spread in West Africa by the Muslim Barbers from North Africa.

#### **3. Follow up activity -study questions.**

1. What was the Trans Saharan Trade?
2. Draw a sketch map of Africa on it mark and label the Sahara desert
3. What was the role of Africans in the development of Trans Sahara Trade.
4. What difficulties did the traders face when taking part in this trade?

**Topic: EMPIRES OF WESTERN SUDAN****Lesson 2: The Empire of Ghana****Learning outcomes:**

By the end of this lesson you will be able to:

1. Discuss their origins.
2. Explain the factors for their growth and development.
3. Explain why they eventually collapsed

**Materials you will need:**

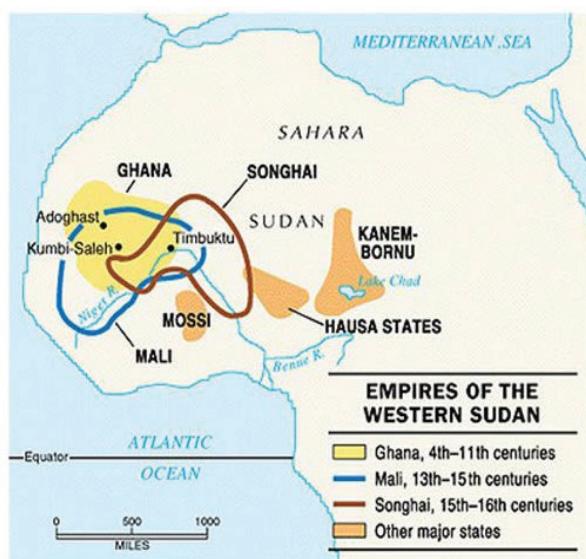
Text books, dictionary, atlas, pens, note books, internet.

**Instructions.**

1. Find a quiet environment that is suitable for your study.
2. In case you find any difficulty, it is okay to consult any knowledgeable adult around you

**Step 1****Introduction**

From about the 4<sup>th</sup> century AD, a number of states sprung up in the Western Sudan. The prominent ones included Ancient Ghana, Mali and Songhai. These Empires are referred to as empires of the Western part of the savannah region of West Africa which historians referred to as “the Sudan”.

**A MAP SHOWING THE EMPIRES OF WESTERN SUDAN****THE EMPIRE OF GHANA**

**ANCIENT STATES OF WEST AFRICA.****THE EMPIRE OF GHANA.****ORIGIN:**

When explaining the origin of Ghana, the following are the key issues to consider:

Ghana was one of the first ancient states in West Africa that was founded around 500 AD.

- Ghana started as a small state which was occupied by a Negroe group of people known as the Mande. It is the Mande that founded the Mandingo dynasty which was the first dynasty to rule over Ghana.
- The Mandingo dynasty was later overthrown by the Soninke who came from the North. The Soninke founded the Soninke dynasty which became the ruling dynasty in the empire of Ghana.
- The original of Ghana was Wagadu. It was later changed to Ghana which was the title of the king. Ghana meant a war chief and therefore naming the area that controlled by him after his title.
- The empire was located between R. Niger and R. Senegal and the empire occupied the present day countries of Senegal, Mali and Mauritius with its capital established at Kumbi Saleh.
- It should be noted that the modern country of Ghana is not located in the area occupied by the ancient empire of Ghana. The country Ghana was named in remembrance of the oldest empire of West Africa known as Ghana.

**Step: 2****FACTORS FOR THE RISE OF GHANA EMPIRE.**

The empire expanded due to a number of factors which were political, social, economic as well as geographical. These include:

1. The empire was located in the fertile savanna belt which had cool temperatures suitable for the settlement of the people. It is these settlements that encourage people to come up with an idea of leadership of a given area that led to the emergence of the Empire of Ghana.
2. The fertile soils of the savanna belt favored the growing of crops which enabled the production of food to feed the population.

3. The empire was located between river Niger and river Senegal which gave a natural defensive barrier against external attacks from neighbours. These rivers also provided water for domestic consumption.
4. The spread of Islam in West Africa facilitated the growth of Ghana because Islam united the people to develop their empire.
5. The empire had an efficient system of government for administration which was centralised with the king as the top most leader assisted by cabinet ministers. This made administration easy and contributed to the rise of the empire.



**Picture of a King seated on a Golden Stool which was a symbol of power.**

6. The empire had capable leaders from the Soninke dynasty who also contributed to the growth of the empire.
7. The empire had capable leaders from the Soninke dynasty who also contributed to the growth of the empire.
8. The empire had a strong army which was divided into two i.e. the infantry (foot soldiers) and the Calvary (horse men) which was equipped with strong weapons and this made it able to maintain peace and security in the empire, it was also used to expand the boundaries of the empire.
9. The empire had a clear system of succession which was matrilineal i.e. the heir to the throne was picked from the mothers line which minimized succession disputes.
10. The empire was surrounded by weak neighbours who were easy to conquer and expand boundaries of Ghana.
11. The people of Ghana participated in the trans Saharan trade in which the Soninke acted as middle men and they acquired a lot of wealth which was used to develop
12. The Soninke were iron workers and they made a number of items e.g. weapons like spears and arrows which were equipped with the army in order to make it strong.
13. The Soninke made agricultural tools out of iron which encouraged agriculture to ensure food security. Items such as hoes were used.
14. The empire of Ghana had a strong economy with a number of economic activities e.g. trade, fishing and tributes from the conquered states.

**Task**

1. Discuss the Political, Social and Economic organization of the ancient empire of Ghana

## 2. WHY THE EMPIRE OF GHANA DECLINED?

Despite the strength power that the empire of Ghana had attained, it later declined. This declined due to a number of factors which were both internal and external.

It declined due to political, social and economic reasons.

- (1) The empire faced disunity because it was made up of many states of different backgrounds and these could not unite to defend the empire in times of need.
- (2) The empire had grown too big to be effectively administered.
- (3) The vassal started breaking away from the metropolitan leadership since they were left under the leadership of their traditional rulers.
- (4) Ghana faced a period of corrupt leaders who used to sell gold for their personal benefit which led to decline in economy of Ghana.
- (5) The empire did not have a standing army and therefore it was difficult to maintain security sometimes thus the decline.
- (6) The empire faced a period of weak leaders in the later years who could not effectively monitor the administration of the empire.
- (7) The empire's army also weakened due to the constant rebellions from conquered states and therefore it could not defend the empire.
- (8) The divergence of the trade routes from Ghana to Mali made Ghana lose the taxes it was charging from Berbers and other traders hence decline of the traders.
- (9) The empire declined due to the insecurity in the empire that put economic activities to a standstill.
- (10) The influence of Islam in the region which divided people along religious lines and they could not write to defend the empire.
- (11) Ghana faced external attacks from Sumanguru Kante of the Sosso state who attacked the empire and weakened it.
- (12) Ghana also faced external attacks from the Almoravid (Muslims from Morocco) who attacked the empire and weakened it in an attempt to spread Islam.
- (13) The rise of other empires like Mali under the leadership of Sundiata Keita led to the final decline of Ghana because he attacked the remains of Ghana and added them to Kangaba to create Mali Empire.

Having looked at the origin and growth of the Ancient kingdoms of Western Sudan , it is important to look at some key leaders who founded and developed this kingdom. These included men such as Sundiata Keita.

**Step:3****THE REIGN OF MANSA MUNSA IN MALI (1307-1337)**

- ❖ Not much is known about Mansa Kankan Musa however, he was the most famous of all the rulers of Mali. He reigned between 1307 and 1337.
- ❖ He extended the boundaries of Mali North and eastwards using his strong army.
- ❖ He also established friendly relationships with other states e.g. Morocco and Egypt.
- ❖ He captured the famous commercial center of Walata which increased trade in Mali.
- ❖ His generals also captured Timbuktu which was a small commercial center in the North of Mali.
- ❖ He created a strong army with loyal generals which was used to keep law and order.
- ❖ He also created a centralised system of administration by dividing the empire into provinces and the most known was Niani.
- ❖ He employed governors to rule the provinces on his behalf.
- ❖ He instituted the national honor of trousers to individuals who had excelled in service.
- ❖ He employed Islamic judges and scribes in the civil service.
- ❖ He introduced a tax on crops, livestock, tolls and tributes from the vassal states which was used to develop the empire.
- ❖ He encouraged trade within Mali by attracting foreign traders.
- ❖ He encouraged gold mining in Mali which contributed a lot of revenue to the empire.
- ❖ He fostered law and order in Mali by using his army of about 100,000 men.
- ❖ He provided security to the traders in his empire which attracted more foreign traders.

- ❖ He encouraged Islamic learning and education in his empire by attracting Islamic scholars.
- ❖ He brought wealth to the people of Mali by controlling the gold trade.
- ❖ He also contributed to the spreading, purifying and strengthening of Islam since he was a devoted Muslim.
- ❖ He made a pilgrimage to Mecca and this made Mali to be known outside Africa.
- ❖ He promoted his name when he carried over 100 camels, 500 slaves carrying gold to Mecca.
- ❖ He sent Muslim students to morocco and these became new builders of commerce and became very influential in trade.
- ❖ He died in 1337 and was succeeded by Mansa Maghan.

### **Lesson Summary**

In this lesson, we have looked at the ancient States in the Western Sudan. The earliest being Ghana, followed by Mali and then that of Soghai. Here we also analysed the factors that led to the growth and expansion of these state and the contribution of leading statesmen such as Mansa Musa of Mali, Sundiata Keita of Songhai. We have ended this lesson with why the states declines.

### **Follow up activity –study questions.**

1. State the factors for the growth and expansion of the ancient empire of Soghai
2. Discuss the role that was played by Sundiata Keita in the growth of Songhai
3. How did the ancient empires influence the growth and development of the present day countries in West Africa?

## **THE STATES OF SENEGAMBIA.**

### **Topic: The states of Senegambia**

#### **Lesson 3: Factors for the rise and development of Senegambia States in West Africa.**

By the end of this topic you will be able to:

1. Identify the states that constitute Senegambia in West Africa.
  2. Explain how they were organized.
  3. Mention the factors for Senegambia states decline.

**Materials you will need:**

Text books, dictionary, pens, note books, internet.

**Instructions.**

1. Find a quiet environment that is suitable for your study.
2. In case you find any difficulty, it is okay to consult a knowledgeable adult around you.

**Step 1: Introduction**

Dear Students, in this topic we shall concern ourselves states of Senegambia.

There were two empires that developed in the area of Senegambia; these were the Wolof Empire and the Fula State. These empire lay between the rivers of Senegal and Gambia

**Step 2.*****THE WOLOF EMPIRE.*****Origin**

- The origin of the Wolof Empire is not clear.
- It is believed that they were driven to the region they now occupy by the Fulani and Berber intruders in the period between 12th and 14th Century.
- The Wolof (Jolof or Djolof) empire was a state on the coast of West Africa between the Gambia and Senegal rivers

The founder of the empire is not clear but according to the Wolof traditions it was founded by NdyadyanaNdyaye. The wolf fished, grew rice, and herded cattle, sheep and goats. They also used iron for tools, pottery and jewelry.

- It is believed that the empire emerged due to voluntary association of several small states.

It is said that NdyadyanaNdyaye emerged from the lake to solve a quarrel among the Wolof states over wood.

He divided the wood fairly among the states. They offered him marriage and kingship.

- He became the first king of the Wolof and used this opportunity to unit different states into one empire.
- There were five Wolof states and these included Walo, Baol, Jolof, Cayor and Salum.
- The majority of the empire was Wolof and Serer
- The capital of the empire was at linquere, some 150 km in land.
- The empire participated in trade and by 16th century, it had become very strong.
- In 1506, a Portuguese Duata Pacheco Preira estimated the Wolof army Soldiers as 10000 horsemen and 1,000,000 foot soldiers.
- Wolof Empire had fertile soil which favoured agriculture hence enough food.
- The people participated in fishing on R. Gambia and R. Senegal.

#### **THE POLITICAL, ECONOMIC AND SOCIAL ORGANIZATION OF WOLOF EMPIRE.**

- The empire was headed by the king with little Jolof.



**Jolof Chieftaincy warrior**

- The position of the king was elected i.e. elected by the nobles.

- In the Wolof Empire the king could be removed by the nobles if he failed to please them.
- The death of the king was always kept secret to avoid succession wars.
- Some women like the queen mother and the king's sister solved women's problems i.e. cases of adultery.
- The chiefs collected taxes which was in form of cattle, grain etc. To guard against the powers of the nobles, the kings usually made themselves strong and rich.

Also the kings surrounded themselves with warriors and dependents usually of slave origin.

- With such measures, the king could suppress any attempt by the noble king makers to displace him.
- The empire had an army consisting of infantry and Cavalry armed with guns.
- The king once elected, possessed Magical powers i.e. divine power each conquered state retained its traditional rulers but paid tributes to the king.
- The empire carried out trade since it was near the coast.
- Taxes were imposed on traders and herdsmen.
- They carried out fishing on rivers and lakes.
- Farming was practiced and grew crops for food.
- Hunting was done on small scale.
- They also kept animals such as cattle, goats etc.
- Local weaving leather industries were in place hence had a strong economy.
- Socially, the Wolof Empire was divided into classes i.e. royals, free men, Artisan, blacksmith, wearers and slaves.
- Rituals were always done on the king to make him semi-divine
- Inter marriages between classes was not allowed.
- The king was the leader of ceremonies in the empire.
- Wolof people were originally pagans but later in the 19<sup>th</sup> century few adopted Islam.

**Task.**

1. Describe the origin of Fula Empire.
2. Explain the political, social and economic organization of the Fula Empire.

**Step: 3*****FACTORS FOR THE DECLINE OF WOLOF EMPIRE***

- Internal wars weakened the empire hence leading to its collapse.  
The French interference by removing Lat Dior the only strong king led to its collapse.  
  
Weak leaders led to its collapse.  
  
Wars disrupted the economic activities like trade, agriculture Outbreak of famine weakened the people and led to its collapse.
- The abolition of slave trade led to its collapse.
- Divisionism created by cultural decline in the Wolof led to its collapse.
- The introduction of Islam affected the empire as it led to hatred between the Moslem and non Moslems.
- The political conflicts between the princesses and the prince led to its collapse.
- The army became weak due to wars hence its collapse. The empire had become too big for effective administration.
- The breakaway of the vassal states weakened the empire i.e.  
Mandika.
- Finally the French desire to colonize the Wolof Empire led to its collapse.

**Task 2**

1. Why did the Wolof Empire collapse?
2. Discuss the political, social and economic organization of the Fula state.

### **Lesson Summary**

We have seen that the states of Senegambia; which were Wolof and Fula states immerged between the two rivers of Senegal and Gambia. We have also analysed the factors of their growth. Then looked at their political, Economic and Social organization and why thy later declined.

### **Follow up activities**

1. Explain how the Wolof people managed to establish states in the Senegambia
2. Discuss the political, economic and social organization of the Fula state
3. How did the Wolof and Fula states impact on the modern states in that region?

## **TOPIC: THE HAUSA STATES (FOREST STATES) OF WEST AFRICA.**

**Lesson 4:** The states and kingdoms of the forest.

### **Learning outcomes:**

By the end of this topic you will be able to:

1. Identify the various forest states of West Africa.
2. Discuss the political, social and economic organization of the forest states.
3. Explain the causes and effects the Asante –British conflicts.

### **Materials you will need:**

Text books, dictionary, pens, note books, internet.

### **Instructions.**

1. Find a quiet environment that is suitable for your study.
2. In case you find any difficulty, it is okay to consult knowledgeable adult around you.

### **Step 1: Introduction**

Dear Students, in this topic shall focus on the forest states of West Africa. These were states found in the south of Western Sudan. They include the Empires of Oyo, Benin, Dahomey and Asante Hausa lived between the Kanuri in the East and Songhai in the West.

### **THE EMPIRE OF ASANTE**

- Asante was located in the present day Ghana.
- The empire was founded by the Akan (Oyoko clan) under ObiriYeboa and its capital was Kumasi.

## Factors for the Rise and Expansion of Asante

There several factors that have been suggested by different scholars to explain the rise and expansion of the Asante Empire. These include:

1. The role played by able and strong leaders. The rise and expansion of Asante empire in mainly attributed to work that was done by its first three leaders; ObiriYeboa, Osei Tutu and Opoku Ware. These were military geniuses and had strong organizational skills that were very useful in expanding the Asante kingdom.
2. The Asante Empire developed due the oppressive and unpopular rule of the Denkyira. This forced small chiefdom around Kumasi to unite together resulting into the Asante Empire.
3. The Asante Empire also expanded as a result of the Trans- Atlantic Trade in West Africa. The people of Asante participated in this trade and acquires guns, gun powder and other commodities from Europeans that become useful in their expansion. The kingdom also expanded its borders in order to control this lucrative trade.
4. The Empire of Asante also expanded as a result to the Europeans activities at the coast weakened many states and gave chance to inland states like Asante to grow.
5. The growth and expansion of Asante was also due rise of many small chiefdoms around Kumasi. These were later easy to unite into one kingdom since the people in these chiefdoms has similar cultures and traditions. For example the belief in the golden stool as a symbol of authority among leaders united the people in this area.
6. The Asante Empire also developed due the weak neighbour whom they conquered and incorporated into their spheres of influence.

## The Political, Economic and Social Organization of the Asante

- The government of the Ashanti Empire comprised four levels—state, district, village, and lineage—each of which was headed by a chief and an advisory council of elders who collaborated to conduct the business of government. At each level, chiefs were required to pledge allegiance to their superiors. Women played a significant role in Ashanti political culture, as social organization was based on matrilineage (descent from a common maternal ancestor)
- The empire headed by the king known as Asantehene who was the highest political figure in Asante.
- The Empire had a centralized system of administration. It was divided into the metropolitan and provincial Asante. The metropolitan Asante consisted of the original

capital Kumasi and the surrounding area with a radius of 40 miles and was Asantehene. The provincial states were left under the control of their chiefs but had to respect Asantehene. The central government of the metropolitan Asante consisted of the union Council of kings of various states known as omanhences. Asantehene chaired the council of the omanhences which gave him greater control of the empire.

- Even if each state had a king in the metropolitan Asante they recognized Asantehene as their leaders.
- Asantehene's position at first was hereditary but later appointed.
- The golden stool was highly respected as a symbol of unity in which the strength of Asante depended. It was believed to have come from heaven and fell at the feet of Osei Tutu.
- The conquered states such as Denkyira paid tributes to the central government. These conquered states were also not represented on the union council since they were left independent. The conquered states only communicated to the king through the chief of Kumasi. The Asantehene appointed governors to monitor activities in the conquered states.
- The Asantehene had an organized army .and each state contributed to the army of the empire.
- The governors supervised the collection of taxes and tributes.
- The chiefs, queen and queen mother checked on the powers of Asantehene.
- Economically agriculture was practiced i.e. maize, yams etc.

They participated in the triangular trade.

- Imposed taxes on commodities hence source of income.
- It carried out art and craft industry.
- It highly produced gold which was on demand by Europeans.
- The empire also got tributes from the vassal states.
- They also kept animals such as goats, cattle for food mostly.
- Fishing on rivers and swamps was practiced.
- Hunting on small scale was done.
- Black Smithing like making hoes and arrows
- Socially the Asante practiced traditional religion and later Islam introduced.
- They had a strong belief in the golden stool said to have come from heaven and it was a symbol of unity.
- The Odwira festival was celebrated annually and prayers were said for the entire kingdom.
- Asante was divided into classes i.e. royalists, commoners and slaves.

### Task

- 1 .Explain the causes and effects of the Yoruba civil wars of 1821-1893.
- 2 .State the factors that led to the rise and expansion of Benin Empire.
- 3 .Discuss the political, social and economic organization of Dahomey.

## **FACTORS FOR THE DECLINE OF ASANTE EMPIRE.**

- The death of strong leaders such as ObiriYeboa, Osei Tutu, Opoku Ware.
- The empire had become too big hence difficult to control.
- Break away of the conquered states ieDenkyira, Dagomba, Gonja led to its decline.
- Asante lost the tributes from the states that had broken away.
- The Anokye constitution also contributed as it only catered for the people of Asante origin
- Leaving the conquered states under their leaders led to its decline as they were not absorbed in Asantehene the golden stool was not important to them.
- Civil wars and power struggle later weakened the empire.  
The abolition of slave trade lost a lot of revenue.  
Weak leaders who later came to power ieOseiYawaAkoto.
- The army became weak due to internal and external wars.

Asante Fante wars also led to its Decline.

Outbreak of famine as there was no time for cultivation due to wars. The king's appointment of Moslems in his government caused division hence disunity

- Decline in trade because of wars which scared the traders led to its decline.
- The final blow came from the British - Asante wars towards the 19th century completely destroyed Asante's economy.

### **Step 3**

#### **THE WAR BETWEEN THE BRITISH AND THE ASANTE BETWEEN 1824 AND 1870'S.**

The conflict between the British and Asante was due to a number of factors. They included the following:

- The British failure to respect the Asante laws and customs led to wars
- Asante's first victory in the war against the British in 1824 gave Asante confidence and increased war.
- The British never wanted any strong African society hence wanted to weaken Asante which led to wars.

- The Dutch exchange of forts with the British led to wars. The British took the fort of Elmina that the Dutch used to pay rent to the Asante and again the British refused the Asante to trade at the coast.
- The British traders wanted to increase their area of trade into the interior hence clashing with Asante,
- The desire to recover the Southern territories of Denkyira by Asante led to wars with the British.
- The missionaries also led to war as they put pressure on the Asante's government as they wanted to introduce Christianity and formal education.

The British alliance with the Fante led to war with Asante.

The refusal of Asante to release the French traders and the two missionaries requested by the British led to war.

The refusal of the British to allow the Asante free trade at the coast led to wars.

The death of Governor George Mclean led to more wars.

### **EFFECTS OF ASANTE – BRITISH CONFLICTS.**

Led to loss of lives of both Africans and Europeans.

Led to depopulation in Asante Empire

Led to displacement of people.

Led to widespread misery and suffering as wars took long.

Led to destruction of properties i.e. farm land, houses.

Led to famine as agriculture was disrupted.

- Trade declined due to wars.
- Trade routes shifted to safer areas.
- Led to break up of the great Asante Empire.
- Many Asante's states broke away i.e. wassa, Accra etc.
- Later, Northern states of Asante also revolted and declared independent i.e. Dagomba, Gonja etc.
- The British occupied the Asante in 1901.
- Many Asante's chiefs and leaders were deported in 1896.

- These wars cost the British a lot of resources.
- The British sent a committee to investigate its activities in the gold coast became the war was very expensive.

**Task**

1. Explain the causes and effects of the British–Asante wars.
2. Discuss the significance of George Maclean in the history of West Africa.

**Summary**

There were a number forest states in West Africa. These included the Old Oyo, Benin, Dahomey and Asante. These were well organized and lived in harmony with each other. However, the onset of the British, conflicts ensued.

**Follow up activity.**

1. What role did Osei Tutu play in the history of Asante Kingdom.
2. Discuss the political, social and economic organisation of Oyo Empire.

**SENIOR FOUR****TERM 1*****TOPIC 1: THE TRANS- ATLANTIC SLAVE TRADE (TRIANGULAR TRADE)*****Lesson 1: The Factor for Development of the Trans-Atlantic Trade**

**Learning outcomes:** By the end of this lesson you will be able

By the end of this topic you will be able to:

1. Define Trans- Atlantic Slave Trade.
2. Explain the factor that led to the development of the Trans- Atlantic slave trade.
3. Discuss the effects of the Trans- Atlantic Slave Trade on the people of West Africa.

**Materials you will need:**

Text books, dictionary, pens, note books, internet.

**Instructions.**

1. Find a quiet environment that is suitable for your study.
2. In case you find any difficulty, it is okay to consult knowledgeable adult around you.

**Step 1: Introduction**

Dear Students, in this topic we shall concern ourselves with the external trade on the coast of West Africa. We need to remember that at first there was the Trans Saharan Trade which was mainly carried with in the African continent. However, the Trans- Atlantic Slave Trade, was external involving West African traders dealing traders of America and Europe.

- This was the trade carried out by the Europeans across the Atlantic Ocean involving the continents of Europe, Africa (West Africa) and America (the New world).
- It is referred to as Triangular Trade because it connected the three continents of Africa, Europe and America. The areas involved in this trade formed three sides like those of a triangle, hence this trade being popularly known as the Triangular Trade
- It majorly traded in slaves from West Africa and the commodities like sugar, Cotton products from Europe.



**Slaves being taken to the coast of West Africa for export.**

#### **ORIGIN OF TRANS-ATLANTIC TRADE**

- The trans-Atlantic slave trade began in 1441 by the Europeans.
- The Portuguese discovered the coast of the West Africa who started trading with West African coast in slaves.

The first cargo of 10 slaves was taken by a Portuguese explorer called Gonzales from West Africa to Lisbon in Portugal.

At first, the volume of slaves was very small as they were taken for domestic use.

Later, Spain in 1492 discovered Western Indies and America which had vast land.

There was need for slave labour due to the discovery of the West Indies and America to work in the plantations of tobacco, cotton, and sugarcane

- The native red Indians were not enough to work in the mines and plantations in America.
- Therefore, West Africa was seen as the alternative source of labour, The Africans were strong and resistant to harsh conditions.
- In 1510, a large number of slaves were exported from Lisbon in Portugal to West Indies.
- By around 1540, the Lisbon (Portugal) market was exporting to America more than 10.000 Negro slaves annually.
- By 17th century, more European countries like France, England, Denmark, Holland and Sweden joined the trade.
- The Europeans looked at the Africans as inferior race and that increased the trade.

- In Africa, the chiefs and kings got slaves and took them to the coast of West Africa where they could be got by the European buyers before taking them to America and West Indies.

### **Step 2**

## **FACTORS FOR THE RISE AND DEVELOPMENT OF TRANS-ATLANTIC SLAVE TRADE.**

NOTE:

- 1. Outline any four products in your society that are imported from America or Europe.**
- 2. Mention any five factors that have promoted international trade in your country.**

The rise and development of the Trans- Atlantic Slave Trade was as a result of many factors. These included the following:

1. The availability of transport to West Africa contributed to the development of the triangular trade. The steamship facilitated the movement of Europeans to Africa.
2. The desire to acquire guns for expansion by the African chiefs. The growth of new and potential merchant's class in Europe sponsored the trade
3. The existence of domestic slaves who could be sold to get rid of undesirable elements in the society such as thieves and robbers. There were armed conflicts in West Africa and prisoners of war were also sold as slaves.
4. The industrial development led to the high demand for raw materials such as sugarcane, tea, cotton and palm oil needed slaves to provide labour. This provided high demand for slaves from West Africa through the triangular trade.
5. The discovery of the new world that is to America and West Indies by the Europeans led to its rise. In the New World there existed plenty of land where the Europeans put up plantations crops like sugarcane and coffee however, they run short of labour. This prompted them to come for slaves from West Africa through this trade
6. The existence of strong states like Oyo, Dahomey, Asante and Benin led to its rise. The leaders of these states due to desire to amass wealth willingly supplied or sold some of their subjects into slavery.

7. The decline of Trans-Saharan trade led to the development of the Triangular Trade. The traders who previously took part in Trans Saharan Trade joined this trade in big number on hearing that it was profitable.
8. The participation of more European powers like France, Britain,
9. Spain .The European powers provided ready market for slaves from West Africa.
10. The winds and ocean currents helped to steer the European ships to America and Africa. These were the north –east trade winds and the north equatorial currents.

**Task**

1. Distinguish between the Trans Saharan Trade and Trans- Atlantic Slave Trade.
2. Explain how the Trans –Atlantic Slave Trade was organized.

**Step 3**

**THE EFFECTS OF THE TRANS - ATLANTIC SLAVE TRADE.**

The Trans - Atlantic Slave Trade had far reaching effects on the peoples of West Africa as discussed below.

1. The triangular trade led to the collapse of the Trans Saharan Trade. This is because the number of slaves from the states and empires of Dahomey, Oyo, Asante were now sold southwards to the European slave dealers at the coast of West Africa. This reduced the volume of goods of Trans Saharan Trade hence its eventual decline.
2. This trade led to the emergence of a class of wealthy African merchants who became rich as a result of the profits they obtained from slave trade. Rulers of the leading slave exporting states such as Dahomey and Old Oyo became very rich.
3. There was development of towns along the West African Coast. The slave markets emerged as major towns. Towns included Bonny, Accra, Lagos and Potonovo.
4. The Trans- Atlantic Slave Trade stimulated local trade especially in the coastal areas of West Africa. Slaves had to be fed during their stay at the coast of West Africa. The slave dealers therefore had to buy food to feed these slaves. This stimulated the growing of food crops and selling of food stuffs along the coast of West Africa.
5. There was introduction of legitimate trade after abolition of slave trade. In this new form of trade cash crops such as palm oil, cocoa, and coffee replaced the selling of human beings.

6. It provided employment opportunities to a number of West Africans. Africans were employed as slave guards who marched the slaves from the interior of West Africa to the coast, slave dealer as well as food vendors.
7. The trade opened up West Africa to the outside World. West Africa a major source slaves that were highly demanded in Europe and America got known. Africans were disposed to different parts of the World and formed new races. Some were sent America, Portugal, France and Spain.
8. This trade led to terrible suffering and loss of lives of many people in West Africa. Some slaves died of fatigue and the brutality of their masters. At the coast slaves were branded using a hot iron. Those who fell sick while being shipped to America or Europe were thrown into the ocean alive, many died from starvation, suffocation and contagious diseases.
9. The Trans –Atlantic Trade led to wars, chaos and hatred among the West African communities. The rampant slave raids in states of Dahomey, Asante and Old Oyo caused insecurity and lawlessness in West Africa.
10. There was depopulation in West Africa as several people were exported from West Africa to the New World. Depopulation also came as a result of loss of people's lives due to torture, suffocation or hunger.
11. This trade changed the role of West African rulers. These rulers instead of protecting their subjects against external enemies, resorted to selling them into slavery to gain wealth.
12. There was displacement of people due to slave raids. To save their lives, many people abandoned their homes and ran away into hiding.

### **Summary.**

The Trans -Atlantic Slave Trade was an external trade carried out on the coast of West Africa. Many Africans were sold in slavery especially by their respective chiefs or kings. Many slave dealers especially the leaders became richer and richer as their subjects lived in constant fear, panic and suspicion. This trade largely had adverse impact on the people of West Africa.

### **Follow up activity**

1. Explain the factors that led to the growth of the Trans-Atlantic slave trade.
2. How did the trans-Atlantic trade affect the people of West Africa?
3. Mention the factors that contributed to decline of the Trans –Atlantic Slave Trade.

**TOPIC : THE ABOLITION OF SLAVE TRADE IN WEST AFRICA.****Lesson 2: Factors that led to the abolition of Slave Trade in West Africa.****Learning outcomes:**

By the end of this topic you will be able to:

- 1.** Discuss the factors that led to the abolition of slave trade in West Africa.
- 2.** Explain why the abolition of slave trade took long.
- 3.** Discuss the effects of the abolition of slave trade in West Africa.

**Materials you will need:**

Text books, dictionary, pens, note books, internet.

**Instructions.**

1. Find a quiet environment that is suitable for your study.
2. In case you find any difficulty, it is okay to consult any knowledgeable adult around you.

**Step 1: Introduction.**

Dear students, having seen how slave trade and slavery was dangerous to many people in West Africa, later even the Europeans and several humanitarians noticed it. As a result, the British spearheaded the move to abolish it. Britain was joined by other European states as well as America. Much as there were many challenges encountered in the abolition of slave trade, this trade was eventually abolished. Given the fact that a number of people depended on slave trade for their livelihood, its abolition had several impacts as will be seen later in this discussion.

**Step 2:****Factors that led to the abolition of slave trade.**

**Note: Our student, take off some minutes and imagine your parents, family member or best friend being chained, branded with a hot iron to be sold into slavery. Would you support or reject the abolition of slave trade?**

1. The industrial revolution in Europe. England in 1650 - 1850 led to the abolition. Due to the industrial revolution in Europe, human labour was replaced with machines.
2. The increasing costs of slaves in America and Britain. The number slaves had grown, as result, it became expensive for the slave masters to maintain their slave subjects.
3. The rise of humanitarian bodies or groups like the Christian organization who complained against the trade. The Christians vehemently condemned the selling of human beings in to slavery. They advocated for immediate abolition of slave trade.
4. The growth of European colonization in Africa. Many Europeancolonialist, obtained colonies with humanitarian motives. The most significant humanitarian reason for scramble for and partition of Africa was to abolish slave trade. The British spearheaded the abolition of slave trade
5. The French revolution of 1789 in France which preached equality, fraternity and liberty of all men.

**STEPS TAKEN TO ABOLISH SLAVE TRADE IN WEST AFRICA.**

- The abolition of slavery and slave trade was spearheaded by Britain in 1772.
- The trade was declared illegal in England and all slaves who were working on plantations were set free in 1772 by Mansfield who was the lord chief justice of England.
- In 1787, a group of reformers who wanted change formed a society for the abolition of slave trade led by Granville sharp.
- The other important people who condemned the practice of slave trade were William Wilber force, Thomas Clarkson through public lectures, mass media.
- Anti-slavery committee was formed in 1807 and patrols put in the Atlantic Ocean to check on the slave smugglers.

- Sierra Leone and Liberia were founded as homes for resettling freed slaves from England, Jamaica and America.
- Britain was the first to declare slave trade illegal. Later Spain, Sweden USA and France joined Britain to stop slavery.
- Britain also built bases in free town and Fernando to effect the campaign against slave trade.
- Britain signed treaties with Spain and Portugal to ensure the end of slavery.
- Britain also signed treaties with African chiefs to end slavery i.e. with Nama Olumu of Itsekiri, and Jaja of Opobo  
By 1833, Slavery was denounced according to the law. The slave owners were compensated.
- Missionaries greatly helped Britain in the struggle to stop slave trade as they preached the brotherhood, developed western education which helped to stop slave trade.
- The Europeans later entered the interior of West Africa and built roads and railway lines used to transport goods instead of slaves and by the 19th C. slave trade had almost stopped.
- The final blow to slave trade was European colonization of West Africa, Britain, France and Germany put an end to slave trade in the areas where they controlled.

### Task

1. Discuss the factors that led to the abolition of slave trade in West Africa.
2. Explain the steps that were followed in the abolition of slave trade.

### **EFFECTS OF THE ABOLITION OF SLAVE TRADE ON WEST AFRICA.**

The abolition of slave trade had a number of effects on the people of West Africa.  
The effects included the following:

There was the collapse of some African states whose survival based on slave trade.  
States such as Oyo, Dahomey and Asante were adversely affected by the abolition of slave trade.

There was unemployment of not only African slave dealers in West Africa, but also of the freed slaves in Europe and America. This led to the low standards of living.

It contributed to the coming of humanitarian group of people in West Africa. These included the missionaries who were at the same time forerunners of colonialism. This led to increased European influence in the affairs of West Africa.

There was introduction of legitimate trade to replace slave trade. The selling of human beings was substituted with cash crops. These included cocoa, cotton, coffee and palm oil.

The abolition of slave trade led to restoration of Africa dignity. People now lived a settled life. The tortures, chaining and slave raids were no more. This enabled Africans to embark on development projects such as farming.

Led to the foundation of Sierra Leone in 1792 and Liberia in 1822 as colonies for settling freed slaves. These two countries are famously as homes of emancipated slaves.

- Led to the rise of Negro race due to the inter marriages between the native Africans and the freed slaves.

Step: 3

### **WHY WAS IT DIFFICULT TO ABOLISH SLAVE TRADE IN WEST AFRICA?**

- It was too profitable and therefore the participants never wanted to stop it.
- Some countries such as Spain, USA and Portugal still wanted manual labour. Therefore they were against the abolition of slave trade.
- Slave labour was cheap and therefore some people wanted it.
- Slave trade meant quick money by the sellers than crops like cocoa that would take long before selling.
- Britain was first left alone to carry out the abolition yet the area to cover was too big.
- Portugal and Spain had not yet industrialized and took long for them to accept the British idea of the abolition.

- Some traditionalists also resisted abolition because slaves were used as sacrifices to their gods.  
Some of the European ships carrying slaves used USA flags and because America had just got independence from Britain could not be disturbed.
- The long African coastal line also made the Exercise take long; this was because Britain had few ships and man power to patrol.
- The Exercise was very expensive and needed enough money.
- Slave trade continued in the interior because the British were mostly at the coast hence domestic slavery.

### Task

1. Why did the abolition of slave trade take long?
2. Describe the effects of legitimate trade that replaced slave trade in West Africa.

### Summary

The abolition of slave trade in West Africa was promoted brought about a number of effects. It restored peace and harmony, as well as African dignity. This inhuman trade was substituted with legitimate trade in West Africa.

### Follow up activity

1. Explain the factors that necessitated the abolition of slave trade in West Africa.
2. Discuss the reasons that led to the prolonged abolition of slave trade in West Africa.
3. Explain the effects of the abolition of slave trade in west Africa.

## TOPIC: THE POLITICAL, SOCIAL AND ECONOMIC DEVELOPMENTS OF THE COASTAL STATES.

### Lesson 2: The foundation of Sierra Leone.

#### Learning outcomes:

By the end of this topic you will be able to:

1. Describe the origin of Sierra Leone.
2. State the reasons for the foundation of Sierra Leone.

3. Discuss the importance of the Creoles in the history of West Africa.

**Materials you will need:**

Text books, dictionary, pens, note books, internet.

**Instructions.**

1. Find a quiet environment that is suitable for your study.
2. In case you find any difficulty, it is okay to consult any knowledgeable adult around you.

**Step 1: Introduction**

Dear Students, in this topic we shall deal with the homes for the freed slaves. Following the abolition of slave trade as seen in our previous lesson, the former slave masters in Europe and America found it prudent to find homes for the repatriated freed slaves in Africa. Sierra Leone and Liberia were founded to inhabit the freed slaves in West Africa.

As early as 1772, largely through the efforts of Granville Sharp, one of the slave trade abolitionists, had decreed that slavery was illegal in England and every slave who set foot on England soil became automatically free. Due to this decision hundreds of were liberated. They became unemployed and destitute. To overcome the plight of these freed Negro slaves, the humanitarians decided to found a colony on the West coast of Africa where these slaves could be settled. A site on the coast of modern Sierra Leone was chosen, where freed slaves landed in may 1787.

Sierra Leone was founded in 1787 following the discussion to abolish slave trade activities. It was founded as a home for the freed slaves in order to settle the liberated African slaves.

**Step 2.**

**FACTORS FOR THE ESTABLISHMENT OF SIERRA LEONE**

The reasons for the establishment of Sierra Leone were many and diverse. They were social, political, humanitarian and economic in nature

1. It was founded as a colony for settling the liberated African slaves from British controlled territories such as England, Novascotia and Jamaica
2. It was inspired by the humanitarians who opposed slave trade like Granville sharp, Thomas Clarkson and William Wilberforce
3. Life had become so hard to the blacks who fled to England and NovaScotia after the American war of independence and therefore they had to be settled in Sierra Leone

4. The White population had been unwilling to grant land to the blacks in their society and had refused to recognize the practices of freedom and equality granted to the slaves by British law which led to the establishment of Sierra Leone
5. The humanitarians in Britain wanted to get rid of prostitutes and wanted them to get married to the liberated slaves away from Europe. In 1787, the freed blacks came along with a total of 70 white prostitutes.
6. Sierra Leone was chosen and surveyed by Ebenezer because it was well known in England as a centre for the British slave traders before its abolition and as it was strategically located
7. Sierra Leone had good natural harbors and this provided an advantage to the sailing ships to anchor well at the Coast. Like at Freetown
8. Fresh waters provided by the streams and rivers in Sierra Leone made the area suitable for human settlement and farming as well as establishing a calling station
9. The climate of Sierra Leone was conducive for human settlement and agriculture characterized by tropical conditions throughout the year which favours growth of both food and cash crops
10. In some parts, the soils were fertile and suitable for Agriculture and therefore Sierra Leone was to produce raw materials for the British industries such as palm oil, cotton and cocoa
11. In collaboration with the British government, Granville Sharp undertook the task of settling the unwanted blacks in England to West Africa  
Sierra Leone was chosen as a colony for the liberated slaves in order to enable them have a permanent settlement since most of the slaves had lost traces of their origin
12. When slaves acquired freedom, many of them became unemployed and unfit in the society and therefore the British had to settle them in Sierra Leone
13. The British wanted Freetown to be an administrative headquarter in the abolition struggle and this would ensure effective patrol of the West African Coastal line in a bid to abolish slave trade
14. Sierra Leone was founded for exploitative motive and therefore the British wanted to exploit the land of Africa, labour and other resources
15. It provided market for the European goods that were manufactured during the era of industrial revolution and these included cloths and glassware
16. The British determination to stop slave trade in West Africa led to the establishment of Sierra Leone

17. There was a need to reduce crime in some European cities and therefore most of the ex-slaves had to be settled outside Europe

### **HOW SIERRA LEONE WAS ESTABLISHED.**

In support of the humanitarians, the British government provided transport and other necessary needs as well as equipment for the settlers. The first batch of settlers arrived at the coast on 14<sup>th</sup> May 1787

The first group consisted of 450 Negroes and 70 White prostitutes under the leadership of Captain Thompson of St. Georges Bay Company

It was this company that organized and executed the project with the support of the British government

The arrival of the first group marked the beginning of the present day Sierra Leone

About 20 square miles of land were purchased from King Tom, the Temne Sub-Chief and settlers founded Granville town named after Granville sharp which later became Free Town

The second set of settlers arrived in 1792 and consisted of 1000 loyalists from Nova Scotia and these had fought on the English side during American war of independence and therefore giving them land to settle was a sign of reward

The third group of 500 were the Maroons from Jamaica in 1800 and after reaching Grandville Town, they renamed it Free Town due to the Freedom they had acquired until the present day Freetown

Lt. John Clarkson became the first Governor of Sierra Leone and in 1808, the British took over the administration of the crown colony

### **PROBLEMS FACED BY THE SETTLERS**

The problems were diverse, were political, social, religious, cultural and economic

Problems were both internal and external

The expedition was ill-timed for the settlers who arrived during the rainy season where conditions were unfavoured and many of them fell sick and died

Malaria and influenza tropical diseases affected them by greatly affecting their health conditions

There was a problem of language barrier, cultural and religious differences which made them and they could not easily get in touch and unite with the locals

The problem of famine where the food crops they grew could not mature in the short time yet they were not used to the local African foods

Napoleonic wars made them experience food shortage because they interrupted supplies of food which the ex-slaves were used to but not African local foods

They face hostile relations with the Temne who were the indigenous people and not willing to lose or completely sell their land compared to the settlers who wanted to permanently settle in the land in 1790, the Temne under King Jimmy attacked and burnt Grandville Town

The Novascotians revolted against the administration of the colony and they had become discontented with the Sierra Leone Company due to the company charging of rent for plots of land allocated to them

The NovaScotians also revolted against their lack of participation in decision making and governance and therefore they wanted to have a say in government of their colony since most of them were educated with democratic knowledge

The French naval force attacked and burnt down the colony in 1799 during the period of Napoleonic wars in Europe

Most of the settlers were poor and could not manage the basic needs such as cloth, shelter and also carry out the necessary developments which rendered the colony to keep suffering

Settlers also found it difficult to adopt to the African hostile environment and Africans ways of life

Settlers did not know how to farm in Africa and the food crops they knew could not grow well in Africa

There was racial discrimination, for example the British officials mainly favoured the Maroons but other settlers' relationship with the company administration was not good

There was limited supplies of medicine amidst various tropical diseases like malaria

They faced a problem of wild animals and other vectors which claimed their lives, for example reptiles

The problem of poor transport and communication network which affected their movements.

**Task**

- 1.How was Sierra Leone established?
- 2.Discuss the factors that led to the British eventual takeover of Sierra Leone.
- 3.What problems did the freed slaves face when they settled in Sierra Leone.

**Step 3.****THE IMPORTANCE OF THE CREEOLS IN THE HISTORY OF WEST AFRICA.**

The Creoles were the people who originated from racial mixing mainly between Africans as well as some other people born in colonies such as American Indians and Europeans. In West Africa and particularly Sierra Leone, creoles were mainly the offspring of the liberated slaves and their children

In the history of West Africa, creoles played a very important role in the development Sierra Leone as discussed below:

They played a big role in education by sacrificing and sending their children to schools in Sierra Leone and elsewhere around the world and by 1862, they had become influential in Sierra Leone and the whole of English speaking West Africa

1. The Creoles promoted western education by establishing various schools, colleges and Institutes. For example Fourah Bay College in 1827 and by 1845, many secondary schools had already been set up by the creoles

By 1876, the Fourah Bay College which was established to train African clergy had attained a status of University College and a centre for students from all over the English speaking west Africa.

The Fourah bay university college produced teachers, lawyers and medical doctors and all these provided various services in Free town and the whole of west Africa

Education attained by many Creoles produced many intellectuals eg John Thorpe became the first

African medical doctor in 1859, Samuel Ajayi Crowther was the first African Bishop in 1864 and Samuel Lewis was the first writer in 1846 who started his own paper

2.Religious literature was translated in various local languages for example the New Testament was translated into Yoruba language by Bishop Ajayi Crowther

3.They wrote books on West Africa like “The History of Yoruba” by Samuel Johnson, “The Ibo” by

- J.C Tailor and the “Medical Topography” of West Africa by Dr Hurton
4. Creoles promoted press industry by publishing newspapers including the Sierra Leone weekly news
5. Churches were built in Sierra Leone and in other parts of West Africa and Bishop Ajayi Crowther led missionary activities in the provinces of Niger delta and Abeokuta
6. The Creole improved the transport and communication network in Sierra Leone. For example in Abeokuta, roads were constructed as part of social services
7. Economically, the creoles were commercially very productive and they had various bases in the interior and operated successfully in areas like Liberia, gold coast and Nigeria where they owned large water vessels and marine companies
8. Other Creoles indirectly participated in trade along the coast and Niger river delta as captains of trading ships, pilots and engineers
9. By 1840, many Creole merchants had migrated to other areas of west Africa and began big enterprises like R.B Blaise from Freetown proved to be the richest man in Gambia as many Creoles shifted to Accra and Lagos owning houses and plots of land as landlords
10. They opened a new era of relations between Europe and Africa by making a change from a period of slave trade and commercial exploitation to humanitarian activities
11. The Creoles were instrumental in ending slave trade in West Africa especially after they had set up a mixed commission court in order to apprehend slave trading in Sierra Leone
12. They were also active in politics of the land in 1863, they formulated and promulgated a new constitution
13. The creoles also promoted a spirit of nationalism in the whole of West Africa through publishing of various articles in the newspapers such as the articles of Elliam Grant and Rev. Joseph Cloudious and James B.Cotton
14. The Creoles held almost half of the senior civil positions in Sierra Leone and Free town had been made a municipality by 1893 whose Mayor was also a Creole
- In Ghana, Liberia and Nigeria, the Creoles also held strategic and important posts such as the head of police and registrar of Supreme Court
15. The British used Creoles to colonize other parts of West Africa using Sierra Leone as their base and by 1840s, their influence had spread further most parts of West Africa
16. The Creoles very much promoted legitimate trade which completely replaced slave trade.

**Task**

- 1 .Discuss the factors that led to the decline of the creole influence in Sierra Leone.
- 2 .Explain the factors that led to the foundation of Liberia.

**Summary.**

Sierra Leone just like Liberia was established as a home for the freed slaves in Africa. The repatriated slaves in Sierra Leone commonly referred to as the creoles, played a significant role in the political, economic and social affairs the country as seen above.

**Follow up activity.**

- 1.What role did the creoles play in the development of West Africa?
- 2.Discuss the various developments that took place in Liberia up to 1900.

***TOPIC: THE JIHADS IN WEST AFRICA.*****Lesson 3: The influence of the 19<sup>th</sup> century Islamic movements.**

**Learning outcomes:** By the end of this lesson you will be able to;

1. Define Jihad
2. Explain causes of Jihads in the 19<sup>th</sup> century in West Africa
3. Discuss the importance of Usman DanFodio and Mohammed Bello in the Islamic movements of West Africa.

**Materials you will need;**

Textbooks,pens,note books, internet and Atlas of West Africa.

**Instructions:**

1. Use a hand book for Senior 4 history.
2. You can make reference to other related books.
3. If possible, consult an adult and Google/internet while doing an activity.

**Step 1****Introduction**

A Jihad is a holy war ordained by God with an intention of purifying Islam. In simple terms it is an effort made by believers to live out the Muslim faith as well as possible, to build a good Muslim society and defend Islam with force if necessary. The holy Quran teaches that

soldiers who die in Jihad go to heaven immediately. The Muslim leaders in West Africa tirelessly worked for a spirit of oneness as they fought to purify Islam.

**See picture 3.14 below**



**Figure 3.14: Solidarity in West Africa**

**Step 2**

**Causes of the 19<sup>th</sup> century Jihads in West Africa**

Although Jihads were religious movements, they had a mixture of political, economic and intellectual causes. The Muslim leaders of the Jihads also had an important mission of spreading Islam. They looked at war essentially as a religious duty. The war was an extension of intensive teaching and preaching

The number of pagans was increasing steadily and it created a need to convert them to the Islam religion with force where it was necessary. There was an increase in evil practices such as adultery Alcoholism and corruption. Some leaders of the Hausa were greedy and their mission was self-enrichment. Leaders such as Uthman Dan Fodio launched Jihads because they were sure of defeating the corrupt ones

Jihads were also caused by political factors such as interstate conflicts. The Fulani were tired of being dominated by the Hausa and therefore wanted to get rid of the Hausa domination. The Jihad Leaders wanted to protect people from all forms of oppression and exploitation. War became one of the means to bring about meaningful changes in

society. The 19<sup>th</sup> century recorded unfair judgments in courts of law. The Muslim leaders were therefore focused at ending these unfair judgments since it was against the practices of Islam.

The 19<sup>th</sup> C Jihads had some Economic causes, the Governments such as that of Western Sudan overtaxed their subjects. Fulani town merchants always complained of heavy taxes in their trade while Fulani Pastoralists were opposed to high taxes on their cattle. Worse still the methods of collecting taxes were very ruthless. There were also Intellectual causes. The Jihad movements aimed at spreading Islamic education in West Africa. They hoped to make an ideal Islamic society through education

Having looked at the above factors the situation was ripe for a revolution. All that was needed was a spark to set things ablaze

### **Task**

1. Why Jihads were called Holy Wars?
2. Mention any developments that West Africa experienced during the Jihad movements

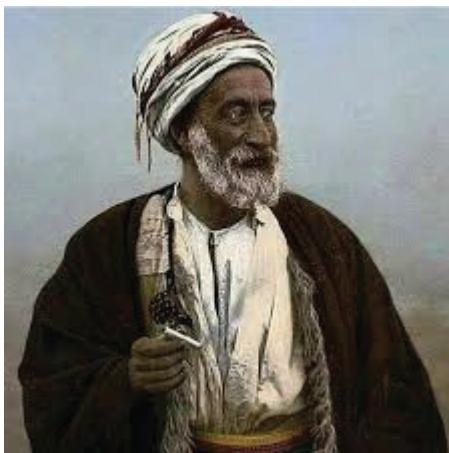
### **Step 3**

#### **MUSLIM LEADERS WHO SPEARHEADED ISLAMIC MOVEMENTS IN WEST AFRICA**

The Islamic movements of West Africa were largely spearheaded by Muslim leaders such as Uthman Dan Fodio and Mohamed Bello. They committed themselves to ensuring that Islam is spread all over West Africa.

#### **Usuman (UthmandanFodio)**

Shaihu Usmandan Fodio, born Usuman bin Foduye, was a religious teacher, revolutionary, military leader, writer and Islamic promoter, and the founder of the Sokoto Caliphate. Dan Fodio was one of a class of urbanized ethnic Fulani living in the Hausa States since the early 1400s in what is now northern Nigeria



**Figure 3.15 Uthman Dan Fodio**

He was the leader of the first Jihad in Western Sudan Hausa land in the 19<sup>th</sup> Century. He was a Fulani preacher and scholar. He played an important role in the wide spread West African Jihad movements. He was a great teacher and scholar Islamic reformer. He was greatly eloquent and highly learned; he therefore built up a large number of followers who looked at him as a savior. He preached against unfairness in Hausa land like over taxation of the poor and also revived Islam throughout Hausa land and brought together the different states that were under Fulani leadership.

He brought about National Unity in Sokoto Caliphate. Himself as a leader, treated others fairly, eventually all people started treating each other as Citizens. He preached against all forms of unfairness and became extremely popular

Uthman was a great scholar who encouraged education. He advocated for the building of many Koran schools in Sokoto caliphate which concentrated on the teaching of Islam and Arabic. He was also a good leader who managed to delegate power and responsibility to other leaders?

#### **Importance of Mohammed Bello**

Muhammad Bello was the second Sultan of Sokoto and reigned from 1817 until 1837. He was also an active writer of history, poetry, and Islamic studies. He was the son and primary aide to Usman Dan Fodio, the founder of the Sokoto Caliphate and the first Sultan. **See the picture 3.16 below**



**Figure 3.16 Ahmed Bello**

He was a great believer in Islam and Islamic reforms. Worked hand in hand With Uthman Dan Fodio to establish and administer the Sokoto caliphate. He was scholar of Dan Fordio and when he Died, Mohammed took on the leadership of Sokoto Caliphate

He concentrated on the establishment of a modern and competent army **see figure 3.17 below**. The army was trained with a promotion strategy based on merit. For every soldier to be promoted, he would first undergo the right training and prove that he is competent enough to serve as required. He also ensured that the army was well supplied with military equipment. Due to their competent and well equipped army Sokoto caliphate was able to survive in the battle fields



**Figure 3.17 Army training**

He used another method of holding peaceful negotiations with hostile tribes in order for them to accept his peaceful administration. This strategy was very favorable, since he didn't have to do much to convince the people to practice the good values of Islam

He improved education by encouraging the establishment of Quranic schools **see photo below**. He made sure that teachers in those schools were well facilitated such that they would deliver efficiently. Many mosques were also built during his time.



**Figure 3.18 Islamic Schools**



**Figure 3.19 Islamic school**

He fought corruption and ensured that all forms of injustice were wiped out from the face of West Africa.

### Task

1. Using Library and research, Describe the contribution of the following personalities in West Africa
  - i. Seku Ahmadu
  - ii. Al Hajj Umar

### Lesson Summary

The Islamic Jihad movements in West Africa came largely as a need to spread Islam as far as possible and also to purify the Muslim religion. In the process of doing that, The Jihad leaders made an effort to wipe out all forms of injustice in the communities. This however was not a smooth operation for some people required force to change to Islam and follow some of its principles. Much as the movement left remarkable changes, some of them were negative and left a big death toll on the population.

### Follow up Activity

1. Discuss the Impact of the Jihad Movements on the people of West Africa.
2. Describe the changes that occurred in West Africa during the Jihad movements

**TOPIC: CHRISTIAN MISSIONARY ACTIVITIES IN WEST AFRICA**

**Lesson 4:** The influence of Christian missionaries in the history of West Africa

**Learning outcomes:**

By the end of the lesson you should be able to

1. Identify the Christian Missionary groups that operated in West Africa
2. Find out the activities of Christian Missionaries in West Africa
3. Explain the problems which they faced

**Materials you will need;**

- Pen, Pencil and a notebook.

**Instructions**

1. Make sure you have nothing distracting you, switch off the TV and create a quiet environment for yourself suitable for study
2. Take time to study and understand the information given for each step.
3. In case you find difficulty, it is okay to seek help from any adult that is around you

**Step 1****Introduction**

- What do you understand by Christianity
- Think of the different Religions of Christianity around you and the differing beliefs they have
- These religions started way back and they still continue to grow

Christianity is an Abrahamic monotheistic religion based on the life and teachings of Jesus of Nazareth. Its believers, known as Christians, believe that Jesus is the Christ, whose coming as the messiah was prophesied in the Hebrew Bible, called the Old Testament in Christianity, and narrated in the New Testament. Christian Missioner Christian mission is an organized effort to spread Christianity to new converts. Missions involve sending individuals and groups, called missionaries, across boundaries, most commonly geographical boundaries, to carry on evangelism or other activities, such as educational or hospital work.

The importance of Christian missionaries in West Africa started as early as 1456 by the Portuguese. However, they were not successful in their work due to a number of factors including the widespread Islam. It was only in the 19<sup>th</sup> Century that the Christian Missionary activities became a success. The Initiative was taken by the protestant churches of Europe but was later taken on by the Catholic Church.

### **Task**

1. Outline the different European Christian Missionary groups that operated in West Africa.
2. Identify the challenges that were faced by Christian missionaries in West Africa.

### **Step 2**

#### **Motives and activities of Christian missionaries in West Africa**

The main mission purposes of missionaries were: First, to make converts to Christ, to build up the Church in the entire world, extend Christ's influence by pervading non-Christian societies with his standard of right and wrong. The Primary motives of Christian missionaries in West Africa were religious. Many people looked at Africa as a dark continent. **See figure 4.1 below** European missionaries therefore wished to save the souls of missionaries by converting them to Christianity with the hope to bring them light.



**Figure 4.1: African Dark Continent.**

Christian Missionary interest in West Africa was further stimulated by the desire to stop the spread of Islam. In the 19<sup>th</sup> Century, Islam was spreading like bushfire in West Africa following the Jihad movements. Christian missionaries therefore wanted to halt the spread of Islam in West Africa.

European missionaries wanted to wipe out the images of slave trade **see figure 4.2 &4.3 below** from the face of West Africa and clear their name before Africans. Their spread of Christianity was looked as a way of covering up their horrible crimes against Africa.



**Figure 4.2 Slave trade**



**Figure 4.3 Slave trade**

They had humanitarian motives. In the process of spreading Christianity they hoped to stop all inhuman acts that were rampant in Africa. Through preaching against them and preaching the love of Christ to Africans who had been dehumanized

Missionaries had economic motives, through their teaching and preaching, they wanted to create a conducive atmosphere to carry out legitimate trade in Africa. They also encouraged Africans to grow cash crops which would be a great boost to the economy

They also wanted to spread western education so as to spread western cultures and values. That is why they established many schools in West Africa

Christians also came to West Africa to facilitate the establishment of colonial rule. They worked hand in hand with the colonial government and even helped them to identify areas in West Africa that were rich in raw materials

Christian missionaries had an intentional effort to lead others to the saving faith in Jesus Christ. It was their primary task but in order to accomplish it, they had to do quite a number of things. They cared for freed slaves, and other vulnerable people that needed help

They spread Christianity and preached the good news of Jesus Christ and made effort to convert as many people as possible. They shaped the attitude of people towards many things. The Africans changed their attitude towards certain practices such as polygamy, witchcraft and traditional African practices

Encouraged the development of education, established many schools such as Fourah bay college which provided education to crowtherAjayiwas established by the church missionary society. They also built many churches in West Africa



**Figure 4.4 Missionary School**



**Figure 4.5 Church**



**Figure 4.6 Missionary Church**

They taught local people many languages such as English and French. Many people learnt the languages through missionary education. These languages became very important in the development of West Africa

They played a significant role in the development of Agriculture by teaching Africans better methods of farming. Missionaries taught Africans by example because they knew farming. Missionaries also taught many skills such as brick laying and carpentry which Africans later used as source of livelihoods hence improved livelihoods

### **Task**

1. Carry out internet research and find out the careers of the following missionaries in West Africa
  - i. Bishop Samuel AjaiCrowther
  - ii. Bishop Joseph Shanahan



**Figure 4.7 Brick making project.**

### **Step 3**

#### **Problems faced by missionaries in West Africa**

Missionaries faced a number of challenges as they performed their activities. They included the following;

The greatest problem faced by the early European Christian missionaries were, the tropical climate and health Hazards. Many missionaries died because of the climate and tropical disease. This single problem made the missionary work very difficult. They were also affected by tropical diseases such as malaria. Most of them contracted the fever and because they had no access to medicines, some of them succumbed to the tropical diseases during their missionary work.

Missionaries lacked enough funds to carry out their missionary activities. They depended on alms given from their mothercountries. These alms would always take so long to reach them thus causing them to lead very difficult lives. When the missionaries came to West Africa, most of the roads and railways were not yet developed so they faced difficulties in moving from place to place to carry out their activities

They faced a problem of language barrier. It was very difficult for them to communicate with Africans yet they had to work with them closely. They used interpreters who were not reliable sometimes. And also the Africans who worked for them as potters were not honest; they would run away with some of the missionaries' items.

Missionaries also suffered resistance from Africans who looked at all whites as connected to slave trade. It took some time for missionaries to convince these Africans that they had come for a good cause. Some African tribes were also

They faced a problem of natural vegetation such as thick forests which were difficult for them to penetrate. They would sometimes encounter wild animals which were a threat to their lives. This put their lives at stake and interfered with their activities

### **Task 3**

1. Discuss the social economic and political impact of Christianity on West Africa
2. Carry out research and find out the different measures Christian missionaries used to preach the message

### **Lesson Summary**

Christian missionaries in West Africa came with a major intention of spreading the gospel of Jesus Christ. However, they paved way for colonization of West Africa and influenced Africans to adopt foreign culture and practices. This left African culture partly eroded and Western Culture and education were successfully put in place. Regardless of the challenges faced by European Missionaries, they successfully accomplished their mission.

## Follow up Activity

1. What were some of the reasons for the success of Christian Missionary Activities?
2. Discuss the Impact of Christian missionary Activities in West Africa

## TOPIC: THE SCRAMBLE FOR AND PARTITION OF WEST AFRICA

**Lesson 5:** The causes of the scramble and partition of West Africa

### Learning outcomes:

By the end of this topic you will be able to:

1. Define the scramble and partition of West Africa.
2. Explain the causes of the scramble and partition of West Africa
3. Discuss the various methods used by the European powers in establishing colonial rule in West Africa.

### Materials you will need:

Text books, dictionary, pens, note books, atlas and internet.

### Instructions.

1. Find a quiet environment that is suitable for your study.
2. In case you find any difficulty, it is okay to consult any knowledgeable adult around you.

### Step 1: Introduction

Dear Students, the Christian missionaries discussed in the previous topic, prepared the ground for the scramble and partition of West Africa. This explains why many historians believe that these missionaries were fore runners of colonialism in Africa. It is upon that background therefore that our next topic deals with the scramble and partition of West Africa.

The term Scramble means struggle whereas partition means dividing. Therefore the scramble and partition of West Africa can be defined as the struggle for colonies West Africa by European countries in the 19th C and later diving them among themselves. The European countries that were involved in the colonization of West Africa included, Britain, Portugal, France and Germany. Britain colonized Gambia, Sierra Leone, Ghana and Nigeria. France colonized Mauritania, Senegal, Mali, Ivory Coast and Guinea Conakry. Portugal colonized Guinea Bissau while Germany got Togo and Cameroon.

**Step 2.****REASONS FOR THE SCRAMBLE AND PARTITION OF WEST AFRICA**

The European scramble and partition of West Africa was as a result economic, political, humanitarian and strategic reasons.

1. The European colonial masters such as the British, Germans and French wanted to get raw materials such as coffee, cotton, palm oil, rubber for hungry home industries. This forced these to acquire colonies in West Africa where they could be easily obtained.
2. The desire for market for their goods which could easily be got in West Africa. The colonialist needed ready market for their manufactured goods such as textiles, wine, mirrors and machines.
3. As a result of the industrial revolution in Europe, huge amounts of goods were produced which earned them a lot of profits. This made them struggle to acquire colonies in West Africa so as to get areas where to invest the surplus capital.
4. There was need to get areas where to settle the surplus and unemployed people in Europe. In the colonies the unemployed Europeans were to get jobs such as colonial administrators, police officers and secretaries.
5. The need for prestige motivated many European states to struggle for colonies in West Africa. The more colonies a country had, the more respected it was. This partly explains why Britain that got many colonies globally, came to be known as Great Britain.
6. The pressure from the traders who wanted their home government to take over areas they operated.
7. Some states such as Nigeria, Ghana, and Senegal in West Africa were strategically located. This attracted European colonialists to take over them hence the scramble for and partition of West Africa.
8. Many European humanitarians, wanted to stop slave trade which was widely practiced in West Africa. The colonialists considered slave trade as being inhuman. Therefore they scrambled for and partitioned West Africa to bring slave trade to an end.

9. The need to spread European civilization led to the scramble and partition of West Africa. The Europeans considered Africans as uncivilized people. So they had a civilization mission to implement in West Africa.
10. The Berlin conference of 1884 -1885 encouraged the scramble and partition. It set up peaceful guidelines that the colonialists followed when in the partition of Africa.
11. The rise of Nationalism in Europe, America where Britain lost some colonies hence rushed to Africa for colonies.
12. The Franco-Prussian war of 1870 -1871 where France was defeated by Prussia. (Infant Germany). This forced France to rush for colonies in West Africa to show that she was still strong. France also wanted colonies in Africa to compensate the loss of her territories of Alsace and Lorraine to Prussia.
13. The need to settle the excess population in Africa led to the scramble and partition
14. The Missionary activities and need for their protection led to the scramble and partition.
15. The British occupation of Egypt in 1882 encouraged the French to rush for colonies in West Africa. Britain and France had heavily invested in Egypt, however, in 1882, Britain alone occupied Egypt, this annoyed France. France rushed to West Africa hence partition of the region.

### Task

1. Draw a sketch map of West Africa it mark and label, the West African Countries with their respective colonial masters. NB. You may use coloured pencils to indicate the different colonial masters on the sketch map.
2. Why did the European powers struggle for colonies in West Africa?

### Step 3

#### THE METHODS USED BY THE EUROPEAN POWERS TO ACQUIRE COLONIES IN WEST AFRICA.

The European colonialists used several methods to get colonies in West Africa. These included the following:

1. There was use of treaty signing with African chiefs and kings. Sometimes the African leaders signed treaties not knowing that their territories were to be lost to the colonialists. Colonialists like the British signed treaties with the Yoruba chiefs.

2. Some Europeans acquired colonies in West Africa through the chartered companies (traders) that operated in West Africa like the Royal Niger Company which was controlled by George Charles Goldie.
3. Through missionaries such as the church missionary society, Scottish missionary society and Bremen missionary society, Europeans were able get colonies in West Africa. Missionaries preached love for one another encouraged African to sign treaties. They called upon their home governments to come to West Africa to take over the areas where they operated.
4. Through explorers who explored all areas of West Africa and gave reports.
5. Europeans also used gifts to win African leaders. The gifts given to Africans included guns, second hand clothes, and bicycles among others.
6. They also used the policy of divide and rule to win Africans. The British used the Fante against the Asante.
7. The use of gun display at the boarders of an African state which made African leaders fear. For example, the British used this method to win King Prempel of Asante.
8. Through the construction of roads, railways which made the transportation of troops easy to trouble some areas.
9. Europeans also used collaborators who were mainly chiefs or kings Cases in point included, chief Tieba of Sikaso collaborated with the French, Fante with the British.
10. There was use of force more especially to the African who attempted to resist colonial rule. Such resisters were violently attacked by the European colonialists. Through the use of force, the British attacked and defeated the Asante. The French did the same to SamoureToure of the MandikaEmpire.
11. Through the use of deceit and trickery that is to say promising Africans things that could not be fulfilled.

### **EFFECTS OF THE SCRAMBLE AND PARTITION OF WEST AFRICA.**

Colonialism had a number of effects on the people of West Africa.

Positively, colonialism led to the formation of modern states such as Ghana, Togo, Cameroon, and Sierra Leone. These united the people of West Africa.

1. There was introduction of Christianity in West Africa which was originally dominated Islam and native religions.
2. Colonialism led to the loss of African independence. African states like Asante,Oyo, Dahomey collapsed and their leaders lost real powers to the colonial masters.
3. Led to the introduction of European cultures to replace African traditional cultures by way of dressing, naming, monogamy and eating habits.

4. Led to increase in trade through companies such as the Royal Niger Company which out competed Africans.
5. Colonialism led to the end of slave trade in West Africa. The move to abolish slave trade was spearheaded by the British and later adopted by other colonial powers. This enabled Africans to live a settled life.
6. There was the development of transport and communication network. This was in form of roads, railway lines, ports and harbours.
7. Led to the introduction of western education i.e. schools were set up.
8. Hospitals were established in West Africa to treat diseases.
9. Extensive agriculture was introduced in West Africa. Cash crop growing was introduced. Crops such as coffee, cotton, cocoa, rubber and palm oil
10. Led to loss of land by the Africans. African land was grabbed by the colonialists who badly needed it for settlement and agriculture. African became squatters on their own land.
11. There was over exploitation of African resources like gold in Ghana in West Africa. African labour was also exploited on European farms, mines, homes and offices. African were over worked but given meagre/little and delayed payments. Africans at times were forced to provide labour on the European farms.
12. Colonialism led to the development of industries in West Africa. Many processing industries developed like the cocoa industries in Ghana.
13. Exploitative taxes were introduced in West Africa .The colonial masters introduced taxes such as hut and gun taxes. These were brutally collected from the African which led to misery to the natives.
14. There was growth of urbanization in West Africa. Towns and cities developed .The former colonial administrative centers became urban areas. For example Accra,Kumasi,Takoradi in Ghana, Abidjan in Ivory Coast, Dakar and St. Louis in Senegal and Freetown in Sierra Leone.

### **Task**

1. Giving specific examples, discuss the various methods that the European powers used to establish colonial rule in West Africa.
2. How did the scramble and partition affect the people of West Africa?

### **Summary**

The European powers such as Britain, France, Portugal and Germany struggled for colonies in West Africa due to economic, political, humanitarian and strategic considerations. Using a number of methods such as treaty signing, West Africa was the divided and shared amongst the European powers as shown in the introduction.

As a result of the scramble and partition of West Africa, the region registered both positive and negative political, social and economic developments as discussed above.

### **Follow up activity**

1. How was West Africa partitioned?
2. Mention the political and social effects of colonialism in any one country of West Africa.

## **TOPIC:AFRICAN RESPONSE TO COLONIAL RULE.**

### **Lesson 6: Resistance to colonial rule in West Africa.**

#### **Learning outcomes:**

By the end of this lesson you will be able:

1. Identify the colonial resistors in West Africa.
  2. State the reasons why some Africans resisted colonial rule.
  3. Discuss the factors that led to the defeat of African Resistances.

#### **Materials you will need:**

Text books, dictionary, pens, note books, internet.

#### **Instructions.**

1. Find a quiet environment that is suitable for your study.
2. In case you find any difficulty, it is okay to consult any knowledgeable adult around you.

#### **Step 1: Introduction**

Dear Students, when West Africa fell in the control of the Europeans powers, Africans responded differently. Some Africans collaborated like Fante while others such as Asante, SamoreToure of Mandika Empire resisted colonial rule.

**Step 2****REASONS WHY SOME AFRICANS RESISTED THE COLONIAL RULE**

In West Africa African resistors were those ones that did not welcome colonial rule in their respective areas. These included the Asante and Mandika people under SamoreToure. The reasons for resistance included the following:

1. The need to preserve their independence. They thought that by resisting the colonial masters, they would be able to defend their political, social and economic independence.
2. Some Africans resisted because they felt they were militarily strong. A case in point is that of SamoreToure who believed that his army was strong enough to attack and win the French colonial army.
3. Some resisted because their rival enemies had collaborated for example, the Fante had collaborated with the British against Asante.
4. The need to protect African cultures and practices led to resistance
5. The need to safeguard their position in trade by the African leaders led to the resistance.
6. The influence of traditional African leaders led to resistance.
7. The Africans in West Africa never wanted to pay heavy taxes imposed by the whites
8. They resisted forced labour imposed by the whites.
9. They wanted to pressure their land against the whites.
10. The influence of some courageous fearless leaders like SamoureToure.
11. Some states resisted to preserve Islam and looked at Europeans as infidels
12. The harsh Europeans policies were harsh and oppressive i.e. the
13. French system of Assimilation in Senegal
14. Racial segregation practiced by the Europeans in all sectors against the Africans led to resistance.

**Task**

1. Discuss the factors that enabled SamoureToure to resist the French for so long.
2. Why did the Fante decide to collaborate with the British colonial masters.

**Step 3****REASONS FOR THE DEFEAT OF AFRICAN RESISTANCES IN WEST AFRICA.**

Much as some Africans resisted colonial ruler in West Africa, the European colonialists eventually defeated them. This was due to the following reasons.

1. Disunity among African states and rulers led to their defeat. For instance the Fante and Asante were arch enemies who could not unite to fight the colonialists in their areas.
2. Africans were militarily weak that is to say, African fighters were not well trained. Africans lacked enough military experience and were poorly equipped.
3. African economies were weak and poor and could not finance the wars to success.
4. The use of divide and conquer policy led to the defeat of the Africans.
5. African civil wars had weakened the African Armies.
6. Effects of slave trade and slavery led to their defeat. Many able bodied men had been sold in slave trade and slavery leaving the weak, young and old people behind.
7. The role of chartered companies such as the Royal Niger Company that had troops that reinforced the colonial armies and also financed them. This greatly contributed to the defeat of Africans.
8. Missionaries also softened the hearts of the Africans through their teachings.
9. The Europeans had strong arms than the African fighters who had rudimentary military equipment.
10. Africans had been weakened by famine due to the decline in agriculture to wars.

**Task**

1. State the factors that led to Samore Toure's resistance of the French colonialists.
2. Why did the colonial masters in West Africa over power the African resistors.

**Summary**

The Africans in West Africa responded differently towards colonial rule. Mainly Africans either resisted or collaborated with the colonial masters.

What is very clear is that neither the collaborators nor the resistor survived colonialism rule. Sometimes the African response depended on the way the Europeans colonialists approached them.

**Follow up activity.**

1. Distinguish between collaboration and resistance forms of responses to colonial rule in West Africa.
2. Discuss the factors that enabled the French colonial masters to defeat SamoureToure's forces in the Mandika Empire.

**TOPIC:THE COLONIAL ADMINISTRATIVE POLICIES IN WESTAFRICA.****Lesson 6: The British use of indirect rule administrative policy.****Learning outcomes:**

By the end of this topic you will be able to:

- 1.** Define indirect rule.
- 2.** Explain the factor why the British used indirect rule.
- 3.** State the reasons why indirect rule was successfully used in Nigeria.

**Materials you will need:**

Text books, dictionary, pens, note books, internet.

**Instructions.**

1. Find a quiet environment that is suitable for your study.
2. In case you find any difficulty, it is okay to consult any knowledgeable adult around you.

**Step 1: Introduction**

Dear Students, when the European powers colonized the West African states, they devised administrative policies that would enable them to effectively have control over the Africans and African's resources.

- There were basically two colonial administrative policies used in West Africa namely, Indirect rule used by the British and assimilation policy used by the French.

**INDIRECT RULE POLICY**

This was a system of administration where African chiefs were used at the lower levels to implement the policies made by the British administration in their colonies. Under this colonial administrative policy, the British used the traditional leaders to administer their colonies on their behalf. It was applied countries like Nigeria and Ghana.

**Step 2****REASONS FOR THE BRITISH USE OF INDIRECT RULE IN WEST AFRICA.**

1. The British used indirect rule system of administration because it was cheap. African chiefs were willing to work by being merely given simple gifts like out dated guns and second hand cloth.
2. The British were few in number and therefore could not control the entire region. Many whites referred Africa as a Whiteman's grave or a dark continent. Many were scared to come to Africa hence the British use of African leaders who were readily available.
3. The success of indirect rule in other British colonies elsewhere more especially in India, equally motivated them to use it in West Africa.
4. The British desire to use Africa leaders as their shock absorber against African resistances also made apply indirect rule in West Africa. The British feared to be attacked by Africans if they had administered them directly.
5. The language barrier problem prompted the British to use indirect rule. Neither the British nor the Africans speak and understand one another. It should noted that the African society was made up of a diversity of tribes. Henceforth the use of African leaders, solved the language barrier problem.
6. Some colonies had similar way of organization as that of the British government hence using indirect rule.
7. The British desire to preserve African culture and prepare African leaders for self-rule led to the use of indirect rule in West Africa. The British did not want to eliminate African leaders.
8. The British believed that colonies were not part of Britain hence used their traditional leaders like chiefs. To the British, colonies were not part and parcel of Britain
9. The British believed that Africans were conservative and so opposed to change. This made them to apply indirect rule in West Africa.

***How was indirect rule applied in the British Colonies in West Africa?***

1. Indirect rule was headed by the British secretary for colonies based in London who was answerable to the British central government.

2. In West Africa, colonies were under the governor general who was in charge of the British federal colonies and protection.
3. Then came the governor who was in charge of a particular colony and was answerable to the governor general and appointed by British colonial government.
4. There were also the provincial commissioners who were British senior officers who headed provinces in the colony.
5. Then came the district commissioners whose role was to oversee the work done by the local appointed chiefs.
6. Then below the district commissioners were African chiefs, elders who were elected by the local people but appointed by, the British.
7. The British made policies which were implemented by African chiefs
8. The local chiefs collected taxes on behalf of the British government.
9. The local chiefs were also allowed solve cases which concerned the local people.
10. The British administrators were not allowed to interfere in the traditional religion of the natives and mostly Islam in northern Nigeria.
11. Even if the chiefs were elected by the traditional leaders, the local chiefs had no powers to remove them.
12. The local chiefs had their police force which they used to implement orders.
13. The local chiefs were to pay maximum respect to the senior officers i.e. the British as their masters.

### **Task**

1. Why did the British use indirect rule in West Africa?
2. How was indirect rule applied in Nigeria.

### **Step 3**

#### ***FACTORS FOR THE SUCCESS OF INDIRECT RULE IN NIGERIA.***

The success of indirect rule was due to a number of reasons which include the following.

1. Indirect rule was a success because it did not interfere with the Islamic religion embraced by everyone in the area.

2. It did not interfere with the local traditional system that is to say, it worked with the traditional ruler namely the Emirs. Since they were left with some powers say to collect tax and retain some amount, the system was highly welcomed
3. It did not interfere with the local courts that is to say moslem courts were allowed to function to administer the sharia laws.
4. It was cheap to run by the rulers of the area.
5. It promoted peace and order among the people.
6. It succeeded because the Emirs were given authority to collect taxes and some taxes remained with the Emirs to develop the villages which made them happy.
7. The willingness of the Emirs to work with the British led to its success.
8. The British built roads, railways, schools, which made people happy.
9. Lugard limited the activities of Christian missionaries to only nonmoslems.
10. The British respected the Boarders hence northern Nigeria was isolated from other nations which could have promoted alliance against the British.
11. Decline in the trans-Saharan trade. Traders were not coming to
12. Nigeria who could have influenced the area to resist the British.

**Task**

1. Why was the British system of indirect rule successful in Nigeria?
2. Define the term assimilation policy as used by the French.

**Summary**

The European colonial masters in West Africa basically used indirect rule and assimilation administrative policies. It should be noted that the colonial administrative policies were largely exploitative.

**Follow up activity**

1. Mention the areas in Senegal where the assimilation policy was successfully used by the French.
2. In what ways was indirect rule similar to the assimilation administrative policy

**TOPIC: THE RISE OF NATIONALISM IN WEST AFRICA**

**Lesson 7:** The factors for the rise and growth of Africa Nationalism in West Africa

**Learning outcomes:**

By the end of this topic you will be able to:

1. Define the term Nationalism
2. Explain the factor that led to rise and development of African Nationalism
3. Discuss the role played by Kwame Nkrumah in the struggle for Ghana's independence.

**Materials you will need:**

Text books, dictionary, pens, note books, internet.

**Instructions.**

1. Find a quiet environment that is suitable for your study.
2. In case you find any difficulty, it is okay to consult any knowledgeable adult around you.

**Step 1: Introduction**

Dear Students, we need to note that when the European Powers took over the territories of West Africa, they employed harsh, oppressive and exploitative colonial policies such forced labour, land alienation and heavy taxation. Many African leaders lost their power. This annoyed the Africans a great deal who decided to demand for lost independence from the colonial master. This topic therefore focus on the Africans attempt be free from colonialism. In other words it is about the rise of African Nationalism.

Nationalism refers to the love for one's country and the people who fight for the freedom and liberation of their countries are called nationalists, in West Africa, there were various nationalists such as Kwame Nkrumah, Namdi Azikiwe and Senghor.

**Step 2**

**FACTORS FOR THE RISE OF NATIONALISM IN WEST AFRICA.**

There were a number of factors that led to the growth of Africa nationalism

1. The role played by the Africa elites such as Kwame Nkrumah, Leopold Senghor, Namdi Azikiwe. These elites championed the independence the struggle for their respective countries.

2. The effects of World war 11 greatly contributed the rise and development of African Nationalism. The African Ex Service had realized that even the white man cries and can die. On coming back to Africa they organized liberation movements that led to African independence. Ex-service men also acquired military and organization skills that employed to fight for the independence of West Africa.
3. The role played by the mass media (press) equally led to the rise of African Nationalism in West Africa. Radio stations like radio Accra in Ghana as well as Newspapers like Accra Evening Times in Ghana, West African Pilot of Nigeria were used by the Africans to expose the evils of colonialism and mobilization of Africans in the struggle independence.
4. Urbanization led to the growth of African Nationalism in West Africa. Several urban areas such as Lagos in Nigeria, Accra and Kumasi in Ghana, Free Town in Sierra Leone served as mobilization centers for Africans in the struggle for independence.
5. Another factor that led to the rise of African Nationalism was the formation of political parties. These included the Convention People's Party (CPP) of Ghana, National Council of the Nigerians and Cameroons (NCNC) of Nigeria campaigned against colonization and pressurized the colonial masters to grant independence to their respective countries.
6. The formation of the United Nations Organization, (UNO) as an international peace keeping body in 1945 led to the rise of African nationalism in Africa. It provided a platform where the colonial powers could be constantly attacked by the African. It also gave a condition to the colonial powers to grant independence to their respective colonies in Africa so as to be given aid after world war 11.
7. The oppressive colonial policies such as land alienation (grabbing of African land), forced labour, heavy taxation and racial discrimination of Africans by the Europeans contributed towards the growth of African Nationalism. Such policies made the Africans to hate the colonialists.
8. The rise of new super powers in 1945 namely United States of America and Russia led to the rise of African Nationalism. The new super powers were anti-colonial. They gave moral, financial, and military support the African nationalists.
9. The early independence of Ghana, obtained in 1957 greatly contribute to the rise of African Nationalism in West Africa. It motivated other countries in West Africa to fight for their independence. Ghana under Kwame Nkrumah, extended moral and financial aid to Africans who were still under colonialism.
10. The granting of independence to Asian countries such as India, Pakistan. When Asian states like India got independence yet they shared the same colonial masters with the African, Africans were inspired to struggle for self-governance as well.
11. The formation of the Organization of African Unity in 1963 .One its objectives was to end colonial rule in Africa hence contributing to the rise of African Nationalism.

States like Guinea Bissau that was under Portuguese rule was liberated partly due to the assistance of O.A.U.

12. The Italo-Ethiopian crisis of 1935-1941 led to the rise of African Nationalism. The defeat of the Italians by the Ethiopians inspired many Africans to fight for their self-determination.
13. The independence of French Guinea in 1958, gave a great motivation to other countries of West Africa to demand their independence.
14. The role played by the blacks in the diaspora led to the rise of African Nationalism. These included Edward Du Bois and George Padmore. These condemned the racial segregation and colonial exploitation of the blacks.
15. The Manchester conference of 1945 contributed to the rise of African Nationalism. It provided an opportunity to Africans such as Kwame Nkrumah of Ghana and Jomo Kenyatta of Kenya who attended it physically to interface with the colonial masters and demand African Independence.
16. The role played by the West African Student's Union (WASU) in London led to the rise growth of African Nationalism. The students who belonged to this association vehemently condemned colonialism in West Africa. This encouraged the Africans to demand for their independence.
17. The Lisbon coup of 1974 led to the growth of African Nationalism. Portugal took long to grant independence. However, after this coup, the liberal new government soon gave independence to states such as Guinea Bissau in 1974.

### **Task**

1. What do you understand by the term Nationalism?
2. Discuss the factors that facilitated the rise of African Nationalism in West Africa.

### **THE AFRICAN NATIONALISTS IN WEST AFRICA AFRICA.**

West Africa had a number of Nationalists who greatly contributed towards the attainment of independence of the various states in the region. They included Kwame Nkrumah of Ghana, Nnamdi Azikiwe of Nigeria, Félix Houphouët-Boigny of Ivory Coast and Sédar Sénechal of Senegal.

### **Step 3**

## THE ROLE PLAYED BY DR.KWAME NKRUMAH IN THE STRUGGLE FOR GHANA'S INDEPENDENCE

Dr. Kwame Nkrumah was born in 1909, the son of a goldsmith of the Nzima tribe. Kwame Nkrumah was one of the greatest leaders of black Africa.



Kwame Nkrumah was educated at a Roman Catholic mission school, and then at the great secondary school at Achimota, near Accra. Nkrumah left for the United States in 1935. After graduation, he lectured at Lincoln University in Pennsylvania.

During his stay in America, he was inspired by the Marcus Garvey's philosophy of "no other salvation for the Negro but through a free and independent Africa". With the determination to liberate Africa from colonial rule a

Kwame Nkrumah played a great role in the struggle and attainment of Ghana's independence. His role included the following.

1. He participated in the activities of the West African Student's Union in London. This Union openly demanded for Independence of West African countries.
2. Kwame Nkrumah physically attended the 1945 Manchester conference, in Britain where Africans from the African continent for the first time attended the Pan African congress .They demanded for quick decolonization of Africa. On return to Africa, Kwame mobilized the people of Ghana in the struggle for independence which was attained in 1957.
3. Kwame Nkrumah began a newspaper known as the Accra Evening News. This was used by the nationalists in Ghana to decampaign the oppressive and exploitative British colonial rule leading to creation of political consciousness among the masses.

4. He also formed a mass political party in 1949. This was known as the Convention People's Party, (CPP). This party mobilized the Africans in Ghana in the struggle for independence that was latter obtained in 1957. This party became a bond of unity among the people of Ghana.
5. Kwame Nkrumah introduced the use of non-violence in the struggle for Ghana's independence. This was known as positive action and it involved use of strikes, boycotts and peaceful demonstrations against the oppressive British colonial masters in Ghana. This led to the eventual British granting of independence to Ghana.
6. Kwame Nkrumah solicited for financial and military support especially from his socialist states like Russia and China.
7. He received the independence of Ghana from the British in 1957. He became the first prime minister of independent Ghana up to 1966.

**Task**

1. Discuss the career of Kwame Nkrumah.
2. What role did Kwame Nkrumah play in the attainment of Ghana's independence?

**Summary**

The rise and growth of African Nationalism in West Africa was due to a number of internal and external factors. Personalities like Kwame Nkrumah, Nnamdi Azikiwe played a pivotal role towards the decolonization of the respective countries in West Africa.

**Follow up activity**

1. Discuss the achievements of Kwame Nkrumah for independent Ghana.
2. What role did Nnamdi Azikiwe play towards the attainment of Nigeria's independence?
3. Give reasons why the German rule became unpopular in Togo.
4. What problems did the Portuguese colony of Guinea Bissau face in the struggle to get independence?







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