



Ministry of Education  
and Sports

# HOME-STUDY LEARNING

SENIOR  
2

## HISTORY

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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

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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**  
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## 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**



## Term 1

### TOPIC: External contacts and Pressures 1800-1880

#### Lesson 3: The rise of Military States

##### Learning Outcomes

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

1. Understand what Military States are.
2. Explain the causes for the rise of Military states.
3. Know the Contribution of Mirambo and NyunguYaMaawe in Nyamwezi Empire.

##### You will need:

Textbooks, pens notebooks.

##### Instructions:

- i) You can make reference to other related books.
- ii) If possible, consult an adult and any other source
- iii) Make sure you put away any kind of disruption.

#### STEP 1

##### What are Military States?

##### Introduction

In the previous lessons, you learnt about the migrations, settlements and organization of trade in East Africa. This lesson introduces you to the states or societies that existed in East Africa before colonization. African societies organized themselves into states in order for them to manage their affairs successfully. It is important that before you look at the coming of Colonialists. You look at the situation that existed in Africa before. Therefore, we shall look at Military states in East Africa and specifically the Nyamwezi.

##### **According to you, what do you understand by the term Military states?**

These were states or societies which existed in Africa before the coming of the Europeans.

***Think of the way leadership is organized in your local villages? Name the different local leaders there and the major economic and social activities taking place. It is not very different from the way Military states were organized***

#### Step 2

##### Causes of the Rise of Military states

By 1800 most societies had developed state structures although they may not have been so sophisticated. They survived on the Military factor due to their Military power and

other issues that were a source of survival such as economic and social organization. The following factors led to the rise of Military states in East Africa.



**Figure 3.1** Military tactics in East Africa. **Figure 3.2** Military men in East Africa

1. Strong and able leadership was a significant factor in the rise of Military states. The leaders organized Military, economic and social structures of their respective societies.. Able leaders tried to mobilize their people and created standing armies. These were used to maintain stability, security and territorial expansion.
2. Trade was another important factor in the rise of Military state formation. Some states such as Nyamwezi, Akamba and Masailand near caravan routes and had therefore got involved in the long distance trade. Through trade contacts, they were able to obtain fire arms and other goods especially from the coastal Arabs and later Europeans. Fire arms became an important military asset and contributed to the growth of Military states. Some societies traded with their neighbors on many occasions.

**Figure 3.3** Trade in East Africa

3. The military factor also contributed to the rise of Military states. By 1800 many parts of Africa were undergoing a period of Iron Age and this provided military tools.
4. There were natural factors (environmental) such as good climate and fertile soils. This encouraged agriculture, led to production of Plenty of food and eventually high population growth. In some areas, the availability of minerals, such as salt and iron became a source of revenue.
6. Improvement in technology levels was yet another important factor. In the period of Iron Age, people such as the Banyoro, Nyamwezi were able to make iron equipment which they sold to their neighbors. These were sometimes used as weapons and also helped to increase agricultural production.



**Figure 3.4** Iron Equipment made in East Africa



**Task 3.1**

1. Categorize the reasons for the rise of Military states in East Africa into Socio economic and political reasons
2. List other Military states that existed in East Africa apart from Nyamwezi

**Step 3****Contribution of Mirambo to Nyamwezi Empire****The Nyamwezi Empire**

The Nyamwezi were Bantu speaking people from Congo who settled in Tanzania. Their name was given to them by coastal traders who saw them coming from the direction of the new moon in the west. They had small chiefdoms with each of them having a leader called Ntemi. Economically, The Nyamwezi were mainly farmers, fishermen and cattle keepers alongside other small economic activities. They were religious people who strongly believed in the spirits of the ancestors and offered regular sacrifices to appease them.

**Contribution of Mirambo to the Empire**

Mirambo was born to one of the Ntemi chiefs in Nyamwezi. Most of his early years were spent in captivity under the Tuta-Ngoni. It is during that time that Mirambo mastered the Military tactics of the Ngoni hence starting a big empire, the Nyamwezi. He contributed to the Nyamwezi in the following ways:

Through trade with Europeans and Arabs, Mirambo gained access to guns that were critical in establishing his military supremacy in the region. Mirambo formed a big army comprising mostly of teenage boys and through this he gained control of the kingdom of Urambo, gaining honor from noble families. This popularity led to the growth and development of Nyamwezi. By unifying several Nyamwezi tribes, Mirambo gained control over major Swahili-Arab trade routes, establishing the Nyamwezi kingdom as a major regional economic and military player.

**Task 3.2**

1. Find out the Contribution of Nyungu Ya Maawe in Nyamwezi Empire
2. Find out and discuss the effects of Islam in Buganda

**Lesson summary**

In this lesson, you learnt the meaning of the term Military states, Causes of the rise of Military states and Contributions of Mirambo to Nyamwezi empire

Take time off and study the rest of remaining components of this subtopic

## **HISTORY**

### **SENIOR 2 TERM 1**

#### **TOPIC 1: EXTERNAL CONTACTS AND PRESSURES 1800-1880**

##### **Lesson 4: Slave Trade in East Africa**

###### **Learning outcomes**

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

1. Explain the meaning of the term Slave trade.
2. Find out the reasons for the rise of Slave trade in East Africa
3. Describe the effects of slave trade in East Africa.

###### **You will need;**

textbooks, pens, notebooks atlas

###### **Instructions**

- i) Use a hand book for Senior 2 history.
- ii) You can make reference to other related books.
- iii) If possible, consult an adult and any other source

### **STEP 1**

#### **Slave Trade**

##### **Introduction**

In the previous lessons, we looked at the organization of trade in Pre-Colonial Africa and specifically long-distance trade. This lesson will handle another kind of trade that existed before Colonialism; that is slave trade. It was a trade that involved the buying and selling of human beings. This trade was between, Portuguese, Arabs, French, Americans and Africans. Slaves were sold and bought for purposes of providing labor to foreign plantations and industries and also for transportation of goods. Some were taken to work as domestic slaves and sex slaves. Slaves were acquired through various ways such as; raiding and forcefully taking them, through attacking and capturing lonely travelers and enticing them with attractive gifts in some cases. The slaves were always taken to the coast and paraded in a slave market where buyers would select the ones they wanted. The whole process of acquiring slaves was ruthless and inhuman. Even when they reached their destinations for work, they were ill-treated that some of them ended up losing their lives

***Think of scenarios in the Present times where human beings are treated as slaves.***

***Have you heard of Ugandans who go abroad to seek greener pastures and when they reach, there they are treated as slaves?***

The situation is similar to that of slaves in East Africa and the rest of Africa

**Figure 4.1** Slaves being transported to the slave markets.

## Step 2

### Reasons for the rise of Slave Trade

Slavery had existed in Africa for a long time before the coming of Colonialists. Many Africa chiefs possessed domestic slaves. The Spanish and Portuguese had been using African slaves since the 16<sup>th</sup> century. However, The Atlantic slave trade of 18<sup>th</sup> century was a new kind of slavery and on a greater measure than ever before. It became a normal kind of trade to sell and buy human beings for labor

1. There was a development of plantations in the Western world. The West Indian plantation owners increasingly turned to African slaves for labor. They continually flooded the slave market to buy slaves who would in turn go and provide cheap labor
2. The Industrial Revolution in Europe increased the demand for raw materials such as gold and silver. Slaves were the only ones that could provide the required labor at the mines and also at the industries to feed the machines but these could only be produced by slaves
3. African chiefs were hospitable to foreigners with the hope of getting goods such as guns from foreigners. This in turn gave the Europeans an opening to use African chiefs to acquire all the slaves they wanted
4. The Foreigners had a military advantage over the indigenous Africans. While they had guns and other sophisticated fighting weapons, the Africans had only spears, bow and arrows and other locally made fighting weapons. Therefore, the foreigners always defeated Africans and took all the slaves they wanted
5. . Slave labor was not only cheap but gainful. Therefore, the Europeans did all they could to boost slave trade and acquire more slaves to provide them with labor
6. The profits made from the trade were immense hence attracting several other people to take part.
7. The existence of caravan trade routes eased the Arab Penetration into the interior which gave them access to slaves
8. The Primitive cultures of Africans also contributed to the rise of Slave trade. Africans got rid of worthless members of their society such as criminals, and witches, they handed them over to be taken as slaves

**Task 4.1**

1. Differentiate Between Slave trade and slavery
2. Discuss the Organization of Slave trade in East Africa

**STEP 3****Effects of Slave Trade on EAST Africa**

Slave Trade had a deep impact on the social and economic set up of East Africa.

1. It led to depopulation. The involvement of East Africa societies in slave trade led to the decrease in the number of people in the region. This was because large number of slaves was exported outside East Africa. Other people lost their lives in the process of resisting to be taken as slaves
2. It led to the creation of fear and insecurity in the east African societies. However, after the introduction of slave trade in East Africa there was a state of insecurity within the region. This was because strong states could invade weak states and capture slaves. For example, Buganda could invade Bunyoro. This process involved wars and mass migration because people feared to be captured. All these interrupted pre-colonial Africa social set up  
Slave Trade intensified social classes in East Africa. This means that there were social classes in the societies. However, the situation became worse after the introduction of slave trade in the region. This was because chiefs could engage in trade and exploit wealth from it for example chief Mirambo of Nyamwezi. This created inequality between those who participated (chiefs) against their subjects which ranked chiefs to be in higher class leaving others to be lower class.
3. It led to the spread of polygamy; after the introduction of slave trade in East Africa, polygamous practices became common. This was because slave trade washed out men. As a result, there was a scarcity of men in number as they out competed men in terms of ratio. Therefore, they had no other option rather than more than one wife to share one man hence violating or interrupting the social-cultural pre-colonial societies of east Africa
4. Economically, it led to the following interruptions; Destruction of local trade; before colonial times, African societies were strongly organized economically. They could participate in production and trade. For example, in south-Western Tanganyika, Fipa smiths exchanged their product for cloth woven in Rukwa and also pot, cloth, iron and salt were the staple of region trade. However, with the coming of slave trade, all these were interrupted thus leading to the underdevelopment of the region
5. It led to the decline of agricultural production; this was because African man powers were taken to Arabic farms especially in Zanzibar and other parts of Middle East. The remaining population was the aged people and children who could not produce enough hence decline in agricultural production.
6. It led to the decline of local industries; in pre-colonial societies there were local skilled people like iron smelters, skilled crafts and pottery makers. For example Kiss women of Nyasa Lake bartered their pots from house to house in Nyakusa village. They also made clothes from bark in Buhahaya, Unyakyusa and Buganda.

Although slave trade interrupted social and economic development in pre-colonial east Africa societies, to some extent it led to development of towns and cities, for example Zanzibar, Ujiji and Tabora, rise of

merchants class, emergence of new way of beliefs like Christianity and expansion of Islamic religion and culture

generally; slave trade in pre-colonial east Africa societies was an interruption to the social and economic development, this was due to the different negative impacts which happen to the indigenous of east Africa which (has) led to the total social and economic underdevelopment in east Africa

#### Task 4.2

1. Describe the steps taken to abolish slave trade
2. List the effects of the abolition of slave trade

#### Lesson summary

In this lesson, you learnt the meaning of the term Slave trade, the reasons for its rise and its effects on the people of East Africa. Take time to research and find out the remaining components as indicated in the tasks.

#### Follow up activity

1. Discuss the significance of Slave trade today
2. What circumstances in your Society today are like the ones in Slave trade

### HISTORY

#### SENIOR 2 TERM 1

#### TOPIC 1: EXTERNAL CONTACTS AND PRESSURES 1800-1880

#### Lesson 5: Egyptian Penetration of East Africa

#### Learning outcomes

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

- i) explain the background of Egyptian Penetration in Uganda.
- ii) find out the reasons for Egyptian Advance in Uganda.
- iii) describe the role of Egyptian Imperialists Khidive Ismael, Emin Pasha, Samuel Baker Gordon

#### You will need:

textbooks, pens, notebooks, atlas and internet if possible

#### Instructions:

- i) You can make reference to other related books.
- ii) If possible, consult an adult or Any other source

**STEP 1****Introduction**

We have looked at the organization of trade and pre-colonial military states in East Africa in the previous chapters. In this lesson we shall be introduced to external contacts and pressures on East Africa and specifically the Egyptian Penetration of East Africa. By 1800, the Ugandan societies were fairly shut within themselves. After 1800, however, the situation started to change. The first foreigner to arrive in Buganda was Ahmed bin Ibrahim, an Arab trader from the East African coast. He arrived in Buganda in 1844 and although he claimed that he was only a trader, he tried to impress upon Kabaka Suna the idea of embracing Islam. In 1846, another Arab called Snay bin Amir arrived in Buganda.

After 1850, Europeans began to arrive into Uganda. The first of them was John Speke who arrived at Kabaka Mutesa's court in 1856. Speke came again in 1862 to confirm his 'discovery' of the source of River Nile. He was soon joined at Kabaka Mutesa's court by James Grant whom he had left in Karagwe nursing his wounds at King Rumanyika's court. They went home by way of the north and met Sir Samuel Baker and his wife at Gondokoro trying to search for the source of the Nile by following it from its mouth backwards.

From 1862, the Egyptians became interested in and wanted to colonize Uganda. The ruler of Egypt, Khedive Ismail, sent Sir Samuel Baker in 1864 to try and colonize Uganda for Egypt.

**Step 2****Factors that led to Egyptian Penetration into Uganda**

A combination of factors or reasons ranging strategic, climatic, environmental, physical, economic, political social and largely human explain why Egyptians advanced into Uganda.

1. The Lives of Egyptians were largely dependent on River Nile and they had a deep desire to gain full control of the Nile. They therefore penetrated Uganda to find the source of River Nile.



**Figure 5.1 The source of the Nile in Jinja Uganda.**

2. The Ugandan climate was favorable and conducive for both human settlement and crop farming. Egyptians therefore wanted to utilize the rich climate conducive for their well-being and also for farming.
3. Fertile Soils; The Ugandan soils were fertile with richly endowed minerals that could support and sustain the crop farming. This motivated some Egyptians to permanently stay in Uganda in the later years
4. Egyptians belonged to the Islam religion; one of the reasons for them to penetrate Uganda was to spread Islam. They argued that it was an obligation as dictated by the Islamic traditions and teachings to teach the norms of the faith to the world.
5. The Egyptians wanted to participate in the trade that was taking place at the coast of East Africa. It was going to be possible only if
6. Ugandan leaders like Kabaka Mutesa realized the importance of establishing relations with Arab Foreigners because they had a lot to benefit from them such as guns. This encouraged the Egyptians to penetrate Uganda
7. Transport in the interior had improved making it possible for the Egyptians to move into Uganda to carry out trade and also establish them there.

### **The role of Khedive Ismael**

Khedive Ismail Pasha was born in Cairo, the grandson of Mohammed Ali and second son of Ibrahim Pasha. He completed their work that he bought from the Ottoman sultan the right to the new title of khedive, father-to-son inheritance of the new title for his dynasty, administrative and commercial independence, and relaxation of military restrictions imposed upon Egypt by the European powers in 1841. But Ismail accomplished this at tremendous expense—and it was only the beginning of his financial adventures.

Ismail succeeded Mohammed Said as the ruler of Egypt in 1863, when the American Civil War increased the demand for Egyptian cotton and when the expected profits from the soon to be completed Suez Canal made Egypt seem more prosperous than it actually was. In the euphoria of the 1860s Ismail dreamed of an Egyptian empire in northeast Africa and of Cairo as the Paris on the Nile. He borrowed heavily on Egypt's future and spent lavishly on explorations far up the Nile almost to Lake Victoria for the extension of Egyptian influence, on building many public works such as improved canals and new telegraph lines, and on the modernization of Cairo.



**Figure 5.** Khedive Ismael

**Task 5.1**

1. Draw a map of Africa and on it, locate, Egypt, River Nile and the source of the Nile
2. Try to carry out research and find out the role of the following Imperialists.
  - a) Emin Pasha
  - b) Sir Samuel Baker
  - c) Gordon

**Lesson summary**

In this lesson, you learnt the background of Egyptian Penetration in Uganda, the reasons for Egyptian Advance in Uganda and the role of Egyptian Imperialists. Take time to attempt the tasks given

**Follow up activity**

1. Find out the results of Egyptian Imperialists in Uganda.

**HISTORY****SENIOR 2 TERM 1****TOPIC 1 : EXTERNAL CONTACTS AND PRESSURES 1800-1880****Lesson 6: Early External Contacts in East Africa by 1880.****Learning outcomes**

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

1. Identify the various external groups which had contacts in East Africa.
2. Identify the activities of the British, French and German Traders on the East African Coast.
3. Explain the role of explorers in the Colonization of East Africa.

**You will need:**

textbooks, pens, notebooks, and atlas

**Instructions**

- i) You can make reference to related books.
- ii) If possible, consult an adult and Google/internet while doing an activity.

**STEP 1****Introduction**

In the last Lesson, we looked at Egyptian penetration of East Africa. This lesson will focus on other groups of colonialists that came apart from Egyptians. From 1884, a growing number of Europeans picked interest in East Africa. Originally, they had restricted themselves at the coast. These came as explorers, missionaries, and traders, not sent by the



government but by the organisations like the Royal Geography society (RGS), London, Missionary Mociety (LMS) and others came as individuals like Samuel Baker and his wife.

Most Africans received them with open hands and rendered them assistance, not knowing that their activities would subsequently lead to the loss of their independence,

### **Explorers \ Travellers**

This was the first group of Europeans to Penetrate the East African interior. Their Interest was the lake system in East Africa and River Nile that had puzzled them for many years. Others wanted to explore unknown lands for personal achievement and gratification.

They were interested in physical features like Mountains and inland seas, though with a lot of inaccuracies, these features aroused the interest and curiosity of many Geographers and explorers.



**Figure 6.1. European Explorers**

### **Missionaries**

These were the second group of Europeans to come. They came around Mid-18<sup>th</sup> Century when there was an evangelical revival in Europe led by John Wesley. During this period, Christians put it upon themselves to spread the word of Christ to far places. As a result, several Christian missionary groups were formed and sent to Africa to spread Christianity



**Figure 6.2 European Missionaries with some Africans**

## Traders

These formed the third group of Europeans to come to East Africa. They came in large numbers after the successful missions of the explorers and Christian missionaries; These were mostly British and Germany Traders whose reasons for coming were basically commercial-looking for cheap sources of raw materials, new market and areas for investment

### Task 1

1. Identify the activities of the explorers in East Africa
2. Carry out research and write brief notes about the following explorers;
  - a) Richard Burton and John Speke
  - b) John Speke and James Grant
  - c) Sir Samuel Baker
  - d) David Livingstone

## Step 11

### Activities of the British, French and German Traders on the East African Coast

1. Traders organised themselves into chartered companies. These companies were business Enterprises formed mainly to carve out colonies for their mother countries. The companies included, The Imperial East African Company (IBEACO) and German East African Company (GEACO). Through these companies, the traders owned the areas they controlled and the following were some of their activities;
2. They financed colonial administration on behalf their governments back home. IBEACO administered Uganda and Kenya on behalf of the British
3. They fought and defeated the rebellious societies in East Africa such as, the Banyoro, Nandi and Masai.
4. They developed Transport and Communication networks such as roads and railways
5. They constructed administrative ports, garrisons and Forts, which the colonial governments later used. These were built at Old Kampala, Rabai, Naivasha and Machakos by the IBEACO
6. They encouraged cash crop growing to raise money to finance colonial administration E.g. the growing of coffee and cotton hence providing the basis on which the colonial economy thrived
7. They created security organs which improved security. The IBEACO for example built a private army that was later used in the colonisation of Uganda,
8. They helped in the effective abolition of slave trade and establishment of legitimate trade. This could only be achieved if it was effectively brought under European control
9. They protected Christian Missionaries who were also colonial agents. For example Missionaries softened the hearts and minds of Africans through their preaching and education. Many of their converts became colonial collaborators.

10. They signed treaties with the local people. These treaties were later used by their home governments to occupy East Africa.

### **Role of Explorers in the colonization of East Africa**

Explorers played a big role in the colonization of East Africa.

1. They exaggerated the economic potential of East Africa, for example, Stanley reported about their reliable rainfall and the fertile soils and Dr. Livingstone reported about the fertile lands of Southern Tanzania.
2. They drew maps which were used by the colonialists and these maps aroused European Curiosity about East Africa. These maps were also used to penetrate the interior
3. They refocused the attention of Europeans on East Africa by demystifying the negative impression Europe had about Africa in general. This was done through the many books and lectures they delivered generally. Africa was no longer “white man’s grave” as earlier perceived.
4. They provided the badly needed geographical information about East Africa e.g. Speke discovered the source of the Nile, Krapt discovered MT Kenya and Rebman discovered MT Kilimanjaro. This information proved a reliable asset to future colonizers.
5. They signed Treaties with African chiefs on behalf of their societies like RGS and home governments. This paved way for the future colonization of Uganda. Karl Peters too signed Treaties with many chiefs in Tanganyika. These treaties were later used by the colonialists to claim such areas.
6. Explorers established good –working relations with African chiefs. Stanley through his friendship with Mutesa managed to convince him to invite the missionaries. These ended up being fore runners of colonialism hence common saying “The Flag followed the cross” Similar working relations were established with Mirambo, Rumanyika, Tipu- Tipu etc.
7. Explorers like Dr Livingstone exposed the horrors of slave trade. He delivered a number of lectures about the trade that had left homes bare, which aroused public sympathy. The desire to stop this evil trade subsequently led to the colonization of East Africa
8. They provided funds and logistical support to those who were traveling to Africa. For example the royal Geographical Society sponsored the trips to Speke and Grant.
9. They also discovered routes and navigable waters, which simplified the movement of future colonialists.
10. The Success of their adventurous missions led to increased Missionary interest in East Africa. For example, Dr Living persuaded Missionaries to come to East Africa to stop slave trade. Interest in Trade was also stimulated as European traders were informed of the Economic viability of East Africa. This led to the establishment of colonial rule

**Task 2**

1. What are some of the challenges faced by explorers?
2. Discuss the impact of the coming of Explorers to East Africa

**Lesson Summary**

Different groups that came to East Africa came under the guise of trade, exploration and Mission work but they ended up colonizing East Africa. We have looked at the various external groups which had contacts in East Africa, activities of traders and role of explorers in the colonization of East Africa. Take time to attempt the tasks as indicated.

**Follow up Activity**

1. Explain the Initial African Reaction to Outsiders.
2. Why did their African to Outsiders later change

**TOPIC 1: EXTERNAL CONTACTS AND PRESSURES 1800-1880****Lesson 7: Missionaries in East Africa****Learning outcomes**

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

- i) state the reasons for the coming of Missionaries to East Africa
- ii) State reasons why Missionaries were successful in their work.
- iii) List the problems faced by Missionary activities.

**You will need:**

Textbooks, pens, notebooks, atlas and internet if possible

**Instructions**

- i) You can make reference to other related books.
- ii) If possible, consult an adult and Any other source when doing an activity

**STEP 1****Introduction**

Missionaries were humanitarian groups that came from Europe to East Africa with the aim of preaching Christianity and civilizing the East Africa. Missionaries who came to East Africa spread the Gospel while performing practical services, such as providing medical care and education.

***Do you know any hospital or school that was constructed by Missionaries?***

***Take time to ask any elder around you to help you identify some of the Missionary hospitals and schools***



**Figure 7.1: Missionary Hospital** **Figure 7.2: Missionary School**

### **Reasons for the Coming of Christian Missionaries in East Africa**

Missionaries came to East Africa for various reasons. These were economic, social, and humanitarian in nature.

1. The missionaries had the ambition to spread Christianity to the people of East Africa. This would be through preaching and teaching the holy gospel so that many would get converted to Christianity
2. They wanted to fight against slave trade in East Africa. Earlier travelers like John Speke and James Grant, H.M. Stanley, Dr. David Livingstone and others had reported about the evils of slave trade in East Africa. Christian missionaries therefore came with an intention of putting an end to end introducing or replacing it with legitimate trade.
3. Missionaries wanted to resettle the freed slaves in East Africa by setting up resettlement centers both in the interior and at the coast for example at Bagamoyo and Free town near Mombasa.
4. They wanted to check on the spread of Islam in East Africa from the coast with intentions of converting many to Christianity.
5. Some missionaries came because they had been invited by certain African chiefs, For example, Muteesa I of Buganda wrote a letter through H.M Stanley inviting missionaries to Buganda.
6. They came to establish legitimate trade in East Africa. They, for instance wanted to trade in items like glass, cloths, etc. as Dr. Livingstone told Cambridge University students, "I go back to Africa to make an open pass for commerce and Christianity....." Similarly, his speech in 1857 emphasized the unity between Christianity and Commerce.
7. The missionaries also loved to adventure and explore the interior of East Africa. For example, Dr John Ludwig Kraft of CMS is said to have been the first European to see Mt. Kenya while Johann Redman was the first to see Mt. Kilimanjaro.
8. They had a mission to clear the way for the colonization of East Africa. The missionaries were tasked by their home governments to preach ideas of love,

respect, brotherhood, forgiveness, tolerance and nonviolence so that when the colonialists come, they would meet less resistance from the East Africans.

9. It's also argued that Missionaries wanted to "civilize" East Africans. They argued that they had come to stop some of the barbaric acts, cultures and customs e.g. Female Genital Mutilation among the Kikuyu in Kenya, human sacrifices and the practice of killing twins.
10. They had interest of reducing tribal conflicts in East Africa. E.g. conflicts between Buganda and Bunyoro would be resolved with the coming of the Missionaries.
11. Early contacts by travelers like Stanley, Speke and Grant, among others encouraged missionaries to come. The information they gave about important places like the source of the Nile, fertile soils, river falls and the climate all attracted the missionaries into East Africa.
12. The expulsion of some of the Missionaries from other parts of Africa led them into East Africa. For example, Johann Ludwig Kraft and Johann Rebman are said to have been expelled from Ethiopia around 1842 before they chose to relocate to East Africa.

### **Task 7.1**

1. Identify the different Missionary groups in East Africa and write brief notes about them.
2. List the activities performed by the above Missionary groups

### **Step 2**

#### **Why Missionaries were Successful**

Missionaries were successful in carrying out their activities because they had a number of factors that worked in their favor.

1. They received hospitality, ambience and cooperation from the local chiefs. E.g. Muteesa provided them an opportunity to preach to his people and also gave them shelter at his courts
2. They also received Massive support both oral and Financial from their home governments. Their home governments also gave them protection wherever they were working
3. The Unity among the already existing Christian groups also enabled them to succeed
4. Transportation was eased by the already existing caravan routes in the interior. The Early missionaries used the long-distance caravan routes to penetrate the interior
5. In some areas African Traditional religions were not deeply rooted which made it easy for them to convert
6. Africans were fascinated by the missionaries' medical skills and whenever they asked them, missionaries would attribute it to the healing power of Jesus Christ
7. The new converts were very committed to spreading Christianity and they helped missionaries to carry out their activities
8. Missionaries were also humble and diplomatic which drew many Africans to them



**Step 3**

Much as the missionaries were successful in their activities. They faced a number of challenges that hindered their progress.

**Problems faced by Missionaries in East Africa**

1. Harsh climate.  
The tropical and hot climate made travelling difficult and risky which confined missionary work to just a few areas. The conditions were very unhealthy for missionaries who were used to the cool temperate climate of Europe. The pioneer missionaries had died and that had scared other interested societies to come to Africa.
2. Diseases  
For a long time, west and central Africa were considered as the "white man's grave" because of malaria and other tropical diseases that claimed the lives of the whites in the area. The death toll of missionaries was high and this retarded the progress of their work. e.g. the death of Dr. David Livingstone brought an end to his adventurous travel in central Africa.
3. Political problems and insecurity  
This was also a major obstacle to the missionary work in Africa especially due to the fact that it was the time when slave raiding was still widespread especially in East Africa. These strongly hated missionaries because of their preaching campaign against slave trade e.g. It was due to this hatred that some missionaries were attacked by slave trading societies.
4. Lack of proper transport and communication systems.  
Africa being in the tropics, its geography is characterized by swamps, lakes, rivers, rift valleys, forests and mountains which hindered the movement and creation of necessary infrastructure e.g. roads, navigation systems that wouldn't facilitate missionary work in East Africa.
5. Lack of supplies  
It should be noted that missionaries were operating faraway from home. It would often take many months and at times years for them to receive assistance from home, the difficulties of transport and hostilities of the environment in which they worked made it difficult for them to receive supplies in time of need, it was often risky for a small group of missionaries to travel from the interior up to the coast and other places to look for food, medicine, clothes, and sometimes amidst hostile tribes.
6. Language barrier  
This limited the missionary work as in some cases missionaries spent long time trying to learn African languages or would find it necessary to teach their European languages to the local people if they were to get converts in Africa. For example in East Africa, they tried to speak Luganda and Swahili. They had to

write books in these languages like dictionaries and Bibles all of it limited the missionary work and limited expansion in many parts of East Africa.

7. Limited missionary man power  
Missionary groups in Africa were also too few to be effective

### **Task 7.2**

1. Explain the role of Missionaries in the colonization of East Africa
2. List the problems faced by missionaries

### **Lesson Summary**

Christian missionaries came to East Africa with an aim of preaching the gospel of Jesus Christ. Much as they successfully carried out a number of activities, they encountered a number of problems. Take time to find out the impact of Missionary activities in East Africa.

### **Follow-up Activity**

1. Discuss the impact of Missionary activities in East Africa
2. Examine the role of Christianity in the social and Economic activities of the people of Uganda up to independence

## **TOPIC 1: EUROPEAN IMPERIALISM IN EAST AFRICA**

### **Lesson 8: SCRAMBLE FOR AND PARTITION OF EAST AFRICA**

#### **Learning Outcomes**

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

1. define the terms ‘Scramble’ and ‘Partition’
2. Explain the causes of scramble and Partition of East Africa.
3. Explain the effects of Scramble and Partition of East Africa.

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

textbooks, pens, notebooks, atlas and internet if possible

#### **Instructions:**

- i) Use a hand book for Senior 2 history.
- ii) You can make reference to other related books.
- iii) If possible, consult an adult and Google/internet while doing an activity.



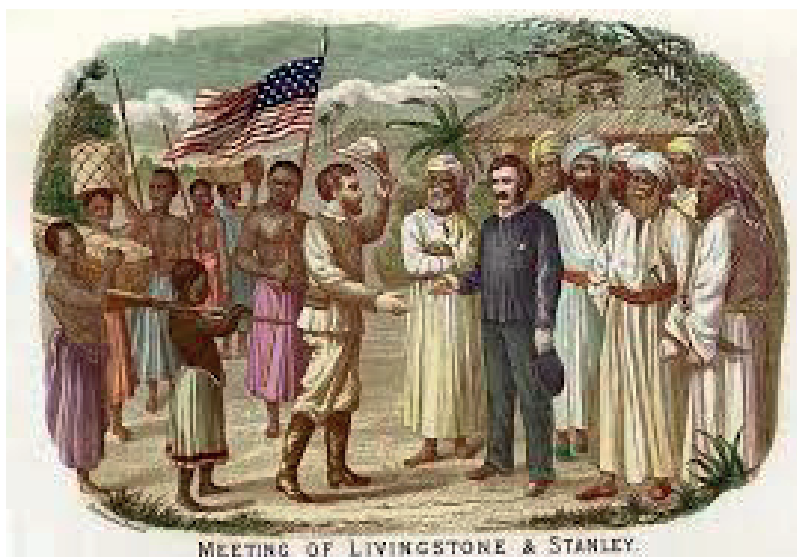
## STEP 1

### Introduction

In the last lesson, we looked at Missionaries and their activities in East Africa. Missionaries paved way for the colonization of East Africa because shortly after they came, European powers came in haste to acquire colonies for themselves. The Scramble and Partition of East Africa therefore meant the rush and Division of East African countries among the European powers. By 1870, East Africa had become a center of Rivalry among the European powers especially Britain, France, German, Belgium, Portugal, Spain and Italy. Britain took over Kenya and Uganda whereas Germany took over Tanganyika

***Imagine a situation in Uganda where political parties struggle to take over constituencies, they get into a struggle of carrying out campaigns and elections where the winning party takes over the leadership of constituencies.***

***This is similar to what happened in the scramble and partition of East Africa only that Africans had no chance of choosing who to control them.***



### Task 1

#### Causes of the Scramble and Partition of East Africa

There are a number of factors that led to the scramble and Partition of East Africa

1. The main causes of the scramble and partition of East Africa were Economic, Social, Humanitarian, Prestigious, Strategic, and political as follows:
2. The Europeans wanted to spread their western civilization. This included the way of dressing, religion, education and administration since Africa was previously referred to as 'The Dark Continent'.
3. They wanted to spread Christianity in East Africa so as to check on the spread of Islam by Arabs.
4. By the end of the 19th century, there was an industrial revolution in Europe and therefore the Europeans were looking for raw-materials to feed their industries e.g.

Cotton, coffee, Minerals like Gold, Copper, Diamond, Tin etc. and animal products like ivory, hides and Skins.

5. The Europeans also wanted to obtain market for their manufactured goods like clothes, Guns, Beads, Glass Ware etc.
6. They wanted to invest their surplus capital in East Africa for high profits. They invested their capital in mining and farming.
7. Europe had been overpopulated and therefore wanted to get new areas in East Africa where they could resettle their surplus population.
8. They were also interested in East Africa to get territories for prestigious purposes because the more territories a European power had, the more it would be considered powerful e.g. France.
9. Unemployment in Europe prompted the scramble and partition of East Africa. Machines had replaced human labor thus creating unemployment. There was a need to acquire colonies where their people could be employed.
10. The rise of nationalism in Europe caused scramble and partition of East Africa. European countries developed national pride in superiority over others. Therefore, possession of colonies became a symbol of superiority. For example, Germany and Italy were moved by that influence.
11. Strategic reasons also led to the scramble and partition of East Africa. Following the construction of the Suez Canal, Britain realized that Egypt could not survive on its own without the Nile; she therefore colonized Sudan and Uganda.
12. Europeans wanted to pursue their humanitarian motive of stopping slave trade in East Africa, which was considered an inhuman act.
13. Some East African tribes were becoming hostile to the early Europeans for example explorers, missionaries and traders. They therefore wanted to protect them in East Africa by taking full control.

East Africa was divided among the European powers i.e. Britain and Germany. The British took up Uganda and Kenya which was the northern part of East Africa and Germany took Tanganyika which was the southern part of East Africa.

### **Effects of the scramble and partition of East Africa**

1. The East African states lost their independence and were subjected to European rule and administration e.g. Kenya and Uganda were in the hands of the British while Tanganyika was controlled by the Germans.
2. Many African chiefs or kings were killed or sent into exile because of the scramble and partition in East Africa for example, Kabalega and Mwanga were exiled while chief Mkwawa of the Hehe was beheaded for resisting German colonial rule in Tanganyika.
3. They established new systems of administration i.e. indirect rule by the British and direct rule by the Germans.
4. The Africans were regarded as an inferior group and were forced to provide labor for European plantations and other public works.

5. There was an increase of Europeans in East Africa for example many of them settled in the Kenya highlands. Thus Africans lost their land and were put into reserve camps e.g. the Masai.
6. After the partition, new boundaries were drawn and defined in East Africa without respect of the tribes which led to disunity among Africans.
7. Slave trade was completely wiped out and replaced with legitimate trade in East Africa.
8. Scramble and partition accelerated the construction and development of infrastructure such as schools, hospitals, roads and bridges.
9. There was maximum exploitation of resources in East Africa like Ivory, Minerals like Gold, Copper, and Cash crops like Cotton, Coffee, and Sisal etc.
10. Agriculture was promoted and developed and some of the cash crops which were introduced like cotton and sisal became the export base of East Africa. They also introduced new methods of farming.
11. They developed legitimate trade, which enabled them to get raw materials for their industries and they sold their products to East Africans.
12. They promoted the western culture in East Africa for example the way of dressing, religion, building, eating habits etc.
13. They undermined African cultures who took up the western culture and goods. Africans therefore developed an inferiority complex as their traditional customs were despised and they took up the European culture as their way of life.
14. Taxes were introduced to be paid in form of money for example hut tax and gun tax, which encouraged the use of money.
15. Western formal education was introduced which replaced informal African education.
16. Christianity was introduced and spread in East Africa and many people were converted from Islam to Christianity. Various churches were also constructed in East Africa.

### Activity

Categorize the above into the socio, political and Economic effects and give examples for each.

### Lesson Summary

East Africa was a center of focus for colonial powers because it was known to be rich in raw materials and to have a good climate that would favor agricultural products among other things. East Africa was therefore taken over by the British and Germans respectively. The scramble and Partition impacted East Africa greatly leaving.....leaving what? incomplete sentence.

**Follow up Activity**

Carry out Research and find out the methods used by the Europeans in the process of partitioning East Africa

**TOPIC 2: EUROPEAN IMPERIALISM IN EAST AFRICA****Lesson 10: The Buganda Agreement**

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

1. define the Buganda Agreement.
2. state the reasons why Buganda Agreement was signed.
3. explain the Terms of Buganda Agreement.

**You will need:**

textbooks, pens, notebooks, atlas and internet if possible

**Instructions**

- i) You can make reference to other related books.
- ii) If possible, consult an adult and Google/internet while doing an activity.

**Step 1****Buganda Agreement****Introduction**

In the previous lesson we looked at the various ways through which the colonialists established colonial rule in East Africa. Agreements were one of the ways we discussed. In this lesson, you will study Buganda Agreement in detail and its impact on Uganda. An Agreement is a mutual understanding between two or more people or parties, written, verbal or otherwise.

***Think of an Agreement that is signed when people are buying land in your local area***

***It is always a written document signed between two parties; the buyer and the seller, and it can also have witnesses. The Buganda agreement was not different from that.***

Therefore, Buganda Agreement was a document signed between Buganda and the British. It was signed between Sir Harry Johnstone, the British representative and the representatives of the Young Kabaka Daudi Chwa. These were Sir Apollo, Kagwa, Zacharia Kisingiri and Stanislas Mugwanya. Other people who witnessed the signing were the church Missionary society and many chiefs in Buganda. The Agreement was signed in

two versions namely, the English Version and the Luganda Version. However, when conflict arose, the English version was to be considered.



**Figure 10: The Buganda chiefs**



**Figure 10.2: Signing of the Agreement**

### Task 1

1. Name the people that were present during the signing of the Buganda Agreement?
2. Why was it called the Buganda Agreement?

## STEP 2

### Why was Buganda Agreement Signed?

**The Buganda Agreement was signed due to a number of reasons;**

1. The Berlin Conference which was held in 1884 encouraged Britain to sign an agreement as a sign of effective occupation.
2. The Agreement was signed because the British hoped to use the Baganda as agents of colonialism in Uganda. The Buganda kings would administer colonial rule to their subjects on behalf of the colonialists. The Baganda on the other hand also expected political offices in the new British Hierarchy and also military support from the British.
3. The British wanted to reduce the powers that the Kabaka had over land. This Agreement would therefore be a platform for them to acquire land for the Buganda chiefs and also conquer the whole Ugandan territory
4. The agreement was signed to make Buganda safe for Missionary activities. Missionaries had sought help from their home governments since conditions had become hostile for them in East Africa.
5. It was also signed to reward the Baganda for their cooperation and collaboration with the British in the establishment of colonial rule. That is why land that previously belonged to Bunyoro was given to Buganda
6. The agreement also aimed at making Buganda self-reliant through introducing economic reforms like growing of cash crops, payment of taxes and use of money.
7. The British colonial government wanted to reduce the administrative costs in Uganda which had highly increased leading to the collapse of the IBEACO

8. The signing of the agreement was to solve the boundary problems between Buganda and her neighbors especially Bunyoro. Omukama Kabalega's rebellion had also destabilized the whole protectorate, and this agreement was the only solution.
9. The agreement was signed to make, political reforms for the efficient administration of the protectorate. This is why it defined the position of the Kabaka and the powers of the Lukiiko

### STEP 3

The agreement had three major clauses (as well as many more by implication).

First, the agreement recognized the British government's authority over Buganda Kingdom beyond the 'protection' that Lugard's 1890 treaty with Mwanga had offered. Although the Kabaka remained the direct ruler of his people, his power was now applied with the consent of the British. The British went as far as giving themselves the power to approve the person nominated by the Lukiiko for the position of Kabaka.

The agreement cemented the position of the collaborator chiefs – the Katikkiro (prime minister), chief justice and treasurer who were to receive £300 per year on top of acting as regents for the child-king Kabaka Chwa II.

In addition, Buganda lost the rights to collect praises from vassal kingdoms such as Busoga, with the British not only taking over that but also introducing two new taxes; a hut tax and a gun tax, both of four shillings per year. Natives were restricted to a maximum of five guns per person while the Kabaka was, in effect, restricted to only 50 and his officials between three and 20.

Secondly, the agreement attempted to outline a legislative framework, specifying the role of the Lukiiko, which would now, as a result, share power with the Kabaka. Even here, the British gave with one hand and took with the other; while the Kabaka had the authority to appoint officials to sit with the county chiefs in the council, he could not sack them without the consent of the colonial officials.

The third development caused by the agreement rotated around land. Land had always been a political and economic tool in Buganda held by the Kabaka on behalf of his people. It was used as a tool of investment to command the loyalty of men and chiefs but, apart from clan burial grounds, was under the thumb of the Kabaka.

The agreement changed that. Buganda's land area, then estimated at 19,600 square miles went from being held by the Kabaka, to being divided up into four classes. Some 350 square miles went to the estate of the king, (the queen mother and other royals got some of their own outside this), and while some was given to the three chiefs and the offices they held. Another 8,000 square miles went to create new landed gentry – mainly of collaborators – while the rest turned into 'crown' land, held by the colonial government.

**Task**

1. What were the possible challenges that were experienced during the process of signing the Buganda Agreement?
2. Discuss the Significance of the Buganda Agreement in East Africa

**Summary**

You have looked at the Buganda Agreement and why it was signed. Take time to find out more information about the terms of the Agreement and its results in East Africa.

**Follow Up Activity**

1. Write brief notes on the following terms of the Buganda Agreement:
  - a. land
  - b. revenue
  - c. administration
2. Discuss the significance of the Buganda Agreement in East Africa.



## Term 2

### TOPIC 2: EUROPEAN IMPERIALISM IN EAST AFRICA

#### Lesson 11: African Response to the Establishment of Colonial Rule (Collaboration and Resistance)

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

- i) define the terms Collaboration and Resistance.
- ii) state the reasons why some Africans Collaborated.
- iii) explain the reasons why some Africans resisted

#### You will need:

textbooks, pens, notebooks, atlas and the internet if possible

#### Instructions

- i) You can make reference to other related books.
- ii) If possible, consult an adult and any other source when doing an activity.

#### Step 1

#### Introduction

The Last lesson was about the Buganda Agreement. This lesson will focus on response to colonial rule in East Africa.. The Imposition of Colonial rule in East Africa was responded to by Africans in different ways. One of the ways was through collaboration. Collaboration is where African societies or individuals cooperated with and supported the colonial powers in the establishment of colonial rule. They did this through signing treaties with colonialists and assisting them in their imposition of colonial policies. Another Way of response to colonial rule was through resistance. Resistance was either through a personality or a united community. Communities that resisted included, the Bakiiga, the Banyoro, the Nandi and the Hehe among others. While the individuals that resisted included, Kabalega, Mwanga, and Acholi chief Awich of Uganda and Abushiri and of Tanganyika



**Figure 11.1:** African Resistance against the German rule **Figure 11.2:** African Collaboration with the British



**Step 2****Reasons Why East Africans collaborated.**

1. Some societies collaborated with the Europeans in Order to get Military support against their hostile neighbors who were threatening their independence. Toro and Buganda for example collaborated with the British in order to fight Bunyoro as this was the only practicable way of preserving their independence.
2. Collaboration was also due to fear of the Military power of the colonialists. Colonialists had more powerful guns compared to the weak spears, bows and arrows used by Africans. Africans were therefore at a disadvantage and had no choice but to collaborate
3. Some Africans collaborated because they wanted to benefit from European trade. These included NabongoMumia of Wanga in Kenya And Mutesa 1 of Buganda
4. Collaboration was also a result of East Africans ignorance and naivity. They thought colonialists were just short term visitors only to realize that they had come to stay permanently.
5. Some Africans collaborated because of natural Calamities and disasters. The Kikuyu, Chagga, Masai and Usambara collaborated because they had been hit and weakened by disasters like famine, drought, locusts and disease invasion like small pox and rinderpest. They needed help from the colonialists who had afterallproved to have powerful medicinesand therefore could not resist them in any way.
6. Some Individual collaborators like SemeiKakungulu and Apollo Kagwa had their own selfish interests for wealth and prestige that had been promised by the colonialists.
7. Collaboration was a result of influence from the white missionaries who portrayed African beliefs as backward,archaic and inhumane.Many had already been softened and convincedto believe they had barbaric beliefs and traditions that needed change.
8. Africans had been weakened by slave trade of the 19<sup>th</sup> century. They were tired of being used as commodities and therefore they decided to collaborate with the Europeans as a solution.Besides,some communities had been depopulated by the trade,thus could not mount a serious resistance.
9. Some Africans wished to benefit in terms of technology and culture of the whites. One of their biggest desires was to know how to make guns. Security of their lives and property especially cows was very important.
10. Some African rulers like Mkwawa had terrorized their people and as a result, European rule was seen as a blessing. Africans felt it was better to be under Europeans than being under African dictators hence collaborating with colonialists.
11. Collaboration did not mean in any way that Africans were backward, and neither did it mean that they were progressive. Those that collaborated found themselves under circumstances that pushed them to submit. If anything they were brilliant people compared to resistors. The white men had to win them by force since they had guns.

They therefore became partners in spreading the gospel of colonialism. Through the process of collaboration,East African communities experienced social economic and infrastructural developments while those that resisted suffered harassment.

**Task**

1. Who were the collaborators in East Africa and how they collaborate?
2. What were the effects of their collaboration?

**Step 3****Reasons why Some Africans Resisted**

1. Need for Preservation of self-independence. The major need to reject colonial rule was a desire to maintain political independence and such societies which resisted thought that Europeans had come to take away their independence. They also wanted to maintain their integrity which they had taken time to build
2. Resisters also desired to preserve cultural and traditional values. This was a time when missionaries were spreading Christianity and western civilization. This was a big threat to African Culture and Values since they were being depicted as backward and satanic.
3. Africans also needed to preserve their economies. African societies had previously participated in Long distance trade and it was vibrant. People had accumulated a lot of wealth and some African chiefs had built empires from the trade. Such chiefs were therefore not ready to lose their wealth to colonialists.
4. East Africans had internal conflicts misunderstandings among themselves which also acted as a reason for their resistance. Long standing conflict would cause one state to resist because their rivals had collaborated for example the Banyoro resisted because the Baganda had collaborated
5. Others resisted because they were ignorant of the colonialists Military might. They did not know of any strong army than their own. They underestimated the power of the colonialists hence going forward to fight them
6. Others resisted because they loved adventure. Some had created armies and wanted to test these armies to see if they could effectively work. The Banyoro had formed their abarusura clan and were so proud about it so had to put it to test through staging a war with the colonialists
7. Many East African Chiefs resisted because they did not have any opportunity to collaborate. An example of this?
8. African Religion played a big role in the Africans resistance. African leaders feared to submit because they feared that their African gods would strike them dead if they embraced a foreign god of the White Man

**Task**

1. Explain how different societies resisted colonial rule
2. Find out the different rebellions that were staged by Ugandans to resist colonial rule
3. What were the effects of resistance against colonial rule

## Summary

Response to Colonial rule in Africa was either through collaboration with the colonialists or rejecting and fighting against them. Take time off to discuss the different ways though which East Africans collaborated and resisted.

## Follow up Activity

1. Discuss the strengths and Weaknesses of both collaborators and resistors

## TOPIC 2: EUROPEAN IMPERIALISM IN EAST AFRICA

### Lesson 12: The Nandi Resistance in Kenya

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

- i) Identify the causes of the resistance.
- ii) Give reasons why the Nandi Resistance took so long.
- iii) Explain the effects of the resistance on the people of Kenya.

### You will need:

textbooks, pens, note books, atlas and internet if possible

### Instructions

- i) You can make reference to other related books.
- ii) If possible, consult an adult and any other source while doing an activity.

### Step 1

#### Causes of the Nandi Resistance

The Nandi are a Kalenjin group of People belonging to the wider group of highland Nilotes, they currently occupy the highland escarpment in Western Kenya.

The Nandi resisted the British invasion of their territory because of a number of reasons:

They fought the British in order to defend their independence. Their leader knew very well that the British interference would erode their independence, freedom and authority. They had even been fore warned by prophet Kimnyole that their land would at one time be ruled by foreigners. Assuch, they did not want any stranger crossing their land.

The construction of the Uganda railway gave the Nandi an excuse of fighting the British. Their prophet Kimnyole had forewarned against the coming of an iron big snake belching smoke that would come from the East to quench its thirst in the west (Lake Victoria). So they were filled with fear and did not want to lose any of their land to the construction of the railway

Superiority complex also led to the Nandi Resistance. They believed that their culture and Military were superior to those of other communities in Kenya.....in their military strength since they had defeated all their neighbours such as the Masai. They also believed that their land was the most fertile and did not want to lose it to anyone.

They resented the colour of the White man since he looked so pale and was associated with evil spirits. They therefore had to reject the British by all means.

They were inspired by rebellions such as the Hehe and Abushiri which took place in Tanzania

The British were also interfering in Ivory and Slave trade which were the main source of livelihood for most of the Nandi

The Killing of their leader Orkoiyot annoyed the Nandi. They did not think this could happen to them and therefore they had to take up arms and fight against the British.

### **Task 1**

1. How long did the Nandi Resistance take?
2. Describe the course of the Nandi Resistance

### **Step 2**

#### **Reasons why the Nandi Resistance took so long**

1. Because of guerilla warfare. The Nandi had an environmental advantage. Their area was hilly with forests, caves and little space for open warfare. Such an area was unsuitable for the British maxim gun but good for the Nandi guerrilla warfare. They were favored by the forests, caves and hills whilst the British were unfamiliar with the Nandi terrain.

Presence of a strong military. The Nandi Military comprised of young men who were efficiently trained to fight within the age-set regiments.

2. Availability of arms and weapons. They were manufactured/ repaired locally by the iron-smiths using stolen materials from the rail and telegraph wires.

There was Availability of regular food and war equipment. The Nandi never suffered from famine, their land was fertile and could therefore support both agriculture and livestock. They always had enough food to feed their troops.

3. Favorable weather. The British army was affected by the wet and cold climate causing respiratory problems while the Nandi grew stronger since they were accustomed to it.
4. The Nandi were able to live on when the British destroyed their crops and grains by depending on livestock products.
5. The Nandi received military and non-military material support from their cousins, the Kipsigis, which enabled them stage a strong resistance for 6 weeks.

6. The Nandi were inspired by their leader, Orkoiyot who was a symbol of unity and had supernatural powers.

### Step 3

#### Effects of the Nandi Resistance

1. There was depopulation because so many people lost their lives due to the rebellion.
2. There was massive destruction of property, villages, and homes. Cattle, crops yet the Nandi had taken a lot of time to build it.
3. The Nandi lost fertile land to British and it was used to construct the Railway. Nandi were put in reserve areas not as fertile as their original places.
4. Nandi accepted the British forces after 10 years and the British became their colonial masters.
5. Nandi realized the Whiteman's supremacy and surrendered. They realized the Whiteman's technology and his sophisticated warfare skills were incomparable to their local weapons and ways of fighting.
6. Nandi Migrated to other areas in search for jobs and fertile ground since the better part of their land had been taken by the British.
7. There was increased European settlement in Nandi and the rest of the region. Nandi embraced Christianity and abandoned their traditional religion. This is because they had been disappointed by their religious leaders.
8. Nandi lost their political independence.
9. Defeat of Nandi was a big lesson to their neighbors who had intentions of fighting the British. Societies like Masai, Luo and Luyia collaborated after realizing the superiority and might of the British.
10. Resistance led to the delayed construction of the Railway. The Nandi were relentless in their fight, kept stealing the rail metals for their weaponry manufacturing and of course their continued hostilities. However the construction of the railway was finally extended through Nandi Land, Kisumu and finally Uganda.
11. The Nandi rebellion gave rise to future rebellions in East Africa because they were now confident that....incomplete.

#### Task

1. State the reasons why Nandi Resistance was finally suppressed.
2. Find out and explain how some people resisted colonial rule in Uganda.

#### Summary

Different communities in East African communities resisted because they could not easily allow the colonialists take their freedom, culture and religion. The Nandi Resistance was just one of the many resistances in Kenya. Take time to learn about other resistances that happened in Kenya

#### Follow up Activity

1. Discuss any other resistance that took place in Kenya

## TOPIC 2: EUROPEAN IMPERIALISM IN EAST AFRICA

### Lesson 13: The MajiMaji Rebellion Tanganyika

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

- 1 Give causes of MajiMaji rebellion.
- 2 Give the course of the rebellion.
- 3 Explain the effects of the rebellion on the people of Tanganyika

#### You will need:

textbooks, pens, notebooks, atlas and internet if possible

#### Instructions:

- i) You can make reference to other related books.
- ii) If possible, consult an adult or any other source while doing an activity

#### Step 1

#### Introduction

#### MajiMajiRebellion

Maji-Maji uprising was called so because of the magic water (MajiyaUzima in swahilli) used by the army which was believed to neutralize German bullets. It was an initiative by Prophet Kinji-Kiteli of the Matumbi. He had a belief and oracle interpretation that if the Africans sprinkled their bodies with magic water before going on the attack, it would turn German bullets harmless. This inspired people to rise up against the bad German administration. Maji-maji uprising has been considered by historians as the largest uprising against German colonial rule in Tanganyika.

Maji-Maji uprising started among the people of river Rufigi valley but later it spread southwards from Songea to Lindi and from Dar-es-salaam to Kilosa in the North. The most active societies included the Matumbi, the Wangindo, the Ngoni, Uluguru, the Kichi, people of Lukuledi valley, Mahenge plateau, Kilombero valley and Uzaramo. Some societies which had already experienced uprising and defeat like the Hehe, the Chagga and Nyamwezi did not join the fighting.



**Figure 11.3 MajiMaji Rebellion**

### Causes of the Maji-Maji uprising

1. Colonialism was one of the major causes of uprising. People of Tanganyika hated the German administration and therefore wished to regain their lost political independence.
2. Heavy taxation policy was one of the causes of the uprising. The people of Tanganyika generally hated the German imposition of heavy taxes.
3. This was worsened by the harsh and brutal methods of tax collection. For example, those who failed to pay were severely tortured, imprisoned and their property was confiscated. Men were forced to move long distances looking for ivory, rubber, honey, wax to pay taxes.
4. Loss of fertile Land also led to the uprising. The Africans wished to regain their better-lost lands. The Germans had grabbed the better lands in Rufigi valley, Kilombero, Lukuledi, Mahenge plateau hence the Africans had been pushed to remote and unfavourable areas.
5. Maji- Maji uprising was also caused by forced labor. The Africans were forced to work on German construction projects like buildings, road, and railway networks as well as crop plantation. The methods of supervision were even too harsh. For example, they worked for long hours and they were paid little or no wages and could become severely beaten for not working.
6. Use of foreigners caused the MajiMaji uprising. The Germans used the Akidas and Jumbes who made their system so unpopular among the Africans. These were Arabs and Swahili chiefs who were imposed on the Africans communities to collect taxes and to mobilise labor for the Germans. These people were too harsh hence mistreated the Africans.
7. The need to maintain traditional customs resulted into the MajiMaji uprising. The German colonial administration did not have respect for the African traditional religions. Above all, the Matumbi and Wagindo blamed the German mercenaries and house-boys for raping their wives and daughters.
8. The effective leadership and organization abilities of prophet Kinjikitile inspired the Matumbi and the Wagindo to rebel. He even inspired high morale and fighting spirit in his followers by sprinkling magic water on people's bodies before going to war.
9. The Maji-Maji uprising was also sparked off by the establishment of the large white cotton schemes in southern Tanganyika. People were forced against their will to work on the plantations yet under poor conditions and even the soils were not good. Hence forth, people were discouraged by the poor harvest despite the Germans insistence on production.
10. Africans were forced to grow cotton; people disliked it because of the following reasons: Firstly, cotton picking was too tiresome and boring as it had to be protected from wild pigs and birds. Secondly, cotton took long to grow so people took long to get the benefits and because of that people failed to produce foods hence famine occurred. Thirdly, Africans were paid poorly for their cotton harvests.
11. The cotton crop in 1905 registered poor harvest and people were not paid at all for their labor. This created discontent.



12. The coastal people hated competition with the Germans over trade in ivory and other goods.
13. Africans hated Christianity which conflicted with the traditional customs. The colonialists introduced Christianity that appeared more.....not well captured and explained...
14. Presence of magic waters gave a lot of false confidence to the Africans to declare an uprising.
15. Finally, German leaders had forcefully taken African women and girls as their wives. Women contracted Sexually Transmitted Diseases from Germans. This was absolutely disgusting to African men.

### Task

1. Discuss the major causes that brought about the MajiMaji Uprising.
2. Draw a map of East Africa and indicate the areas affected by the Maji-Maji Uprising.

### Organization of theMajiMaji uprising

- The war involved a diversity of tribes and a large area stretching from Dar-el-salaam to Kilosa in the North and from Lindi to Songea in the south. The Maji-Maji uprising began in 1905 and ended in 1907. The leadership and organisation of the Africans was centred on the efforts of prophet KinjikiteliNgwale of Kolelo Snake cult.
- This prophet started being prominent in 1904. He had his base at Ngarambe. There was a pool on a tributary of the river Rufigi. The prophet was possessed by a spirit called Hongothat lived in the pool. They started to distribute majiyauzima – water of life as it was the medicine among the Pogoro, Matumbi, Zaramo and Ugoni.
- The prophet started teaching people near his home area Ngarambe about the use of magic water. Eventually his teachings spread among the people living around the Rufigi valley and taught people about the use of a secret communication from one person to another at Ngarambe. This was a whispering campaign called “Njwiwilla” or “Jufila”. He also convinced the people that the ancestral spirits had not died. Hence they would protect the people during war.
- By early 1905, people were making pilgrimages to Ngarambe where Prophet KinjiKiteli gave them the medicine against German guns and committed them to war. The medicine consisted of a mixture of millet flour in water and was smeared on the forehead of each fighter.
- The uprising was started by the chief and medicine men of the Pogoro and Gindo. Later, it spread to other areas like from Dar-es-salaam to Kilosa in the North. This was sparked off by the establishment of the cotton plantation schemes. It took the Germans by surprise and a lot of property was destroyed.
- The worst uprising was begun by the Matumbi on 31<sup>st</sup> July 1905. The people rose against the Akidas and all the foreigners of the district.
- On 2<sup>nd</sup> August, 1905 the coastal town of Samanga near Kilwa was burnt to the ground. Many traders and government employees were murdered in many areas.



- The uprising spread quickly east wards and Northwards. Soon the Matumbi were joined by other tribes namely the Bena, Ngoni, Mpuga, Pogoro, Zaramo, Luguru, Wagindo and other small communities against the Germans.
- On 30<sup>th</sup> August, there was a series of joint African attacks on the German fort at Mahanga but the Africans were driven off with heavy losses. In September 1905, the German imperial government sent re-enforcement. The German military techniques and machine guns weakened African resistance. Maji-Maji soldiers turned to guerrilla tactics of fighting.
- With German further re-enforcement, the African unity was broken down area by area and the uprising was finally suppressed in 1907. Many of its leaders such as Kinji-kiteli and Mputagama were executed.

### Consequences of the Uprising

The consequences of the Maji-Maji uprising were social, political and economic in nature. Some of them were positive but generally many of them were negative.

1. MajiMajiRebellion led to heavy depopulation of southern Tanganyika. . About 75,000 people were estimated dead.
2. A lot of property was destroyed during the uprising for example cotton plants on German farms were uprooted and destroyed. A lot of buildings occupied by Germans in coastal town of Samanga were burnt to the ground. The Germans also burnt the villages of the Matumbi, Wagindo and the Ngoni.
3. Insecurity disrupted economic activities in southern Tanganyika. Trade and commerce could not prosper anymore. People deserted their homes and agriculture. It eventually led to severe famine and increased death rates.
4. Confidence in African traditional chiefs was lost especially the medicine-men and prophet Kinji Kitile because their tactics had failed. Many Africans lost lives because the magic water could not protect them against the German bullets.
5. The German colonial government learnt a lot from the uprising. A new Governor Rechenburg was appointed to Tanganyika. He introduced administrative and economic reforms such as abolishing forced labor, relaxed taxes and appointed Africans to administrative posts.
6. The Africans equally learnt a lot from the uprising. They realized that the Germans were better organized and militarily superior to them. They discovered the mistakes in their organization hence rather than fight, they resorted to use of diplomacy and negotiations with the Germans. It took long before Africans picked up arms to fight the Germans again.
7. The Africans generally lost in their wars of resistance to the Germans. The German colonial administration reinforced its military force for effective security, law and order. Thus African societies were finally colonized.
8. The uprising also inspired future nationalism in Tanganyika. The mistakes of the early revolutionary leaders and the poor methods of organization were later corrected to give the people of Tanganyika more effective leadership for example leaders like Julius Nyerere gained a lot from the failure of Maji-Maji uprising. He

used these lessons to form a national political party called TANU. It was this TANU that finally led Tanganyika to independence.

9. Also the scorched earth policy used by the Germans caused permanent destruction of civilian farms and livestock.
10. The Germans proved winners because of their superior weaponry.
11. Other changes such as abolition of public flogging, granting freedom of Africans were introduced. Taxation policies were stopped, schools were built for Africans and many native chiefs were encouraged to send their children to school.
12. Germans started to use a system of indirect rule that was similar to that of the British. The African chiefs were allowed to rule their people with the advice and supervision from the Germans.
13. Many leaders of the uprising were hanged and those who managed to escape ran to Mozambique

### Summary

Much as the MajiMaji uprising took place as a result of German ill-treatment of the Africans from Tanganyika, their leader Kinjikiitire also misguided them by telling them the water would make them bullet proof. This uprising left many Tanganyika's dead

### Follow-up Activity

- Find out about other Uprisings in Tanganyika such as Abushiri Uprising and Hehe Uprising

## TOPIC 2: EUROPEAN IMPERIALISM IN EAST AFRICA

### Lesson 14: Colonial Administration System in Uganda (Indirect Rule)

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

- i) Define the term Indirect rule.
- ii) Explain why indirect rule was used in Uganda.
- iii) Explain how it was used in Uganda.

### You will need:

textbooks, pens, note books, atlas and internet if possible

### Instructions

- i) You can make reference to other related books.
- ii) If possible, consult an adult and any other source while doing an activity

**Step 1****Define the term indirect rule**

- *Think of any of any methods of administration known to you especially from your schools and home districts*
- *The administration systems in school such as use of school prefects to implement rules is not any different from that of Indirect rule*

Indirect rule was mainly employed by the British in their respective colonies. In this system, the conquered Africans were used to rule their fellow subjects. The traditional leaders were employed to carry on administrative duties on behalf of the colonialists. In this system, old East African institutions were maintained and adopted to the direction of the British local governance system. Commonly British used indirect rule, while Germans used direct rule.



**Figure 11.4...Indirect rule...**

**Step 2****Explain Why Indirect Rule was used in Uganda**

The British had a number of reasons why they chose indirect rule, they include the following;

1. The system was economically cheap since chiefs were not paid much for their services. Simple salary, incentives and petty gifts were enough. It would have been costly for the British to bring in expatriates who would demand a lot of facilitation and money.
2. The system was also used because of inadequate manpower. The young British administration did not have enough skilled labor, local manpower especially those who had got some education had to be used.

3. It was used because there were already established administrative institutions in the areas where it was applied. That is why the system worked well in areas with strong and elaborate centralized governments. Therefore, creating new centers of power would have created its own problems.
4. The British believed that traditional rulers and chiefs secured ready obedience and respect from their subjects. The Baganda for example highly respected their Kabaka. The British therefore believed that there would be limited opposition against their policies in Buganda.
5. The British admired the Kiganda model of administration (a centralized administration). Because indirect rule had worked well in Buganda, the British desired to use in the other parts of the protectorate as a way of creating a uniform administration. But in some areas the system failed.
6. The British feared open opposition from Africa. They would pass their orders and policies through traditional chiefs and it would appear as if the orders came from the chiefs. African chiefs were therefore to act as “shock absorbers” and “insulators”. That is to say, in case of problems, blame would go to them (African chiefs) not the British administrators. Therefore it was best way of entrenching colonial rule without the realization of the subjects.
7. The traditional rulers and chiefs were also chosen because they understood their people better. They lived with them, knew their problems and customs and spoke the same language. It was therefore difficult for their subjects to rise against them.

### **Task**

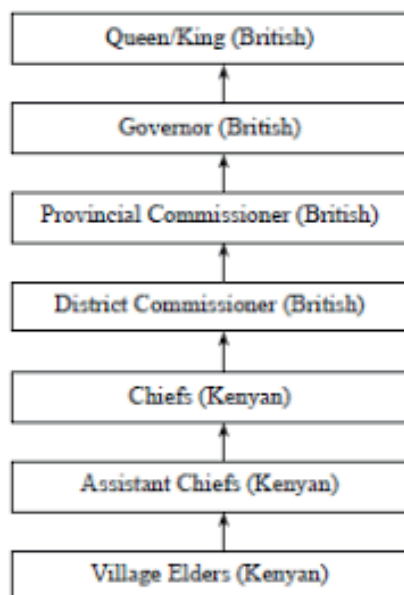
1. What advantages did the local leaders have over the locals?
2. What are the possible challenges faced by Traditional chiefs as they tried to help British pass on their rule?

### **Step 3**

#### **Explaining How indirect rule was used in Uganda.**

1. At the top was the colonial Secretary based in London. He was in charge of colonial affairs and answerable to the British parliament.
2. Below the Colonial secretary were the governors, heading the colonial administration in every colony (Entebbe was the headquarters in case of Uganda). These were obviously whites and were answerable to the Colonial secretary.
3. Below the governors were the provincial commissioners heading every province (Uganda had six provinces). These were answerable to the governor.
4. Below them were the district commissioners heading every district. These took orders from the provincial commissioners and worked under their close supervision.

5. For easy administration, the districts were further divided into counties each under the county chiefs. (He was supposed to be an African). These took orders and policies from the district officials.
6. Counties were sub-divided into sub-counties chiefs. These were also Africans and were answerable to the sub-county chiefs.
7. The parishes were divided into sub-parishes under sub-parish chiefs. These took orders from the parish chiefs.
8. Below the sub-parish chiefs were the village headmen heading every village. These got orders from sub-parish chiefs and would pass them on to the common man.
9. Therefore, all these chiefs from the village headman up to the governor formed the chain of command.



**Figure11.4 Illustration of colonial administrative structure during indirect rule**

### Task

1. Discuss the effects of indirect rule in East Africa
2. What are some of the challenges faced by the British while imposing indirect rule?

### Summary

British carried out indirect rule in Uganda and Kenya due to their own selfish reasons as a result, they received so much resistance from the African locals.

### Follow up Activity

1. How does the current local administration of Uganda reflect the British system of indirect rule?
2. Discuss the failures of indirect rule.

**TOPIC 2: EUROPEAN IMPERIALISM IN EAST AFRICA****Lesson 15: Colonial Administration System in Tanganyika (direct Rule)**

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

- i) Define the term Direct rule.
- ii) Explain why indirect rule was not used in Tanganyika.
- iii) Explain How it was Used in Uganda.

**You will need:**

textbooks, pens, note books, atlas and internet if possible

**Instructions**

- i) You can make reference to other related books.
- ii) If possible, consult an adult and any other source while doing an activity.

**Step 1****Define the term Direct Rule****Introduction**

Direct rule was applied by the Germans who imposed their leadership onto the Africans without any help from the African chiefs. It involved the Germans in direct administration of their colony. Under this system, traditional chiefs lost their posts and were instead given to the Akidas and the Jumbes from the coast.

At the top was the governor who was the head of the colony. The governor had powers and authority and was directly answerable to the colonial minister in Berlin. He was assisted by the Governor's council consisting of officials and non-officials. Tanganyika was divided into districts for efficient administration

**Task**

1. Why was direct rule easily adopted in Tanganyika?
2. Who were the people recruited by Germans to assist them in implementing Direct rule?

**Step 2****Methods used by Germans to apply direct rule in Tanganyika**

Just like British rule, German rule was established through a number of methods and these include:

**1. Use of force**

This was direct military opposition with societies that tried to resist German rule. The Hehe, Abushiri, Ngoni and Maji- Maji rebellions were all defeated through the use of force. After their defeat, German rule was established.

**2. Treaty Signing**

This was also commonly used by the Germans. A number of treaties were signed with various chiefs in Tanganyika. Carl Peters a trader and imperialist, was very instrumental in the signing of these treaties. He for example, signed treaties with the chiefs of Usagara, Usigua, etc. Through these treaties African chiefs were promised protection, a guise that was used to occupy their areas.

**3. Collaborators**

These were used to perpetuate German interests in Tanganyika. Chief Marere of the Sangu was for example used against Mkwawa of Hehe, Manji Mandela of Kilimanjaro against chief Shai of Kibese and the Arabs in Unyanyembe against Isike.

**4. Intimidation and treaties**

These were used to scare those who wanted to rebel. Resisters were severely beaten, beheaded, hanged, burnt alive or exiled as a lesson to those who intended to rebel. For example, Mkwawa of the Hehe even after hanging himself his head was cut off by the Germans and sent to Berlin (German).

**5. Traders and Trading companies**

Traders like Carl Peters and his trading company –GEA Co. were very active in extending the tentacles of German rule. He signed several treaties with African chiefs and his company funded and provided the initial manpower for the administration of Tanganyika. He also built infrastructures like roads and provided security. All those were done to prepare Tanganyika for German rule.

**6. Development of infrastructure**

The German built communication networks like roads and railway lines in order to conform to the doctrine of “effective occupation” and secondary to enable Germans



consolidate their rule over such areas. For example, in 1891, a railway line was constructed to connect to the coast of Tanganyika.

### **7. Christian Missionaries**

These through their “beautiful” preaching, weakened and softened the hearts of Africans and made them ready for colonial rule. Many of their converts in fact ended up being collaborators.

### **8. Explorers**

These were used in the initial stages of colonial rule. Jacob Erhardt for example drew a “slug” map of East Africa that stimulated European interest in East Africa. Dr. David Livingstone who was both a missionary and an explorer, also reported about the economic rich areas in East Africa, drew peoples’ sympathy towards the evil of slave trade in Tanganyika and the need to stop it.

However, the system was dictatorial, ruthless and authoritarian., which aroused resentments and rebellions from the local people. Direct rule was started and popularized by Dr Carl Peters who were a German colonialist.

### **Task**

1. State the Failures of Direct rule in Tanganyika
2. How did the locals react to the German Direct rule?

### **Step 3**

#### **Why did the Germans use Direct rule in Tanganyika.?**

1. It was used because the Germans believed that it was the only system through which they could effectively administer their colony (Tanganyika).
2. They also believed the system would enable them effectively exploit and benefit from African resources.
3. The Germans had used force to take over many parts of Tanganyika and therefore soldiers had to be used otherwise Africans could revolt at the slightest opportunity.
4. The Germans had wanted to promote their ‘superior’ culture over the Africans. This would involve imposing their culture and legal system.
5. The Germans were also a proud people and therefore used this system to stand high and above the Africans
6. The Germans had suffered early revolts and therefore had to bring in harsh Akidas and Jumbes to “tame” the Africans
7. In many societies there were no chiefs and where they existed they were not faithful or powerful enough and therefore the Germans had no one to entrust authority with.

## Summary

The Germans used Direct rule because they had tasted on the resistance of Tanganyikans and did not want to risk dealing with them indirectly. However their rule was short lived since Tanganyikans could not stand the harsh and cruel rule.

## Follow up Activity

1. How does the current political leadership in Uganda reflect Direct rule like that of the Germans?
2. Compare the features of direct rule with that of indirect rule system

## TERM 3

### TOPIC 9: ECONOMIC, SOCIAL AND POLITICAL DEVELOPMENTS IN EAST AFRICA DURING THE COLONIAL PERIOD

#### Lesson 16: The Uganda Railway

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

- i) give reasons Why the Uganda Railway was constructed
- ii) identify problems that faced the construction of the Uganda Railway.
- iii) explain the effects of the construction of the Uganda Railway.

#### You will need:

textbooks, pens, note books, atlas and Internet if possible

#### Instructions

- i) You can make reference to other related books.
- ii) If possible, consult an adult and any other source while doing an activity.

## STEP 1

### Reasons for the construction of the Uganda Railway

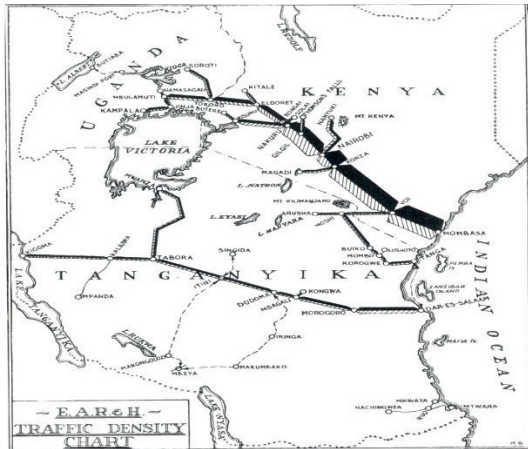
#### Introduction

Colonialists prioritized transport network in order to facilitate development of legitimate trade. The colonial government built infrastructure such as roads, railways, and harbors. The roads and railways were built majorly to connect the coast and the interior thus easing transportation of goods from one place to another.

The Mombasa- Kisumu railway was called the Uganda railway. It was called so because up to 1902 the land almost fifty miles to the west of Nairobi was in Uganda.

Secondly, Britain was interested in Uganda as a source of river Nile. In terms of raw materials, Uganda was richer than Kenya, for example, it was rich in cotton that Britain needed at the time.

The idea of constructing the Uganda railway had started as far back as 1892 when Lord Salisbury was the British prime Minister (1886 -1892). Also, in the same period William Mackinnon of IBEAC could not manage it because of huge funds required in its construction. Lord Salisbury wanted to establish the effective occupation in distant areas from the coast.



**Figure 11.5** Uganda Railway Network

**The Uganda Railway was constructed due to a number of reasons among them:**

1. The British constructed the railway to establish a firmer and effective control over their sphere of influence (Uganda and Kenya).
2. It was also intended to ease the transportation of military personal, colonialist, arms and administrators in Uganda.
3. It was built to help in the elimination of slave trade. It would enable the abolitionists move into the interior and also provide an alternative means of transport- slaves would no longer be needed to carry the goods.
4. It was purposely built to open up the interior for trade and commerce. It would in otherwise enable East Africa to trade with the outside world.
5. The line was meant to encourage cash crop growing like cotton, coffee, tea etc. which would lead to development. This is why it was only extended to areas of agricultural potential.
6. It was built to provide a cheaper, quicker and easier means of transport.
7. It was constructed to ease the work and movement of missionaries who wanted to “civilize” Africans. It was also to provide quick military help in case of attack on the missionaries.

### Task

1. Discuss the course of the Uganda railway construction clearly showing the timelines

2. How did the construction of the Uganda railway and other infrastructure help to improve the lives of those that were living in those areas?

### Step 2

#### Problems faced during the construction of the Uganda railway.

1. Physical obstacles like coasts, riverbeds and steep escapements of the rift valley caused engineering problems especially in Kenya.
2. Wild animals like the lions in Tsavo region of Kenya stalled the project as people failed to work there until they were shot down by Colonel Peterson.
3. Hostile African tribes also made the construction work difficult. For example, the Nandi stole construction materials and destroyed telegraphic wires and rails before disappearing into the hills.
4. The harsh climate like the heavy rains that washed away marked lines and made some places water logged made construction work difficult.
5. There was also the lack of water especially around the Teru desert, which delayed construction work for some time.
6. Labor shortage. Most Africans were uninterested and unwilling to work. They spent long hours at home and when they came for work many would disappear before the day closed.
7. Tropical diseases like malaria, jiggers and small pox also proved a problem. They claimed the lives of many Indian constructors. Jiggers alone nearly finished the Indian coolies.

### Task

Suggest what would have been possible solutions to the problems faced during construction of the Uganda railway.

### Step 3

#### Effects of the construction of the construction of the Uganda Railway

The construction of the line brought far –reaching political, economic and social effects on the people of East Africa and these were;

1. Transport and communication from the interior to the coast was eased. Uganda was therefore opened up for exploitation of her natural resources. The journey that used to take months was now covered in a week. East African was therefore opened to the outside world.
2. The line stimulated economic growth and promoted international and local trade. Agricultural products could now be exported using the railway. After the line had reached Kampala in 1931, it was extended to areas of agricultural potential like Soroti and Pakwach. Copper in Kasese was exploited.
3. The construction to the line stimulated the growing of cash crops. Kenneth Borup introduced cotton in Uganda. In Kenya, Charles Eliot encouraged the growing of cash crops (cotton) in order to recover the monies “lost” on the project.
4. Towns developed especially along the railway routes, such towns include; Kisumu, Nakuru, Eldoret, Tororo, Jinja etc. The Kalindini harbor was also developed. Most

of these towns developed because of the many European and Indian businesses established.

5. There was loss of lives. Those who proved stubborn – refusing the line to pass through their lands were killed. The Nandi Leader (Orkoiyot) Koitale and many of the Nandi were killed to allow construction work to go on.
6. The construction of the lines brought Indians into East Africa. A fifth of all the Coolies who came to construct the railway remained behind to do business and establish shops along the railway routes. Others came as drivers, clerical officers, and station managers.
7. It caused an invasion of Europeans into East Africa. These came to trade and do agriculture. For example, the white settlers took over the Kenyan highlands. This later led to racism in Kenya.



**Figure11.6** Uganda Railway Line

### Task

Name the towns that benefited from the construction of the Uganda Railway

### Summary

The Uganda railway was one of the Developments brought to East Africa by the colonialists. It eased movement of both people and goods. Much as it occupied land that was to be used by the locals, it left a remarkable development to East Africa which stands up to date.

### Follow-up activity

How did the construction of the Railway enhance the colonization of East Africa?

## TOPIC 9: ECONOMIC, SOCIAL AND POLITICAL DEVELOPMENTS IN EAST AFRICA DURING THE COLONIAL PERIOD

### Lesson 17: The Agricultural, Industrial and Social Development in East Africa

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

- i) explain the Agricultural Development in East Africa.
- ii) explain the Industrial Development in East Africa.
- iii) explain the social Development in East Africa.

#### You will need:

textbooks, pens, notebooks, atlas and internet if possible

#### Instructions

- i) You can make reference to other related books.
- ii) If possible, consult an adult and any other source while attempting an activity

#### STEP 1

#### AGRICULTURAL DEVELOPMENT

- *How is agriculture carried out in your local areas?*
- *Do you know any modern ways through which agriculture can be practiced?*
- *Agriculture during pre-colonial times was practiced locally within the means of the East Africans, but with the coming of colonialists, Agriculture experienced development*

#### INTRODUCTION

The system of Agriculture before the coming of the British was subsistence and by 1900 nothing much had changed. Each family was producing only enough food for its survival until the next farming session. However, after establishing their rule, the British transformed Agriculture in East Africa. This was done through the introduction of cash crops, like cotton, coffee tobacco and tea.

The British colonial policy intended to make Uganda and Kenya produce raw materials like coffee and cotton to feed the industries back in their countries. In Communities such as the south western parts of Uganda, there was large scale Agriculture and the British thought that these communities would easily adapt growing of cash crops.

The Growing of cash crops was another way of integrating East African countries in the cash crop economy. The East African countries shifted from subsistence farming to growing crops for sale. Agricultural Development also created employment opportunities for the locals in East Africa

Cotton growing was introduced to the East African Agriculture Economy. Cotton seeds were first distributed in 1904 and Ginneries were also established to help in the processing of the cotton. The presence of the Railway line also enabled easy transportation of cotton from the gardens to the ginneries. This cotton would then be sent to European textile industries

### **Coffee Growing**

Coffee growing was also introduced by the colonialists around 1920. Arabica coffee was majorly grown in Buganda and South western Uganda, while Robusta Coffee was grown in Busoga and Bugisu. It was also grown in Kenya and Tanganyika. Colonialists ensured that coffee was grown on large scale such that they would get enough to supply to European beverage Industries.

Other crops that were introduced include Sugarcane, Tobacco in Uganda, Tea, sisal, Pyrethrum and Wheat in Kenya. Tanzania specialized in the growing of coconut, groundnut, rubber and rice.

**Small scale farming** was encouraged as opposed to settler Farming that was in Kenya. Missionaries as well as the Protectorate government supported Agriculture in East Africa.

**Peasant farming** was encouraged, cooperative societies were formed and the government pledged to support peasant farmers.

### **Stock farming in Kenya Highlands**

Some settlers tried rearing of sheep, pigs and cattle. However, it was unsuccessful due to problems of coastal fever and Animal raids

### **Dairy farming**

Around 1920 Lord Delamere tried dairy-farming; He established a creamery in 1925 and by 1930. Kenya had started exporting butter outside the country. By 1937, Kenyan farmers formed an association. Its main aim was to develop agriculture and protect the interests of the White farmers.

### **Establishment of large farms**

Africans were encouraged to put up their own farms. This was to enable them grow cash crops and pay taxes to the colonial government. Improved machinery to carry out Agricultural activities were also introduced which eased the work in the long run.





**Figure 11.7** Large scale farming



**Figure 11.8** Improved Agriculture equipment. ....

### Task

1. Give reasons why colonial administration encouraged both peasant holdings and plantation farming.
2. Discuss the problems encountered by colonial agriculture.
3. Discuss the Effects of Colonial Agriculture on East Africa.

### Step 11

#### Industrial Development

- ***Do you know any industries in your area? Please name them. As you are going to look at in this lesson, East Africa experienced a phase of industrial development during colonial times***

Industrial development is the building and growing of industries within an economy. These industries include mass production, technological developments, and other services. When an area or economy is industrialized, it experiences an increased standard of living, job growth, and more production as it sustains growth.

Prior to the coming of the colonialists in East Africa, the production of goods was mostly done in people's homes, agriculture products were only for home consumption since there were no technological developments to process them. However, with the coming of the colonial economy, colonialists introduced industries to help them process the raw materials they had discovered in East Africa. They built cotton Ginneries, Mills, factories and refineries that helped East Africans to expand their businesses.

Industrial development in East Africa was necessary for modernization of agriculture. Productivity was low because East Africans lacked adequate industries. The colonial economy however introduced tractors, threshers, and harvesters to modernize agriculture and increase productivity,

#### Economic Growth

Industrial development in East Africa also brought with it Economic growth. The East African Economy started thriving slowly with more job opportunities being created for the locals. The standard of living also improved leading growth and transformation of East

African towns... East Africa saw improvement in many ways, more manufactured goods, and advancement in transportation, communication, and living standards for some. Industrialization generates employment opportunities, provides educational opportunities, encourages advancement and innovation, and better utilizes resources. All of these benefits and more make industrial development extremely valuable to a population and the local economy. Europeans and Asians enhanced and controlled Industries in East Africa.

Mining was also established after the discovery of minerals gold at kakamega in Kenya



**Figure 11.9** Industrialization



**Figure 11.10** Textile Industries

### Task

1. Describe Industries established in East Africa.
2. Identify problems faced in the development of Industries in East Africa.
3. Outline effects of Industrial development.

### Step 3

#### Social Development

Colonial Social Developments in East Africa included those developments that happened in the health and education sectors. This is because through education, society prepares its members for life. Through offering Health services, colonialists were able to reach out to the Africans that did not have adequate health care for a very long time providing solutions to the health problems that existed.

#### Educational Developments

The development of formal education in East Africa is attributed to the Christian Missionaries. Wherever they built churches, they too built dispensary and grammar school. However, their formal education was conducted alongside the traditional or informal education. The aim was to enable the converts acquire the 3R's namely; Reading, Writing and Arithmetic in order to produce clerks and interpreters. However very few parents were willing to take their children to school as they preferred the informal system.

In 1900, the missionaries started developing the educational systems and many schools were built especially boarding with the intention of educating sons of chiefs. The first school in Uganda was built in 1902 by Mill hill fathers by the names of Namilyango College to teach the 3R's.

In 1903, the Missionaries started the education of the girl child by December 1903, 7,800 girls were attending school but in churches. The syllabus of the girls emphasized submissiveness, hard work, good behavior and discipline which prepared them to be good housewives in future.

Therefore in 1905, a boarding school for the daughters of chiefs was set up in the names of Gayaza high school and it emphasized discipline. Other schools that were constructed by missionaries include Kings College Budo, StMary's College Kisubi, Mount St Mary's Namagunga among others

### **Health Developments**

One of the immediate benefits brought to Uganda by the colonial rule was the application of European skills to the tasks of fighting diseases among humans and animals. During the first 20 years of colonial rule, the officials were shocked to see hundreds of thousands of people die due to drought and diseases. The colonial rulers made a matter of agency to deal with these problems through its medical and veterinary departments.

As was with the development of formal education, Western medical services in Uganda were spear headed by the missionaries. The first hospital was built at Mengoin 1907 by the church missionary society led by Dr. Albert cook and Colonel Bruce.

Many out breaks were managed like; sleeping sickness along the shores of lake Vitoria caused by tsetse flies and Syphilis which claimed many energetic lives in additional to, small pox, meningitis and influenza.

The colonial government did a lot to the extension of medical services to all corners of Uganda. By 1936, 20 hospitals and numerous dispensaries had been set up all over Uganda.

### **Task**

1. Identify the Education and Health institutions set up during colonial period in East Africa
2. List the problems faced in the development of education and health sector.
3. Identify the effects of Colonial Social Development in East Africa.

**Summary**

East Africa experienced transformation of their economy during the colonial times; The transformation happened in the Agriculture, industrial, education and health sectors. Much as they experienced a number of challenges, the development was outstanding and it still continues to grow.

**Follow Up Activity**

Discuss the political Development experienced in East Africa during Colonial times.

**TOPIC 9: ECONOMIC, SOCIAL AND POLITICAL DEVELOPMENTS IN EAST AFRICA DURING THE COLONIAL PERIOD.****Lesson 18: The Closer Union/Federation of East Africa**

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

1. State the need for a closer Union.
2. Describe the steps taken to bring about closer Union.
3. Outline the reasons for the failure to achieve a closer Union.

**You will need:**

textbooks, pens, note books atlas and internet if possible

**Instructions**

- i) You can make reference to other related books.
- ii) If possible, consult an adult and any other source while doing the activity.

**STEP 1****Why was there a need for closer Union?**

The last lessons discussed the agricultural, industrial and social developments in colonial East Africa. This lesson talks about the political development plan that existed for East Africa by the British colonialists.

***What do you understand by a Union? Is it the coming together of two or more things?***

The Closer Union was an attempt aimed at bringing together all the East African Territories into the East African Federation. The Idea was aimed at creating a larger and stronger British Empire covering all the East African States using similar laws and regulations.

It was also intended to ease the direction and exploitation of economic resources in East Africa through unifying both human and capital resources in all 3 countries and to ease the coordination of political Economic and social activities between the 3 three states. Through

this unification, then, there would be an effective and common administration in a way of bringing together all East African countries,

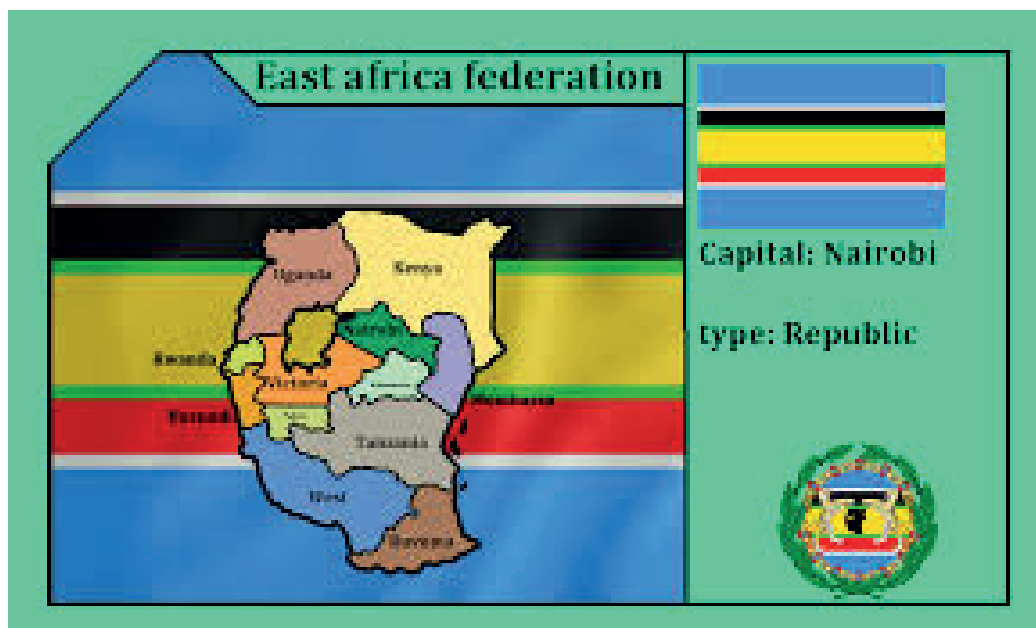
The Union was meant to foster cooperation on railways, posts, harbours, telegraphs, health and Agriculture. In this, the British aimed at avoiding duplication of services. They wanted East Africa to have joint customs control, postal services, currencies, metrology statistics, defence, research in agriculture, veterinary and higher education.

There was also a need to recover from the effects of World Wars. The world wars had left everyone traumatised and they needed something that would soothe them. The federation therefore would serve the purpose.

There was a need to establish a stronger British Empire After acquiring Tanganyika. British had taken on Tanganyika after Germany was defeated in the 1<sup>st</sup> World War.

The Union was made to bring free movement of goods and people in East Africa. This would bring a common market and currency for economic gains

It was also aimed at ensuring brotherhood among the people of East Africa.



**Figure11.11East African Federation**

**Figure11.12Flags of East African countries**

## Step 2

### Task

1. Why was there a need for A closer Union?
2. Name the people who pushed for the Federation of East Africa?

### Attempts to put the federation of East Africa in place

In 1896, there was the first attempt to merge Kenya and Uganda by Captain FD Lugard. The Idea was carried forward by Sir Harry Johnston in 1900 but failed

In 1905 Sir Charles Eliot who had taken over from Sir Harry Johnston also attempted to establish an effective and common administration to ease the exploitation of resources. He was however frustrated by British government that refused to approve his plans.

In 1919 when Britain took over Tanganyika, the Close Union of East Africa was strongly suggested by the colonial office. In 1922, Winston Churchill (The Colonial Secretary) gave serious consideration to the federation of East African States. However, by the time he left office, he had not made any tangible achievement on this.

In 1924 LS Amery succeeded Churchill as the Colonial secretary; he set up a commission to explore the possibility of a federation of East African states. The commission however realised that the idea faced strong opposition especially from Baganda who so much wanted to protect their special status

After so many attempts to have the East African Federation, the Idea was temporarily abandoned in 1930 since it faced so much opposition from the white settlers as well as Europeans

Regardless of the many attempts that were made, the idea of the federation was dissolved replacing it with the East African Common Services Organisation abandoned in 1963 when East African territories cropped up once again.

### **Task**

Find out any other attempts that were made to put the Federation of East Africa.

### **Why the federation failed**

Good as the idea seemed, opposition from the Africans, white settlers and British Nationals at home led people to abandon the idea of the federation of East Africans several times and it ended up failing.

The reasons for the failures were both internal and external. The Scheme faced opposition from Uganda and Tanzania as the two states feared to be turned into settler colonies like Kenya. They feared that the federation would pour settlers in their countries.

The Status of the three countries was not the same. Kenya was a settler colony, Tanganyika was a mandated territory whereas Uganda was a protectorate, and the two would not easily be put on the same footing.



The Baganda feared that the federation would undermine their privileged position and security provided by the Buganda Agreement. Muteesa therefore put up strong opposition against the federation.

The idea also got strong opposition from the governor of Tanganyika who even threatened to resign if the British government continued pushing for the federation

The Economic depression of 1929-1931 also caused the British to abandon the idea for some time; this was to give each territory chance to strive independently in order to recover from this economic mess

When the East African Countries got their independence each of them took their own direction, it was then very difficult to put them on the same footing.

Africans looked at the federation as a means of sabotaging their increasing influence in the politics of their respective countries. In Kenya for example they thought that the federation would interfere with the demand for more representation on the Legislative council.

Africans especially Baganda looked at the federation as a stumbling block to their social and political progress. They believed the federation would hinder their development by bundling them up with people of different origin and background. The need for independence by the different east African states overshadowed the need for political federation. People were too busy demanding for self-rule and therefore did not look at the federation issue as an immediate need

### **Summary**

The Federation of East Africa seemed a good Idea to be put in place. It was however sabotaged by quite a number of things until it was dissolved. Nevertheless, it was a worthy political development had it been successful.

### **Follow Up Activity**

Find out about the formation of the East African Common Services Organisation.









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