

PRIMARY SIX

SOCIAL STUDIES

WORKBOOK

TERM III

TERM III SOCIAL STUDIES TOPICAL BREAK DOWN.

TOPIC 4: THE ROAD TO INDEPENDENCE IN EAST AFRICA.

Colonial period

- ❖ Groups of foreigners who came to East Africa.
The Arab traders, The Indian traders, The European traders
- ❖ Asians who came to East Africa and their countries.
- ❖ Reasons for their coming.
- ❖ Europeans who came to East Africa and their countries.
- ❖ Groups of Europeans.

Explorers:

Introduction of explorers, Reasons why explorers came to East Africa.

The Portuguese explorers

- ❖ Why the Portuguese conquered the coast of East Africa.
- ❖ Effects of the Portuguese rule at the coast of East Africa.
- ❖ Other European explorers.
- ❖ Effects of explorers in East Africa.
- ❖ Christian Missionary in East Africa.
- ❖ Problems faced by the early Christian Missionaries.
- ❖ Effects of Missionary activities in East Africa.
- ❖ Colonialists from Europe.
- ❖ Effects of colonialists in East Africa.
- ❖ Scramble and partition of East Africa.
- ❖ Colonialists from Europe.
- ❖ Effects of colonialists in East Africa.
- ❖ Scramble and partition of East Africa.
- ❖ The Anglo-German Agreement.
- ❖ Why European countries scrambled for East Africa.

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- ❖ Colonial administrative systems in East Africa.
 - ❖ German rule in East Africa. (Tanganyika)
 - ❖ British rule in Tanganyika.
 - ❖ The struggle for independence in Tanganyika.
 - ❖ Colonial rule in Kenya.
 - ❖ The white settlers and their effects.
 - ❖ Nationalism in Kenya.
 - ❖ Colonial rule in Uganda.
 - ❖ The Namirembe agreement
 - **Burundi colony**
 - ❖ Burundi after the Second World War.
 - **Rwanda's colony**
 - ❖ The road to Rwanda's independence.
 - ❖ Causes and effects of rebellion in East Africa.
 - ❖ The Abushiri rebellion.
 - ❖ The Hehe rebellion.
 - ❖ The chagga and Nyamwezi resistance.
 - ❖ The Maji Maji rebellion.
 - ❖ The Mau Mau rebellion in Kenya.
 - ❖ Key personalities who led the struggle for independence in East Africa.
 - ❖ Current political parties in Uganda.
 - ❖ Current political parties in Kenya.
 - ❖ A one dominant political party in Tanzania (Chama Cha Mapinduzi)
 - ❖ Challenges of post independent East African countries.
 - ❖ Democratic rule in East Africa.
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TOPIC 5: RESPONSIBLE LIVING IN THE EAST AFRICAN ENVIRONMENT.

- ❖ Introduction to environment.
 - ❖ Components of the environment.
 - ❖ Uses of the environment.
 - ❖ Types of the environment.
 - ❖ Environmental protection.
 - ❖ Sustainable use of the environment.
 - ❖ Proper methods of farming.
 - ❖ Advantages of proper methods of farming.
 - ❖ Effects of poor farming methods on the environment.
 - ❖ Alternative energy use and examples.
 - ❖ Dangers of using wood supply.
 - ❖ Energy resource from plants.
 - ❖ How to conserve wood supply.
 - ❖ Minerals used as sources of energy.
 - ❖ Conservation of the environment.
 - ❖ Importance of conservation practices.
 - ❖ Waste management.
 - ❖ Methods of proper management of wastes.
 - ❖ Effects of poor waste management.
 - ❖ National Environment Management Authority (NEMA)
 - ❖ Aims, Departments and functions of NEMA.
 - ❖ Climatic changes.
 - ❖ Aspects of climate and factors that influence climate.
 - ❖ Global warming.
 - ❖ Consequences of irresponsible living in the environment.
 - ❖ Landslides and desertification.
 - ❖ Pollution (water, land, sound and silting)
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- ❖ Diseases related to pollution and contamination of the environment.
 - ❖ Environmental degradation (soil and wetland degradation)
 - ❖ Depletion of resources and solutions to environmental problems.

TOPIC: THE ROAD TO INDEPENDENCE IN EAST AFRICA.

DATE: _____

SPELLING GAME:

LESSON 1: Foreigners who came to East Africa.

Foreign – from another country or place.

Foreigner – A person who comes from a foreign or different country or place.

Groups of foreigners who came to East Africa.

- ❖ Traders
- ❖ Explorers
- ❖ Missionaries
- ❖ Colonialists
- ❖ Settlers

Asians who came to East Africa and their country

- ❖ Arabs – Saudi Arabia.
 - ❖ Indians – India
 - ❖ Persians – Persia
-

Reasons for their coming.

- ❖ To carry out trade.
- ❖ To spread Islam.
- ❖ Escaping religious wars in their countries.

Effects of Slave trade

- ❖ Famine
- ❖ Depopulation in East Africa.
- ❖ Hatred between chiefs and subjects.
- ❖ Death of people.
- ❖ Destruction of property.
- ❖ Separation of families.
- ❖ Contribution of Arabs
- ❖ Introduced Zebu cows.
- ❖ Introduced new crops like dates, rice, cloves.
- ❖ Introduced new cultures and languages.
- ❖ Led to the growth of Zenji empire (land of the black people)
- ❖ They introduced cowrie shells (Arabs) rupees (Indians).

Europeans who came to East Africa and their countries.

- ❖ Portuguese – Portugal
- ❖ Britain (England)
- ❖ The French – France
- ❖ The Germans – Germany

Europeans came in different groups

- ❖ Explorers
 - ❖ Missionaries
 - ❖ Traders
 - ❖ Colonialists/administrators
 - ❖ Settlers.
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Reasons for their coming:

- ❖ To carry out trade
- ❖ To study the geography of East Africa.
- ❖ To spread Christianity
- ❖ To get raw materials.
- ❖ To look for market for finished goods.
- ❖ To stop slave trade.
- ❖ To show their power over other nations.
- ❖ To get land for settlements.
- ❖ To find the source of river Nile.

ACTIVITY:

1. Who is a **foreigner**?

2. Who were the first foreigners to come to East Africa?

3. State **one** reason why the early Asians came to East Africa.

4. Name **one** group of Europeans who came to East Africa.

5. State **one** reason why the early Europeans came to East Africa.

6. What is meant by the term dhows?

7. Which people established the Zenj empire?

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8. Write brief notes about the following personalities:-

a) N. K. Mehta

b) Madhvani

c) Aldina Visram

d) Ahamed bin Ibrahim

CORRECTIONS:

DATE: _____

SPELLING GAME:

LESSON 2: EXPLORERS.

- ❖ An explorer is a person who travels to unknown places in order to find more about them.
- ❖ Exploration is the act of travelling through a place in order to find out about it.

Reasons why some European explorers came to East Africa:

- ❖ To find the source of river Nile (The major reason).
- ❖ To study the geography of East Africa.
- ❖ To find possible places for setting up naval bases. **Qn.**

Why was Africa referred to as a dark continent?

Europeans knew nothing about the interior of Africa.

The Portuguese explorers:

- ❖ The Portuguese were the first European explorers to come to East Africa.
- ❖ They were interested in spices and silk from India.
- ❖ In 1497, Vasco Da Gama started his journey from Lisbon in Portugal.
- ❖ He was sent and sponsored by Prince Henry the Navigator to find the sea route to India.

Reasons why the Portuguese wanted a sea route to India.

- ❖ The land route had civil wars e.g. in Turkey.
- ❖ There was high taxation on the land route.

Reasons why the Arabs never welcomed Vasco Da Gama:

- ❖ They feared European interference in their trade.
- ❖ They never wanted Christianity which the Europeans wanted to spread.
- The **sultan of Malindi** welcomed **Vasco Da Gama** and gave him a guide which led him up to India.
- The guide was known as **Ahmed Bin Majid**.
- Vasco Da Gama became the first Portuguese explorer to find the sea route to India.
- He was also the first European to come to East Africa.

VASCO DA GAMA'S JOURNEY TO INDIA.

ACTIVITY

1. Who is **an explorer**?

2. Why was Africa referred to as a dark continent by the Europeans?

3. State any **two** reasons why the European explorers came to East Africa.

i) _____

ii) _____

4. Who was the first European explorer to come to East Africa?

5. Name **two** items of trade that the Portuguese were interested in getting from India.

i) _____

ii) _____

CORRECTIONS:

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SPELLING GAME:

LESSON 3: The Portuguese rule at the coast of East Africa.

Lesson hints.

Reasons why the Portuguese were interested in controlling the coast of East Africa.

- ❖ They wanted to create a resting base for their sailors.
- ❖ They wanted to control coastal trade.
- ❖ They wanted to break the Arab domination at the coast.
- ❖ They wanted to spread Christianity.

The Arabs and the Africans first resisted the Portuguese but they were defeated because of the reasons below.

- ❖ Disunity among Africans.
- ❖ Africans had inferior weapons.
- ❖ The Portuguese made surprise attacks.
- ❖ Africans had poor military skills.

Note:

- *The Portuguese established their headquarters in Mozambique.*
 - *Mombasa became their major town at the coast of East Africa.*
 - *They chose Francisco Dalmeida as their viceroy or governor at the coast.*
-

Effects of the Portuguese at the coast of East Africa.

Positive effects.

- They introduced Christianity.
- They built for Jesus at Mombasa.
- They linked East Africa to Europe and India.
- They introduced new crops. E.g. cassava, maize, paw paws, pineapples, sweet potatoes, ground nuts.

Fort Jesus

- It was built for protection

Importance of Fort Jesus to Kenya today.

- It attracts tourists who bring income.
- Fort Jesus employs people.

Negative effects.

- They imposed heavy taxes on the natives which decreased trade.
- The Portuguese governors were corrupt and harsh.
- They led to destruction of coastal towns due to constant revolts.
- There was hatred between the natives and the Portuguese.

Why the Portuguese rule collapsed at the coast of East Africa.

- The Portuguese had few administrators.
 - They failed to establish proper administration.
 - Constant attacks by the Arabs.
 - Hatred between the natives and the Portuguese.
 - The Portuguese administration were corrupt and harsh.
 - East Africa was far from Portugal.
-

ACTIVITY:

1. Name the group of foreigners who constructed Fort Jesus at Mombasa

2. State any **three** reasons why the Portuguese conquered the coast of East Africa.

i) _____

ii) _____

iii) _____

3. Which group of people occupied the coast of East Africa before the coming of the Portuguese?

4. Why did the people you have named in (1) above build Fort Jesus?

5. Give any **two** positive results of the Portuguese settlement at the coast.

i) _____

ii) _____

6. What is the importance of fort Jesus to the government of Kenya today?

7. Why are the Portuguese remembered in the field of agriculture?

8. State any **two** negative effects of the Portuguese.

i) _____

ii) _____

9. Where did the Portuguese establish their headquarters?

10. Give any **two** factors that led to the decline of the Portuguese rule at the coast.

i) _____

ii) _____

[illegible]

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DATE: _____

SPELLING GAME:

LESSON 4: OTHER EXPLORERS

Richard Burton and John Speke

Lesson hints

- ❖ These were the European explorers who travelled into the interior of East Africa.
- ❖ They were sent by the **ROYAL Geographical Society (R.G.S)**
- ❖ The major reason for the coming of Burton and Speke was **to find the source of River Nile.**
- ❖ They first reported to Zanzibar Island.

Reasons why they first went to Zanzibar.

- They wanted to get permission from the sultan.
 - They also wanted to learn Kiswahili.
 - They wanted to get porters to carry their supplies.
 - They wanted to get guide.
 - They entered through Bagamoyo in 1856.
 - They travelled across the main land to Ujiji on Lake Tanganyika and they became the first European explorers to see Lake Tanganyika.
 - They proved that Lake Tanganyika was not connected to river Nile.
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- Richard Burton remained at Tabora due to sickness.
- John Speke continued northwards and saw a big lake which he named Lake Victoria.
- John Speke named Lake Victoria so after Queen Victoria of England.
- He believed that Lake Victoria was the source of River Nile but he had no proof.
- He returned to Tabora where he joined Burton and they returned to England in 1860.

ACTIVITY.

1. Write **R.G.S** in full.

2. How was the **R.G.S** useful to John Speke and Richard Burton?

3. Which Physical feature attracted most European explorers to come to East Africa?

4. State the historical importance of Bagamoyo to early explorers who came to East Africa.

5. Why was John Speke unable to continue with Richard Burton up to Lake Victoria?

6. State **one** reason why Lake Victoria was named so.

7. Name the town where John Speke left Burton before he saw lake Victoria.

[illegible]

Date: _____

SPELLING GAME:

Lesson 5: Speke and Grant

Lesson hints.

- ❖ John Speke came for the second journey to East Africa in 1862.
 - ❖ He came with James Grant.
 - ❖ They were sponsored by the **R.G.S** and the **British government**.
 - ❖ They came to find out whether Lake Victoria was the source of River Nile.
 - ❖ They travelled through Bagamoyo to Tabora.
 - ❖ They moved North wards and reached Karagwe kingdom.
 - ❖ They were welcomed by King Rumanika of Karagwe.
 - ❖ James Grant fell sick and remained at the palace of king Rumanika.
 - ❖ Speke continued northwards and reached Buganda kingdom.
 - ❖ He was welcomed by king Mutesa I of Buganda in 1862.
 - ❖ Speke travelled eastwards and saw the source of River Nile on 28th July 1862.
 - ❖ He saw and named waterfalls near the source of the Nile as Ripon Falls.
 - ❖ Lord Ripon was the president of the Royal Geographical Society between 1859-1860.
 - ❖ He returned to Buganda and met James Grant.
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- ❖ Then they travelled Northwards and met Sir Samuel Baker at Gondokoro in South Sudan.
 - ❖ They went back to England in 1863 through Egypt.
 - ❖ John Speke was the first European Explorer to come to Uganda.

ACTIVITY.

1. Who was the first European explorer to see the source of River Nile?

2. Name the first **two** European explorers to come to Karagwe Kingdom.

i) _____

ii) _____

3. Mention the King of **Karagwe** who welcomed the people you have named in **(2)** above.

4. Who was the Kabaka of Buganda by the time John Speke came to Uganda?

5. Name the town in Africa where John Speke met Sir Samuel Baker.

6. Why was East Africa called a dare continent by foreigners?

CORRECTIONS:

DATE: _____

SPELLING GAME:

Lesson 6: Sir Samuel Baker.

Lesson hints.

- ❖ The major reason why Sir Samuel Baker came to Uganda was to **find the source of River Nile.**
 - ❖ He came with his wife Florence Baker.
 - ❖ He tried to trace for the source of River Nile from its mouth in Egypt.
 - ❖ They moved southwards and reached Bunyoro in 1864.
 - ❖ Sir Samuel Baker then moved westwards and saw Lake Mwitanzige.
 - ❖ He named it Lake Albert after Queen Victoria's husband.
 - ❖ He also saw and named Murchison falls on river Nile.
 - ❖ He named them Murchison falls after Sir Roderick Murchison the president of the R.G.S at the time.
 - ❖ Florence Baker died of **Malaria.**
 - ❖ Sir Samuel Baker returned to England through Khartoum and Egypt in 1885.
 - ❖ Sir Samuel Baker was the first European explorer to use the Nile route to East Africa.
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Dr. David Livingstone

- ❖ Dr. Livingstone was a missionary and an explorer.
- ❖ He came from Scotland.
- ❖ He was sponsored by Royal Geographical Society.
- ❖ He was interested in solving the puzzle of the source of River Nile which was doubted by Speke and Baker.
- ❖ In 1866, Dr. Livingstone travelled from the coast through central Africa.
- ❖ He reached Ujiji on the shores of Lake Tanganyika in 1868.
- ❖ In 1871, he met Henry Morton Stanley who had been sent to look for him.
- ❖ They proved that Lake Tanganyika had no connection with River Nile.
- ❖ Dr. Livingstone helped to stop slave trade in central Africa.
- ❖ He appealed to European states to send missionaries to come to Africa.
- ❖ Unfortunately, David Livingstone died around the shores of Lake Bangweru in 1873
- ❖ His faithful servants Susi and Chuma carried his body up to the coast.
- ❖ The body was later taken to Britain.
- ❖ He was buried at West Minster's Abbey where prominent important personalities in Britain are buried.

Contributions of Dr. David Livingstone

- Wrote reports against slave trade.
- He was the first European to see Lake Nyasa, River Zambezi, Limpopo and Lualaba.
- Established workshops for Joinery carpentry.

ACTIVITY

1. What was the local name for Lake Albert?

2. Why was Lake Albert named so?

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3. Name the European explorer who tried to trace for the source of River Nile from its mouth.

4. Name the European explorer who named Murchison falls.

5. What was the **major** reason for the coming of Sir Baker to Uganda?

6. Name the European explorer who was sent to Africa to look for Dr. Livingstone.

7. Name the place where the person you have named in (6) above met Dr. Livingstone.

8. How was Dr. Livingstone helpful to the people of Central Africa?

9. Name the **two** people who carried Dr. Livingstone's body to the coast.

i) _____

ii) _____

10. Where was Dr. Livingstone's body buried?

[illegible]

DATE: _____

SPELLING GAME:

LESSON 7: Henry Morton Stanley.

Lesson hints.

- ❖ H.M Stanley was a journalist working for the **New York Herald** Newspaper in America.
- ❖ He first came to East Africa looking for Dr. Livingstone.
- ❖ He met him around Northern part of Lake Tanganyika at Ujiji in 1871.
- ❖ This journey was sponsored by the **New York Herald** and **Daily Telegraph** Newspapers.
- ❖ He returned to Britain in 1872.

Henry Morton Stanley's 2nd journey

- ❖ Henry Morton Stanley made the second journey to East Africa in 1874.
 - ❖ His second journey was sponsored by the New York Herald Newspaper.
 - ❖ He came to complete Dr. Livingstone's exploration.
 - ❖ He entered East Africa through Bagamoyo in 1875.
 - ❖ He reached Buganda where he was welcomed by **Kabaka Mutesa I**.
 - ❖ He sailed around Lake Victoria to prove whether it was the source of River Nile.
 - ❖ He convinced Kabaka Mutesa I of Buganda to invite missionaries.
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- ❖ Kabaka Mutesa I of Buganda requested H.M Stanley to write a letter to England inviting missionaries to come to Buganda.
 - ❖ The letter was taken by **Lenant De Bellefonds**.
 - ❖ It was published in the **Daily Telegraph** Newspaper in England.
 - ❖ H.M. Stanley was the first European explorer to see **Lake George** and **Edward**.
 - ❖ He travelled further south to lake Tanganyika and later returned to Europe in 1883.
 - ❖ He came to East Africa for the third and last journey to rescue Emin Pasha from the Equatorial Province.

ACTIVITY:

1. Why did H.M. Stanley sail around lake Victoria?

2. State **one** reason why H.M. Stanley came to East Africa for the first journey.

3. Name the **two** Newspapers that sponsored H. M Stanley's first journey.

i) _____

ii) _____

4. Name the Kabaka of Buganda by the time H.M Stanely came to Buganda.

5. How was Bagamoyo important to the early explorers who came to East Africa?

6. Name the first European explorer to see lake George and Edward.

[illegible]

DATE: _____

SPELLING GAME:

LESSON 8 AND 9: Joseph Thompson.

Lesson hints.

- ❖ **Joseph Thompson** was sponsored by the **Royal geographical Society**.
- ❖ The purpose of his journey was to find the shortest route from the coast to Lake Victoria.
- ❖ He reached Mombasa in 1883.
- ❖ He also wanted to observe the people and resources in East Africa.
- ❖ He was the first European explorer to see the following physical features.
- ❖ Lake Elmetaita, Nakuru and Baringo.
- ❖ Aberdares
- ❖ Mt. Elgon
- ❖ Joseph Thompson was the first European explorer to pass through Masai land successfully.
- ❖ He became the first European explorer to find the shortest route from the coast to Lake Victoria.

Note: Nabongo Mumias of Wanga kingdom helped to direct Joseph Thompson to Mt. Elgon..

Count Teleki

- ❖ He came from Hungary.
- ❖ He was the first European explorer to see L. Turkana which was formerly called Lake Rudolf in 1888.
- ❖ He wrote a report about the Kikuyu, animals and plants in the areas where he passed.

Dr. Fischer.

- He came from Germany.
- He was the first European explorer to see Lake Naivasha in 1872.

James Bruce

- He was the first European explorer to see Lake Tana and Blue Nile in Ethiopia.

Explorers' routes in East Africa.

Map showing explorers' routes in East Africa.

Problems faced by early explorers in East Africa.

- Lack of easy means of transport.
- Shortage of supplies like drugs, food and clothes.
- They were attacked by hostile tribes.
- They were attacked by fierce wild animals.
- Walking long and tiresome journeys.
- They were attacked by tropical diseases.
- Thick forests made their movement difficult.
- Difficulty in crossing physical features like rift valleys, mountains and rivers.
- Language difficulty.

Effects of European explorers in East Africa.

- They gave new names to some of the physical features in East Africa.
- They drew maps and wrote books which provided the earliest information about East Africa.
- They paved way for the coming of missionaries.
- They attracted traders and colonialists to come to East Africa.

ACTIVITY:

1. Why did Joseph Thompson come to East Africa?

2. Name the first European explorer to see Mt. Elgon.

3. Name the European explorer who discovered a shorter route from the coast to Uganda.

4. What was the former name for lake Turkana?

5. Who was the first European explorer to see lake Turkana?

6. State **one** reason why the Europeans took long to come to the interiors of East Africa.

6. State any **two** effects of the explorers' travels in East Africa.

i) _____

ii) _____

CORRECTIONS:

[illegible]

DATE: _____

SPELLING GAME:

Lesson 10: Christian Missionaries in East Africa.

Lesson hints.

- ❖ A missionary is a person sent to a foreign country to teach people Christianity or A person who spreads the word of God in a foreign land.
- ❖ Missionaries came to East Africa in different groups at different times.

Groups of missionaries in East Africa.

- ❖ Protestant or Anglican missionaries.
- ❖ Roman catholic missionaries.

The protestant missionaries.

They were sponsored by the Church Missionary Society (CMS)

The first missionaries to come to East Africa under CMS were:

- Johann Ludwing Krapf
- Johann Rebmann
- Jacob Erhardt.

How the CMS sponsored the missionaries.

- By giving them drugs.
 - By giving them food.
 - By providing clothes.
-

Johann Ludwig Krapf.

- He arrived at Zanzibar in 1844.
- He was guided by chief Kivoi of Kitui.
- He established the first mission station in East Africa at Rabai Mpya in **1846**,
- he explored the areas around Mombasa.
- He wrote the Swahili dictionary and Grammar book.
- He completed the translation of New Testament Bible into Kiswahili.
- He was the first European to see Mt. Kenya in **1849**.
- He was the first missionary to come to East Africa in 1844 at Mombasa.

Johann Rebmann

- Johann Rebmann joined Krapf in **1846**
- Rebmann explored the areas of Taita.
- He preached to the Chagga on the slopes of Mt. Kilimanjaro.
- He was the first European to see Mt. Kilimanjaro in **1848**.

Jacob Erhardt.

- Jacob Erhardt joined Rebmann and Krapf in **1849**.
- They established a mission station among the Wataita and preached to the Akamba and Chagga.
- Jacob Erhardt attempted to draw a sketch map of East Africa between the coast and the great lakes.

Roman Catholic Missionaries.

The Holy Ghost Fathers.

- This was the second group of Missionaries to come to East Africa.
 - They came from France.
 - They were led by Father Homer.
 - They established a mission station at Zanzibar in **1860**.
 - They also opened up a mission station at Bagamoyo in **1868**.
 - They later came to Uganda.
-

ACTIVITY:

1. Name the missionary who established the first mission at Rabai Mpya.

2. Mention the first European explorer to see Mt. Kenya.

3. Write **CMS** in full.

4. Who was the first European explorer to see Mt. Kilimanjaro?

5. How was the mission station built at Rabai Mpya important to the missionaries?

6. How was the Church Missionary Society helpful to the Early Missionary who came to East Africa?

7. Who attempted to draw a sketch map of East Africa?

8. Which group of missionaries built a mission station at Zanzibar?

9. Who was the leader of the group you have named in (8) above?

[illegible]

DATE: _____

SPELLING GAME:

Lesson 11: The Universities Mission to Central Africa (UMCA) Missionaries

Lesson hints:

- ❖ The UMCA was formed in 1856 in London.
- ❖ It was formed in response to Dr. Livingstone's appeals for missionaries to Africa.
- ❖ In East Africa, the UMCA worked in Zanzibar.
- ❖ They were led by **Bishop Tozar** and **Dr. Steer**.
- ❖ They established a mission station for the freed slaves near Zanzibar.

The London Missionary Society.

This was a British missionary group. They set up stations at Mtowa, ujiji and urambo around L. Tanganyika.

Christian Missionaries in Uganda.

- ❖ Henry Morton Stanley visited Buganda in 1875.
 - ❖ He met Kabaka Mutesa I of Buganda.
 - ❖ Henry Morton Stanley told Kabaka Mutesa I about the missionaries in England.
 - ❖ H.M Stanley wrote a letter to the queen of England inviting missionaries to Buganda on behalf of king Mutesa I.
-

Reasons why Kabaka Mutesa I invited missionaries.

- To spread Christianity.
- To teach reading, writing and arithmetic.
- To help him fight against his enemies.
- He thought that they would give him guns.

The protestant missionaries.

- They were sent by the Church Missionary Society.
- They arrived in Buganda in 1877.
- This group included Shergold Smith and Reverend C.T. Wilson.
- In 1878 Alexander Mackay joined Shergold Smith and Rev. CT. Wilson.
- Alexander Mackay brought the first printing press in Uganda.
- He was the leader of this Church Missionary Society.
- Their printing press was used to print religious and reading books.

ACTIVITY:

1. Name any **two** missionaries who belonged to the Universities Mission to central Africa.

i) _____

ii) _____

2. Which group of missionaries set up a mission station at Ujiji in Tanganyika?

3. How did H. M. Stanley contribute towards the spread of Christianity in Uganda?

4. Name the king of Buganda who invited missionaries to Buganda.

i) _____

ii) _____

i) _____

ii) _____

DATE: _____

SPELLING GAME:

Other groups of early Christian Missionaries who came to Uganda.

- White Fathers.
- Mill Hill Fathers.
- The Verona Fathers.
- Comboni Fathers.

a) The White Fathers

- They were the second group of missionaries to come to Uganda in 1879.
- They were catholics.

Missionaries under the White Fathers were:-

- Father Simon Lourdel.
- Brother Amans.

Rubaga. It was where Father Simon Lourdel, Brother Amans established their mission station.

b) The Mill Hill Fathers

- These were catholic missionaries from England.
 - They opened up mission stations in Buganda in 1898.
-

c) The Verona Fathers.

- These were catholic missionaries from Italy.
- They entered northern Uganda via Sudan.
- They set up mission stations in Uganda

Qn. State three reasons why Kabaka Muteesa I turned against the missionaries.

- i) Missionaries did not bring him guns as he expected.
- ii) Missionaries did not help him fight his enemies.
- iii) Missionaries preached against African Traditional Religion.

Mwanga succeeds his father Muteesa I

- Kabaka Muteesa I died in 1884 and he was succeeded by his son Mwanga.
- Kabaka Mwanga unlike his father Muteesa I hated the missionaries and their converts.
- In 1885, Kabaka Mwanga ordered for the killing of Bishop Hannington.
- Bishop Hannington was murdered at Chief Luba's fort in Busoga.

Why Kabaka Mwanga ordered for the killing of Bishop Hannington.

- He used a wrong route according to Baganda's belief.

NOTE: The Baganda had a belief that any foreigner who comes to Buganda from the Eastern direction would be an enemy.

Why Kabaka Mwanga ordered for the killing of Christian converts.

- They had disobeyed him.
- They regarded traditional beliefs as evils.

Places where Christian converts were killed.

- | | |
|---------------------|-------------------|
| - Nakivubo | - Namugongo |
| - Kiyinda – Mityana | - Munyonyo e.t.c. |
| - Busega – Nateete | |
-

DATE: _____

SPELLING GAME:

Lesson 12: Problems faced by early Christian Missionaries in East Africa.

Lesson hints.

- ❖ They were attacked by hostile tribes.
- ❖ Shortage of supplies like medicine, food, ammunitions and clothes.
- ❖ Lack of easy means of communication.
- ❖ Attacks from fierce wild animals.
- ❖ Lack of easy means of transport.
- ❖ Thick forests made their movement difficult.
- ❖ Cruel leaders like Mwanga of Buganda.
- ❖ They were attacked by tropical diseases.
- ❖ Walking long and tiresome journeys.
- ❖ Crossing physical features like rivers, mountains, rift valleys etc.

Effects of Christian missionaries in East Africa.

a) Positive effects.

- ❖ They introduced Christianity and built churches.
 - ❖ They built hospitals like Mengo, Rubaga, Nsambya etc.
 - ❖ They introduced new cash crops.
-

-
- ❖ They taught people reading, writing and arithmetic.
 - ❖ They taught people practical skills like carpentry.
 - ❖ They introduced formal education/built schools.
 - ❖ They helped to stop slave trade.

b) Negative effects

- ❖ They changed African traditional culture.
- ❖ Their religions led to division of people.
- ❖ They paved way for the coming of missionaries to East Africa.
- ❖ They caused disunity between traditional leaders and their subjects.

First Missionary Schools in Uganda.

1. Namilyango Junior and Namilyango College by Mill Hill Fathers.
2. Nsambya sacred heart by Mill Hill Fathers.
3. Gayaza High by CMS.
4. Buddo Junior School by the CMS.
5. Kings College Buddo by the CMS.
6. Kisubi College by the White Fathers.
7. Kisubi Technical Institute by the White Fathers..

First Missionary hospitals in Uganda.

- Mengo hospital - Dr. Albert Cook of the CMS in 1897.
 - Villa Maria hospital in Masaka.
 - Nsambya hospital in Kampala.
 - Rubaga hospital in Kampala.
-

SST PRIMARY SIX TERM III WORKBOOKS

ACTIVITY:

1. State any four problems that were faced by the early Christian missionaries in East Africa.

i) _____

ii) _____

iii) _____

iv) _____

2. State any **two** ways in which the coming of missionaries negatively affected people of East Africa.

i) _____

ii) _____

3. Give any **two** missionary schools in Uganda.

i) _____

ii) _____

4. Give any **four** positive contributions of missionaries in Uganda.

i) _____

ii) _____

iii) _____

iv) _____

5. Why is Dr. Albert Cook still remembered in the medical sector of Uganda?

6. List down any **two** subjects that were taught in missionary schools.

i) _____

ii) _____

7. Name the first hospital to be constructed in Uganda.

i) _____

ii) _____

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DATE: _____

SPELLING GAME:

Lesson 13: Simple notes about Missionaries.

Lesson hints.

Use the words in the box to complete the guided composition.

The missionaries are people who leave their homeland and go to a foreign country to spread their_____. The first groups of missionaries to Uganda were the _____missionaries in _____. In 1879, the Roman Catholic Missionaries arrived in Uganda.

While in Uganda, the missionaries spread _____, they built hospitals where sick people were treated of different diseases.

_____was the first hospital to be built in Uganda. This means that the missionaries helped to develop social services in East Africa. They are also remembered to have introduced_____ which earned income in Africans.

The income earned from cash crops was used to pay taxes which were imposed to them by the colonialists. The missionaries also built schools where African children were taught _____, _____ and arithmetic. They helped to stop slave trade.

Thick forests made their movement difficult. _____Kings also failed them to spread Christianity in some areas e.g. Kabaka Mwanga.

[illegible]

DATE: _____

SPELLING GAME:

Lesson 14 and 15: colonialists from Europe.

Lesson hints.

This was the fourth group of foreigners to come to East Africa.

Reasons why the colonialists came to East Africa.

- ❖ They wanted to get raw materials for their home industries.
- ❖ They wanted to get market for their manufactured goods.

Some of the colonialists in East Africa.

Carl Peters

- ❖ He was a German colonial agent.
 - ❖ He arrived at Zanzibar in 1884.
 - ❖ He then moved to the interior.
 - ❖ Carl Peters was the founder of the **Society of German Colonisation.**
 - ❖ He travelled widely in East Africa and signed various treaties with the local chiefs.
 - ❖ In 1885, the Society of Germany Colonisation was given a charter and changed to.
-

The German East African Company.

- ❖ A charter was a license giving a company administrative powers.
- ❖ In 1890, Carl Peters went to Buganda and signed a treaty with Kabaka Mwanga.
- ❖ He also signed a treaty of protection with Nabongo sakwa wanga Kingdom in Kenya.
- ❖ He established the German rule in Tanganyika.
- ❖ He used direct rule through Akidas and Jumbes.

Sir Harry Johnstone

- ❖ He was a colonialist from Britain.
- ❖ He first came to East Africa leading a scientific mission to Mt. Kilimanjaro.
- ❖ In 1889, Harry Johnstone came to Uganda as a representative of the British governor.
- ❖ He signed the 1900 Buganda agreement with **Sir Apollo Kaggwa**.
- ❖ Sir Apollo Kaggwa was the Prime Minister of Buganda by then.

Sir William Mackinnon.

- ❖ He was a trader from Scotland.
 - ❖ He also promoted colonial interests in Uganda.
 - ❖ He formed the **British India Steam Navigation Company**.
 - ❖ This company was responsible for steamer service around the Indian Ocean.
 - ❖ In 1887, the British India Steam Navigation Company was changed to the British East African Association.
 - ❖ It carried out trade in Zanzibar.
 - ❖ It administered / carried out administration.
 - ❖ In 1888, the British East Africa Association was given a charter to take care of colonial interests in East Africa.
 - ❖ It then became **Imperial British East African Company (IBEAC)**
-

- ❖ Sir William Mackinnon also brought the idea of the construction of the **Uganda Railway.**

Captain Frederick Lugard.

- ❖ He was a British colonialist.
- ❖ He came to Uganda in 1890.
- ❖ He signed a treaty of protection with Kabaka Mwanga.
- ❖ He also signed the 1901 agreement and the Toro agreement.

How helpful was Captain Fredrick Lugard to the people of Toro?

He restored Omukama Kasagama of Toro to his throne.

Sir Gerald Portal.

- ❖ He was a British colonialist.
- ❖ He arrived in Uganda in 1892.
- ❖ He was sent to study the political situation in Uganda.
- ❖ He signed an agreement with Kabaka Mwanga in 1892.

Qn. Why did Sir Gerald Portal sign a treaty with Kabaka Mwanga?

- ❖ The main purpose of this agreement was to establish a temporary British protectorate in Buganda.
- ❖ Sir Gerald Portal recommended that Britain should retain Uganda as its protectorate.

ACTIVITY:

1. Why did the colonialists come to East Africa?

2. Name any **two** colonialists who came to East Africa.

i) _____

ii) _____

3. Who signed the 1900 Buganda agreement on behalf of the British?

SST PRIMARY SIX TERM III WORKBOOKS

4. Mention the colonialist who formed the German East African Company.

5. What was the first name of the German East African Company?

6. Why did Sir Harry Johnstone come to East Africa in 1884?

7. State the reason why Kabaka Daudi Chwa was not able to sign the 1900 Buganda Agreement.

8. Write **IBEAC** in full?

9. Who was the founder of the **IBEAC** ?

10. State any **two** reasons why the **IBEAC** was formed?

i) _____

ii) _____

11. Who was the representative of the **IBEAC** in Uganda?

12. How did Sir William Mackinnon help to improve transport in East Africa?

13. Why was Sir Gerald Portal sent to Uganda in 1892?

[illegible]

DATE: _____

SPELLING GAME:

Lesson 16: Effects of colonialists in East Africa.

Lesson hints.

Positive effects.

- They introduced new languages in East Africa.
- They modernized the education system in East Africa like Sir Philip Mitchel.
- They introduced new crops in East Africa like Kenneth Borup.
- They taught Africans new administrative skills.
- They united communities which were always at war into big nations.
- Africans acquired new skills of fighting against poverty, ignorance and diseases.
- They encouraged cash crop growing in East Africa e.g. Sir Hasketh Bell.
- They built roads and railways.

Negative effects.

- Natural resources in East Africa were exploited through massive poaching for ivory.
 - They led to death of people due to rebellions.
 - African traditional rulers lost their powers.
 - Colonialists lacked respect for African people.
-

-
- Colonialists demarcated boundaries which led to separation of some tribes.
 - They destroyed African cultures.
 - They led to the decline of African technology.
 - The local chiefs lost control over trade in their areas.
 - Africans lost their independence.

Social services developed by colonialist in East Africa.

- Education services
- Transport services
- Health services
- Communication services

ACTIVITY:

1. State any **two** positive effects of colonial activities in East Africa.

- i) _____
- ii) _____

2. Give any **two** social services that were developed by the colonialists in East Africa.

- i) _____
- ii) _____

3. Apart from the colonialists, name any other group of foreigners who helped develop social services in Uganda.

4. State any **two** negative effects of colonialism in East Africa.

- i) _____
 - ii) _____
-

[illegible]

DATE: _____

SPELLING GAME:

Lesson 17: Scramble and partition of East Africa

Lesson hints.

- **Scramble for East Africa** refers to the struggle between Germany and Britain to acquire colonies in East Africa.
- **Scramble for Africa** was the struggle amongst European countries to acquire colonies in Africa.
- **Partition of east Africa** was the peaceful division of East Africa countries between Germany and Britain.
- **Partition of Africa** was the peaceful division of African countries amongst European countries.

The Berlin conference of 1884.

- It was held in Berlin city of Germany.
- It was called and organized by Chancellor Otto Von Bismarck of Germany.

Why the Berlin conference was held in 1884?

- It was held to find peaceful means of acquiring colonies in Africa.

Countries that attended the Berlin Conference

Germany, Britain, France, Belgium, Portugal, Spain, and Italy.

Roles of Chancellor Otto Von Bismarck

- He called and organized for the meeting to peacefully partition Africa.
- He chaired the conference.

Methods that were used by the colonialists to establish their rule in East Africa.

- By signing treaties or agreements like Toro, Buganda, Ankole, Bunyoro.
- By using military means or force.
- By using missionaries to soften the hearts of the Africans.
- By using trade companies like IBEACo, GEACo.
- By using collaborators like Nuwa Mbaguta, Semei Kakungulu.

The Anglo-German Agreement of 1886.

- It was signed between Britain and Germany over East Africa.
- Germany and Britain agreed to share East Africa between themselves.

Effects of the Anglo – German Agreement (1886)

- Boundaries of the British and German spheres of influence were fixed.
- Kenya became a British territory.
- Tanganyika became a German territory.
- The sultan's territories were identified.

These were: Zanzibar, Pemba, Mafia, coastal towns and coastal plain areas.

ACTIVITY:

1. Give the meaning of the following terms.

a) Scramble for Africa.

b) Partition of Africa



SST PRIMARY SIX TERM III WORKBOOKS

2. Why was the Berlin conference organized in 1884?

3. Name the German official who organized the Berlin conference of 1884.

4. Name **two** European countries that signed the Anglo-German agreement.
i) _____
ii) _____
5. List down any **two** European countries that attended the Berlin conference.
i) _____
ii) _____
6. How did the Berlin conference affect the countries of East Africa?

7. Give **two** methods that were used by the colonialists to establish their rule in East Africa.
i) _____
ii) _____
8. State the **major** aim for the signing of the Anglo-German agreement of 1886.

9. Which country of East Africa was not shared in the Anglo-German agreement of 1886?

10. Name any **two** Islands that were given to the Sultan during the signing of the Anglo-german Agreement of 1886.
i) _____
ii) _____
11. What role was played by Bismark in the partition of Africa?

[illegible]

DATE: _____

SPELLING GAME:

Lesson 18: The Anglo-German Agreement of 1890 (Heligoland treaty)

Lesson hints.

- This was the second time East Africa was partitioned.
- Uganda had not been partitioned during the Anglo – German agreement of 1886.
- The Anglo – German agreement of 1890 was signed between Britain and Germany to finalise the partition of East Africa.

Effects of the Anglo – German agreement of 1890.

- Zanzibar and Pemba became British protectorates.
- Britain took Uganda in exchange of Heligo the Islands in Europe.
- Germany surrendered Witu to Britain.
- Germany bought the coastal areas of present day Tanzania from the Sultan.
- Tanganyika, Rwanda and Burundi became German territories.

Note: The Heligoland treaty finalized the partition of the whole of East Africa.

The German and British spheres of influence.

ACTIVITY:

1. Name the European country which colonized Zanzibar and Pemba.

2. Give another name for the Anglo-German Agreement of 1890.

3. Which agreement was signed to partition East African countries between Britain and Germany in 1886?

4. Name the **two** territories that were exchanged between Germany and Britain during the signing of 1890 Anglo-German Agreement.

i) _____

ii) _____

5. Which European country colonized the territories of Rwanda and Burundi?

6. How did the coastal areas of Tanzania fall under German rule?

CORRECTIONS:

DATE: _____

SPELLING GAME:

Lesson 19: Why European countries scrambled for East Africa.

Lesson hints.

- ✓ They wanted to get raw materials for their home industries.
- ✓ They wanted to get market for their manufactured goods.
- ✓ They wanted to get land to invest their surplus capital.
- ✓ They wanted land for settlement.
- ✓ They wanted to increase their power and fame.

Summary

- ✓ German East Africa was declared a German territory in 1890.
- ✓ Zanzibar was declared a British protectorate in 1890.
- ✓ British East Africa (Kenya) was declared a British Colony in 1895.
- ✓ Uganda was declared a British protectorate in 1894.

Note:

- a) *A protectorate is an inferior country controlled and protected by a powerful country with no aim of having permanent settlement.*
 - b) *A colony is an inferior country controlled and developed by another powerful country for their own interest.*
-

Effects of the scramble and partition of East Africa.

- ✓ East Africa communities lost their independence to Britain and Germany.
- ✓ It led to division of tribes e.g.

Sabiny in Uganda and Kenya.

Luo in Kenya, Uganda and Tanzania.

Masai in Kenya and Tanzania.

Somali in Kenya and Somalia.

- ✓ It led to economic exploitation of East Africa.
- ✓ New states were created.
- ✓ The boundaries of the colonial territories were fixed.

ACTIVITY

1. State any **two** reasons for the scramble of East Africa.

i) _____

ii) _____

2. Which political event took place in Uganda in 1894?

3. What name was given to Tanzania during German rule?

4. Give the meaning of each of the following:

a) Protectorate

b) Colony

5. Why was Uganda referred to as a protectorate?

6. How did the scramble and partition of East Africa affect local communities?

[illegible]

DATE: _____

SPELLING GAME:

Lesson 20: System of colonial administration in East Africa.

Lesson hints.

The colonialists used two administrative systems in East Africa. These were:-

- Direct rule
- Indirect rule

Direct rule

- This was a system of administration where the colonialists ruled the natives directly by themselves.
- Direct rule was mainly used by the Germans in German East Africa.
- The British used a direct rule in Bunyoro.

Reasons why direct rule was used in East Africa.

- They wanted to show their superiority over Africans.
 - The natives had resisted colonial rule.
 - They wanted to promote their culture.
 - They wanted to dominate the Africans and exploit their resources.
-

Disadvantages of direct rule.

- Traditional rulers lost their powers.
- It created hatred between Africans and colonialists.
- It increased rebellions amongst the Africans.
- It led to mistreatment of natives.

Indirect rule

- This was the system of administration where colonialists used local chiefs and kings to rule natives on their behalf.
- Indirect rule was mainly used by the British in Uganda.

Reasons why the British used indirect rule in Uganda.

- It was cheaper to pay local chiefs and kings.
- They wanted to make administration easy.
- They wanted to control rebellions.
- They wanted to ease communication with natives.
- The British officials were few.
- To preserve the culture of the natives.
- For the natives to blame the native kings for any wrong.

ACTIVITY:

1. What was indirect rule as used by the British in Uganda?

2. Which system of administration was used by the Germans in modern Tanzania?

3. Why did the Germans use the system of administration you have named in No. 2 above?

4. State any **two** disadvantages of direct rule.

i) _____

ii) _____

5. Give any **two** reasons why the British used indirect rule in Uganda.

i) _____

ii) _____

6. How did indirect rule help to preserve kingdoms and chiefdoms in Uganda?

CORRECTIONS:

[illegible]

DATE: _____

SPELLING GAME:

LESSON 21: GERMAN RULE IN GERMAN EAST AFRICA.

LESSON HINTS.

- ❖ German East Africa (Tanganyika) was ruled by the German East Africa company (GEACo) from 1887 – 1891).
- ❖ When the German government took over the administration.
- ❖ The administrative centre of GEACo was at **Bagamoyo**.
- ❖ GEACo also collected taxes from ports and traders.
- ❖ GEACo controlled coastal trade and improved communication.
- ❖ **Tanga-Korogwe** railway line was built by GEACo.
- ❖ It became the first railway line to be constructed in East Africa.

German rule

- ❖ The top German administrator was given a title of governor.
- ❖ The **Akidas** and the **Jumbes** were appointed to replace the traditional rulers.
- ❖ The Akidas were the Arab governors or administrators.
- ❖ Jumbes were the Swahili people who were used as soldiers or Askaris.

Why Tanganyika had many rebellions.

- ❖ The Germans had no respect for the natives.
 - ❖ They never allowed Africans to grow cash crops.
 - ❖ Africans were forced to work on the whites' plantations.
-

-
- ❖ The Germans were harsh towards the natives.
 - ❖ The low wages given to African labourers.
 - ❖ The Germans charged heavy taxes on the natives.

How German rule in East Africa ended.

- ❖ In 1914, German started the First World War.
- ❖ The war ended in 1918.
- ❖ German lost her colonies including German East Africa (Tanganyika) as a punishment for its role in world war I.
- ❖ German East Africa (Tanganyika) was then given to Britain by the League of Nations.
- ❖ The **League of Nations** was an international body which had been set up to maintain world peace after the First World War.
- ❖ German East Africa then changed its name to Tanganyika in 1919.
- ❖ Britain ruled Tanganyika as a mandate territory.

Qn. What was a mandate territory?

- ❖ A mandate territory was a weaker country ruled by a powerful country on behalf of the league of Nations after World War I.

ACTIVITY:

1. Name the company that ruled the present day Tanzania between 1887 to 1891.

 2. Where was the administrative centre for the company you have named in No. (1) above?

 3. What was the first railway line to be constructed in East Africa?

-

DATE: _____

SPELLING GAME:

Lesson 22: Tanganyika under the British rule.

Lesson hints.

- The first British governor of Tanganyika was **Sir Horace Byatt**.
- He ruled Tanganyika from 1919 to 1925.
- He also ruled Tanganyika harshly like the Germans.
- He was later replaced by **Sir Donald Cameron** who introduced indirect rule.
- He divided the country into 11 provinces for proper administration.
- He formed the Legislative Council (LEGCo) in 1926 to make laws.
- Africans were not represented in the first LEGCo.
- Africans were not happy because of this.
- The first Africans were appointed to LEGCo in 1945.

These were:-

- Chief Shangali of Moshi.
- Chief Makwala of Shinyanga.

British governors of Tanganyika.

- Sir Horace Byatt (1919 – 1925)
 - Sir Donald Cameron (1925 – 1931)
 - Sir Stewart Symes (1931 – 1934)
 - Sir Harold Macmichael (1934 – 1938)
-

-
- Sir Mark Young (1938 – 1942)
 - Sir Wilfred Battershill (1945 – 1949)
 - Sir Edward Twining (1949 – 1958)
 - Sir Richard Turnbull

ACTIVITY:

1. What is a mandate territory?

2. Why was Tanganyika mandated to Britain in 1919?

3. Who was the first British governor of Tanganyika?

4. Name the British governor who introduced indirect rule in Tanganyika.

5. For what reason was the Legislative council formed in Tanganyika?

6. Why were the natives of Tanganyika unhappy towards the works of Legislative council between 1926 and 1945?

7. Name the first **two** Africans to join the Tanganyika Legislative Council in 1945.

i) _____

ii) _____

8. Who was the last British governor of Tanganyika?



[illegible]

DATE: _____

SPELLING GAME:

Lesson 23: The struggle for Independence in Tanganyika.

Lesson hints.

The Africans were unhappy towards the British in Tanganyika due to the following:-

- They paid low wages to Africans.
- They were harsh towards Africans.
- Unfair foreign laws.
- Africans were not given equal education as the Europeans.
- British segregated Africans.
- The British forced labour on Africans.
- After World War II in 1945, Mandates became trusteeships.

Qn. What was a trusteeship territory?

- Trusteeship was a former German colony handed over to the United Nations after World War II.
 - In the 1920s, associations were formed in order to unite people.
 - The first famous political party to be formed in Tanganyika was Tanganyika African Association (TAA).
-

-
- After the Second World War the Tanganyika African Association (TAA) presented African complaints to the trusteeship council of the UNO.
 - The TAA was later changed to Tanganyika African National Union (TANU) by Julius Nyerere.
 - TANU was formed to unite people in the struggle for Tanganyika's independence.

The aims of Tanganyika African National Union (TANU)

- To fight against tribalism in Tanganyika.
- To promote unity among the people.
- To prepare the country for self governance.
- To have more Africans in the government.
- To set up a democratic government.

General elections were organized in 1960.

- TANU won almost all the seats.
- Tanganyika was granted self governance.
- The constitutional conference was held in Dar-es-salaam in 1961.
- Tanganyika gained independence on **9th December, 1961.**
- Tanganyika was led to independence by TANU under Julius Nyerere.

Reasons why Tanganyika gained independence early.

- It was a trustee territory.
 - Tanganyika cooperated with the last British governor (Tumbull)
 - The people of Tanganyika were more united.
 - The motto of Tanganyika is **Uhuru Na Umoja meaning** "Freedom And Unity."
 - **Tanganyika** was the first East African country to gain independence.
-

ACTIVITY:

1. State any **two** factors that forced Africans to demand for their independence. i) _____
ii) _____
2. Which was the first political party to be formed in Tanganyika?

3. Write **TANU** in full.

4. State any **two** of the objectives of TANU.
i) _____
ii) _____
5. Which political party led Tanganyika to independence?

6. Name the first country to gain independence in East Africa.

7. Write down the National Motto for Tanzania.

CORRECTIONS:

[illegible]

DATE: _____

SPELLING GAME:

Lesson 24: Colonial rule in British East Africa (Kenya)

Lesson hints.

- Kenya was colonized in 1895 by the British.
- Between 1895 and 1906, the highest British administrator of Kenya was given a title as commissioner.
- The first British commissioner of Kenya was called **Sir Charles Elliot**.
- The title of commissioner was later changed to governor in 1906.
- The first British governor of Kenya was **Sir James Sadler**.

The white settlers in Kenya.

- The British government allowed the white settlers to come to Kenya.
- A settler is a person who goes to live in a foreign country.
- The white settlers were farmers, so they settled in Kenya highlands.
- Lord Delamere encouraged the white settlers to settle in Kenya.
- The natives of Kenya highlands were the Kikuyu.
- The Kikuyu were displaced by the white settlers from their fertile Land.

Why the British chose to settle on the Kenya highlands.

- The presence of fertile soils for crop growing.
 - There was favourable climate which could promote their farming activities.
 - The area was free from tsetse flies.
 - Presence of enough pasture and water for the animals to feed on.
-

Effects of the white settlers in the Kenya highlands.

- They led to the displacement of the Kikuyu.
- Kenyans lost their fertile land to the white settlers.
- Africans were denied quality education.
- Africans were not allowed to grow their own cash crops.
- Africans were forced to provide free labour on the settlers' farms.
- It later led to the MAU – MAU rebellion.

Why Africans in Kenya were not allowed to grow their own cash crops.

- They feared that if Africans got rich, they would be very difficult to control.
- The White settlers wanted the Africans to provide cheap labour on their farms.
- The White settlers never wanted competition for market from Africans.
- The whites wanted to show their superiority.
- The white settlers thought that the Africans would lower the quality of the produce.

NB: Kipande was introduced in Kenya in 1915. Kipande was the Identification Card used by Kenyans.

ACTIVITY:

1. Which political event took place in Kenya in 1895?

2. Who was the first British Commissioner of Kenya?

3. Mention the European who encouraged the white settlers on the Kenya highlands.

4. State **two** reasons why the white settlers occupied the Kenya highlands.

i) _____

ii) _____

5. Name the first British governor of Kenya.

6. Give any **one** effect of settlement of the white settlers on the Kenya highlands.

7. Name **one** tribe in Kenya that was displaced by the white settlers from the Kenya highlands.

8. State any **two** reasons why the Kenyan Natives were not allowed to grow their own cash crops.

i) _____

ii) _____

CORRECTIONS:

[illegible]

DATE: _____

SPELLING GAME:

Lesson 25: The Legislative Council (LEGCo) in Kenya.

Lesson hints.

- ✓ The legislative council in Kenya was established in 1906.
- ✓ All the members were Europeans and they were just appointed.
- ✓ Africans and Asians were not represented.
- ✓ The LEGCo members like lord Delamere encouraged and promoted the interests of the white settlers.
- ✓ This legislative council was opposed by the Africans and Asians.
- ✓ In 1909, the first Asian was appointed to LEGCo known by the names of A. M. Jevanjee.
- ✓ In 1944, the first African was appointed to LEGCo known by the names as **Eliud Mathu.**

Why Kenyans opposed the British rule.

- ✓ The British promoted racial discrimination (colour bar).
 - ✓ Africans could not share the same social services with the Europeans.
 - ✓ This policy was called **the colour bar.**
 - ✓ The British introduced hut and poll taxes which became a threat to the Kenyans.
-

-
- ✓ They introduced identification cards / Kipande policy.
 - ✓ The Natives of Kenya were not allowed to grow their own cash crops.
 - ✓ A lot of land was grabbed by the white settlers.

Nationalism in Kenya.

- ✓ Nationalism refers to one's love and pride for his or her country.
- ✓ Kenyan politicians wanted the natives to be represented on local councils and to elect their own leaders.
- ✓ Traditional religions united Africans against colonial rule.
- ✓ Africans organized political movements to oppose colonial rule E.g East African Association which was started by **Harry Thuku** in 1920.
- ✓ The East African Association opposed the decision of making Kenya a crown land.

The rise of Kenya African Union (KAU)

- ✓ KAU was formed in 1944 by James Gichuru.
- ✓ It was formed to demand for Kenya's independence.
- ✓ **Jomo Kenyatta** joined KAU in the same year.
- ✓ In 1946, he became its president.
- ✓ In 1953, the Mau-Mau rebellion broke out and KAU was banned.
- ✓ Later Jomo Kenyatta was arrested and imprisoned because he was its political leader.

ACTIVITY:

1. Write **LEGCo** in full.

2. State **one** reason why LEGCo was formed in Kenya.

3. Who was the first Kenyan to be appointed to the LEGCo in Kenya?

DATE: _____

SPELLING GAME:

Lesson 26: Colonial rule in Uganda (Uganda as a protectorate)

Lesson hints.

- ❖ Uganda was declared a British protectorate in 1894 by Lord Rosebery.
 - ❖ In 1921, the Legislative Council (LEGCo) was formed.
 - ❖ It was formed by Sir Robert Thorne Coryndon a British governor of Uganda by then.
 - ❖ It was formed mainly to make laws and advise the British government.
 - ❖ Africans were not represented on the LEGCo at first.
 - ❖ The LEGCo consisted of the Governor and six British officials (representatives)
 - ❖ In 1933, two Asians were nominated on the LEGCo.
 - ❖ In 1945, the number of members was increased to 14 and this enabled Ugandans to join.
 - ❖ Seven members were officials and other seven were non officials.
 - ❖ Out of the seven non officials 2 were Asians, 2 were Europeans and three were Africans. (Ugandans)
-

The first Africans to be nominated or appointed on the LEGCo were:-

- ❖ Kawalya Kaggwa from the central region.
- ❖ Yekonia Zirabamuzaale from the Eastern region.
- ❖ Petero Nyangabyaki Akiiki from western region.
- ❖ In 1946, Yekosofati Innyon was nominated to represent Northern Uganda.
- ❖ When more Ugandans became educated they demanded for more representation on the LEGCo.
- ❖ Riots were staged in Buganda in 1946 and resulted into the formation of the Bataka party.

What was the main aim of the Bataka party?

- ❖ They wanted land in Buganda to be put under the clans.
- ❖ To protect the interests of Buganda.

How Sir Edward Mutesa II was exiled to Britain.

- ❖ Sir Edward Mutesa II, then the Kabaka of Buganda was exiled to Britain in 1953.
- ❖ The British governor who exiled Sir Edward Mutesa II was Sir Andrew Cohen.

Why sir Edward Mutesa II was exiled to Britain.

- ❖ He opposed the proposed East African federation.
- ❖ He refused to send representatives on LEGCo.
- ❖ He demanded for Buganda's separate independence.

Reasons why Muteesa II opposed the East African federation.

- ❖ He feared the land policy in Kenya by then.
 - ❖ He wanted to defend Buganda's independence.
 - ❖ To protect the special status of Buganda.
 - ❖ To defend his powers.
-

The Namirembe Agreement.

- ❖ It was signed between the British colonial government and Buganda kingdom in 1954.
- ❖ Many people in Buganda demanded for the return of Sir Edward Mutesa II from exile.
- ❖ The UNC (Uganda National Congress) also demanded for the Return of Sir Edward Mutesa II from exile.
- ❖ Finally, the Namirembe agreement was signed.

Why the Namirembe Agreement was signed.

- ❖ It was signed to return Kabaka Mutesa II from exile.
- ❖ The Namirembe agreement was signed in 1954 and Kabaka Mutesa II returned from exile in 1955.

Signatories of the Namirembe Agreement.

- ❖ Keith Hancock signed on behalf of the British colonial government.
- ❖ Michael Kintu signed on behalf of the Buganda kingdom.

Note:

Michael Kintu was the prime minister of Buganda by the time the Namirembe agreement was signed.

- ❖ The Namirembe agreement granted internal self governance to Buganda kingdom but as a province of the Uganda protectorate.

ACTIVITY:

1. What was the similarity between the work of the legislative council and the Uganda parliament today?

2. Name the British governor of Uganda by the time the legislative council was formed in 1921.

CORRECTIONS:

DATE: _____

SPELLING GAME:

Lesson 27: Burundi colony

Lesson hints.

- The Burundian kingdom was founded in 1860.
- The earliest inhabitants of Burundi were the **Twa/Batwa**.
- Burundi existed as an independent kingdom from the sixteenth century.
- In 1890, Burundi became part of **German East Africa (Rwanda – Urundi)**.
- On 20th August, 1908 king Mwezi Gisabo died and was succeeded by his 15 year old son Mutaga Mbikije.
- King Mutaga Mbikije ruled with the help of regents.

These were:- Ndirikumutima, Ntarugera, Nduwumwe.

- In 1915, king **Mutaga mbikije** died after fighting with his brother Bangura and was succeeded by **Mwambutsa Bangiriceng** at the age of 3 years.
- On 16th December 1915, **Mwambutsa Bangiriceng** succeeded King Mutaga at the age of 3 years.
- Mwambutsa also ruled with the help of regents.

These were:- Ngezamayo, Ndirikumutima, Ntarugera, Nduwumwe, Karabona.

- In 1917, he was named Mwambutsa IV.
-

-
- The First World War took place between 1914 and 1918 and Germany was blamed for causing it.
 - After the First World War, the League of Nations (LON) was formed to maintain world peace.
 - The League of Nations took over control of Burundi as a punishment to Germany.
 - On 22nd July, 1922, Burundi became a **Belgian mandate** territory under the supervision of the League of Nations.

Burundi after second world war.

- World War II broke out in 1939.
- It took place between 1939 and 1945.
- In 1946, Burundi became a Belgian trustee territory under the supervision of United Nations organization.

Formation of political parties in Burundi.

- In 1961, Prince **Louis Rwagasore** formed the first political party in Burundi.
- This political party was called UPRONA (Union Pour Progress National)
- Prince Louis Rwagasore and Paul Mirekano were killed in October 1961.

Why UPRONA was formed.

- To demand for Burundi's independence.
- To unite the people of Burundi in the struggle for independence.

Other political parties.

- PDC (Parties Democrat Chretien)
 - PP (Parties Du Peuple)
-

Elections that led Burundi to independence.

- Elections were held on 18th September 1961 to determine the ruling party after independence.
- UPRONA obtained 58 out of 64 seats in parliament.
- The presidential candidate of UPRONA, Louis Rwagasore was shot by a Greek Gun man in a PDC plot on 13th October, 1961.
- **Andre Muhirwa** became the first prime minister of Burundi on 10th/10/1961

ACTIVITY:

1. Which political event took place in Burundi in 1890?

2. Name the European country that ruled Burundi before world war I.

3. Name the European country that ruled Burundi after world war I.

4. Why is prince Louis Rwagasore remembered in the history of Burundi?

5. State **one** reason why political parties were formed in Burundi.

6. Name the first political party to be formed in Burundi.

7. Who was the first prime minister of Burundi?

8. Who is the current president of Burundi?

[illegible]

DATE: _____

SPELLING GAME:

Lesson 28: Rwanda Colony.

Lesson hints.

Rwanda's road to independence.

- ❖ From 1894 to 1918, Rwanda and Burundi were part of German East Africa.
- ❖ After World War I, the League of Nations mandated Rwanda to Belgium.
- ❖ Rwanda and Burundi formed a single administrative entity.
- ❖ They were jointly administered as the territories of **Rwanda-Urundi** until the end of Belgian trusteeship in 1962.
- ❖ By that time, the two territories had changed different political systems.
- ❖ After independence, Rwanda declared herself a republic and forced king Kigeri into exile.
- ❖ Burundi retained the constitutional Monarchy until 1966.
- ❖ After 1966, Burundi became a republic.

Independence of Rwanda.

- ❖ The first political party Hutu Emancipation started as a peasant party.
 - ❖ It was later transformed into an organized political party.
-

-
- ❖ Its major aim was to overthrow the monarchy and put full political power in Hutu hands.
 - ❖ Its leader was called **Gregory Kayibanda**.
 - ❖ Communal elections were held in 1960.
 - ❖ General elections were held in 1961 which were won by Gregory Kayibanda.
 - ❖ Rwanda party for Hutu Emancipation led Rwanda to independence and its leader Gregory Kayibanda became Rwanda's first president.

ACTIVITY:

1. Name the European country that took over Rwanda after the first world war.

2. Who was the leader of the party for Hutu Emancipation in Rwanda?

3. Who was the first president of Rwanda?

4. Which political party led Rwanda to independence?

CORRECTIONS:

DATE: _____

SPELLING GAME:

Lesson 29: Rebellions in Tanganyika.

Lesson hints

A rebellion is an attempt by some of the people in a country to change their government by violence.

- In East Africa, Tanganyika was the most affected country by many rebellions.
- Tanganyika was under the control of the Germans.
- The Germans were very harsh towards the natives.
- The Germans used direct rule to administer Tanganyika.

Examples of rebellions in Tanganyika.

a) The Abushiri revolt in Tanganyika.

Causes.

- Heavy taxes
 - Abolitions of slave trade.
 - To regain control on trade.
 - **Abushiri Bin Salim** and **Heri** were the leaders of the Abushiri rebellion.
 - the rebellion started from Pangani and later spread to all coastal towns apart from Bagamoyo.
-

-
- The German soldiers defeated Abushiri and he hid himself at Mpwapwa.
 - He was later captured and hanged at Bagamoyo.

Effects of the Abushiri revolt

- It led to death of people.
- It led to displacement of people.
- It led to destruction of people's property.
- Some of the leaders were hanged.
- Some economic activities such as trade stopped.

The Hehe rebellion in Tanganyika.

Causes:

- Heavy taxes.
- Land grabbing
- Interference in traditional culture.
- Forced labour.
- **Chief Mkwawa** was the leader of the Hehe Fighters at Iringa.
- The Germans defeated chief Mkwawa in 1894.
- He hanged himself in 1898.
- Mkwawa's head was cut off and taken to Germany for scientific research on African brains.

The Chagga and Nyamwezi resistance in Tanganyika 1891 – 1893.

- The Chagga and Nyamwezi also staged a rebellion against German rule.
 - The Nyamwezi were led by **Chief Siki** while the Chagga were led by **Chief Meli**.
 - The Germans fought and defeated the two rebellions.
 - Chief Meli was hanged while Siki who never wanted to surrender hanged himself.
-

SST PRIMARY SIX TERM III WORKBOOKS

- After these rebellions, the Germans established their rule in the Nyamwezi and Chagga areas.

ACTIVITY:

1. Why did Tanganyika have more rebellions than any other country in East Africa?

2. In which country was the Abushiri rebellion staged?

3. Who were the leaders of the Abushiri rebellion?

i) _____ ii) _____

4. State any **two** effects of the Abushiri revolt to the people of Tanganyika.

i) _____

ii) _____

5. Apart from the Hehe, name any other tribe that rebelled against German rule in Tanganyika.

6. Who was the leader of the Hehe rebellion?

7. How did chief Mkwawa meet his death?

8. Who were the leaders of the following rebellions.

a) Nyamwezi rebellion?

b) The Chagga rebellion?

[illegible]

DATE: _____

SPELLING GAME:

Lesson 30: The Maji Maji rebellion in Tanganyika.

Lesson hints.

- This was the only rebellion that most natives were united to fight against the Germans.
- It was staged in 1905 – 1907.

Causes of the Maji Maji rebellion.

- The Germans were harsh and corrupt.
- Forced labour on German plantations.
- Heavy taxes.
- Misbehavior of the Akidas and the Jumbes.
- Low wages that were paid to the natives.
- The leader of the Maji Maji rebellion was called **Kinjekitile Ngwale**.
- He used magic water from R. Rufigi on the fighters.
- They believed that the magic water could turn bullets into water.

Note: Maji is a Swahili word which means water.

Why the Germans managed to defeat Africans.

- The Germans had superior weapons.
 - Lack of unity among African fighters.
 - German soldiers were better organized.
-

Effects of the Maji Maji Rebellion.

Negative effects.

- A lot of property was destroyed.
- Leaders committed suicide and others were hanged.
- Many people were displaced.
- Many people lost their lives.
- Plantation and crops were destroyed.

Positive effects.

- Public facilities were preserved.
- The Germans made some changes to improve the lives of the natives.
- The natives were allowed to grow their own cash crops.
- Education and health services were promoted.

ACTIVITY:

1. Which rebellion was staged in Tanganyika between 1905 and 1907?

2. Give any **three** causes of the rebellion you have named in No. (1) above.

i) _____

ii) _____

iii) _____

3. Who were the Akidas as used by the Germans in Tanganyika?

4. Name the river that was associated with the Maji Maji rebellion.

5. Who was the leader of the Maji Maji rebellion?

6. Give **two** reasons why the Germans were able to defeat the African resistance.

i) _____

ii) _____

7. State any **two** positive effects of the Maji Maji rebellion in Tanganyika.

i) _____

ii) _____

8. Outline any **two** negative effects of the Maji Maji rebellion.

i) _____

ii) _____

CORRECTIONS:

[illegible]

DATE: _____

SPELLING GAME:

Lesson 31: The MAU MAU rebellion in Kenya.

Lesson hints.

- ❖ **Mau Mau** is a Swahili abbreviation meaning (**Muzungu Arudi Ulaya Mwafrica Apate Uhuru**)
- ❖ It was the most famous rebellion that was staged in Kenya.
- ❖ The main aim of the Mau Mau was to fight for Kenya's independence and regain the lost land.

Leaders of the MAU MAU.

- ❖ **Military leaders:** Dedan Kimathi, general China
- ❖ **Political leaders:** Jomo Kenyatta, Tom Mboya, Ronald Ngala.

Why the MAU MAU rebellion took long to stop.

- ❖ It had skilled fighters from world war II.
 - ❖ Unity among many Kenyans.
 - ❖ The fighters could hide around mount Kenya.
 - ❖ Thick forests made movement of colonialists hard.
-

Causes of the MAU MAU rebellion.

- ❖ The natives' fertile land was grabbed by the white settlers.
- ❖ Under payment of African workers on plantations.
- ❖ Africans were not allowed to grow their own cash crops.
- ❖ Unbalanced representation of the Kenyans to the LEGCo.

Effects of the MAU MAU Rebellion.

Positive effects

- ❖ It speeded up Kenya's independence.
- ❖ Africans were allowed to grow their own cash crops.
- ❖ Africans were granted some freedom.

Negatives.

- ❖ Many people were killed.
- ❖ Destruction of people's property.
- ❖ It led to displacement of people.
- ❖ The colonialists became more harsh and merciless towards the natives.
- ❖ The white settlers lost hope of dominating Kenya's politics.

ACTIVITY:

1. Write **MAU MAU** in full.

2. State the **main** reason why the Mau Mau rebellion was staged in Kenya.

3. Who was the political leader of the Mau Mau rebellion?

7. Give any **two** negative effects of the Mau Mau rebellion to the people of Kenya.

ii) _____

DATE: _____

SPELLING GAME:

Lesson 32: Key personalities in the struggle for independence in Tanganyika.

Lesson hints.

- ❖ Nyerere was one of the leaders of the Tanganyika African Association (TAA)
- ❖ The TAA was later transformed to the Tanganyika African National Union (TANU)
- ❖ Nyerere mobilized the people of Tanganyika to demand for independence.

Why Julius Nyerere is remembered in Tanzania.

- ❖ He led Tanganyika to independence.
- ❖ He became the first president of Tanganyika in 1961.
- ❖ He united Zanzibar and Tanganyika to form the United Republic of Tanzania in 1964.

The president of Zanzibar by the time of the union was Abeid Karume.

- ❖ He (Julius Nyerere) was the leader of Tanganyika African National Union (TANU) which led Tanganyika to independence.
 - ❖ The Tanzam railway line was constructed during his regime.
 - ❖ He promoted universal education and fought against illiteracy in Tanzania.
 - ❖ He established the university of Dar-es-salaam.
-

-
- ❖ Nyumba ya Mungu and Hale dams were constructed during his regime.
 - ❖ He encouraged the formation of the ujaama Village. This was the land consolidation policy to encourage agricultural mechanism.

Other key personalities who struggled for Tanganyika's independence.

Mark Bomain, Bhoke Munaka, Oscar Kambona

Note:

Julius Nyerere retired from presidency in 1985.

He was the first president in East Africa to retire.

Hassan Mwinyi was elected as the second president of Tanzania since independence.

Other presidents who have ruled Tanzania.

- ❖ Benjamin Mkapa (The 3rd president)
- ❖ John Pombe Magufuli (todate)
- ❖ Julius Nyerere died in 1999 at the time he had been appointed to officiate peace talks in Burundi.

ACTIVITY:

1. Name the political party which led Tanganyika to independence.

2. Name the nationalist who led Tanganyika to independence.

3. How was Tanganyika changed to Tanzania?

4. State any **four** contributions of Julius Kambarage Nyerere in Tanzania.

i) _____

ii) _____

iii) _____

iv) _____

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5. In which way did Julius Nyerere promote education?

6. Who was the president of Zanzibar by the time the United Republic of Tanzania was formed?

7. Apart from Julius Nyerere, mention any other three presidents who have ruled Tanzania since independence.

8. Who is the current president of Tanzania?

9. How did Tanzania attain the name Tanzania?

10. Which party led to her independence?

11. Write GEACO in full.

12. Name the ruling political party in Tanzania.

[illegible]

DATE: _____

SPELLING GAME:

Lesson 33: Kenyan Personalities/Nationalists in Kenya.

Lesson hints.

Jomo Kenyatta.

- ❖ He was the most famous nationalist in Kenya.
- ❖ The name Kenyatta means light of Kenya.
- ❖ His real name was Johnstone Kamau.

Achievements of Jomo Kenyatta.

- ❖ He was the general secretary of Kikuyu Central Association KCA which was formed in 1924.
 - ❖ He was the political leader of the Mau Mau rebellion.
 - ❖ When Kenyatta was arrested, Gichuru founded KANU.
 - ❖ After the release of Kenyatta in 1961, Gichuru stepped down for Jomo Kenyatta to become the president of KANU.
 - ❖ He became the chairman of Kenya African National Union (KANU)
 - ❖ He led Kenya to independence on 12th December, 1963.
 - ❖ He was the first prime minister of Kenya.
 - ❖ He promoted education in Kenya.
 - ❖ He improved health facilities.
 - ❖ He helped to unite people in Kenya.
-

Note: Jomo Kenyatta was the president of Kenya until his death in 1978.

- ❖ Another political party formed to struggle for Kenya's independence was KADU (Kenya African Democratic Union).

Tom Mboya.

- ❖ He was the secretary general of Kenya federation of registered trade union.
- ❖ He was the founder of Kenya local government workers union in 1952.
- ❖ He fought for the workers rights in Kenya.
- ❖ He was a member of the LEGCO representing Nairobi in 1957.
- ❖ He demanded for the release of Jomo Kenyatta in 1960.
- ❖ After independence, he served as a cabinet minister in charge of economic planning.

Note: Tom Mboya was killed in 1969 by a gun man in Nairobi.

Oginga Odinga.

- ❖ *He was a member of Kenya African Union.*
- ❖ *He was the founder of the Luo Union in 1953.*

Note: The Luo union was a cultural association.

- ❖ He was a member of the LEGCo in 1957 representing central Nyanza.
- ❖ He campaigned for the release of Jomo Kenyatta.
- ❖ He was the founder of KANU together with Tom Mboya and James Gichuru in 1960.
- ❖ He was the first vice president of Kenya in 1964.

Ronald Ngala.

- ❖ He was the leader of the Kenya African Democratic Union (KADU)
- ❖ He was the first chief minister of Kenya in 1961.

Note: He died in an accident in 1973.

Dan Arap Moi.

- ❖ He was the chairman of KADU in 1960.
- ❖ He demanded for the release of Jomo Kenyatta.
- ❖ He joined KANU in 1964 when KADU collapsed.

He served as a minister and later Vice president until 1978 when he became the president of Kenya.

ACTIVITY:

1. What was Jomo Kenyatta's real name?

2. State any **two** roles that Jomo Kenyatta played in the struggle for Kenya's independence.

i) _____

ii) _____

3. When did Kenya become independent?

4. Apart from struggling for Kenya's independence, give any **two** achievements of Jomo Kenyatta.

i) _____

ii) _____

5. Who was the president of KANU before Jomo Kenyatta?

6. State any **two** reasons why Tom is remembered in the history of Kenya.\

i) _____

ii) _____

7. Why were political parties formed in Kenya during the colonial period?

8. Write short notes about Ronald Ngala.

9. How is port Mombasa economically useful to Kenya?

10. Who is the current president of Kenya?

11. Point out the ruling political party in Kenya.

CORRECTIONS:

DATE: _____

SPELLING GAME:

Lesson 34: Current political parties in Uganda.

Lesson hints.

A political party is an organization of the same political ideas.

Reasons why political parties are formed today.

- ❖ To gain political control.
- ❖ To promote democracy and rule of law.
- ❖ To provide alternative government.
- ❖ To reduce civil wars and protect national interest.

Ruling political parties in East Africa.

- Rwanda: Rwanda Patriotic Movement (R.P.M)
 - Burundi: National Council for the Defense of Democracy.
 - Uganda: National Resistance Movement – (NRM).
 - Kenya: Jubilee Alliance
 - Tanzania: Chama Cha Mapinduzi.
-

Political parties in Uganda today:

- ❖ Democratic party (DP)
- ❖ National Resistance Movement (NRM)
- ❖ Forum for Democratic Change (FDC)
- ❖ Justice Forum (JEEMA)
- ❖ People's Progressive Party (PPP)
- ❖ Federal Alliance
- ❖ People's Development Party (PDP)
- ❖ Uganda People's Congress (UPC)
- ❖ Conservative Party (CP)

Current political parties in Kenya.

- Orange Democratic Movement (ODM)
- Jubilee Alliance.
- National Rainbow Coalition (NRC)
- Forum Party.
- Party of National Unity.
- United Democratic Movement.
- National Alliance of Kenya.
- Sisi Kwa Sisi.

Current political parties in Tanzania.

Chama Cha Mapinduzi.

ACTIVITY:

1. Name the current ruling party in Uganda.

2. Name the ruling parties of each of the following countries.

a) Tanzania _____

c) Rwanda _____

i) _____

ii) _____

[illegible]

DATE: _____

SPELLING GAME:

TOPICAL QUESTIONS.

1. Why was East Africa referred to as a dark continent?

2. Apart from Arab traders, explorers and missionaries, name any foreign group that came to East Africa.

3. What is mass media?

4. Write **MAU – MAU** in full.

5. Why were the Indian coolies brought to East Africa?

6. State **two** positive contributions of the Indian community in East Africa.

i) _____

ii) _____

7. Identify the government which sponsored the construction of the Uganda Railway.

8. Why was the railway network linking Mombasa to Kisumu called the Uganda Railway?

9. Point out the major road network across East Africa.

10. Apart from Insurance services and Banking services, suggest any other social service provided to people of East Africa.

11. Fishing is an example of a primary Industry, what is a primary industry?

12. How are inland ports important in the development of East Africa.

CORRECTIONS:

[illegible]

DATE: _____

SPELLING GAME:

Lesson 35: Democratic rule in East Africa.

Lesson hints.

- ❖ Democratic government is the government of the people for the people and by the people.
- ❖ Is a system of government that allows people's rights and freedoms.
- ❖ Democratic process is the situation where people are allowed to choose leaders of their own choice.

Ways in which one becomes a citizen of a country.

By birth, By descent, By registration, By adoption, By naturalization.

Basic rights of citizens / human rights.

- ❖ Equality and freedom from discrimination.
 - ❖ Protection of personal liberty.
 - ❖ Right to life
 - ❖ Freedom from slavery and forced labour.
 - ❖ Protection of human dignity.
 - ❖ Right to own property.
 - ❖ Right to a fair hearing.
 - ❖ Freedom of expression, movement, worship, assembly and association.
 - ❖ Right to education.
-

Duties of a citizen.

- ❖ To maintain law and order (man)
- ❖ To respect the national symbols.
- ❖ To pay taxes promptly.
- ❖ To protect and preserve public property.
- ❖ To respect the rights of others.
- ❖ To give national service when necessary.
- ❖ To register for electoral or other lawful purposes.
- ❖ To create and protect a clear and healthy environment.

Roles of the Electoral Commission in democracy.

- ❖ To demarcate constituencies.
- ❖ To organize regular, free and fair elections.
- ❖ To make and update voters' registers.
- ❖ To declare electoral results.
- ❖ To carry out civic education programmes relating to elections.

An election is an act where people choose their own leaders.

A by-election is an election held to fill a vacant political post.

A polling station is a place where people go to vote for the leaders of their own choice.

Challenges of the electoral process.

- ❖ Rigging of votes
 - ❖ Bribing of voters.
 - ❖ Fighting among the supporters of different candidates.
 - ❖ Shortage of funds.
 - ❖ Poor transport in remote areas.
 - ❖ Corrupt officials.
-

ACTIVITY:

1. What is **democracy**?

2. Give any **two** ways in which one becomes a citizen of Uganda.

i) _____

ii) _____

3. State any **two** fundamental human rights.

i) _____

ii) _____

4. Give any **two** duties of a good citizen.

i) _____

ii) _____

5. Name the body that is responsible for organizing general elections in Uganda.

6. What is a **by-election**?

7. State any **two** conditions when a by-election may be held.

i) _____

ii) _____

8. Give any **two** problems affecting the electoral process in Uganda.

i) _____

ii) _____

[illegible]

DATE: _____

SPELLING GAME:

Lesson 36 – 37: Challenges facing independent East Africa

Lesson hint:

They include:

- ❖ Illiteracy
- ❖ Poverty
- ❖ Famine
- ❖ Ignorance
- ❖ Diseases
- ❖ Teenage pregnancy and early marriage.
- ❖ High infant and maternal mortalities.
- ❖ High unemployment.\

1. Illiteracy

It is failure to write or read.

It is caused by:

- High cost of education.
 - Gender imbalance and biasness.
 - Poor distribution of learning institutions.
 - Bad cultural and religious beliefs.
-

Effects of illiteracy

- Low technology.
- Low skilled labour.
- Unemployment.

Solutions of illiteracy

- Encouraging girl child education.
- Controlling fees.
- Promoting free education.

Ways the government is fighting illiteracy in Uganda.

- By promoting adult literacy programme.
- Promoting Alternative Basic Education for Karamoja (ABEK)
- Provide Universal Primary Education (UPE) and Universal Secondary Education. (USE)

2. Poverty

It is a state of lack of money to provide for ones needs.

It is caused by:

- High level of unemployment
- Poor crop yields
- Laziness.
- Unfavourable climatic conditions.
- Long illness.
- Lack of investments.

Effects of poverty

- | | |
|-------------------------|----------------------|
| - School dropouts | - Increase in crimes |
| - Poor living standards | - Sickness |
| - High mortality rate | |
-

Solutions to poverty.

- Building more industries.
- Establishing resettlement areas during disasters.
- Promoting agriculture.
- Improving transport and communication.
- Creating market for goods and services.

3. Famine

It is a wide spread lack of food in a society/community.

Causes of famine.

- | | |
|------------------------|----------------|
| - Laziness. | - Drought |
| - Poor farming methods | - Floods |
| - Landslides | - Long illness |
| - Wars | - Hail storms |

Effects of famine

- More money is spent on importing food.
- Malnutrition.
- Dependence on foreign aid.
- Poverty
- Inefficient workers.

Solutions to famine

- Agricultural modernization. This is the use of modern methods in growing crops.
- Use of improved seeds.
- Land consolidation
- Resettling people from affected areas.
- Growing drought resistant crops.
- Teaching agriculture in schools.

Effects.

- Death of people
- More money is spent on drugs
- Lack of labourforce.
- High infant and maternal mortalities.
- Depression

Solutions to diseases

- Promoting prevention of communicable diseases.
- Building more health centres.
- Promoting good hygiene and sanitation.
- Proper feeding practices.

Unemployment

It is lack of jobs.

Causes

- | | |
|--------------|------------------------------|
| - Illiteracy | - Low industrial development |
| - Corruption | - Wars |

Effects

- | | |
|-----------------------|----------------------|
| - Poverty | - Civil wars |
| - Lack of basic needs | - Increase in crimes |

Solutions.

- Promoting practical skills.
- Improving vocational education.
- Promoting education.
- Fighting corruption.
- Preventing wars.

ACTIVITY:

1. What is **illiteracy**?

2. Mention **two** programmes the government of Uganda has put in place to fight illiteracy.

i) _____

ii) _____

3. Write **UPE** in full.

4. State **two** effects of high illiteracy level.

i) _____

ii) _____

5. State any **one** cause of illiteracy.

6. Mention **two** causes of famine.

i) _____

ii) _____

7. How can the government of Uganda reduce famine?

8. Mention any **one** disease affecting the people of Uganda.

9. Write **two** effects of diseases on the countries of East Africa.

10. What is **unemployment**?

CORRECTIONS:

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SPELLING GAME:

Lesson 38 – 39: Economic challenges facing independent East Africa.

Lesson hints:

Economic challenges include:

- Poor transport and communication.
- Dependence on foreign aid.
- Brain drain.
- Corruption.
- Low technology
- Economic collapse.

1. Dependence on foreign aid.

Foreign aid is any assistance got by a country from another country.

It includes:

- Military equipment
- Technology
- Food relief
- Machinery
- Loans
- Donations

Effects of foreign aid.

- Corruption
- Insecurity
- Dependence
- Loss of independence
- Debt burden in recipient country.

Solutions to foreign aid.

- Promote industrialization
- Modernizing agriculture.
- Improving education standards
- Developing vocational skills.

Effects of poor transport.

- Delay of goods
- Low market
- Increase in prices of goods and services
- High rate of accidents.
- Poor service delivery.

Solutions to poor transport.

- Building better transport facilities.
- Increasing funding on transport sector.
- Monitoring transport providers.
- Fighting corruption.

2. Economic collapse

It is where the country cannot meet the needs of its people.

Effects

- Industries close down.
- Shortage of essential commodities.
- Loss of money values.
- Increase of prices of goods or inflation.

Solutions.

- Promoting industrialization
- Carrying out free and fair elections.
- Developing agricultural production.
- Fighting corruption.

3. Corruption

It is the abuse of public office by those in office.

It includes:

- Bribery
- Tribalism and nepotism
- Obtaining money by false pretence.
- Embezzlement.

Effects of corruption.

- Leads to inefficiency
- Difficulty in getting social services.
- Discourages investment.
- Substandard work is done.
- Loss of government revenue.
- Death due to neglect.

Solutions.

- Enforcing laws against corruption.
- Educating people about effects of corruption.
- Imprisoning corrupt officials.
- Confiscating property of corrupt officials.
- Increasing monitoring.
- Empowering the office of the Inspector General of Government (IGG)

3. Low technology.

It is lack of scientific skills in solving everyday problems.

Technology is the scientific knowledge used to solve problems practically.

Causes.

- High level of illiteracy
- Corruption
- Poor attitude among people.

Effects.

Low development.

Lack of skilled labour force.

Solutions.

- Improving literacy levels.
- Training more labourers.
- Getting experts from other countries.

Brain drain.

It is the migration of skilled labour to other countries to work there.

Causes of brain drain.

- Low pay.
- Poor working conditions.
- High risks.

Solutions.

- Improving working condition
- Giving better pay (salaries)

ACTIVITY:

1. Give **two** examples of economic challenges facing East Africa.

i) _____

ii) _____

2. What is **foreign aid**?

3. State any **three** forms of foreign aid.

i) _____

ii) _____

iii) _____

4. State **one** danger of relying on foreign aid.

5. Write **IGG** in full.

6. Mention any **one** form of corruption.

7. Give any **one** way of preventing corruption.

8. Write **two** ways solutions to Brain drain.

i) _____

ii) _____

9. What is **technology**?

10. State **two** dangers of corruption.

i) _____

ii) _____

CORRECTIONS:

DATE: _____

SPELLING GAME:

Lesson 40: Political challenges facing independent East Africa.

They include:

- ✓ Terrorism.
- ✓ Violence of human rights.
- ✓ Refugee problems.

1. Terroism

- It is the use of violence to achieve a political aim or force the government to act.

East Africa has been affected by the following terrorist groups.

- All-shabab from Somalia.
- Allied Democratic Force (ADF) under Jamil Mukulu.
- Lord's Resistance Army (L.R.A) under Joseph Kony.

Effects of terrorism.

- ✓ Death.
 - ✓ Destruction of property.
 - ✓ Slows down development.
 - ✓ Scares away tourists and investors.
 - ✓ Causes fear.
-

Solutions.

- ✓ Improving security.
- ✓ Encouraging the rule of law.
- ✓ Encouraging peaceful settlement of conflicts e.g arbitration.
- ✓ East African countries should unite to fight against terrorism.

2. Refugee problem.

A refugee is a person forced out of his/her home or country because of political, social or economic hardship.

Effects of refugee problem.

- ✓ High dependence on host country.
- ✓ Poverty
- ✓ Environmental degradation.
- ✓ High pressure on social services.

Solutions.

- ✓ Fighting insecurity.
- ✓ Promoting democracy and rule of law.
- ✓ Empowering law courts.

Note: The body that takes care of the Refugees is the United Nations High Commissioner for Refugees (UNHCR)

3. Abuse of human rights.

- It is the denial or people's rights.

It includes:

- ✓ Arbitrary arrests.
 - ✓ Mob justice.
 - ✓ Beating political opponents.
 - ✓ Grabbing of peoples land and properties.
 - ✓ Delayed justice.
 - ✓ Killings.
 - ✓ Denial of rights and privileges.
-

Solutions.

- ✓ Electing good leaders.
- ✓ Encouraging rule of law.
- ✓ Promoting democracy.
- ✓ Sensitizing people about their rights.
- ✓ Setting up institutions to protect peoples' rights.

Note: The following bodies help to protect peoples' rights.

- ✓ Uganda Human Rights Network.
- ✓ Amnesty International.
- ✓ Uganda Human Rights Commission (UHRC)
- ✓ Uganda Human Rights Initiative.
- ✓ Federation of Women Lawyers (FIDA)
- ✓ Human Rights Watch.

ACTIVITY:

1. What is **terrorism**?

2. State **two** dangers of terrorism.

i) _____

ii) _____

3. Give any **two** causes of refugee problems.

i) _____

ii) _____

4. Give the meaning of human rights.

5. Name any **two** terrorist groups affecting East Africa.

i) _____

ii) _____

6. Write any **two** solutions to refugee problems.

i) _____

ii) _____

7. Write the following abbreviations in full.

a) UNHCR _____

b) UHRC _____

CORRECTIONS:

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DATE: _____

SPELLING GAME:

TOPIC: RESPONSIBLE LIVING IN THE EAST AFRICAN ENVIRONMENT.

Lesson 1: Environmental protection.

Environment means man's surrounding.

Environment is divided into two i.e.

- Biological Environment (living things)
- Physical Environment (non living things)

Environmental protection is the act of insuring or protecting natural environment against damages.

General methods of environmental protection.

- Sustainable use of the environment.
- Protection of the environment by **NEMA**.
- Waste management.

Sustainable use of the environment.

It refers to the use of environment in such a way that does not harm it.

Examples of sustainable use of the environment.

- Afforestation I - Re-afforestation - Proper methods of farming.
- Agro-forestry - Alternative energy use - Conservation of the environment.

Afforestation: This is the planting of trees where they have never existed.

Re-afforestation: This is the planting of trees where they have been cut.

Agro-forestry: This is the planting of trees and crops on the same piece of land.

Importance of planting trees.

- Trees help in the formation of rainfall.
- Trees help to control soil erosion.
- Trees provide wood fuel which includes firewood, charcoal and briquettes.
- Trees provide local herbs.
- Trees purify the air by using carbondioxide and releasing oxygen during photosynthesis.
- Trees are cut for timber.
- Tree parts are used as food for some animals and people.
- Trees provide fruits eg. guavas, mangoes, avocadoes.
- Trees are wind breaks.

ACTIVITY.

1. What does the term **environment** mean?

2. What do you understand by the term sustainable use of the environment?



SST PRIMARY SIX TERM III WORKBOOKS

3. State any **three** sustainable uses of our natural environment.

i) _____

ii) _____

iii) _____

4. Give the meaning of the following terms:

a) Afforestation

b) Re-afforestation

c) Agro-forestry

5. State any **two** reasons why people plant trees on their compounds.

i) _____

ii) _____

6. Give **one** example of a physical environment.

7. Give **one** example of a physical environment.

[illegible]

DATE: _____

SPELLING GAME:

Lesson 2: Proper methods of farming.

Lesson hints.

Proper methods of farming are the ways of growing crops and rearing of animals which protect the environment.

Examples of proper methods of farming:

Crop rotation, Mulching, Inter-cropping, Agro-forestry, Terracing, Strip cropping, Bush fallowing, contour ploughing, paddocking.

Advantages of proper methods of farming in the environment.

- Helps to control pests and diseases.
- They help to control soil erosion e.g. terracing.
- Increase crop yields.
- Improves households income.
- Conserves vegetation.

Poor methods of farming.

Overstocking, use of herbicides over cultivation//mono cropping / Bush burning.

Effects of poor farming methods in the environment.

- Destroys the environment.
- They lead to soil erosion.
- Leads to soil exhaustion.
- Leads to famine.
- Leads to low crop yields.

Note:

a) *Over grazing is where animals eat grass in an area and leave the soil bare.*

b) *Bush burning is the burning of vegetation cover leaving the soil bare.*

ACTIVITY

1. State any **two** proper methods of farming.

- i) _____
- ii) _____

2. Write down any **two** advantages of proper methods of farming in the environment.

- i) _____
- ii) _____

3. Give any **two** poor methods of farming.

- i) _____
- ii) _____

4. State any **two** effects of poor methods of farming in our environment.

- i) _____
 - ii) _____
-

5. Give the meaning of each of the following terms.

i) Crop rotation

ii) Mulching

- iii) Bush fallowing

iv) Paddocking

CORRECTIONS:

[illegible]

DATE: _____

SPELLING GAME:

Lesson 3: Alternative energy use.

Lesson hints.

Alternative energy use is where people use other sources of fuel apart from wood fuel.

Examples of other sources of energy.

- Solar energy from the sun.
- Biogas from the garbage and animal waste.
- Hydro Electric Power from fast running water.
- Geothermal energy from hot springs

Importance of using other sources of energy apart from wood fuel to the environment.

- People reduce cutting down trees for fuel.
- Keeps the environment clean.
- Protects the environment.
- Improves climate.
- Preserves plants for future generation.

Dangers of using wood fuel.

- Wild animals are displaced from forests.
- It leads to cutting down of trees for fire wood.
- It leads to air pollution through charcoal burning.
- It leads to soil erosion due to cutting down of trees.
- It leads to reduction in rainfall formation due to cutting down of trees.

Energy resources from plants.

Examples: wood fuel, Bio-gas, Food

Wood fuel

- It is a plant product.
- Wood fuel is used as; Fire wood, Charcoal, Saw dust, briquettes.

How to conserve wood supply.

By afforestation, By re-arrorestation, By agro-forestry, using energy saving stoves.

Conservation of wood fuel.

- Using alternative energy sources.
- Using energy saving stoves.
- Using energy efficient cooking methods e.g. covering what is being cooked.
- Turning saw dust from timber into charcoal by mixing it with rice and coffee husks to form briquettes for cooking.

ACTIVITY:

1. Mention any **two** alternative sources of energy apart from wood fuel.

i) _____

ii) _____

2. Give any **two** values of using other sources of energy apart from wood fuel.

i) _____

ii) _____

3. What is the **main** source of fuel used in East Africa?

4. State any **two** dangers of using wood fuel.

i) _____

ii) _____

5. How does charcoal burning lead to air pollution?

6. **Complete the table below.**

Energy	Source of energy
Hydro Electric Power	_____
_____	Garbage
Solar energy	_____
_____	Coal
Geothermal energy	_____

[illegible]

DATE: _____

SPELLING GAME:

Lesson 4: Conservation of the environment.

Lesson hints.

Conservation is the protection or controlled use of a resource that has limited supply. **Or** this is the protection of the natural environment from being damaged.

It includes the following practices:-

- Swamp conservation i.e. protection of swamps.
- Protecting soil from exhaustion.
- Protecting forests.
- Protecting animals.
- Protecting water sources from pollution or contamination.
- Proper waste management.

What can be conserved in our environment.

- Soil
- Water bodies
- Plants
- Animals
- Swamps

Methods of environmental conservation.

- Avoid land pollution from industrial and agricultural chemicals.
- Using farming methods that do not lead to soil erosion.
- Gardens should be mulched to reduce soil exposure.
- Avoid bush burning.
- Finding alternatives to fossil fuels and wood fuel. E.g. solar energy and hydro electricity.
- Avoiding poaching / hunting.
- Avoiding dumping industrial wastes into swamps and water sources.
- Reducing the rate of industrialization.
- Educating people about the dangers of deforestation and swamp drainage.

Importance of conservation practices.

- It enables future generations to benefit from plants and animal resources.
- Conservation of forests helps in the maintenance of stable climatic conditions.
- Ensures supply of raw materials.
- It protects water sources.
- It promotes tourism.
- Soil fertility is maintained.
- Maintaining vegetation cover helps to control soil erosion.

ACTIVITY:

1. What do you understand by the term conservation?

2. List any **three** methods of environmental conservation.

i) _____

ii) _____

iii) _____

i) _____

ii) _____

i) _____

ii) _____

[illegible]

DATE: _____

SPELLING GAME:

Lesson 5: Waste Management

Lesson hints.

Waste is any material that has been used by people and has less values.

Wastes are also called refuse.

Types of wastes.

1. **Bio-degradable waste:** These are wastes that can easily rot e.g. peelings, husks, dung etc.
2. **Non- bio-degradable wastes:** These are waste materials that can't easily rot e.g. metals, polythene, nylon and polyester clothes.

Bio-degradable waste can be used to make manure, biogas, animal feeds.

Note: Always separate degradable from non degradable wastes before disposing off.

Methods of proper management of wastes.

- Reduction - minimize generation of wastes.
 - Use 5R's to dispose off non degradable wastes.
 - Re-use waste: This is the act of using something more than once or in different ways e.g using polythene bags more than once.
-

-
- Return – bottles and containers should be returned to shops and manufactures.
 - Refuse or reject the use of materials which are difficult to get rid of, e.g. use of paper bags instead of buveera or plastic bags.
 - Recycling – collecting materials that had been thrown away and processing them to make new products.
 - Proper disposal of wastes.
 - Recycling of sewage.
 - Using latrine or toilets to dispose off faeces.
 - Digging rubbish pits.

5R's in waste management are:

- Recycle
- Reuse
- Refuse
- Return
- Reduce

Causes for the increase of wastes in the environment.

- Lack of proper wastes disposal places.
- Lack of methods of recycling or re-use.
- Use of resources wastefully.

Effects of poor waste management.

- Ugly littering of compounds.
 - Contaminates water bodies and air.
 - Soil degradation.
 - Spread of disease.
 - Blockage of drainage channels causing flooding.
-

SST PRIMARY SIX TERM III WORKBOOK

ACTIVITY:

1. What do you understand by the term waste?

2. Write any **two** proper ways of waste management.

i) _____

ii) _____

3. State any **two** causes for waste materials in the environment.

i) _____

ii) _____

4. Give any **two** effects of poor waste management.

i) _____

ii) _____

5. Mention **two** types of waste materials disposed in the environment.

i) _____

ii) _____

6. Outline **two** examples of Non – bio-degradable wastes in the environment.

i) _____

ii) _____

7. Write 5R in full.

[illegible]

DATE: _____

SPELLING GAME:

Lesson 6: National Environment Management Authority. (NEMA)

Lesson hints.

- ❖ **NEMA** has been operational in Uganda from December 1995.

Main aims of NEMA.

- ❖ To advise and spearhead development of environmental policies, laws and regularities.
- ❖ To guide the government on environmental management in Uganda.

Functions of NEMA Board of Directors.

- ❖ To oversee the implementation and successful operation of policies and functions.
- ❖ To review the policy and strategic plans of NEMA.
- ❖ To provide guidance to executive Directors and staff to approve annual budget of NEMA.
- ❖ To monitor and evaluate the performance of NEMA against budgets and plans.

Specific functions of NEMA.

- ❖ To promote clean environment.
- ❖ To protect forests.
- ❖ To protect wetlands / swamps.
- ❖ To sensitize people about the importance of protecting forests and swamps..

Sections under NEMA that also protect the environment.

National Forestry Authority (NFA) and Uganda Wildlife Authority (UWA)

Broad objectives of NEMA

- ❖ To coordinate the implementation of government policies and decisions of policy committee on environment.
- ❖ To ensure integration of the environment concerns in overall national planning through coordinating with relevant ministries, department, or agencies of government.
- ❖ To propose environmental policies and strategies to the policy committee.
- ❖ To initiate legislative proposals, standards and guidelines on environment in accordance with the law.
- ❖ To review and approve environmental impact assessment and environmental impact statement submitted in accordance with the environmental national act chapter 153.
- ❖ To liaise with the private sector , private inter government organization, non-governmental and governmental agencies of states on issues relating to environment.

ACTIVITY:

1. Write in full.

a) **NEMA**

b) **NFA**

c) **UWA**

2. State **one** reason for the formation of **NEMA**.

3. State the mission of **NEMA**.

4. Write down any **two** departments of **NEMA**.

i) _____

ii) _____

5. State any **two** functions of **NEMA**.

CORRECTIONS:

DATE: _____

SPELLING GAME:

Lesson 7 and 8: irresponsible living in the environment.

Irresponsible living refers to the different ways people damage their environment.

These ways include:-

- ❖ Deforestation
- ❖ Swamp drainage.
- ❖ Pollution
- ❖ Over-stocking and overgrazing.
- ❖ Over cultivation.
- ❖ Bush burning.

1. Deforestation

Is the uncontrolled cutting down of trees without replacement.

Or it is the cutting away of a forest cover without replacement.

Causes.

- ❖ Industrialization
- ❖ Charcoal burning.
- ❖ Road construction
- ❖ Human settlement.

Effects of deforestation.

- ❖ Desertification (increase in desert condition)
- ❖ Drought (reduction in rain)
- ❖ Soil erosion
- ❖ Landslides.
- ❖ Displacement of wild animals.
- ❖ Resource depletion (exhaustion of resources)
- ❖ Global warming
- ❖ Climatic changes

Ways of reducing deforestation.

- ❖ Encouraging afforestation and re-afforestation.
- ❖ Using alternative energy sources.
- ❖ Controlling population growth.
- ❖ Sensitizing people about importance of forests.

2. Swamp drainage.

Is the removing of water from swamp to be used for other purposes.

Causes.

- ❖ Need for land to grow crops.
- ❖ Settlement.
- ❖ Dumping of garbage in wetlands.
- ❖ Industrialization.
- ❖ Brick making.
- ❖ Growth of urban centres.

Effects of swamp drainage.

- ❖ Death of aquatic animals.
- ❖ Contamination of water sources.
- ❖ Reduction of rain.
- ❖ Floods.
- ❖ Depletion of swamp resource.
- ❖ Putting laws against swamp drainage.

Ways of controlling swamp drainage.

- Fencing swamp land.
- By swamp reclamation.

Swamp reclamation is sthe allowing of swamps to occupy the drained areas.

- Gazetting industrial parks.
- Implementing laws on swamps.

3. Overstocking and over grazing.

- ❖ Overstocking is the keeping of a large number of animals on a small piece of land.
- ❖ Overstocking leads to overgrazing.
- ❖ Overgrazing is the rearing of animals repeatedly on land.

Effects of overgrazing.

- ❖ Soil erosion.
- ❖ Devegetation
- ❖ Depletion of resources.
- ❖ Drought

4. Over cultivation

- It is the repeated growing of crops on the same piece of land.

Effects.

- ❖ Soil erosion
- ❖ Leaching

5. Leaching is the washing of soil nutrients to the lower soil layer.

Effects of leaching.

- ❖ Soil exhaustion
- ❖ Low crop yields

6. Bush burning is the setting up of the grass or forest on fire.

Causes.

- ❖ To allow new pasture to grow.
- ❖ To prepare land for farming.
- ❖ To kill pests and other vectors around.
- ❖ To chase away wild animals.
- ❖ Careless smokers.

Effects of bush burning.

- ❖ Burning of the crops in gardens.
- ❖ Soil erosion.
- ❖ Destruction of pasture for animals.
- ❖ Pollution of the environment.
- ❖ Displacement of animals from their habitats.

ACTIVITY.

1. What does the term **Irresponsible living** mean?

2. Give any **two** examples of irresponsible living.

i) _____

ii) _____

3. Mention any **two** human activities that lead to deforestation.

i) _____

ii) _____

4. Give **one** danger of deforestation.

5. Write any **one** reason why people carry out bush burning.

6. State any **one** danger of charcoal burning.

7. How does overgrazing lead to soil erosion?

8. How can deforestation be controlled?

9. What is **swamp drainage**?

10. State any **two** causes of swamp drainage.

i) _____

ii) _____

11. Give **one** danger of over cultivation.

12. Write **one** danger of swamp drainage.

CORRECTIONS:

[illegible]

DATE: _____

SPELLING GAME:

Lesson 9: Climate changes

Lesson hints.

Climate change is the change of climatic conditions over a long period of time.

Aspects of climate; Rainfall, Temperature.

Factors influencing climate.

- Wind
- Altitude
- Latitude
- Vegetation
- Water bodies
- Human activities

Causes of climatic changes.

- Volcanic activities
 - Earth movement
 - Solar radiations from the sun to the earth.
 - Ocean currents.
-

Negative Human activities.

These are activities that destroy vegetation and therefore climate.

They include:

Deforestation, Bush burning, Swamp drainage, industrialization.

Global warming: This is the constant rise in temperature world wide.

Causes of global warming: deforestation, Industrialisation, Bush burning, hydro floury carbon release, green house effects.

Note: Hydro floury carbon release are gases released from old machinery.

- ❖ The gas that leads to global warming is **carbon dioxide**.
- ❖ Deforestation leads to global warming in a way that trees that would use carbon dioxide to manufacture their food are cut down hence more carbon dioxide in the atmosphere.

Effects of global warming

- Melting of snow on high mountains.
 - Reduction in the formation of rainfall.
 - Skin cancer (Kaposi's sarcoma)
 - High temperature – long drought
 - Reduction in the volume of water bodies.
 - Long rainy season after drought
-

ACTIVITY

1. What is **climate**?

2. Write down any **two** factors that influence the climate of an area.

i) _____

ii) _____

3. Mention any **two** human activities that can lead to negative climate changes.

i) _____

ii) _____

4. What is **global warming**?

5. Mention any **one** cause of global warming.

6. State **one** effect of global warming.

7. How do industries lead to global warming?

8. Which gas in the atmosphere is responsible for global warming?

9. How useful is carbon dioxide to plants?

CORRECTIONS:

DATE: _____

SPELLING GAME:

Lesson 10: Consequences of irresponsible living in the environment.

Lessons hints.

Failure to protect the environment may lead to the following.

Floods, Mud or landslides, Desertification, Pollution of land, water and air,
Diseases

Resources depletion, Over producing of children, drought, Soil erosion, Silting

Floods are large amounts of water covering unexpected area that is usually dry.

Causes of floods.

Too much rain, Tidal waves, Melting snow/ ice from mountains, settlement in low lying areas.

Effects of floods.

- It leads to loss of animal and human life through drowning.
 - It leads to destruction of crops.
 - It leads to destruction of people's properties
 - It leads to destruction of roads, bridges and houses
 - Raise of water table hence epidemic diseases like cholera, emboli
 - It leads to displacement of people
-

Suggested solutions to floods.

- Maintaining vegetation cover in catchment areas.
- By constructing flood banks.
- By creating reservoirs to hold excess water e.g. dams.
- Educating people about floods, their causes, effects and prevention.
- By conserving soil.
- Using river gauges to forecast floods.

NOTE:

Although floods are natural but people can contribute to floods by cutting down trees leaving the soil bare which is easily washed away during the rainy season into water bodies making it difficult for the stream to accommodate water during heavy rains.

ACTIVITY:

1. State any **two** negative effects of misusing our environment.

i) _____

ii) _____

2. What do you understand by the term floods?

3. State any **two** causes of floods.

i) _____

ii) _____

4. Give **two** solutions to floods.

i) _____

ii) _____

5. Write down any **two** effects of floods to the people.

i) _____

ii) _____

CORRECTIONS:

[illegible]

DATE: _____

SPELLING GAME:

Lesson 11: Landslides and desertification.

Lesson hints.

Landslides: This is a mass of earth, rock and mud that falls down the slopes of mountain.

Landslides are examples of environmental diseases.

Causes of landslides.

- Farming along steep slopes.
- Too much rainfall.
- Deforestation on mountain slopes.
- Mining

Effects of landslides.

- Blocks roads.
 - Loss of human and animal lines.
 - Destruction of properties.
 - Land fragmentation
 - Destruction of crops.
 - Displacement of people.
-

Remedies / Solutions

- ❖ Good farming practices
- ❖ Agro forestry
- ❖ Control of population through good family planning practices

NB: Ministry in charge of disasters is called ministry of disaster preparedness.

Desertification is the process by which a large area is turned into land with very little water and very few plants growing.

A desert is a large area of land that has very little water and very few plants growing on it.

Causes of desertification.

Desertification comes as a result of drought. Drought is a long period of time when there is no rain

Causes of drought.

Deforestation, Swamp drainage, Bush burning, Climatic variation/ changes.

Note: The above activities lead to interference with the water cycle.

Effects of drought.

- Food shortage
- Soil infertility/ Soil deterioration.
- Death of animals due to food and water shortage.
- Crop failure or withering of crops due to water shortage.
- An outbreak of plant eating fungi and pests

Suggest solutions for drought.

- Planting of trees.
 - Protecting of vegetation and water sources.
 - Growing drought resistant crops e.g. Sorghum, cassava, millet.
 - Careful management of natural resources e.g. forests.
 - Practice efficient water harvesting and storage methods.
 - Practicing soil conservation.
-

ACTIVITY:

1. What is a **landslide**?

2. State any **two** effects of landslides.

i) _____

ii) _____

3. What is a desert?

4. Mention **one** way landslides can be controlled.

5. State any **two** solutions to drought.

i) _____

ii) _____

6. Give any **two** human activities that can lead to drought in an area.

i) _____

ii) _____

CORRECTIONS:

Date: _____

SPELLING GAME:

Lesson 12: Pollution.

Lesson hints.

Pollution is the release of harmful wastes into the environment.

pollutants are harmful wastes.

Types of pollution: Air pollution, Water Pollution, Land Pollution, Sound Pollution.

1. **Air pollution:** This is the release of harmful and dangerous gases into the atmosphere.

How air is polluted.

- Smoke from factories and industries.
 - Exhaust smoke from cars, trains, engines, old fridges which contain carbon, chlome, fluorine are called the chlorofluoro carbon (CFCs).
 - Tobacco smoke from smokers.
 - Heat and smoke from burning bushes, forests and charcoal.
 - Radio active substances from bombs and atomic industries.
-

Effects of air pollution.

- Causes global warming.
- Causes respiratory disease eg asthma, cancer, flu, cough.
- Suffocates people and animals.
- It makes the environment dirty.
- Dust blocks the stomatas of plant leaves.

Solutions to air pollution.

- Avoid bush burning.
- Reducing the amount of lead in petrol.
- Fitting exhaust gas purifiers on vehicles.
- Maintaining vegetation to avoid dusty environment.
- Treating discharge from factories.

2. **Water pollution** is when water sources are contaminated with harmful wastes.

How water is polluted.

- Dumping of wastes from farms and industries.
- Discharging untreated or raw sewage i.e. human faeces and urine from toilets into lakes and rivers.
- Spilling of oil wastes from factories and refineries.
- Dumping of household refuse into water sources.
- Discharge of hot waste water from factories and industries.
- Urinating, bathing, defecating, washing in or near water sources.

Problems caused by water pollution.

- Diarrhoeal diseases eg. typhoid, dysentery and cholera.
 - Death of the aquatic animals.
 - Smelly and poisonous water.
-

How water pollution can be controlled.

- Avoid throwing rubbish or pouring waste materials into water bodies.
- Cleaning wells.
- Treating sewages and industrial wastes before releasing them into water.
- Planting trees along river banks to stop soil erosion.
- Discourage development along river banks.

ACTIVITY:

1. What is **pollution**?

2. Mention the **four** types of pollution.

i) _____ ii) _____

iii) _____ iv) _____

3. State any **two** ways how air is polluted.

i) _____

ii) _____

4. What is water pollution?

5. Give any **two** solutions to air pollution.

i) _____

ii) _____

6. State any **two** ways people are polluting the water sources.

i) _____

ii) _____

7. Write **CFC** in full.

(i) _____

(ii) _____

(iii) _____

i) _____

ii) _____

[illegible]

Date: _____

SPELLING GAME:

Lesson 13: Land pollution, sound pollution and silting.

Lesson hints.

Land pollution is when land is contaminated with wastes.

How Land is Polluted.

- Oil spills from garages.
- Excessive use of artificial fertilizers.
- Rocks from mining pits after minerals have been extracted.
- Dumping of old vehicles and factory machines.
- Dumping of used tins, polythene papers, plastics etc.
- Dumping of garbage.

ways of controlling land or soil pollution.

- Sort plastics from other wastes and recycle them.
- Use manure or compost instead of artificial fertilizers.

Noise / sound pollution is where there is too much sound or noise for the ear.

Causes of sound pollution.

- Noise from war weapons e.g. bombs and artillery guns.
 - Noise from supersonic jets.
 - Noise from birds e.g. weaver birds.
 - Noise from engines of vehicles and factories.
 - Loud music in markets from people who sell tapes.
-

Effects of noise pollution.

- Abortion of pregnant women
- Causes headache and high blood pressure.(Hypertension)
- It can cause stress.
- It can cause permanent damage to the hearing system/hearing loss
- Sleep disturbances
- Death of whales and other marine species.

Silt is sand or mud that is carried by flowing water and left at the mouth of a river or water.

Silting is the disposition of soil into water bodies by erosion.

Effects of silting.

- Contaminates water.
- Makes water bodies shallow especially lakes.
- Reduction of life span of the water body i.e swamps, river and lakes dry up.
- Flooding of the surrounding areas.
- Disorganizes water transport.
- Death of aquatic animals.

Ways of controlling silting.

- Controlling soil erosion through terracing, tree planting.
- Avoid cultivation along river banks.
- Protection of the vegetation cover in water catchment areas like hill tops and hill slides.

ACTIVITY:

1. Give the meaning of the following terms:
 - a) Land pollution

SST PRIMARY SIX TERM III WORKBOOKS

b) Sound pollution.

c) Silting

2. State any **two** ways land can be polluted.

i) _____

ii) _____

3. Mention **one** way of controlling land pollution.

4. How is silting dangerous in our environment?

5. State any **two** causes of noise pollution.

i) _____

ii) _____

6. Give any **one** effect of noise pollution.

7. Give any **two** ways of controlling silting.

i) _____

ii) _____

8. Mention any **two** diseases caused due to pollution and contamination of the environment.

i) _____ ii) _____

[illegible]

Date: _____

SPELLING GAME:

Lesson 14: Environmental degradation.

Lesson hints.

Degradation is the process of damaging something.

Environmental degradation is the lowering of the quality/spoiling of our environment.

Natural causes of environmental degradation.

Earthquakes, Volcanic eruption, Drought, Lightning, Floods, Storms.

Human causes of environmental degradation.

- Devegetation - Soil degradation - Silting of water bodies.
- Wetland degradation - Pollution - Deforestation.

Earthquake is a sudden and violent shaking of the earth's surface.

Ways to minimize damage caused by earthquakes.

- Construction strong houses.
- Move under the beds or tables to protect yourself from falling objects.
- Move out of buildings. When outside, move to an open area away from buildings and trees.
- After the earthquake, help any injured persons by offering First Aid and arrange for them to go to hospital.

Volcanic eruption is the sudden and violent release of hot molten rocks, smoke and gases from within the earth on to the earth's surface.

Dangers of volcanic eruptions.

- Volcanic eruptions kill people and animals.
- It destroys crops and buildings.
- Causes air pollution.

Lightning is a visible electrical discharge in form of a flash light from the sky.

Effects of lightning.

- It damages properties.
- It destroys trees
- It interrupts electricity. Radio and TV transmission.
- It causes fire.

Storms are strong winds and rains often with thunder and lightening.

- It can destroy buildings, plants and cause ships to capsize.
- People can control storms by planting trees which act as wind breaks.

ACTIVITY:

1. What do you understand by the phrase environmental degradation?

2. Mention any **two** natural causes of environmental degradation.

i) _____

ii) _____

3. Give any **two** human causes of environmental degradation.

i) _____

ii) _____

4. State any **two** effects of earthquakes.

i) _____

ii) _____

5. How is volcanic eruption dangerous to our environment?

CORRECTIONS:

Date: _____

SPELLING GAME:

Lesson 15: Soil degradation.

Lesson hints.

Soil degradation is when soil is made poor and less productive.

Ways soil can be degraded.

- By land fragmentation
- By bush burning
- By dumping garbages
- By oil spills from garages
- By over cultivation.

Soil erosion is the removal of top soil by its agents eg flowing water, strong wind and moving animals.

Note: Land fragmentation is the division of land to form small plots.

Causes of soil erosion.

- ❖ Deforestation
- ❖ Bush burning
- ❖ Overgrazing
- ❖ Monocropping
- ❖ Overcropping / overcultivation
- ❖ Building of houses and roads.

How soil can be conserved.

- Controlling soil erosion.
- Maintaining soil fertility through applying manure.
- Land consolidation i.e joining small pieces of land to be formed and managed as one block.
- Controlling population growth.

Effects of soil degradation.

- Eroded soils are infertile and give lower yields which lead to food shortage and famine.
- Eroded soil may contain pesticides that poison water.
- Land degradation leads to spread of deserts.
- Floods lead to destabilizing soil profiles.
- Plants with shallow roots are washed away.
- Silting of water bodies occurs after water floods.
- Human suffering, diseases and most likely death.

Devegetation is the removing of soil cover or vegetation and leaving the soil bare.

Agricultural activities that lead to devegetation.

Overgrazing, Bush burning, Overstocking, Deforestation.

ACTIVITY:

1. State any **two** ways how land can be degraded.

i) _____

ii) _____

2. What is **soil erosion**?

i) _____

ii) _____

4. Give any **two** ways of conserving soil

i) _____

ii) _____

5. State any **two** effects of soil degradation.

i) _____

ii) _____

CORRECTIONS:

[illegible]

Date: _____

SPELLING GAME:

Lesson 16: Depletion of resources and solutions to Environmental problems.

Lesson hints.

Depletion of resources is the act of reducing resources in large amounts so that there is not enough resources left.

How people reduce resources in large amounts.

- Deforestation
- Over harvesting of swamps
- Over fishing
- Over use of water from lakes and rivers for irrigation
- Poaching

Dangers of resources depletion.

- Global warming.
 - Drought and desertification.
 - Loss of jobs.
 - Famine and food shortage.
 - Economic collapse.
 - Extinction of animals and some plants.
 - Death of people and animals.
-

Ways of controlling and preventing environmental degradation.

- People should practice cover cropping, inter-cropping and agroforestry.
- Plant legumes, practice crop rotation and use compost, green and farmyard manure to keep the soil fertile.
- No one should develop wetlands without approval from **NEMA**
- Do not drain wetlands for agriculture.
- Use stoves which save charcoal and firewood.
- Don't allow people to build and make any development too close to river banks or lake shores.
- Use the 5R's to control waste i.e Reduction. Re-use waste, Recycle, Return and Refuse or reject.
- Enforce laws against environmental degradation.
- Sensitising people about the importance of maintaining our environment.
- Using alternative sources of power.

ACTIVITY

1. Give any four solutions to environmental problems.

- i. _____
- ii. _____
- iii. _____
- iv. _____

2. What is resource depletion?

3. Give any two effects of resource depletion.

- i. _____
 - ii. _____
-

4. State one way people may lead to resource depletion.

CORRECTIONS:

Date: _____

SPELLING GAME:

Topical Test

1. How do trees modify climate of a given area?

2. Identify **one** recreation activity.

3. Name the commonest source of fuel used by most Uganda.

4. Define the term deforestation

5. What type of electricity is generated from wind?

6. State any **one** way wind promotes water transport.

7. How can rural electrification control devegetation?

8. Mention two duties performed by NEMA.

9. Who is the current minister of disaster preparedness in Uganda?

10. What is meant by the term global warming?

11. Why is water called a renewable resource.

12. Why are Bagisu discouraged from settling on mountain slopes

13. Mention **two** common birds found in wetlands of East Africa.

14. How are bird sanctuaries economically important to the economy of East Africa

15. Suggest any **one** indicator of climate changes.

CORRECTIONS:
