

CBC HISTORY SINIOR ONE

Theme: understanding our past

Topic: finding out about our past

Sub topic: the meaning of history and political education

Qn. What is history?

- History is a branch of knowledge that records and explains past events (Merriam Webster)
- History is a narrative of what civilized men have thought or done in past time. (Will Durant)
- History is an ending dialogue between the present and the past and the chief function of historians is to master and understand the past as a key to the understanding of the present. (E.H Carr)
- History is the unfolding story of human freedom. (Lord Acton)
- (General view). History is therefore the study of the past events in relation to the present events so as to predict the possible future events.

Qn. What is political education?

Political education comes from the word politics which mean;

- The art and science of managing the society.
- It is a study of distribution of power and economic resources among the different societies, nations or continents.
- It's the study of political behavior of man in relation to government of society.

The relationship between history and political education

Learners activity 1

Qn. With the knowledge above, how is history related to political education.

- Helps in understanding political context. Studying history helps people understand the historical context in which political events unfold. This is crucial for comprehending the motives, decisions and consequences of political actions.
- Whelp in preserving democratic values. History often highlights the importance of democratic values, rule of law, and human rights. Political

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education then aims to instill and reinforce these values for the betterment of society.

- Analyzing historical events fosters critical thinking skills, enabling individuals to assess political information critically, question assumptions and make informed judgements.
- Political education grounded in history encourages civic engagement. Understanding historical struggles for rights and freedoms can inspire active participation in political progress.
- History provides a lens through which political education can analyze different political systems, ideologies and governance structures. This examination aids in evaluating the strength and weakness of various approaches.
- Historical events contribute to the formation of political identity. People often draw inspirations from historical figures, movements, shaping their political beliefs.
- History offers lessons from past political experiences, both successes and failures. Political education utilizes these lessons to inform decision-making, policy development.
- History contributes to cultural awareness, allowing individuals to understand the diverse cultural influences that have shaped political landscape. This is crucial for fostering tolerance and inclusivity in political education.
- History offers insight into effective and ineffective leadership styles. Political education can draw upon historical examples to teach leadership qualities and strategies that contribute to successful governance.
- History provides a perspective on the establishment and evolution of political institutions. Political education exposes the roles of institutions in governance, emphasizing their impact on political stability and development.
- History often presents examples of conflicts and their solutions. Political education can utilize these cases to teach effective conflicts resolution strategies, promoting peaceful and diplomatic approaches to political challenges.

Qn. What advantages do we gain from learning from the past.

Qn. Identify the advantages of learning from the past.

The past is our foundation. The bedrock that allows a stable society to exist, it's here that we can see our Heroes, those who have done great and noble deeds and thoughts. Here are some of the advantages of learning from our past.

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- In our past we see our failures and our enemies, our victories and our defeats.
- The past allows the people of the present and the future to learn without having to endure.
- We can see how others coped; we can see how others survived hard times.
- The past gives us courage and it protects us. Not only can we see the sacrifices that have been made for us by those in the past but we can use that to protect ourselves now and in the future.
- It's a gift that our ancestors bestowed upon us.
- The thirst for knowledge reaches into the past, even when one is focused on solving contemporary problems.
- The search for solutions often requires an understanding of how problems developed or how our elders might have approached big problems in the past.
- We study both our collective pasts and our individual pasts to gain a better understanding of who we are today and where we are going in the future.
- Lessons learned from the past can influence hope for better social, political and environmental actions we take today.
- By studying the past, we learn how and why people lived as they did throughout the world and the changes and causes of such changes that occurred within their cultures.
- We study the past to acquire a broader and richer understanding of our world today and our place in it.

Note; your past actions determine your present self and situation, and your present actions determine your future situations.

So, to a certain extent, they are all relevant.

Qn. Outline the disadvantages of learning from the past.

- Creates false impressions.
- Brings back unpleasant memories such as wars, death etc.
- Causes some people to live in the past.
- Depending solely on the past records can result to distorted understanding of events and lessons learned since historical records may be incomplete, biased, inaccurate etc.
- Discourages innovation hence hindering progress and adaption to changing circumstances.
- Learning from the past also overlooks the role of contingency and the possibility of different outcomes based on different choices.

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- Tends to create the aspect of cultural biasness.
- Leads to inability to account for unforeseen events and uncertainties.
- Strong emphasis on historical practices may create resistance to change and adoption technological innovations.
- Focusing too much on historical context may lead to a lack of foresight and inadequately prepares one for emerging trends and future challenges.

Topic: finding about our past

Sub topic: reasons for studying history and political education

Students activity

Qn. Why do we study history.

- To know and understand the past and present events.
- To know the conditions that made dangerous events to occur long ago hence we can avoid it.
- To acquire knowledge of our past and be able to make wise decision for us and others people.
- To promote Nationalism and patriotism.
- To widen our knowledge.
- To understand ourselves and our environment i.e. to know where we are going and coming from.
- To get jobs in law, teaching and journalism professions in future in a given society.
- To help us understand our own identities and other cultures.
- Helps build up citizenship which is of a shared past and a communal identity and get this shared experience through our common knowledge of history.
- History builds the reading and writing skills.
- Builds on interpretation and analysis skills since its based-on records left behind in past decades and centuries.
- Gives insight into the present-day problems without understanding the root of a problem, and when there is no hope of solving it.

Qn. Mention the reasons for studying political education.

- Helps individuals to comprehend the evolution of political ideologies, institutions and societal norms contributing to a broader historical perspective.
- Equips individuals with the knowledge to address disputes peacefully and advocate for positive change within societal structures.

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- Emphasizes the importance of being actively involved in the community, understanding one's rights and duties contributing to the betterment of society.
- Enables individuals to analyze political systems, policies and decisions fostering a capacity to evaluate information and form well-reasoned opinions.
- To pass examinations.
- To get employment opportunities. Like when one becomes a member of parliament, etc.
- To promote culture and appreciation of the past, beliefs and traditions.
- Helps us to learn our ethnic background.
- Helps one to appreciate the contribution of Uganda national independence movements towards the attainment and safe guarding of our national independence.
- Enables one to have a liberated and healthy mind with high morals, values and good qualities of leadership.
- Help citizens to develop into maturely informed, responsible citizens who participate in national issues.

Subtopic: the different sources of history

These are ways or methods used to discover about or to reconstruct our past. There are many sources of history among which are modern and traditional methods of finding about the past. The most commonly known sources include.

- ✓ Oral traditional source of history
- ✓ Written records source of history
- ✓ Archeology source of history
- ✓ source of history
- ✓ Anthropology source of history
- ✓ Linguistics source of history

Students activity 4

Using different internet sources and texts, mention and explain the meaning of the following sources of history giving illustrations or examples, their advantages and disadvantages.

1) Archeology.

This is the study of past human societies through the materials, culture they left behind.

It involves surveying excavating among others to find out materials to study by the researcher.

Advantages of this source of history.

- Gives information about the culture and behavior of people.

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- Gives the exact information of what happened 1000 years or million years ago.
- Helps historians to construct the history of human who lived in the pre-historical times
- Its findings cannot be distorted since it's based on original evidences left by the early man.
- Creates employment to those who are involved in the salvation.
- Helps the government earn foreign revenue through tourism when tourists come to view the fossils from the museums.
- Source of income to the archeologists who research about the fossils.

Disadvantages of this source of history.

- It needs a lot of science and technology which may not be available.
- It mainly works on assumptions and probabilities which may not give correct information.
- It is expensive in terms of money required for digging land to get the remains of early man and tools.
- It takes long time to find the material to be examined and recorded by Archeologists.
- It is not easy to locate the exact place where the remains may be.
- It's a destructive process during excavation.
- It may cause accidents while extracting the fossils. At most cases when the extraction is a underground extraction.

2) Anthropology.

This is the social organization of society.

It is the study of social institution, customary practices like marriage ceremony, inheritance, Religious practices and beliefs.

Or

Is the scientific study of humanity, concerned with human behavior, human biology, cultures, societies and linguistics in both the present and the past.

Advantages of anthropology

- The information is already available to the historians who may be looking for it any time.
- The information provided is comprehensive and complete as the researcher deals directly with the affected people.
- The researcher come into contacts with the people he is going to study and is able to get the information.
- Allows the researcher to understand humanity better than any single other course of study.

Disadvantages of anthropology

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- It may lead to misinformation and wrong information due to language barriers.
- It may be hard to get information from hostile societies who do not welcome strangers in their communities.
- It is time consuming since the researcher has to meet many people in order to get reliable and valid information.
- It involves moving from one place to another which is at times tiresome.
- Since societies were not static but dynamic, foreign influence was involved on different cultures as some lost their values and changed while others added.
- There is a possibility of getting mixed up information if the researcher met two groups of people who are not related but stay together and carry out the same activities.

3) Linguistic studies

This is the study of languages as a cultural aspect of the human life to determine the historical experience of the who spoke them.

Language is a very important source of history since both oral tradition and anthropology require languages.

Advantages of linguistic source of history.

- It is an interesting source since different groups of people who speak different language are involved in the study.
- It is neither biased nor exaggerated since the information obtained is from a reliable source.
- It's already a variable source to historians since the information can be obtained by studying.
- It is the least expensive source of history to historians since one can easily get the information by interviewing one group of people.
- Helps us to understand, read and write other languages.

Disadvantages of linguistic source of history.

- It may mislead historians to make wrong conclusions about the origins of a given society.
- Language barriers can interfere with write information.
- It is time consuming to reconstruct history from this source since one is required to have a good knowledge of the language.
- Some languages are hard to learn due to lack of a clear origin.

4) Oral tradition

It is where the information is passed on from one person to another by use of mouth. This is in form of jokes, proverbs, poems, songs, stories by a given group of people.

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It was done mostly by elders through stories and in the past, it was done at a fire place.

Advantages of this source of history

- It can be transmitted easily among the people who may be literate since no writings or readings is required.
- Its carters for a large population including illiterates
- It is very cheap and easy since less time and little money is used in the collection of information.
- It is available in all societies and different groups of people keep on transmitting information from one place to another.
- Can be given from anywhere and anytime.
- Easy to understand because of the face to face interactions.
- Its reliable because the people being given the information have been present at the time when the historical event took place.

Disadvantages of this source of history

- It does not favor the deaf.
- It can be affected by language barriers
- It is limited to a small group of people which do not understand one another.
- It may include propaganda and biasness and change in language used in collection of information.
- It can be distorted over time like some people may forget parts of the story.
- It leads to misinterpretation of historical facts.
- Information is not durable. For example, when the person dies with the information, that is the end.

5) Written records

These are information recorded for future use inform of textbooks, newspapers, novels and magazines.

Therefore, historians who want to get such information get that information by reading such books that were written and contain important historical information.

Advantages of written records source of history

- It is very cheap to collect information.
- The information given is chronological in nature like events are recorded in their order of occurrence.
- The information can be easily interpreted by historians since they exact information from clear source.
- It saves time.
- The information can be kept for a long period of time without getting lost.

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- Accurate and reliable. Therefore, only the truth and accurate information is recorded.
- Can be also used anywhere since the information is published.
- Encourages literacy and also self-reading and remembrance.

Disadvantages of this source of history

- It does not favor those who cannot read and write like the illiterate people.
- It can be destroyed by fire, rainfall and termites when not kept in a safe place.
- This source is expensive to acquire today like newspapers, magazines require a lot of money.
- It can be corrupted by the foreign influence who may be biased and can change all the historical facts like killing the twins.
- It may not be readily available especially those concerning the primitive societies of East Africa.
- Tiresome and time consuming to read.

6) Genetics

This is the study of the human DNAs and human adaptation to the environment.

The study of DNAs determines the characteristics or features that are passed on from one generation to another generation.

The frequencies of DNAs in a given population of human society helped to determine human relationship to descents from different ancestors.

Advantages of genetics source of history

- It helps to determine the characteristics handed on from one generation to another generation.
- It cannot be corrupted and it is not biased at all.
- It helps the scientists to define human relation from one individual to another.
- It is a reliable scientific source of information which historians can get the facts they want.

Disadvantages of genetics source of history

- It is time consuming
- It is expensive source of history in terms of money and human resource.
- It needs a specialized labour with high levels of knowledge and skills.
- Human interference may distort genetic information obtained as people may be interested in hiding certain facts.

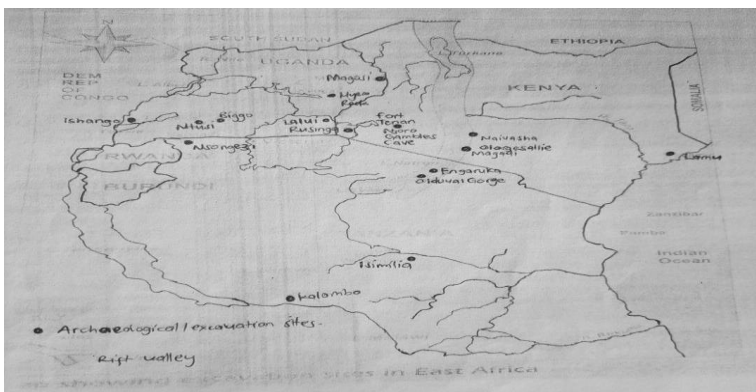
Sub topic: historical sites in east Africa

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Students activity 5

From the map, identify the major historical sites and Archeological sites in the different countries named below.

Uganda.

- Kasubi Royal tombs
- Amabere Ga Nyinamwiru.
- Walumbe Tonda Pits.
- Dufile.
- Nyero Rock Paintings.
- Nsongezi Rock Shelter.
- Fort Lugard.
- Bahai Temple.

Kenya

- Garrissa.
- Wajir.
- Marsabit.
- Moyale.
- Mount Kenya.
- Lodwar.
- Fort Jesus.
- Nairobi National Museum.

Tanzania.

- Songea.
- Slave Caves in Zanzibar.
- Olduvai Gorge.
- Karibu Heritage Sites.
- Shinyanga.
- Mbeya.
- Kandoa Rock art sites.
- Tangoni Ruins

Qn. Mention the main benefits of historical sites in your country and the world at large.

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- Act as tangible links to the past and act as preserve for the cultural identity of a nation.
- Pass over the rich cultural heritages to the future generation. This is achieved through safeguarding the historical sites.
- Bring people together fostering a sense of community and shared history.
- Foster international cooperation in preserving and appreciating cultural diversity.
- Some sites are located in natural landscapes contributing to the preservation of biodiversity. Protecting these areas helps maintain balance between cultural and environmental heritage.
- Serve as a backdrop for storytelling, artistic expression and cultural innovation contributing to the enrichment of the arts.
- Reinforce a sense of belonging and connection among citizens by celebrating the achievements and struggles of their ancestors.
- Attract tourists contributing to local and international economies.
- Provide valuable resource for academic research and education.
- Fosters business like around the heritage locations where the locals open up shops, sell produce due to the influence of tourists hence boosting the economy.
- Enhances municipal and town tax base through restored individual buildings, taxes from tourism among others.
- Often provide serene environments for public recreation and relaxation. Parks, gardens and open spaces within these sites offer peaceful retreats for people seeking a break from urban life.

Qn. Identify the challenges faced while preserving the historical sites.

- Some tourists steal from the historical sites leading to extinctions of the fossils.
- Exposed to natural elements such as wind, rain and sunlight leading to erosion and decay over time.
- Visitors also can lead to wear and tear of historical sites through physical contact, pollution or inappropriate behavior.
- Many historical sites struggle to secure adequate funding for conservation efforts, limiting the resources available for maintenance and restoration.
- Hash weather conditions, rising sea levels and temperature fluctuations can pose serious threats to historical sites affecting their structural integrity.
- Expansion of cities and infrastructure projects may encroach upon historical sites, leading to their destruction or alteration.
- Historical sites located in conflict zones face the risk of damage or destruction during armed conflicts.
- Insufficient public awareness about the importance of preserving historical sites may lead to neglect and apathy towards their conservation.

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- Preservation efforts require skilled professionals in fields like archeology, restoration experts, a shortage of qualified personnel can impede effective conservation work.
- In some cases, legal disputes or political instabilities may also hinder conservation efforts preventing effective protection and maintenance of historical sites.
- Popular historical sites may experience high visitor numbers, leading to conservation and overuse which can accelerate deterioration.
- Methods and technologies used for preservation may become outdated, requiring constant adaption to new advancements to ensure effective conservation.

Activity 6

Give brief explanations of each of the historical sites in Uganda today.

- Speke's monument at the source of the Nile near Jinja city.

This was built in memory of John Speke who was the first European to see the source of the Nile.

- Kasubi tombs in Kampala city.

Are the burial grounds of the four Kabakas and other members of the Baganda royal family. It's an important spiritual and political site for the Ganda people.

- Uganda Martyrs shrine Namugongo in Wakiso district.

The shrine is one of the best religious and cultural sites in Uganda drawing many travelers from Africa and all over the world. It's built in memory of the Christians who died for their faith in Uganda.

- Sir Samuel Baker's fort in Gulu district.

This was a military fort built by Samuel Baker for protection.

- Bahai Temple in Kampala city.

Is a temple of the Bahai faith that was introduced in Uganda in 1951. It's one of the earliest Bahai communities in East Africa.

- Bigo bya Mugenyi in Sembabule district.

It's found in Ntusi in Sembabule district. It's believed to be a place for the vanished Bachwezi people.

- Karambi Royal Tombs in fort Portal city.

These are tombs of the royal family of Toro.

- Mparo Tombs in Hoima city.

Are the burial grounds of the kings and the royal family of Bunyoro.

- Sezibwa falls in Mukono district.

Are located in Mukono. The spectacular waterfalls are believed to have been born by humans many hundred years ago. The falls are one of the most spiritual and cultural centres where many natives flock for blessings, wealth and fortunes.

- Nakayima tree in Mubende district.

Is one of the strongest and oldest trees in existence today. It's also known as the witch tree and is located in Mubende.

- Nkokonjeru Tombs in Mbarara city.

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Are located in Kakiika in Mbarara inside a deserted colonial styled house, marked by two concrete slabs. They are the Ankole kingdom burial grounds.

- Nyero Rock paintings in Kumi district.

The rock art site is believed to have been a sacred place of the gods. The red and white paintings remain valuable to the people of Teso but are also mysterious since the painters are unknown. In the past, the Iteso people of Ngero would sacrifice and pay offering to the gods for the problems of rain, misfortunes, child bearing etc.

- Nagalabi coronation sites in Wakiso district.

Was established back in the 14th century. This hill is the place where the king (Kabaka's) of Buganda kingdom have always been enthroned for the past eight centuries.

- Wamala tombs in Wakiso district.

Are the resting grounds of one of the greatest ancient kings of Buganda, Kabaka Suuna II. Notably, Kabaka Suuna II was the first kabaka to admit outside traders into Buganda.

- Ndele cultural centre in Kampala city.

It was founded by Rwangyezi Stephen as a cultural organisation in 1986 for universal unity through music, dance and drama. The troupe is among the over 1600. Uganda development theatre association groups entertaining and educating people through music, dance and drama. The word "Ndere" means a flute.

- Igongo Cultural centre in Mbarara city.

Promotes research, people who make handicrafts, musicians and singers. It also promotes herbal medicine, forestry and other issues relevant to African history and culture.

- Haaba Kyabanyoro in Rwampara district.

It's a very important site in the history of Ankole kingdom. This spot is exactly where the very last king of the great Bagyendanwa royal drum. Haaba Kyabanyoro is situated just a few kilometers on Mbarara-Kabale road.

- Katereke prison in Wakiso district.

Katereke prison ditch is claimed to have been dug by former king of Buganda. Kabaka Kalema, in the late 19th century in Nsangi near Kampala. It's 70 metres wide and 10 metres deep. In a struggle for power in 1669, Kabaka Kalema killed 30 of his sisters and brothers and buried them there.

Topic: origin of man

Subtopic: traditional African beliefs and ethnic views on the origin of man

Beliefs are things that society or people may consider or accept to be true.

Different Africans have different views and beliefs on the origin of man. In East Africa for example, different ethnic groups have different views on the origin of man. These can be observed from below.

Learners activity

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Qn. Distinguish between Traditional and cultural views.

Traditional theories believe that man is a result of a single direction of genes. It's through genes that man displays observable traits, for example physical characteristics, biological processes or behavior.

Cultural beliefs assert that man is a result of social change, individuals are affected by other members of their species through imitation, teaching and others forms of social transmission.

Qn. Using research from the library and the internet, explain the traditional views of the following ethnic groups on the origin of man.

- a) The Bantu.
- b) The Luo.
- c) The Masaai.
- d) The Iteso

The bantu

A story of Kintu and Nambi.

- In a distant past, Kintu was the only one on earth with his cow (Ggulu)
- The creator of all things lived up in heaven with his many children, who used to come to earth to play.
- Nambi and his brother got Kintu and his cow in Buganda. Nambi liked Kintu and stayed to marry him.
- Her brother pleaded with her and finally they agreed to move with Kintu and his cow to heaven to ask for permission from the father for a marriage.
- Ggulu was not pleased and only blessed the marriage after Nambi had pleaded so much.
- Ggulu advised Nambi and Kintu to leave heaven secretly so that Walumbe wouldn't find out about their marriage.
- This was because Walumbe symbolized sickness and death which would bring them misery.
- They left the next morning but while descending, Nambi remembered that she had forgotten to carry millet to feed her chicken.
- Kintu persuaded her not to return but she insisted and finally met Walumbe hr brother.
- She didn't inform him but finally Walumbe escaped to follow her and Kintu nad Nambi were forced to move to earth with him then.
- Walumbe's presence then caused suffering and conflicts in their generations which is how according to the legends, sickness and death started on earth.
- The area where Walumbe is traditionally thought to have fallen to earth and hidden from Ggulu is the Tanda pit near Mityana town.
- This is one of the tourist attractions in Uganda today.

Note; however, the Bantu are also said to have another origin beside this one which is as follows; **ORIGINS OF BANTU**

- Bantu was a linguistic word describing a group of people who speak a similar language.
- They had a root word/suffix '**Ntu**' meaning a person.
- They belonged to **the Negroid family**.
- Their origins and migrations were still unclear among historians.
- Some historians believed that the Bantu came from West Africa around the Cameroon highlands.
- However, most historians believed that they came from the Katanga region in South Eastern Congo.
- Their migration was gradual and seasonal like spread over a long time.
- Believed to have entered East Africa by the first millennium like 1000 A.D.
- They entered East Africa under different groups and clans.
- They entered East Africa through the Western part using different routes
- The Bantu form the largest group of people in E.Africa.
- They included tribes like, Banyankole, Baganda, Bakiga, Bagishu, Chagga, Nyamwezi, Kikuyu, Luyia, and Pokomo.
- The major reason for the migration was search for fertile soils that could support Agriculture.

The Luo

- The Luo were also referred to as the **River-lake nilotes**.
- Also known as **Jonam people**.
- And sometimes called **shilluk migrants**
- They originated from **Bahr- el- Ghazel in southern Sudan**.
- They were known as River –Lake Nilotes because they settled along Rivers and lakes.
- Their migration took place between 1350 - 1500 A.D.
- They entered East Africa through the Northern part of Uganda following the Albert Nile.
- They included tribes like Alur, Langi, Acholi, Japadhola and Ja-luo of Western Kenya.

The Massai

- Belong to the plain nilotes group of people living in Kenya and some parts of Tanzania.
- Their origin is not yet well known but is believed that their original home could have been the areas around Lake Rudolf.
- They probably settled in the Lake Rudolf area around 14th century.
- There were two main groups of the Massai namely the Kwavi and the Purko Massai.

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- The Kwavi were predominately agriculturalists while the Purko were mainly pastoralists. In around the 17th century, they migrated south wards and settled in the Uasingishu plateaus and the rift valley area.
- During this movement, they observed many of the traditions and words of the Kalenjin. By 1800, quite a number had moved into northern Tanzania.
- They passed in some of their habits into the people they found. Civil wars which characterised their existence indicated that the Massai were never one.
- In Kenya, they settled in the areas around Nairobi, Nakuru and Eldoret.
- In conclusion, the above explains the origin of the Massai group of people.

The Iteso

- They are the branch of the plain nilotes called the Jie.
- They are believed to have originated from south Ethiopia.
- They fall under a small group called the Ateker.
- They are related to the Turkana, Kumam, Massai and Karimojong.
- The first moved together with the Karimojong who were believed to be the elders by then in their search for settlement.
- The Karimojong had to settle in the mountainous areas of Moroto, Kotido etc and due to their failure in continuing with the journey, the young generation had to live them and moved forward forcing the old men to call them the iteso.
- The word Iteso meaning you will suffer and die wherever you will go which was a statement from the elders whom were also called the Karimojong meaning they were tired and could no longer move forward.
- This is also the simple origin of the Iteso who are currently occupying the areas of Soroti, Kumi, Kaberamaido, Amuria, Katakwi etc.

Qn. Identify the challenges of believing in the traditional theories of man's origin

- Explaining complex scientific concepts to the general public on the traditional theories looks quite challenging since people won't understand.
- Creation and origin of man is based on myth and can't give correct account of the origin of man.
- It doesn't explain the entire mankind because the stories are limited to specific tribes.
- It's difficult to believe because it passed on orally.
- The stories don't tell us who created the first man to live on earth.

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- Each society has different views on the nature of God who is believed to be the creator, that is to say they give him different names for example the Bagnada call him Katonda, the Banyoro call him Ruhanga, the Bakonjo call him Nyamuhanga, Iteso call him Edeke and among others.
- The theory doesn't explain how really man came into being. Its only emphasized that he originated from the creator.
- It differs from the bible story of creation.

Qn. What were the early inventions of early man.

This include the following;

- Stones and wood tools.
- Bone tools.
- Ability to create and control fire.
- How they cooked their food.
- The bow and arrows. These provided early hunters with security during the hunting of dangerous animals.

Topic: origin of man (evolutionary studies)

Sub-topic: biblical view on the origin and creation of man

Learners activity

Qn. With the reference to the old testament, what is the biblical teaching on the origin of man.

Genesis 1;26-28

26. Then God said “lets make man in our image, in our likeness and let them rule over the fish of the water and the birds of the air, over the livestock, over all the earth and over all the creatures that move along the ground”

27. So God crated man in his image, in the image of God he created him, male and female he created them.

28. God blessed them and said to them, be fruitful and increase in number, fill the earth and subdue it, rule over the fish of the sea and the birds of the air and over every living creature that moves on the ground.

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Qn. Discuss the significances of the story of Adam and Eve/ Hawa in the creation of man

- Despite the consequences, the story provides a foundation for the concept of redemption and hope.
- Raises questions about the existence of evil and suffering in the world.
- It addresses the fundamental questions about human existence and the purpose of life.
- Shows that God loves mankind.
- Humans have the responsibility to take care of other creatures on earth.
- It's important to follow instructions of higher authorities.

Sub-topic: the scientific views on the origin of man.

Learners activity.

Qn. Define the term evolution?

Evolution is a process of developing slowly and gradually over a period of time in the creation of the earth.

Qn. State Charles Darwin's views on the origin of man.

- The scientific theory was developed by Charles Darwin called the Darwin's theory.
- According to Charles, humanities originated from a single celled animal that later became multi cellular and multiplied into many cells.
- This came to form apes, chimpanzees, baboons and monkeys which finally evolved into humans.
- Darwin claims that several years ago, these animals (apes, chimpanzees, monkeys and baboons) used to eat similar foods like fruits, seeds and some pumpkins.
- They would jump from tree to tree in search of food. Later, when the trees reduced, they began living on the grounds in grasslands where they met killer animals like lions, leopards, crocodiles, and big snakes.
- In need of security and protection from these animals, they began moving with their front legs raised from the ground.
- This, according to Darwin is how human beings came to have legs and arms.
- This happened many millions of years ago.
- So according to science, God did not create humans instead they evolved from common ancestors.

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- This theory affirms that through evolution, four legged animals changed into two-legged human with a large brain.
- The two-legged humans were able to make tools and weapons with their new found free hands.
- The birthplace of all human species was Africa because of the fossil that were found there.
- Through natural selection, humans accumulated (step by step), gradual change over millions of years which have shaped the lives we know today.

Qn. What do other scientists say about the origin of man.

Trend in human evolution.

The origin and evolution of human (homo sapiens), has been a topic of great biological interest since the ancient times. The idea that humans are a creation of a supernatural power prevailed for a long time in earlier periods.

However, biologists view the origin of humanity basing on the knowledge of morphology, physiology, embryology, and fossil records.

Humans evolved from unknown mammalian ancestors and reached the top of evolutionary history. Humans are placed under the family of animals and differ from other creatures. The evolution of humans involved the following changes;

- Humans switched from the four-legged gait of apes to the two-legged gait of humans.
- Human hands were perfected for tool making.
- An increase in the size of the brain also meant an increase in intelligence.
- Change of diet from fruits, hard nuts and hard roots to softer foods.
- Increase in the ability to communicate with others and the development of community behavior.
- Continuous growth of long hair on the head which is sparse and short on the body.

Out of Africa theory

- The out of Africa theory holds that humans originated in Africa and moved to Eurasia about one million years ago.
- According to this theory, humans came from Africa and migrated to the rest of the world when the environment allowed them to.

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- There were two migrations. The first migration included the old or ancient humans from Africa to Eurasia between 0.5 to 1.8 years ago.
- Then the second migration happened about 100,000 years ago when modern humans of African origin conquered the world replacing the ancient human population. (homo sapiens)

Multi-regional evolution theory

- Under the multi regional⁴ theory, the first humans to leave Africa 1.8 million years ago never divided into different species, instead, these population always exchanged genes with each other through recurrent gene flow.
- Today, we are part of this same species which has evolved greatly over time to a very different morphology and behavior from first humans.
- The low genetic difference among human populations are a result of a history of gene flow between ancient populations.
- Our present morphology and behavior have greatly changed from archaic humans because of natural selection in a global human population.
- Resemblance between archaic and modern humans in some parts of the world are the result of ancestry.
- The greater genetic variation within Africa is a consequence of larger African population size, greater ecological diversity and local selection or both.
- These factors gave Africa a dominant role in the ancestry of today's human population.

Matching the theories of human origin

Theory of origin of humanity	Author	Timeline
Theory of evolution	Charles Darwin	1858 – 1859
Creation theory	Bible	Unknown timeline.
Out of Africa theory	Christopher Stinger	1970

The main stages in the evolution of man

Discoveries from ancient fossils made historians to conclude that man evolved from a four-legged animal but due to the need for survival in the environment,

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he was forced to adopt to two legs that he may see beyond tall grass and vegetation. So, to become modern, man is said to have evolved through different stages. These included;

- | | |
|---------------------------|-----------------|
| >Dryopithecus | > Ramapithecus |
| > Australopithecus Boise. | > Homo Habilis. |
| > Homo Erectus. | > Homo Sapiens |

Learners activity.

Qn. From the list above, write down the main evolution features at each stage timelines.

Stage	Features in evolution	Time line.
1 st Dryopithecus	<ul style="list-style-type: none"> ✓ Common ancestor of ape and man. ✓ Small in size like an animal. ✓ Moved with both legs on ground. ✓ Had large carnivorous teeth. ✓ Had larger jaws. 	25 million years ago.
2 nd Ramapithecus	<ul style="list-style-type: none"> ✓ First primitive man like ape. ✓ Started limping and on both the legs and the hands. ✓ Had large scale. ✓ Eat fruits as survival mans. ✓ Had large teeth and jaws 	2.3 million years ago.
3 rd Australopithecus Boise	<ul style="list-style-type: none"> ✓ They were bipedal and had a small skull with smaller brains. ✓ Had large teeth compared to present day humans. ✓ They were herbivorous. ✓ They had large jaws. 	2 and 3 million years ago.
4 th Homo Habilis	<ul style="list-style-type: none"> ✓ Had face similar to his ancestors. ✓ Skull and brain size indicate that he may have been able to speak. ✓ The earliest tools made were from this era. ✓ He was the first to make and use tools. ✓ He was around 5 feet tall and erect. 	750,000 years ago.
5 th	<ul style="list-style-type: none"> ✓ Had a smaller but longer face. 	

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Homo Erectus	<ul style="list-style-type: none"> ✓ Less prominent or absent chin. ✓ Large brain size and prominent speech. ✓ He knew how to make and use tools. ✓ Made fire and knew how to control it. ✓ Knew the existence of groups and began spreading from Africa to Asia and Europe. ✓ The Java man and Peking man had a large brain ranging between 650-1200cc. ✓ They were cave dwellers. 	100,000 and 400,000 years ago
6 th Homo Sapiens	<ul style="list-style-type: none"> ✓ Known as modern day humankind and are what we are today. ✓ They became smaller in size and the brain size increased to 140cc. ✓ There was also a reduction in the size of the jaws, rounding of the skull and chin. ✓ Cro-Magnon was the earliest of the Homo Sapiens. ✓ They spread wider from the African continent to Europe, Australia and then America. ✓ They were omnivorous. ✓ Had skillful hands. ✓ Developed the power of thinking. ✓ Producing art, more sophisticated tools and sentiments. 	400,000 years ago to the present.

Stages of human development

Qn. State the main discoveries in the four stages of human development.

Stages of human development	Major discoveries or developments	Time frame
Early stone age	✓ Fire	

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(Paleolithic)	✓ Tools made out of wood and bones.	150,000-750,000 BC
Middle stone age (Mesolithic)	✓ Back clothes. ✓ Animal skin clothes. ✓ Pottery making.	300,000 BC
The new stone age (Neolithic)	✓ Started making clothing from wool. ✓ Wove baskets to store food.	50,000 BC
Iron and scientific age.	Current machinery and high technological levels.	10,000-1,500 BC

**THANK YOU FOR THE FOLLOWS PLEASE
THE NATION IS BECAUSE WE ARE
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