



FORM ONE HISTORY UPDATED NOTES

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HISTORY AND GOVERNMENT FORM ONE NOTES

INTRODUCTION TO HISTORY AND GOVERNMENT

THE MEANING OF HISTORY

History is an account of events that took place in the past. History may also be defined as a branch of knowledge which deals with past events of human beings and their response to their environment over the years. R.G Collingwood, in his book *The Idea of History* (OUP 1994) defined history as a “science concerned with the human actions in the past, pursued by interpretation of evidence for the sake of Human self knowledge.”

That history is a science because it involves finding out things about the past Humankind. For example, the origin of Man, why he was a toolmaker, why he domesticated animals and plants.

These are questions that provoke scientific curiosity.

The three definitions of History from the above are:

- ✓ History is the past of anything; of earth, man, disease or animals
- ✓ History is a branch of knowledge dealing with past events
- ✓ History is a science concerned with past Human actions
- ✓ Since History at secondary level is specifically concerned with the past as it relates to humankind and his response to his environment over the years, the working definition of history is therefore;
- ✓ History is the endless story of mankind’s actions and events affecting him in the past.

Closely related to the term history is the term **PREHISTORY**. Prehistory refers to the unrecorded history- those activities that humans engaged in before writing and drawing were invented as ways of storing information. Such information is gained from songs, myths, stories, artifacts, fossils and the language of a people.

A historical event needs to have recorded evidence in order to be referred to as a historical fact

Characteristics of historical events

- i) They must have evidence.
- ii) Historical information must be written or unwritten.
- iii) Historical events only concern man.
- iv) Historical events dwell mainly on the past happenings.
- v) Historical events must contain elements of truth.

The study of humankind’s past can be classified systematically into three;

- i) Social history- dealing with the traditions, values and cultural practices of a people
- ii) Economic history; dealing with the means of livelihood of a people, such as hunting, gathering, agriculture and trade.
- iii) Political history; dealing with the control system in a society, for example maintenance of law and order, leadership and security.

THE MEANING OF GOVERNMENT

Derived from the verb govern, government means to exercise authority over. To rule or control. Or having power to direct or conduct the policies and public affairs of a country or an institution. In our study, the term government refers to a group of people within a state or a country given authority to organize, direct and control the affairs of the state or country. In Kenya, the government has three arms.

The legislature: - Commonly referred to as parliament, this is a law making arm of government. It includes the National assembly and the president.

The executive: - this is the arm of government which implements laws. It includes the president, the cabinet and the civil service.

The judiciary: - this is the arm of government responsible for seeing that the laws made are constitutional, that they are followed and that those who break them are punished. It is commonly referred to as the courts. Jean Jacques Rousseau, in his book, **The Social Contract**, describes government as “an intermediate body set up by the subjects to ensure equity (fairness) and the execution of laws while maintaining social and political liberty”

In this sense, government is not dictatorial since its authority is derived from the people. People must however be free to choose their leaders, even remove those in power and replace them with others, in order to ensure the existence of the principal of fairness.

FORMS OF GOVERNMENT

There are four forms of government:

Democratic government

This is a type of government in which rulers regularly seek public mandate through popular vote. Such governments are based on the principles of free and fair elections.

According to Abraham Lincoln, an American statesman, they are “governments of the people, for the people and by the people”. In such a government, freedoms and rights are provided for in the constitution that governs the law of the nation.

Aristocratic government

Aristos – best

Kratos - powers

An aristocracy is a form of government in which a group of people from the highest social class the royalty- in a society rule over others. Any member of the nobility can seek election or appointment to a government office while other citizens who are less privileged are there to be ruled. The King or Queen is the head of government while senior positions in the government are given to the privileged members from among the nobles. The nobles are considered superior to others human beings because of the wealthy family back-ground they are born into and their superior education. They are considered a rare breed of people.

Monarchical government

This is a form of government where democracy is practiced but aristocratical power is respected.

Parliament is the supreme organ but the monarchy- the royalty that are in power be it the king or queen is retained as a tradition, and respected as head of state.

Monarchical governments are classified into two; Absolute monarchy: - which refers to the unrestricted power of the Head of State. The monarchy is dictatorial.

Constitutional monarchy;- The monarchical power , which is restricted is determined by what is spelt out in the constitution. Such a system of government is found in Lesotho and Britain.

Dictatorial government

Dictatorship is a system of government where the ruler has total power over his subjects. Dictators are the sole authority where they rule. They make the law and execute justice and exercise their rule forcefully, suppressing their subjects at will. They curtail freedom of other subjects and impose their will over others. Examples of world dictators; Adolf Hitler of Germany who instigated the Germans into believing they were superior race and incited them against the Jews. Idi Amin of Uganda who ruled with a 'rod of iron'

NB; the most ideal form of government is where the subjects go to the ballot to elect the people to lead them. Governments play the important function of maintaining law and order.

Importance of studying history

- a) History enables us to appreciate people's evolution, origin of cultures and development and hence further good relations and remove biases and prejudices about other people.
- b) When we study history, we appreciate people's contribution to national development. E.g. freedom fighters hence the importance of mutual and social responsibility.
- c) It helps us to know the origin of mankind, his development and the progress he has made to this day.
- d) We are able to understand our culture and appreciate the culture of other people.
- e) it instills a sense of patriotism and nationalism among citizens as they learn of the past political developments of their country. Its study inspires strong feelings of one's heritage and the sense of belonging to a particular country.
- f) It helps us understand the interdependence of mankind and hence the need for cooperation.
- g) It influences career choice. The study of history leads to various professions. E.g. law, diplomacy, church, politics, teaching, and administration.
- h) The study of history helps us comprehend the social, economic and political developments of our societies
- i) It gives time and space to past events. Through the study of history, we learn about the time and place where an event took place. E.g. we know when Mau Mau uprising broke out (1948) and know when Kenya gained independence.
- j) It helps us develop a critical mind as we try to explain historical events. Historians will ask why, when and how.

- k) It provides intellectual fulfillment to the learner. Through an in -depth study of history, one's mind is enriched.

Importance of studying government

- a) It helps us to appreciate the importance of government.
- b) Helps us understand how laws are made and enforced
- c) Helps us understand the organs of the state and the powers vested in them
- d) Helps us understand how government raises and spends revenue.
- e) Helps us compare our government system with other systems of government in other countries.
- f) Understand how development policies are formulated and implemented.
- g) It makes us know our roles as citizens and the roles of the leaders who govern us. This makes better law-abiding citizens.
- h) Its study helps us understand our responsibilities as well as the limitations within which we must operate for the well-being of every member of the society.
- i) It helps us appreciate the constitution and the process of making and reviewing laws and statutes.
- j) It influences career choices. For example, those who choose to specialize in public administration will find the study of government very useful.

SOURCES OF INFORMATION ON HISTORY AND GOVERNMENT

There are three main sources of information on history and government;

- a) Unwritten sources.
- b) Written sources.
- c) Electronic sources

Unwritten sources

This refers to historical information which is not recorded in writing. Unwritten sources of historical information include oral traditions, linguistics (languages), Anthropology (culture) archaeology, paleontology and genetics.

Oral traditions

This refers to the practice of handing down historical information by word of mouth from one Generation to the next. This forms a very important source of historical information especially where there exists a non-literate society who might not be able to read.

Oral traditions include folk tales, proverbs, songs and stories. Songs, proverbs folktales and stories told to a younger generation have been very instrumental in the passing of information from one generation to the other. For example, a song about our struggle for independence in Kenya passes very important information to the younger generation, who not yet had born at that time.

Advantages of oral traditions as a source of information

- a. Oral traditions hands over historical facts from one generation to another in the absence of written records.
- b. It is the best source of historical information since even the illiterate can learn their h history using oral traditions
- c. It is also a form of entertainment. For example through songs, folktales stories and proverbs, people get entertained.
- d. It complements other sources of information.
- e. The source of information is captivating especially if it is narrated by a person who participated in the event himself. For example, an Ex- World War II veteran narrating about the war.

Disadvantages of oral traditions as a source of information

- a. The truth and correctness of oral traditions become unreliable especially when the narrator deliberately conceals some information or lies. People tend to conceal their failures while talking so much about their success.
- b. Information can b exaggerated as they are transmitted by elders to successive generations. At times it is difficult to differentiate between what is real and what is imagined.
- c. Some information or facts may be forgotten or omitted since oral traditions depend heavily on human memory. This makes the information passed unreliable.
- d. Dates of information may be lacking. The source may not give correct chronology of events because it depends on human memory. It is common that people forget important dates and information about a particular past event.
- e. It is an expensive method. One has to pay for the informant's transportation, lunch and accommodation. A historian may also need to travel to far places to find information.
- f. It is time consuming. One requires a lot of time to interview one individual. Where many people are to be interviewed, it may take a long time.

Linguistics

This refers to the scientific study of languages.

Historical linguistics is the study of language as it changes n the course of time. It seeks to trace the principles of language change and establish the current genealogical classification of a particular language. Such a study helps in discovering language form, content, vocabulary and historical experiences of the people who speak the language.

Distribution of language and relationship between languages is important to a historian. People who speak related languages may be assumed to have a common origin, be connected, or had been in close contact at sometime in the past. Variations between languages of the same family can show how long ago the break in contact occurred.

Advantages of linguistics as a source of information

- a.** Through linguistics, Facts can be obtained about the movement of people and their relationship. Such information helps experts to correctly group languages according to language families.
- b.** It helps us understand communities better as people with a common language may have common origin. It is good for establishing facts on origin, migration and settlement.
- c.** Linguistics complements other sources of historical information. For example, language as a medium of communication helps those using oral tradition to gather information from various sources.
- d.** Language has enabled historical linguists to discover links between different people which were previously unknown. E.g. it is now known that the Bantus had a common origin and possibly spoke one language. However due to long periods of separation between various Bantu groups, through migrations, these groups may not understand each other's language today.
- e.** Linguistics helps in the dating of migration of people. Language drawn from a parent language will change in a certain way and rate through time. When comparing parent language with derived language, it is possible to know how long the derived language has independently from the parent language. E.g. Sheng language and Kiswahili (parent language).

Limitations in the use of linguistics as a source of information

- a.** It is time consuming/learning a language takes a long time therefore delaying acquisition of information.
- b.** There is a danger of omitting a word when translating a language. In the process, vital information about a people's history may be lost.
- c.** Inaccurate information can be passed on where wrong words are borrowed from other languages.
- d.** Some words may just be difficult to understand.
- e.** Some languages have become archaic and irrelevant hence difficult to translate.
- f.** Misinterpretation of words may make them difficult to understand.
- g.** Linguistic analysis for classification purposes may fail to take into account languages with time.
- h.** One word may have different meanings in different languages. This can easily confuse a researcher. For example, Nyoro in Kikuyu means 'smooth', while the same word in Luo means 'yesterday'.
- i.** Lack of original speakers in the language under study limits research findings.

Anthropology

This is the study of human beings, their origin, development, customs, beliefs, and social attributes like music, dance, drama, and religious beliefs and practices.

Anthropologists have to live among the people under study in order to experience their way of life in order to understand and explain structures of societies, forms of social organization, institutions, descent, marriage, forms of government, systems of inheritance, religious customs and cultural values. The anthropological description of the beliefs and customs of a people will help the historian to determine the cultural past of the people

Advantages of anthropology as a source of information

- a.** By living among the people, anthropologists help to discover, understand and explain structures of societies, forms of social organization, cultures, etc.
- b.** Anthropologists assist historians to determine the cultural past of the people.
- c.** It also gives a deeper understanding of a particular aspect of a people's culture.

Limitations in the use of anthropology as a source of information

- a.** It is an expensive method as it involves living among the people.
- b.** It is a time-consuming method of acquiring information.
- c.** It is difficult for a researcher to adapt to the environment since the people they are studying may be of a totally different culture. Where they succeed in adapting, they face the risk of losing their own culture.
- d.** People under study may try to behave differently when the researcher is around. A researcher may therefore miss important details.

Genetic studies

Genetics is the scientific study of the ways in which characteristics are passed from parents to their offspring. (The study of heredity and the variation of inherited characteristics.) It deals with the way human beings adapted to the circumstances in their environment and utilized available plants and animals to meet their needs. When used in relation to plants genetic studies helps us trace the origin of various species by identifying them with the region where large numbers of them are found today. After this, interpretation of their movement is made. The appearance of new cultivated varieties can be identified with the people whose economy they form a part. Also, common genes or characteristics among a group of people may indicate some relationships.

Archaeology and paleontology

Archaeology is the study of man's past through scientific analysis of the remains of material remains of his culture, e.g. weapons, tools, houses, clothing, utensils, paintings sculpture, pottery, coins, jewellery, cutlery, beads and work of arts. The archaeologist reconstructs the activities and way of life of people who lived in prehistoric times from various evidence remains of the material culture. Other items that can be used in archaeology include remains of charcoal and carbonized seeds, remains of cloth or garments, remains of dwelling places. After studying the available artifacts, the archaeologist formulates his concept of a people's civilization at the time the artifacts were used. The existence of artifacts in an area can enable the historian to deduce the material culture of the people who lived in the past.

Paleontology is the scientific study of the evolution and structure of extinct plants and animals (fossils) through scientific examination of fossil remains. Historians and archaeologists work with natural scientists like paleontologists, geologists and ecologists and chemists in discovering fossils, getting information about soil structure, interpreting man's relationship to his environment and dating of fossils.

Methods used by archaeologists and paleontologists in discovering a historical site.

- a) By looking at areas where tectonic forces (faulting) or erosion have occurred. In such areas, surfaces which may give important clues to the point of finding fossils and artefacts are exposed.
- b) Use of vision. Sometimes vision may help them find on the surface a small part of an early settlement such as a few stones in a regular pattern.
- c) Use of historical research. A place that may be mentioned in a historical document or in an oral narrative may give a clue to the geography of the area and open up further inquiries into the past civilization of such a clue.e.g Omo River Valley, Olduvai Gorge, Ur and Babylon.
- d) Use of experience. An archaeologist may also use his long experience and skill to identify a potential site for archaeological excavation.
- e) During cultivation and building construction, farmers and builders may accidentally expose ancient objects that could arouse the curiosity of researchers. For example 'Nyayo ya Mungu' in Tanzania was a single footprint on a rock surface that was found in 1995 and became evidence of the existence of early human beings.

Advantages of using archaeology

- a) Archaeology gives us detailed information on material culture that other sources may not have.
- b) Archaeology gives a sense of time, as the artifacts are dated.
- c) It complements other sources of information and thus ensures authenticity of the information.
- d) It provides information of varied nature depending on the materials found on the site. For example, if tools, weapons, coins, bones, rock paintings and other items are located, at a site, a lot of information maybe deduced.

Limitations of using archaeology

- a) It is an expensive source of information. This is because one has to hire labourers to excavate the site and get artefacts and take them to laboratories for analysis.
- b) It is a time-consuming method. The researcher needs a lot of time to prepare for an excavation and take material for analysis in laboratories.
- c) It is sometime difficult for archaeologists to locate an archaeological site.
- d) Some artefacts and fossils are fragile and can therefore break or disintegrate during excavation. This may result in distortion of the analysis of the artefacts.
- e) Archaeology is only limited to the study of the ancient period and therefore cannot be used to study recent history.
- f) Archaeological information may sometimes be inaccurate since it is often bases on inferences (conclusions) and reconstructions.
- g) With archaeology, it may not be easy to accurately determine the date when events took place. It is only estimated through the method of dating fossils.
- h) There are very few archaeological experts and facilities for interpreting archaeological evidence in Kenya. Quite often, artefacts excavated from Kenya are taken to European countries for dating and analysis.

What things do archaeologists use to construct the activities of people who lived in pre-history times?

- a) Looking for regions of tectonism (faulting) associated with fossils and artifacts.
- b) They look for unique features e.g. stone patterns.
- c) Remains of fossils and artifacts dug out by farmers and constructors.
- d) They dig, excavate for artifacts and fossils.
- e) They study artifacts and fossils found.
- f) They make research in regions associated with evolution of man e.g. rift valley.
- g) They classify the artifacts and fossils.
- h) They use chemical and scientific methods to find ages of their findings e.g. carbon 14-dating method

What problems face archaeologists in their work of re writing history using unwritten sources?

- a) The exercise is too expensive.
- b) It is dangerous and tedious. Animals like wild dogs can attack scientists.
- c) Identification of the site is not easy because some artifacts are buried.
- d) Some artifacts can be destroyed in the process of digging.
- e) Dating of fossils is difficult.
- f) Personnel are few hence more work.
- g) Poor infrastructure in rural areas where their researches are mainly based
- h) Archaeologists may suffer from diseases caused by changes in climate.
- i) Sometimes the climate of their residence differs from that of the place they are taking

METHODS OF DATING FOSSILS

There are six methods through which scientists may use to arrive at the age of fossils.

1. Geological periods

These are periods that have been given names by paleontologists and geologists for the past ages. They are characterized by the successive type of plants and animals found, and the climatic changes. The recent period is the Holocene period which began 10,000 years ago at the end of the Pleistocene.

2. Chemical dating

They exist in two types:

(a) Radio- carbon dating

This method involves a measure of the rate of decay of carbon -14 in fossils and organic substances. Carbon -14 is a naturally existing radioactive element (isotope) of carbon of relative atomic mass fourteen and is found in the Carbon Dioxide which is present in the atmosphere. It is absorbed by plants and consequently by all living organisms during their lifetime. When plant or animal dies, absorption stops. Carbon -14 already absorbed begins to disintegrate at a fixed rate from the time of death. If the amount of carbon -14 still remaining in an organic sample can be measured and related to the content of the isotope in the modern plant or animal, the rate of decay will be known. The date at which the sample

was buried will be known. The measurement tells us how long it is since the organism died. The unit of measuring is known as half-life- the number of years it takes for half the carbon -14 to decay. However the accuracy of radio-carbon dating is limited to up to 40,000 years ago.

(b) Potassium argon method

This is the method used to date volcanic ash. During volcanic eruptions, potassium is emitted. As soon as the potassium is deposited, the radio-active potassium-40 immediately begins to decay into the gas argon. It is assumed that the argon is retained in the mineral or rock unless there is earth movement. Given that the rate of decay of potassium is known, the amount of argon-40 compared with the amount of potassium, gives a direct measure of age. Because of the slower rate of decay of potassium than the decay of carbon-14, the potassium –argon method is used for dates ranging from hundreds of millions of years to 30,000 years. Recently methods have been developed for measuring the potassium and argon simultaneously on the same sample using nuclear.

3. Stratigraphy

This is the study and interpretation of the layers of rock successively deposited at one place. It is useful in determining dates for areas affected by sedimentation. Through Stratigraphy, a geological time-chart is obtained showing which rock was formed earlier or later.

4. Fission-track dating

This is a method developed for dating Pleistocene samples. The ages of glass and other mineral objects estimated by observing the tracks made in them by the fission fragments of uranium nuclei they contain. It requires that Uranium must be present. The age obtained dates from the time the object solidified. This method has been proved reliable by being able to provide same reading from a sample of glass with a lump of pumice from Olduvai Gorge corresponding with the potassium –argon dates from the same layer.

5. Lexico-statistics dating

Lexico-statistics is the statistical study of the vocabulary of languages with the intentions of determining their ages and their historical links with other languages. The study is based on the assumption that all languages have a basic vocabulary which will change slowly at a common rate for all languages at all times. The existence of reconstructed vocabulary of the parent language in derivative languages shows the

Relationship between the two

Glottochronology, a subdivision of Lexico-statistics, attempts to establish that languages are historically related. By this method, there is an effort to express rates of language development by formulae precise enough to enable dates when change occurred to be calculated.

6. Statistical dating

Through a system of averaging, the length of a generation can be determined for a Particular society and dates estimated for events associated with certain generations.

If the number and names of successive age-sets are remembered, the same system of averaging can be used.

Advantages of using unwritten sources of information on history and government

- a) Information about people's movement and relationship is given.
- b) It is very efficient where there still existed illiteracy and people could not write or read.
- c) It informs us of events in the absence of written materials.
- d) Data received is primary/ firsthand so accuracy is enhanced.
- e) Materials collected or excavated can be stored in museums for future reference.
- f) They create employment in museums where they are stored.
- g) Information not captured by written sources can be obtained from oral traditions.
- h) There is a sense of reality as it involves things that are seen and touched.
- i) Unwritten sources especially linguistics help in discovering the links between different people, which were previously unknown.
- j) Detailed information on material culture may be obtained.
- k) Dating of the migration of people is more accurate in unwritten sources e.g. In linguistics.

Written sources

These are sources in which letters or any other symbols have been put on the surface for the purpose of communication. They include books, archives, constitutions, journals, novels, plays, newspapers, magazines, documentaries, dairies, annual reports, periodical and paintings.

Written sources are classified into two;

a) Archives and early manuscripts

Archives are a collection of historical documents or records, especially those carrying classified information of a government or an organization, which after a period of time are accessible to the public. They are also places where government, public and other historical records are kept.-they are resource centres for information.A manuscript is an author's handwritten or typed text that has not yet been published. Early manuscripts include stone tablets and scrolls. The bible and Quran are based on these two.

b) Printed sources

They include books, journals, novels, plays, newspapers, magazines, documentaries, dairies and annual reports. Photographs employ both electronic and printing processes but basically fall under printed sources Works of fiction such as films plays and novels are important source of historical information.

(Fiction is literature in form of prose, especially novels that describe imaginary events and people). Since work of fiction involves feelings and emotions, they can give more information about history. Also reading good historical novels arouses interest in history and gives the reader intellectual fulfillment. Newspapers convey new or fresh events, which with the passing of time becomes history.

Advantages of written records

- a) Written records preserve history since events are recorded for future reference. They are a store of information.
- b) Written information can reach or be distributed to all literate people all over the world.
- c) Written sources are less costly compared to those of anthropology or archaeology.
- d) Unlike oral tradition sources which are largely dependent on human memory, written sources are more accurate as information is preserved exactly as it was recorded.
- e) Written records may be written or translated into different languages thus reaching different people all over the world.
- f) Written records are in most cases reliable as biases and prejudices coming from authors can be limited. This can be done by comparing written material with statistical data from other sources.

Limitations

- a) Where an author omits essential information for one reason or another, a written source may be rendered quite unreliable.
- b) Written information may be misunderstood or misinterpreted by readers either with the intention of discrediting others or to suit one's needs.
- c) Writers at times are biased since they write from their particular point of view. For example, the writings of early explorers and missionaries.
- d) Written records are only limited to literate people within the society. – are not useful to illiterate people in the absence of literate members of the society.
- e) At times, depending on the society involved, acquiring written records may be very costly.
- f) Reading written records is often time-consuming.

Electronic sources

These include microfilms, films, videos, radio, and television

Microfilms

These are films on which extremely small photographs (microphotography) of documents and printed matter are stored. They are tiny but when magnified can be clearly read.

The importance of converting documents into microfilms is for preservation purposes and saving storage spaces.

Radio

This is an authoritative source of historical information that captures words and emotions of an event as it was. For example radio news on the president's speeches gives listeners the actual information on national matters. However, radio lacks the vividness found in television and films.

Audio- visual sources

These include television, films and videos.

Films carry indisputable historical facts as action is recorded live. They also give better understanding of some aspects of the social history of a given people with regard to their music, dress and leisure activities. Videos and films make the past come alive.

However, since films are acted, they can sometimes be unrealistic as they may not present facts but an exaggerated version of an event. Television on its part gives good historical information as it depicts the situation as it was.

Databanks and databases

Databanks are large stores of organized information which can be accessed in number of ways. E.g. if it is a book, information can be accessed through an index, a table of content or by browsing. Electronic databases are stored in computer and facilitate easy and faster retrieval of information. One can search for information by use of a number of search terms. Information in a database can be printed when required but can also be accessed instantly on computer.

Limitations of using electronics as a source of information in history and government

- a) They are Subject to bias since most audio visuals contain foreign materials carrying the bias of the producer.
- b) Some are limited to the literate only e.g. information in data bases and microfilms can only be accessed by literate people and even computer literate people only.
- c) The information may be inaccurate only giving what is appealing to the public. TV crew depict only what they want to. Censorship may leave out vital information.
- d) Electronic sources of information are too expensive; most people cannot afford e.g. TV, Radios.
- e) Some acted films are unrealistic and therefore contain exaggerated information.

EARLY MAN

In the study of early man, we will seek to answer questions that human beings have always sought to answer about how they appeared on earth, whether they were created and where the universe came from.

The origin of Human Beings

A number of theories have been put forward to explain the origin of human beings.

- a. The creation theory.
- b. The mythical/ traditional theory
- c. The evolution theory

The Creation theory

The Jews, Christians and Muslims recognize the creation story as narrated in the first book of bible and in Qur'an. That the whole universe was created by god. That God also created man, woman and all living things and all non-living creatures. Man was created in God's own image and woman created to provide man with companionship.

The Mythical Theory

Among African communities, there are myths about their origin all of them pointing to the fact that the first man was created by God.

Examples:

Among the Agikuyu, their God (Ngai) created the first man, Gikuyu. He then provided him with a wife, Mumbi. He gave him land at Mugurwe wa Gathanga.

One of the myths among the Nandi state that the first two people, male and female came from the knees of a giant man, when the knees began swelling and later burs for the two to come out from each of the either knees.

The Evolution Theory

Charles Darwin, an English man living between 1809 and 1882 questioned the acceptance of the creation theory. Through scientific expedition to South America and the pacific islands in 1831, he developed interest in fossils (remains of plants and animals found beneath the earth's surface.) in 1859; he published his ideas in a book titled **The Origin of Species by Means of Natural Selection**. The ideas enlisted instant battles from the Christian fraternity save for one supporter, Huxley.

Clearly the theory of evolution was not accepted but it helped to make people aware of the new ideas concerning the origin of man.

What is evolution?

Evolution can be defined as the process of change in living organisms over a number of years, frequently involving the beginning of new species from earlier species.

According to Charles Darwin, man transformed from simple life slowly over millions of years through environmental mutation, natural selection, isolation and adaptation.

- ✓ Mutation was a stage of abrupt change.

- ✓ Natural selection is an instinct by which the stronger species out compete the weaker for resources.
- ✓ Adaptation is where the surviving species isolate themselves from others as they adapt to new environment through body changes and technological changes e.g. ability to grow crops and make shelter.

Darwin's theory of natural selection comprises the following points.

All organisms or creatures are uniquely different and this uniqueness is based on heredity factors which an organism has from birth.

Although many young organisms are produced, few manage to develop to maturity.

The organisms that manage to grow to maturity and reproduce are those that are able to constantly adapt to the existing environment. In view of the limited resources, even after mutation, Darwin argued that only the fittest organisms survive as the weak species become extinct. This theory is popularly known as 'survival for the fittest'. According to Darwin, isolation and adaptation is the final stage in the evolution process. Having survived through mutation and natural selection, the merging species increase in number. This leads to search for basic needs and in the process a species may be isolated from the rest and then finally adapt to the new environment. The theory of evolution holds that Humans belong to the animal kingdom and that man has evolved over the years. Man is a primate just as apes like gorillas, chimpanzees and monkeys. However, man belongs to the family of hominidae, while apes belong to the family of pongidae.

Man according to Darwin developed over the years from his ape-like ancestors.

Evolution and adaptation of man

The earliest Mammals lived on trees for two reasons;

- a) There was more supply of food on trees such as insects, leaves and birds' eggs
- b) Security. Animals were more secure from their enemies while up on trees

Man evolved from this kind of animals

Archaeological evidence points at East Africa as the cradle of mankind.

Reasons why East Africa is regarded as the place where man first evolved

- a) Evidence from archaeologists' show that the earliest apes first evolved around lake and rift valley areas. And if man evolved from apes, then the first man must have appeared in east Africa.
- b) The savanna landscapes found in east Africa favored evolution while the conditions elsewhere (forests and deserts) Were unfavourable.
- c) The bones and weapons and tools which archaeologists are finding are proofs to this. These findings are widespread in Olduvai Gorge, Olorgesailie, and Ngorongoro and around lakes of east Africa.
- d) The discovery of remains of early hominids and their material culture which form a pattern of human evolution prove this. E.g. we can trace the evolutionary process from Dryopithecus to Ramapithecus to Australopithecus to Homo habilis to Homo erectus to Homo sapiens.

Important archaeological sites found in East Africa

In Kenya; - Rusinga Island, Fort Ternan near Kericho, Kariandusi near Elementaita, Gambles cave, Olorgesailie, Kobi Fora near Lake Turkana, Hyrax Hill and Njoro River cave.

In Tanzania; - Olduvai Gorge, Eyasi Simila, Apis Rock and Garusi

In Uganda; - Nsongezi, Napak, Magosi, Paraa, Ishanga, Mweya and Nyabusora

In Ethiopia; - Omo River Valley and Hadar.

Over a long period of time, man's ancestors lived in thick forests. Later about 15 million years ago, the forests transformed into savanna grasslands causing man's ancestors to change both physically and mentally so as to cope with the new environment.

The changes

- a) The tail which no longer had any value in the savanna disappeared.
- b) Man became more upright as there were no more impeding vegetation as was the case of too much foliage and intertwining vegetation in the forests and also to reduce surface area onto which solar insolation had effect. These also enabled quicker movement.
- c) The leg and foot formation changed to enable the weight of the body to be supported and balance to be achieved while moving or at a standstill.
- d) Gradual use of front limbs (hands for holding objects) enabled man to make tools which made work easier. The limbs also found another role of protection from other predators.

As the forests disappeared, competition for food intensified and humans had to change their earlier eating habits. Some fossil evidence clearly give distinctive evidence of the break-off point between apes and hominids (man's ancestors.)

The changes which Homo sapiens underwent as a break-off from apes to modern man.

- a) The skull size of the early human beings became larger indicating bigger brains. For example, Australopithecus, who lived between 5 and 1 million years ago, had a brain capacity of 530cm³. Homo erectus who lived later on had an improved brain capacity of between 775 and 1225cm³.
- b) Their jaws and teeth became more powerful compared to earlier forms indicating their use in tearing and cutting tough fibres and even the need for defence as a weapon. The size of the jaws and teeth became smaller.
- c) They developed a refined speech as compared to earlier forms.
- d) They were taller with less hair on their body.
- e) The forearms and hands underwent some changes. They developed a thumb for grasping objects. Their arms and hands became shorter, more appropriate for an upright posture.
- f) Their leg and foot formation also changed. Their feet and toes were smaller than earlier hominids in order to support the weight of the rest of the body while motionless or mobile. The toes were no longer in need for holding onto branches.

From apes to homo sapien sapiens

Between 40 and 25 million years ago, the first apes appeared on earth. The first man

(Austropithecus) appeared around 4.5 million years ago.

The following are the stages through which the evolution of man passed.

1) Aegyptopithecus - An Early African Monkey

~ Aegyptopithecus was reconstructed from a monkey like skull found at Fayum Depression in Egypt. He forms earliest evidence of probable man's ancestors.

~ Its Teeth were those of a herbivore

~ It had a Small, about 4kg and was named Egyptian ape.

~ It was highly adapted to forest life. Had stereoscopic vision. It could jump skillfully from one tree to other using hands. It Dated 33 million years

2) Dryopithecus Africanus (proconsul)

~ Its Remains were found at Rusinga Island within Lake Victoria by Mary and Louis Leakey in 1948. Its Skull appearance was more close to modern man than to Aegyptopithecus.

~ He had a quadrupedal movement like a chimpanzee. He had a Smooth forehead.

~ He had long teeth like other animals. The shape of his teeth and jaws indicated that He ate fruits. It is his remains that strengthen the belief that east Africa was the first homeland of mankind.

3) Kenyapithecus (Ramapithecus)

~ He is believed to have appeared between 15 and 12 million years ago

~ First remains found Fort Ternan in Kericho District, Kenya, in 1961 by Dr. Louis Leakey and Mary.

Other fossils found at Samburu Hills, near Lake Baringo as well as in the Lake Turkana basin.

~ The equivalent species found in the Siwalik Hills in northern India near New Delhi was named Ramapithecus

~ He had small canines and could occasionally walk on twos without falling.

~ The creature was small and weighed 36kg with bigger brains than earlier hominids.

4) Australopithecus (southern ape)

~ By 4-2m years ago a series of species known as australopithecines begin to appear. Perhaps it was the earliest hominid closer to modern man.

~ The pelvis and leg were similar to that of modern humans.

~ They were bipedal and this was important in defence, grasp of objects and vision of an impending danger from a distance.

~ His Brain size was smaller than that of a human but larger than gorilla's.

~ He was one of the most hairy hominid that ever existed.

~ He was Short but strong with a low forehead. Had large teeth and skulls

~ His remains were first discovered at Taung in Botswana by Raymond Dart in 1924.

~ The broken up skull found in East Africa at Olduvai Gorge in 1959 by Mary Leakey, was called Zinjanthropus- 'Nut-Cracker man' since it had big jaws that suggest it kept on chewing.

~ Other fossils found in South Africa, Omo River Valley, Laetoli in Tanzania, near lakes Turkana and Baringo in Kenya and Lake Natron

Four types of Australopithecines that have been identified

- a) Australopithecus Afarensis
- b) Australopithecus Anamensis
- c) Australopithecus africanus.
- d) Australopithecus Robustus
- e) Australopithecus Anamensis

~ He is aged between 4.2 and 3.9 million years ago and is believed to be one of the oldest

Australopithecines

~ Evidence of his existence is obtained from the Reconstruction of Material consisting of 9 fossils from Kanapoi in Kenya and 12 fossils from Allia Bay in Kenya found by Dr. Meave Leakey, Dr. Allan Walker and the four fossil hunters (Kamoya Kimeu, Wambua Mangao, Nzube Mutiwa and Samuel Ngui.)

~ The fossil remains (comprising a lower jaw) were named A. Anamensis in August 1995 in a leading British Scientific journal.

~ He had relatively large canines.

~ The hominid was aged between 3.9 and 3.0 million years ago. Its Name is derived from Afar Depression in Ethiopia.

~ He Had Apelike face and human-like teeth. He was small in stature and Bipedal, but Walked bent over, not fully upright.

~ They had very small brains -Brain capacity from 375 to 500 cc – (Its Brain was the size of an orange.)

~ They had a bony ridge over the eyes, a low forehead, a flat nose, and also they had no chin.

~ Remains found at Laetoli in Tanzania and Tugen Hills in Baringo District.

c) Australopithecus Africanus (A. Gracilis)

~ A. africanus existed between 3 and 2.5 million years ago. A. africanus was slenderly built, or Gracile (Gracile means slender) with a height of 1.5m.

~ Was significantly more like modern humans than A. Afarensis, with a larger brain and more humanoid facial features.

~ Had large teeth, jaws and skull

~ A. africanus has been found at only four sites in southern Africa — Taung (1924), Sterkfontein (1935), Makapansgat (1948) and Gladysvale (1992).

d) Australopithecus Robustus

~ He Lived between 1½ - 2mya in South Africa.

~ He is the biggest and most recent Australopithecine. - weight 68kg. He had more robust skull, jaws, and teeth.

- ~ He ate fruits, nuts and raw tubers- was apparently a vegetarian.
- ~ His Remains were found primarily in cave deposits at Swartkrans and Kromdraai in South Africa.
- ~ His Average brain size was about 530 cc
- ~ The East African A. Robustus was named A. Boisei

5) **Homo habilis**

("Handy Man") - "man with ability".

- ~ He is the earliest known species of the genus Homo; that is, the first human species. He lived 2.5 -1.5 million years ago
- ~ He was the First Homo specie to create and use stone tools for hunting and daily life. Homo habilis depicted the ability to make better tools than his predecessors. That is why he was referred to as man with ability.
- ~ His Brain size was -500 -800 cc;-the Brain shape is more humanlike.
- ~ He was capable of rudimentary speech.
- ~ He was about 127 cm (5'0") tall, and about 45 kg (100 lb) in weight, although females may have been smaller
- ~ His fossils were found in the Olduvai Gorge in Tanzania in 1964 by Dr. J. Leakey.
- ~ His Remains were also found at Hadar and Omo River Valley in Ethiopia and kobi fora along L. Turkana by Benerd Ngeneo in 1972.

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For F1-F4 All Subjects Complete Notes

DEVELOPMENT OF AGRICULTURE

Definition of agriculture

It is the cultivation of crops. The modern definition of agriculture includes animal husbandry, fish farming and bee-keeping.

The beginning of Agriculture

The domestication of plants and animals began over 10,000 years ago during the Neolithic period

Why man domesticated plants and animals

- a. The increase of human population needed regular food supply -natural environment could no longer provide sufficient food.
- b. Climatic changes-increased drought, threatened plant life and animal life making natural food scarce.
- c. Competition for existing food in the natural resulted in inadequate wild food/over hunting of animals.
- d. Hunting and gathering was increasingly becoming tiresome.
- e. Calamities such as forest fires or floods sometimes destroyed vegetation or drove wild animals away.
- f. Development of settled life. Man had to stop a life of movement in search of food and water.
- g. Development of tools (microliths) e.g. sickles wooden plough, etc.
- h. Availability of varieties of indigenous crops e.g. wheat and barley.

There are two theories that explain how agriculture started;

1. The Independent theory. Agriculture developed independently in different parts of the world especially along river valleys.
2. One Place Theory/Diffusion Theory-Crop growing and animal keeping developed among people of south East Asia. Then the idea spread to the rest of the world; Middle East, India, Central America, China, Southeast Asia 8,000 BC 7,000 BC 6,500 BC 6,000 BC 5,000 BC

CROP GROWING

The transformation from hunting and gathering to growing of food crops was a gradual development.

The first crops were grown by man in areas where they existed naturally.

Crop growing first developed in the Fertile Crescent which is in the Middle East.

Neolithic women noticed new grain plants grew when they accidentally spilled grain seeds.

They tried scattering seeds on purpose – it worked!

~ Animals often find plants in places with water / good soil - Hunters saw pattern

~ People stayed at sites, animals became tamer

~ People started weeding / irrigating so plants would grow better

~ Started saving seeds of better plants to plant

~ One season, nomads liked a site so much they stuck around

~ Stayed so long they harvested a crop and then saw it grow to harvest stage again

- ~ Groups learned to grow a crop from seed to harvest and then move on
- ~ Since men did the hunting and females were responsible for the food gathering, women learned how to plant seeds, as well as process and prepare the food.

The above facts point out that the beginning of crop farming was accidental and mainly through trial and error. Earliest crops to be domesticated were barley, wheat, sorghum, millet, rice, maize, yams, cassava, potatoes, bananas and grapes. Since they grew in different environments, there were many centres of agricultural revolution. For example;

- ~ Middle East.
- ~ Indus valley in India.
- ~ Nile valley
- ~ The yellow river valley in china
- ~ The Danube Valley in Europe.

WHEAT

Originally grown in south-west Asia

Initial type was brittle wheat-then replaced by a non-brittle type in 7500BC called emmer

Wheat then spread Mesopotamian plains by 6000 BC to Egypt by 3000BC, then to Mediterranean region, central Asia, India and southern Europe.

BARLEY

The first cereal to be domesticated. Initially grew wildly at Mureybat on the Euphrates in Syria between 7000 - 6000 BC. Another evidence of growth found at Ali Kosh (Iran) and Jericho (Jordan). Then spread to Egypt at Fayum in 4500 BC. Then spread to India and China by about 2000 BC.

SORGHUM AND MILLET

Originated from Africa at Hoggar in southern Algeria as early as 6000 BC

Spread to West Africa to around Sudan area between Nile and Chad, by 1500 BC

Finger millet originated in East Africa.

Later the two spread to Asia and China.

RICE

Originated in Asia where currently is a staple food- in Thailand at about 3500 BC

Then spread to India, Europe and Japan

The African variety was grown along the upper Niger around 1500 BC

MAIZE

Origin- Central America at about 5000 BC at Tehuacan in Mexico.

In Africa, was introduced by the Portuguese in 15thc.

YAMS

The first root and tuber crop to be domesticated- 9000 BC in south East Asia.

The African variety, the white guinea yam was grown in Ivory Coast.

DOMESTICATION OF ANIMALS

The Dog was the first animal to be domesticated. The next animals were the sheep, Goats, cattle and camels. Animal domestication Began through establishment of ties between man and animals during hunting or when fetching water.

Dog

Assisted humans in hunting, driving away dangerous animals and herding livestock

Goats

The Goat was first domesticated in south west Asia in 5000 BC. Evidence of this is found at Tell Abu Hureyra, Tepe Ali Kosh, and Deh Luren Khuzestan in south -west Iran. Also in Iraq, upper Tigris valley, turkey and south Jordan. Goat domestication was in Egypt in 5000 BC. Sheep was domesticated after the dog. Fossil evidence of sheep keeping has been found at Zawi Chemi Shanid in Iraq and dating to about 9000 BC. Sheep were also kept in Syria, Egypt and Saharan region then to West Africa. Sheep was also kept in Indus valley and yellow river valleys.

Cattle

Cattle was first domesticated in south-west Asia as early as 5800 BC in turkey and then in Iran and Iraq. It then spread to Ethiopia and North Africa from Asia.

The short-horned cattle originated in Mesopotamia then spread to Africa and Europe.

Camel

Though camels are associated with North Africa today, the original home has been traced to North America from where it spread to South America and Asia. The Asian and s. American species became the ancestors of the Alpaca and llama. Two types of camels exist today- the one-humped (found in Middle East, northern china and Africa), and the two-humped camel (found in central Asia.) Camels were domesticated about 3000 BC to 2500 BC

Importance of the domestication of animals

- a) Some of them like cattle, sheep and goats provided man with regular food i.e. Milk, meat.
- b) Animal Hides or skin were used as clothing and beddings
- c) The horns were used for communication.
- d) Hooves and bones of animals were used as containers and as drinking vessels.

- e) Some of the domesticated animals like the camel, donkey and horses were used for transport.
- f) Domestic animals like the oxen and the donkey were used to plough land for farming.
- g) The dog protected man against dangerous animals.
- h) Some of the domesticated animals produced manure which greatly improved agricultural produce.

EARLY AGRICULTURE IN MESOPOTAMIA

Mesopotamia was the land between the two rivers Tigris and Euphrates and lay in the present day Iraq. It was one of the centres of early civilization as early as 3000 BC.

Food production in this region began as early as 8000 BC.

Reasons why early agriculture developed in Mesopotamia

- a) Availability of indigenous crops and animals in the region e.g. Wheat, barley, dates and goats, sheep and cattle.
- b) Existence of fertile land along river valleys of Tigris and Euphrates-consisting of deposited silt.
- c) Availability of water from rivers Tigris and Euphrates which was used for irrigation. Heavy rains experienced in the Zagros Mountains contributed to floods on the river valleys.
- d) Invention of farming tools e.g. Hoes, ploughs, sickles and seed drill which promoted agricultural activities.
- e) Existence of transport system in form of donkeys, canoes, river transport etc; which was instrumental in transportation of inputs and outputs.
- f) Political instability that enabled people to practice agriculture.

The Sumerians are credited as the first people to use irrigation in growing crops. When the river water overflowed the banks during flooding, the Sumerians had the skill of controlling it through canals into the dry lands. (Canal or bucket irrigation). They also used farm implements to improve crop growing.

For example the use of ox-drawn ploughs and seed drills pulled by oxen to replace stone hoes. Most of the people during the summer civilization earned their livelihood as farmers, craftsmen, fishermen and cattle breeders. Most of the land was in form of large estates owned by the rulers or the wealthy classes. The peasants were given small plots along with seeds, farm implements and animals in exchange for labour.

The Crops grown included barley, wheat, vines, date, palms, grapes, olives, onions, figs, melons and cucumbers. Milk animals kept included goats and cow. Also ducks, pigs, geese and horses were kept.

Impact of early agriculture in Mesopotamia

- a) It led to settled life as people now needed to concentrate on farming.
- b) Food production increased.
- c) There was an increase in population along the river valleys due to plenty and regular food supply.

- d) There was emergence of city-states and urban centres. For example Ur, Uruk, Eridu, Nippur, Kish and Babylon.
- e) Surplus agricultural production led to development of trade between communities.
- f) There was increased specialization as all could not engage in farming. Some became craftsmen.
- g) Agriculture influenced writing and arithmetic. Management of estates required knowledge in accounts. The form of writing that was developed was known as cuneiform involving the use of stone tablets.
- h) The invention of the wheel by around 3000 BC. it was used in carts to transport farm produce, for making war chariots to transport soldiers and also in pottery (the potter's wheel)
- i) The plough was also invented. The first ox-plough consisted of simply a tree trunk with one small branch protruding upwards with the other one upwards. The invention meant that only a few people were needed to cultivate land.
- j) There was the development of science and mathematics with the development of the first formulas for measuring time, distance and area. There was also development in the field of Astronomy.
- k) Religious practices also developed with the connection of most of the gods to agriculture in one way or another. For example, Ninurta was a god of floods.
- l) Development of law. A code of laws was compiled as a means of minimizing conflict in society- the Hammurabi's code.

EARLY AGRICULTURE IN EGYPT

As early as 7000 BC, people had already settled in the Nile valley. By around 5000 BC, the Egyptians had gradually adopted agriculture, departing from a hunter-gatherer society.

Reasons that enhanced development of early Agriculture in Egypt

- a) Availability of Water for irrigation and for domestic use from river Nile.
- b) Existence of fertile silt deposits and mud originating from the flooding of the Nile between July and October annually, which provided fertile soil for crop farming.
- c) Another advantage was that Egypt had a suitable warm climate for crop growing and ripening.
- d) The Use of shadoof Irrigation technology ensured production of food during drought seasons
- e) Presence of indigenous crops and animals from which domestication was made. Wheat and barley had already become indigenous to Egypt as were animals like sheep and goats.
- f) Foreign influence from South West Asia where farming was first practiced. The proximity of Egypt to Mesopotamia, the first centre of agricultural development ensured that she borrowed heavily from there.
- g) The Natural protection of the region from foreign attacks, since the Nile valley was protected by the Libyan Desert to the West, the Nubian Desert and Nile cataracts to the South and the Nile coast delta on the North.
- h) Political stability.
- i) High population created need for more food and provided farm labour.
- j) Availability of slave labour made crop farming a success.

- k) The invention and use of implements that included wooden sticks, knives and wooden hoes enabled the farmers to increase their yields.
- l) The existence of writing in Egypt helped the Egyptians to keep accurate records of seasons and volume of food.

The shadoof irrigation

This was the method of irrigation used in Egypt during the drought season when the river was not flooding. A shadoof is a wooden device for lifting water from a river into the canals. It consisted of a long pole swinging up and down between two supporting wooden posts. One end has a weight hanging on the pole while the other end has a skin bucket. The bucket is pulled down and dipped into the water by a person. It is caused to rise by the weight, once water has been filled. The other person empties the water into the canal to be drained into the fields. The Egyptians used farm implements like sticks, knives, axes, sickles and hoes. Among the crops planted in Egypt included wheat, barley, fruits, flax, beans, vegetables, cucumbers, onions, lentils, dates, figs and grapes. They used the broadcasting method. Shifting cultivation was also practiced before human population increased. They kept animals like sheep, goat, pigs, donkey, cattle and poultry.

The state directed production. It controlled distribution of harvests as well as handicrafts.

Government owned huge granaries and godowns which were used to store food.

The king was regarded as the guardian who presided over food supply for all. The master of largesse was responsible for all the livestock in the country. In the year when agricultural production was poor, the head of the exchequer would take care of the distribution of seeds and livestock.

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For F1-F4 All Subjects Complete Notes

THE PEOPLE OF KENYA UP TO THE 19TH CENTURY

INTRODUCTION

There is immense evidence to confirm that east Africa was the cradle of humankind.

Archaeological evidence (for example, the tools found at Kobi Fora, Olorgesailie, Kariandusi, Mtongwe, around Lake Victoria, Lukenya hills, near Lake Naivasha) show that Kenya was inhabited by Stone Age people. There is also evidence of use of iron in Kenya dating back as AD 270 e.g. at Urewe near Ngaya in Siaya and in Kwale.

THE KHOISAN

According to oral traditions, the earliest people to occupy Kenya were of the Khoisan stock. They had similar features like the Khoi Khoi and the San of South Africa, the Sandawe and Hadza of Tanzania. They all spoke a language with a clicking sound.

Cultural aspects of the Khoisan

- a) They spoke a language with a clicking sound like the Khoi-Khoi of South Africa
- b) They were nomadic people
- c) They gathered the wild fruit in the wild and dug up tubers and roots for their foods
- d) They used stone tools in addition to bows and arrows.
- e) They fished in rivers and lakes using harpoons
- f) They made use of rock shelters and caves.
- g) They buried the dead.
- h) Made and used pottery.

NB- such evidence of the culture of the Khoisan has been found in Gambles and Njoro river caves near Nakuru. These pioneering inhabitants of Kenya disappeared maybe after being subdued and overcome by the powerful incoming Bantus and Nilotes. However, there exist some remnants of these hunter-gatherer communities in the western highlands of Rift Valley. They speak the language of the group near them like Kalenjin (Okiek), Maasai (Dorobo), Ong'wa and Okuro in western Kenya.

THE CUSHITES

They existed in two groups:

- a) The southern Cushites
- b) The eastern Cushites.

The southern Cushites

They might have entered present day Kenya through northern Kenya and seem to have originated from the Ethiopian highlands. Since they were pastoralists, they must have been looking for better pasture for their livestock. Around 2500 and 3000 years ago, they were already occupying the grasslands of the Kenya highlands cultivating food crops like sorghum, millet and rearing long horned humpless cattle.

They even extended upto Tanzania. They included the Iraqi, Boni and Burungi of Tanzania, The Dahallo or Sanye of the lower Tana (the remaining southern Cushites in Kenya). Some were later absorbed by the incoming groups.

The Eastern Cushites

They include the Borana, Somali, Oromo, Gabra, Rendille and Burji.

They originated either from Ethiopia or Somalia moving and settling into Kenya around 2000 and 1000 years ago due to the following reasons;

- a) Escaping from clan or family feuds.
- b) There was population pressure in their area of origin.
- c) They were in search of better grazing lands.
- d) They were fleeing the outbreak of disease that affected both people and animals.
- e) They were escaping famine and drought.
- f) They fled constant attacks from their neighbours such as the Somali.
- g) They migrated to satisfy their spirit of adventure.

THE OROMO

They came in the 16th century from Ethiopia. Initially they settled on the eastern shores of Lake Turkana. They later moved south pushing the Mijikenda and the Pokomo out of the Shungwaya to occupy Malindi and Kilifi. Today they occupy the southern part of Tana River and are neighbours to the Pokomo.

Effects of migration and settlement of the Oromo in Kenya

- a) They inter-married with the people they came into contact with e.g. Somali, Pokomo and Borana.
- b) Their settlement in Kenya led to expansion of trade.
- c) Their settlement led to increased conflict between communities over resources e.g. pasture and water.
- d) Displacement and redistribution of people in the area where they settled e.g. the Oromo pushed the Bantu from the Shungwaya region.
- e) Assimilation of some communities they came into contact with e.g. the Oromo vs. Somali.
- f) Cultural exchange e.g. neighbouring communities adopted Islam.
- g) Settlement in high agricultural potential areas e.g. river valleys encouraged some of them to practice crop farming.
- h) Expansion of agriculture due to demand of agricultural produce.

THE BORANA

They are also Oromo speaking people whose origin is southern Ethiopia. Their migration into Kenya was due to escaping the Menelik Wars of Conquest in 1897 and who had imposed heavy taxes on them. They represent some of the most recent migrations into Kenya ending as late as 1900 when more Borana groups fled into Kenya from Somali running away from the war between the Somali Nationalists and the British. Today the Borana occupy the area north of the Tana River.

THE SOMALI

They originated from Mogadishu where they were living by 10th century A.D. They begun moving southwards into Kenya around that time maybe due to the Oromo threat or they were looking for pasture for their livestock. The Somali represent the largest single group of eastern Cushites in Kenya.

Results of Cushitic migration into Kenya

- a) There was massive warfare during the migrations leading to killing of many people in the process.
For example, there was constant warfare between the Somali and the Oromo.
- i) They displaced some of the communities which they came into contact with e.g. the Oromo pushed the Mijikenda from the Shungwaya region in AD 1500 AND 1600.
- b) They intermarried with those people they interacted with e.g. the some of the Pokomo intermarried with the Borana.
- c) Their settlement led to expansion / development of trade between them and their neighbours e.g. they traded with the Samburu and the Maasai.
- d) There was cultural exchange between them and the Bantu and Nilotic neighbours. E.g. the Taboo against eating Fish among the Bantu, the age set system and circumcision has origin from the Cushites.
- e) The migrations led to population pressure in the region.
- f) Adoption of some agricultural practices from the Bantu.
- g) There was redistribution of population in Kenya. The Mijikenda for example were scattered at Shungwaya.

THE BANTU SPEAKERS

Introduction

The term Bantu refers to group of people who speak the same or similar language with common word “NTU” which means a person. The Bantu-speaking groups include the Luhya, Kisii, Kuria, Kikuyu, Akamba, Meru, Aembu, Taita, Agiryama, Digo in Kenya and Pokomo, as well as many other smaller groups. Their original homeland was somewhere between eastern Nigeria and the Cameroon (Congo Basin).

They then moved southwards towards present day Democratic Republic of Congo (around 500 BC the Bantu were living in the Congo forest). This became a major dispersal point from where the Bantus moved in four major waves. Of these waves, the two waves that account for settle of the Bantu in Kenya are the ones moving south-eastwards through the area west of Lake Victoria (a 2nd dispersal point for Bantus). From here they dispersed in two groups;

A. some group passed through present-day Uganda , some settling there (Baganda, Banyoro, Batoro), proceeding into kenya to form the western Bantu(Luhya, Kisii, Kuria and abasuba)

B. From the west Victoria dispersal point a group moved and entered east Africa at appoint south of Lake Victoria and then proceeded eastwards across northern Tanzania to a dispersal point between Taita hills and mt. Kilimanjaro. Some settled in Tanzania (Chagga, nyamwezi, sukuma, Kuria, haya, Yao, Segeju, Zaramo).the rest of the group proceeded northwards to the coast upto Shungwaya (another dispersal point). These were the eastern Bantus.

REASONS FOR THE BANTU MIGRATION

The reasons for the migration of the Bantu are not known but they most likely included the following;

- a)** Drought and famine: This broke out because the climate in their cradle land had become unreliable/unpredictable.
- b)** Population increase which resulted into population pressure, e.g. they became overpopulated in their cradle land.
- c)** The constant attacks (external pressure) from stronger tribes in West Africa and the Nile valley; also due to the migration of the Arabs, who were believed to be more hostile, into West Africa.
- d)** Internal conflicts from the Bantu tribes: These conflicts concerned the ownership of agriculture area, the shortage of grazing lands and watering areas.
- e)** Epidemics and diseases/natural calamities, e.g. earthquakes, over flooding of rivers like river Niger, sickness, diseases such as Nagana caused by Tsetse flies, sleeping sickness e.t.c.
- f)** Search for fertile land: Since they were predominantly farmers, the Bantu migrated in order to find more land which could be more fertile than the cradle land, which could no longer support them.
- g)** Love for adventure: They moved due to their desire for adventure, i.e. they wanted to find out what was happening in other areas.
- h)** Group influence: Some moved because they had seen their relatives and friends move.
- i)** Need for water and pasture for their animals forced them to move.
- j)** The Bantu migrated in order to export their iron-working culture. They had discovered the knowledge of iron working and had invented iron tools. These iron tools had transformed the agricultural sector by making the clearing of land for cultivation faster and more efficient.

The western Bantu

They include Luhya, Kisii, Kuria and abasuba and settled in western part of kenya thus their name.

Abaluhya

~ The Abaluhya community is made up of eighteen sub-groups. The sub-groups which constitute the community have a common background, common customs and speak closely related dialects of the same language.

~ According to Abaluhya tradition, communities used to hold criminal tribunals at the junctions of footpaths. The area at the junction of footpaths was known as Uluyia or a meeting point and it is claimed

that the name Abaluhya is derived from this. Another version states that in a polygamous home the courtyard outside the main father's house is called Luhya. All the children are referred as children of one Luhya and hence the name Abaluhya.

~ Most of the Luhya sub-groups point to mt. elgon dispersal point as their origin. The settlement of the Abaluhya into Kenya dates back to 300 AD. By 1750 AD, many groups had settled in present day Bukhayo, Marama, Tiriki, Bunyore, Wanga and Maragoli.

~ They absorbed some groups they found in the area. Also, their interaction with the Maasai led to establishment of clans like the Abashimuli among the Idakho. The Marachi, Kisa and Samia interacted with the Luo.

Abagusii

~ Abagusii traditions acknowledge a close relationship with the following people: the Abakuria, Abalogoli, Ababukusu, Abasuba, Agikuyu, Ameru, Aembu, Ambeere and the Akamba. Their tradition has it that on their way from the country which they call 'Msiri' they were accompanied by the Baganda and the Basoga besides the above groups.

~ The Abagusii and the Abalogoli migrated southwards following the River Nzoia valley and arrived near Lake Victoria between 1490 and 1520. Following an easterly course along the lake shore, they settled at the head of Goye Bay in Yimbo location of Nyanza with their homeland spreading across present day Ulowa, Sare and Unyejra at the foot of Ramogi hill. Luo migrants in 1550 AD found them settled in this general area and pushed them from alego to Kisumu where they lived upto 1600AD.

~ Their migration from Kisumu to Kano was motivated by drought in the area.. However, their eastward migration was checked by the Maasai and the Kipsigis

~ By the 18thcentury, they had settled in the Kisii highlands positively interacting with the neighboring Luo, Maasai and Kipsigis in terms of trade.

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SOCIO-ECONOMIC AND POLITICAL ORGANIZATION OF KENYAN COMMUNITIES IN THE 19TH CENTURY

THE BANTU

Social organization

- ~ Almost all the Bantu communities were organized in clans made up of people with common descent.
- ~ All the Bantu communities practiced circumcision. In some communities like the Akamba, Abaluhya, only boys were circumcised. Among the Abagusii and Agikuyu, both boys and girls were circumcised. The initiates were taught the values and customs of their community
- ~ Circumcision marked an entry into an age set whose functions included defending the community from external attacks, building huts and advising junior age-sets on how to raid.
- ~ All the Bantu communities believed in the existence of a supernatural power that controlled their destiny. The Abaluhya, for example called their God Were or Nyasaye, the Agikuyu Ngai etc.
- ~ The Bantu communities had diviners and medicine men. Among the Agikuyu community, a medicine person was called mundu mugo.
- ~ The Bantu celebrated life both in song and dance. There were songs for initiations, childbirth, marriage, harvest and funeral. The mood and style of their song and dances varied depending on the occasion.

Political organization of the Bantu

- ~ All the Bantu communities in Kenya, except the Wanga sub-group of the Luhya, had decentralized forms of government.
- ~ The clan formed the basic political unit for all the Bantu communities. Each clan was made up of related families. Leadership of the clan was in the hands of a council of elders who played a pivotal role in solving disputes, decided on inter-tribal marriages, maintaining law and order and making executive decisions affecting the community like declaring war.
- ~ Among the Agikuyu and Ameru, the council was known as Kiama, Kambi among Mijikenda, Njama among Ataveta and Abagata ba gesaku among the Gusii.
- ~ The Bantu had an age-set system that had some political significance. For example among the Agikuyu, the boys joined the age-set after initiation to provide warriors who defended the community from external attacks and raid other communities for cattle.
- ~ Among the centralized Wanga government, the king was known as Nabongo. His office was hereditary. He was assisted by a chief minister and other officials with a council of elders.

Economic organization of the Bantu

- ~ The Bantu kept livestock like sheep, cattle and goats for milk, meat and skin. Dowry was paid in form of livestock. Some communities used livestock as a form of currency in barter trade.
- ~ They traded among themselves and also with their neighbours such as the Luo, Kalenjin and Maasai. They sold grains in exchange for baskets and fish from the Luo.

- ~ They practiced iron-smelting, making implements such as knives, hoes arrow heads and spearheads. This sometimes also became trading items.
- ~ The Bantu practiced crop growing. They grew grains like millet, sorghum and cassava among other crops mainly for food while the excess were sold to neighbours.
- ~ They practiced craft making pots and weaving baskets.
- ~ For the Bantu communities who lived along rivers and Lake Victoria, e.g. the Luhya, they practiced fishing.
- ~ Hunting and gathering was also done by some communities to supplement their food. E.g. the Akamba.
- ~ Raiding other communities for cattle.

The Agikuyu.

By 19th century, the Agikuyu had a complex social, economic and political organization some of which were products of their interaction with other communities.

Social organization

- ~ The family was the smallest social unit among the Agikuyu. It was headed by a father. Several families that shared a common ancestry comprised a clan.
- ~ The Agikuyu had rites of passage which included initiation of both boys and girls through circumcision/clitoridectomy.
- ~ The initiated boys joined the age-set (riikaor mariika) after being educated on the values and customs of the society. It was only after initiation that boys and girls were considered mature enough to get married.
- ~ The Agikuyu believed in the existence of one God who controlled their destiny. They called their God Ngai. He was all powerful and as believed to dwell on Mt. Kirinyaga where they claim he created them.
- ~ They also had diviners whose main work was to interpret God's message to the people.
- ~ The Agikuyu had a medicine man. A medicine person was called mundu mugo. Their main work was to cure diseases. They learned their skills through apprenticeship.
- ~ The Agikuyu had designated sacred places for prayers, worship and offerings (an example was the mugumo tree for offering sacrifices).
- ~ Marriage was an important institution among the Agikuyu.

The political organization of the Agikuyu

- ~ The Agikuyu had a decentralized system of government. The basic political system was based on the family headed by a father.
- ~ Several families made up a clan (Mbari). Each clan was ruled by a council of elders. (kiama). A senior elder (Muramati) coordinated the activities of the clan.

- ~ Several elders(aramati)formed a higher council of elders (kiama kia athamaki)
- ~ The functions of the higher council of elders included settling disputes, deliberating on day to day activities, administering justice and handled disputes, inheritance disputes and acted as a final court of appeal.
- ~ They had warriors drawn from the age-set system, who defended the community from external aggression.

Economic organization of the Agikuyu

The Agikuyu engaged in various economic activities;

- ~ The Agikuyu kept Livestock like sheep, cattle and goats for milk, meat and skin. Dowry was paid in form of livestock.
- ~ They traded among themselves and with their neighbours such as the Akamba and Maasai. They sold grains and iron implements in exchange for livestock products like skins and beads (Maasai) and imported goods like clothes(Akamba).
- ~ They practiced iron-smelting, making implements such as knives, hoes which enhanced their farming activities and trade. They borrowed this art from the Gumba.
- ~ They practiced crop growing. They grew grains like millet, yams, sweet potatoes, arrowroots, sorghum and cassava among other crops mainly for food while the excess were sold to neighbours.
- ~ They practiced craft making pots and weaving baskets.
- ~ Hunting and gathering was also done by Agikuyu to supplement their food.

The Ameru

The Ameru had a system of government which ensured high standards of morality and stability. This system evolved as they migrated and interacted with other communities.

Social organization of the Ameru

The Ameru was a system characterized by the existence of various councils from the council of children to the supreme council of Njuri Ncheke. This was meant to ensure the highest moral standards in the community. The Njuri Ncheke acted as parliament and had the following functions;

- ~ It presided over religious ceremonies.
- ~ It solved disputes in the community. It also mediated in disputes involving the Meru and their neighbors
- ~ It ensured the custody of the community's history, traditions and values/heritage
- ~ It sanctioned wars
- ~ Acted as ritual leaders. They provided Guidance and counseling community members.
- ~ It set the moral code to be adhered to by all members of the community. If one went against the moral code, he/she would be punished. A member of the Njuri Ncheke who offended another was fined a bundle of miraa. A warrior who violated the code was fined a bull, an elder who violated the code was

fined a bull or a goat, a woman who broke the code was fined a big pot of cowpeas. Marriage was regarded highly among the Ameru and a married woman would be assigned to an elderly woman (midwife) whom she must give gifts like millet, peas and black beans in exchange for midwifery. Any spouse who involved in adultery or any girl who was not a virgin at the time of marriage was stoned to death by a stoning council made up of male initiates. Marriage was exogamous (no one was allowed to marry from their clan). Before a male child was considered mature, he underwent several stages including circumcision. Before circumcision of both boys and girls, two ceremonies were performed after which they became full members of the community.

- ~ The time of making spots where the ear-hole perforation would be done.

- ~ The time of actual perforation of the ears.

The Ameru believed in the existence of a supreme being called Baaba Weetu who was a loving father and took care of all. He was omnipresent.

The Ameru also believed in the existence of spirits which either brought happiness or tears depending on how one lived on earth.

They believed in life after death with good people going where rains come from when they die. Libations were offered to ancestors to quench their thirst and relieve their hunger.

Building houses in the Ameru community was the work of women while men defended the community.

Economic organization of the Ameru

- ~ The Ameru cultivated grain crops like millet, peas, black beans, cowpeas and miraa among other crops mainly for food while the excess were sold to neighbours.

- ~ The Ameru kept Livestock like sheep. Goats and cattle for dowry payment and rituals and also for milk, meat and skin.

- ~ They traded among themselves and with their neighbours. When the coastal traders penetrated the interior, they exchanged goods with them.

- ~ They practiced iron-smelting, making implements such as knives, spears and hoes which enhanced their farming activities and trade.

- ~ They practiced craft making pots and weaving baskets.

- ~ Hunting and gathering was also done by Ameru to supplement their food.

Political organization of the Ameru

- ~ The basic political system was based on the family headed by a father.

- ~ The basic political unit was the clan. Several families made up a clan headed by a clan elder.

- ~ The Ameru had a system of councils and age groups which oversaw the administration of the community. Every Meru belonged to the relevant council. E.g. the children's council, council of elders' council of warriors. The supreme council was known as Njuri Ncheke.

- ~ The functions of the supreme council of elders included settling disputes, deliberating on day to day activities, administering justice and handled disputes, inheritance disputes and acted as a final court of appeal. It also officiated over religious ceremonies.

- ~ The age set system provided the community with warriors who defended the community from external aggression.
- ~ Religions leaders like prophets influenced the political administration for the Ameru.
- ~ Their system of government alternated between two organizations namely, Kiruga and Ntiba every fourteen years and each had its own army regiment.

The Akamba

The Akamba are of the eastern Bantus who settled in Chyulu hills, Mbooni, Kitui and Machakos.

Social organization

- ~ Like other Bantus, the Akamba were organized into clans whose members claimed common descent.
- ~ The Akamba practiced exogamous marriages. However their tradition allowed the adoption of an outsider into a clan
- ~ Wrongdoers among the Akamba were banished from the community if they refused to compensate for the wrong did.
- ~ There existed no institutional age sets among the Akamba though boys and girls were circumcised before reaching puberty. The initiates were then taught community secrets after two years from circumcision (at 14 years)
- ~ At puberty, both men and women were allowed to marry and bear children with the father of a young family automatically becoming a junior elder until his children were ready to be circumcised.
- ~ He then moved to the next grade only after paying a bullock and several goats.
- ~ The top two grades formed the administrative council of the community mainly dealing with the ritual ceremonies.
- ~ The Akamba believed in the existence of a creator called Ngai or Mulungu whom they prayed to through ancestral spirits.
- ~ The Akamba had ritual experts who included medicine people that guided them in their rituals.
- ~ Shrines also existed where offerings and sacrifices were made by the elders called Atumia ma ithembo. (Mostly found at a place with two large fig trees.)
- ~ The Akamba had many social ceremonies which were accompanied with festivity dance and music. For example, during harvest, weddings, deaths and birth.

Political organization

- ~ The smallest political unit among the Akamba was the homestead, (Musyi) comprising three to four generations of extended family with a stockade round the home of each married man. Outside the entrance of the homestead, there was an open space (thome), where men would sit and discuss political and other important matters.

- ~ Several related families formed a wider territorial grouping or clan with its own recreational ground, elder's council (made of all the male elders), war leader and palace for worship
- ~ The clan was the main political unit for the Akamba.
- ~ There was also a larger territorial grouping above the clan called Kivalo that constituted a fighting unit. There was however no single central authority that united the Akamba the Kivalo was always disbanded after war.
- ~ Age grades and age sets were common to all in the community and acted as a unifying factor.
- ~ The elders in the community were ranked according to seniority.
- ~ Junior elders defended their community. Medium elders (Nthele) assisted in the administration of the community. The full elders (Atumia ma Kivalo) participated in delivering judgements. The senior most elders (Atumia ma Ithembo) were involved in religious activities.
- ~ By 19th century, due to participation and gaining from trade, a number of people had gained prestige and followers to be regarded as Akamba chiefs or leaders. For example, chief Kivoi.

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CONTACTS BETWEEN EAST AFRICA AND THE OUTSIDE WORLD UP TO THE 19TH C.

The early contacts were initially at the coast but later spread inland. The early visitors included the Arabs, Greeks, Chinese, Persians, Portuguese, British, French and the Dutch.

The East African coast

The existing documentaries and archaeological evidence about the historical information on the east African coast include;

- ~ The Graeco- Roman Documentary which only makes indirect references to the east African coast.
- ~ The Swahili chronicles written by the people of the coast. E.g the Kilwa chronicle gives account of achievements of coastal rulers before the arrival of the Portuguese.
- ~ The writings of Pliny, a Roman Geographer who wrote about the high cost of trade with India in his book, The Natural History.
- ~ Periplus of the Erythrean Sea; by a Greek merchant in 1st C AD describes the people and places along the coast and the Indian Ocean Trade. (Erythrean Sea Trade).
- ~ Geographia by Claudius Ptolemy makes reference to east African coast and the trade along Somalia and Kenyan coasts.
- ~ Christian Topography of Cosmos Indico of the 6TH C describes the trading activities on the coast of East Africa.
- ~ Renowned travelers like Al-Mosudi, Al Idrisi and Ibn Battuta wrote firsthand accounts about the places they visited and the people they met at the coast in the 10th C AD.
- ~ The existing archaeological evidence in east Africa include the remains of pottery , iron tools, beads and coins which prove the presence of international trade.

Early visitors to the east African coast upto 1500.

Due to the great accessibility of the east African coast, there was widespread interaction between it and the people from the outside world. This was also aided by the monsoon winds that blew vessels / ships to the coast between November and April and took them away between may and October. The earliest visitors were the Egyptians, Phoenicians and Indonesians. Others who came later on included the Greeks, Persians, Romans, Chinese, Arabs, Syrians, Indians and the Portuguese.

The Greeks

Their coming to east Africa is accounted for by the quarrels between the Seleucid rulers in Greece and the Ptolemaic Greeks in Egypt over control of the land route to the east through the Mediterranean lands. The rising demand for ivory made the ptolemies venture into the red sea and finally into the east African coast. Evidence of Greek existence on the coast is the Ptolemaic Gold Coin found near Dar es Salam.

Romans

In AD 45, Hippalus, a Roman sailor using monsoon wind knowledge reached the red sea and entered the Indian Ocean. The Romans were keen on breaking the Arab monopoly over trade. Evidence of trade between the Romans and the coast is in the writing of a Roman Historian Pliny (23-79AD) who points out the high coast of trade between India, Arabia and china. The fall of the Roman Empire in the 5th c AD affected international trading network in the Roman Empire.

Persians

They were mainly immigrants from Shirazi on the eastern shore of the Persian Gulf. Their adventure into the east African coast happened during the reign of the Sassanid Dynasty (224-636AD), which was determined to rebuild the Persian Empire that had been destroyed by the Macedonian Greeks, through wealth amassed from international trade.

By the 6th c, the Persians were trading in India and later china, controlling the red sea and parts of Egypt and Arabia. They got involved in the east African trade and even established ruling dynasties e.g. the (Shirazi Dynasty) at the coast. They intermarried with the locals and introduced Islamic religion. They were later overthrown by the Arabs. They succeeded in introducing Bowls of glass, swords, beakers and pots to the coast.

Chinese

They visited the coast in the middle ages. This is evidenced in the work of the Chinese authors during the Sung Dynasty (960- 1279 AD) and Ming Dynasty (1368-1644), who referred to the east African coast as Tseng- Pat or Pseng- Po. There has also been evidence of Chinese coins dating to 700 AD at the coast. The last Chinese fleet must have reached Mogadishu in 1430AD. The Chinese brought in Silk cloth, porcelain bowls and plates in exchange for Gold, leopard skin, Rhino Horns and tortoise shells. Porcelain remains have been found at the coast.

Arabs

The earliest Arab settlers to arrive were the Daybui from Daybul in north western India. They arrived along the east African coast by AD 650 for trade. The earliest Arab settlement was Qanbalu (Pemba). They later settled in Manda, Kilwa, Lamu and Mombasa. The Arabs referred to the Africans as the Zenj (Blacks)

Factors that facilitated the coming of Arabs to the east African coast.

- ~ The Indian ocean provided the highway through which the traders traveled
- ~ The traders had the skills of harnessing the monsoon winds (trade winds) they knew what times of the year to come to the coast and what times to go back.
- ~ The traders had marine technology e.g. they had ship-building technology and knew how to use the compass for navigation of the ocean
- ~ They ensured the control of the red sea was in their hands to bar the enemy from attacking them

- ~ The ports of southern Arabia were good calling places on their journey between the east and the west.
- ~ The deep harbours at the coast were ideal for their ships to anchor, refuel and get supplies.

Reasons for the coming of the Arabs

- ~ They wanted to trade and control the commercial activities along the east African coast.
- ~ Some Arabs came as refugees, fleeing from religious and political persecutions in Arabia.
- ~ They came to spread their religion, Islam.
- ~ Some came as explorers to explore the east African coast.
- ~ Some came to establish settlements along the east African coast.

Trade between the East African coast and the outside world

There is sufficient evidence of the existence of regular trading contacts between east African coast and the countries in the Middle East and Far East.

Development and organization of the trade

- ~ The earliest foreign traders must have been the Romans who traded with the Indians in the Far East. They made stopovers at the east African coast for ivory whose demand had grown tremendously.
- ~ Muslim Arabs acted as intermediaries in the Indian Ocean trade between the Indians and the Romans. They also exported frankincense and myrrh among other things.
- ~ Traders from Persia, Arabia and Syria brought glass beakers and bowls, swords, pots, grains, sugar, cloth and beads in exchange for palm oil, tortoise shells, ivory and slaves.
- ~ The Greek, roman and Chinese traders brought porcelain bowls, daggers, swords, pottery, cowrie shells, glassware, beads and silk in exchange for ivory, rhinoceros horns, bee wax, tortoise shells , coconut oil and mangrove poles. Cowrie shells were obtained from Maldives islands while spices came from Spice Island.
- ~ East Africa also exported leopard skins, gold, ostrich feathers, copal, copper and iron. Ivory was used in Asia to make bangles, bracelets, piano keys and for decorations
- ~ The traders relied on the monsoon winds to blow their ships to and from the east African coast.
- ~ The Indian Ocean trade was conducted through the barter system but later coins were used as a medium of exchange. During barter, the foreigners bartered their goods with gold, ivory and slaves. Seyyid said later introduced copper and silver coins.
- ~ The middlemen in the trade included the Arabs and Swahili who organized caravans to the interior to acquire local goods which they sold to traders at the coast.
- ~ As there was no common language spoken, trading was conducted silently, hence the name 'silent trade'
- ~ Capital for the trade was provided by the Arabs. Later the Indian banyans started giving credit facilities to the traders which increased the volume of trade.
- ~ The sultan of Zanzibar provided security to the Arab traders, enabling them to penetrate the interior to acquire goods.

- ~ The trade stimulated development of towns along the coastline. E.g Rhapta (probably located between Pangani and Dar es Salam), Essina and Sarapion were the earliest towns to grow. Lamu Malindi Mombasa, Pate and Brava also developed.
- ~ The merchants settled at various places on the coast and on the islands and interacted with the locals leading to development of the Swahili culture.

Factors which promoted the Indian Ocean trade.

- (a) Availability of items of trade from the east African coast and foreigner countries. For example, ivory, slaves, cotton and porcelain.
- (b) The high demand for trade items from the coast by consumers from the outside world was also a promoting factor. This was caused by the uneven distribution of resources. Foreign items were also in demand at the coast.
- (c) The existence of enterprising merchants in both the foreign lands and the east African coast led to promotion of trade links. The Akamba, Mijikenda, Nyamwezi and Swahili middlemen for example played a pivotal role in the trade.
- (d) The existence of local trade among Africans which acted as a base upon which the Indian Ocean trade was developed.
- (e) The accessibility of the east African coast by sea. This enabled the foreigner traders to reach the region across the Indian Ocean.
- (f) The existence of the monsoon winds facilitated the movement of the vessels which made it possible for the traders to travel to and from the coast.
- (g) The existence of peace and political stability at the east African coast created a conducive atmosphere for business transactions. Where there was need, the traders were given security by the Sultan of Zanzibar.
- (h) The existence of natural harbours along the coast ensured safe docking of the trade vessels for fueling and off-loading.
- (i) The advancement in the ship building technology in Europe gave great advantage to the traders. This made water transport reliable and regular.
- (j) The existence of the Indian Banyans (money lenders) who gave credit facilities enabled many more people to join the trade.

Impacts of the trade on the peoples of east Africa

- (a) The trade led to intermarriage between Muslim traders with the local Bantu communities giving rise to the Swahili people with a distinct culture.
- (b) There was emergence of Kiswahili as a new language of the coastal people. The language is a mixture of Bantu and Arabic languages.
- (c) The trade led to the spread of the Islamic culture along the coastal region. Stone buildings were constructed, new dressing styles arose (women began to wear buibui while men wore kanzus), new eating habits also evolved.

- (d) The Islamic law, sharia was also introduced.
- (e) Many Africans were converted to Islam. However the religion did not spread beyond the coastal region prior to the 19th c.
- (f) New crops were introduced along the coast. For example, rice, wheat, millet, cloves, vegetables and fruits such as bananas and oranges. Cloth, cowrie shells and spices were also introduced.
- (g) Profits derived from the trade were used to develop towns like Pemba, Mombasa, Lamu, Zanzibar and Kilwa.
- (h) The trade led to the rise of a class of rich merchants exhibiting a high standard of living. African merchants who rose to prominence included chief Kivoi among the Akamba, Ngonyo of the Giriama, Mwakikonga of the Digo, Nyungu ya mawe, Mirambo and Msiri of the Nyamwezi.
- (i) There was decline of the local industries like weaving and iron working which were affected by the influx of foreign goods like cloth from India and iron tools from Asia and Europe.
- (j) There was destruction of wildlife, especially elephant and rhinoceros due to the increased demand for ivory.
- (k) The increased demand for slaves promoted warfare among the communities as many people were captured during slave raids. It also created fear while others lost their life during the warfare.
- (l) Slave trade also disrupted African economies as able bodied men were captured leaving behind the aged, weak, and children who made little contribution. Many even died of starvation since they could not participate in food production.
- (m) African population in the hinterland greatly reduced as many were sold into slavery.
- (n) Money (currency) was introduced as a means of exchange to replace the barter system of trade.
- (o) East African coast was exposed to the outside world through trade. This paved way for European imperialism later on.
- (p) Trade routes led to the establishment of trade caravan routes which later were upgraded to by the colonialists.

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CITIZENSHIP

What is citizenship?

This refers to the legal right of a person to belong to a particular country. A Kenyan citizen is a person who has the legal right to belong, live and do freely all that has to do with their life in Kenya.

BECOMING A KENYAN CITIZEN

Ways in which Kenyan citizenship can be acquired.

- a) By birth.
- b) By registration.

Citizenship by birth

The following are the Ways through which citizenship by birth is acquired in Kenya.

- a) A person is a citizen by birth if on the day of the person's birth, whether or not the person is born in Kenya, either the mother or father of the person is a citizen.
- b) A child found in Kenya who is, or appears to be, less than eight years of age, and whose nationality and parents are not known, is presumed to be a citizen by birth.
- c) A person who is a Kenyan citizen by birth and who has ceased to be a Kenyan citizen because the person acquired citizenship of another country, is entitled on application to regain Kenyan citizenship.

Citizenship by registration

Conditions for qualification to apply for Citizenship by registration are as follows:

- a) If a person has been married to a Kenyan citizen for a period of at least seven years.
- b) If A person who has been lawfully resident in Kenya for a continuous period of at least seven years applies to be registered.
- c) If a child who is not a citizen, is adopted by a citizen and applies to be registered.
- d) Citizenship may be granted to individuals who are citizens of other countries that allow Kenyans citizenship in their countries.

Revocation of citizenship

The revocation of citizenship by registration may happen under the following circumstances.

- a) If a person acquired citizenship by fraud, false representation or concealment of any material fact.
- b) If the person has, during any war in which Kenya was engaged, unlawfully traded or communicated with an enemy or been engaged in or associated with any business that was knowingly carried on in such a manner as to assist an enemy in that war.
- c) If the person has, within five years after registration, been convicted of an offence and sentenced to imprisonment for a term of three years or longer.

d) If a person has, at any time after registration, been convicted of treason, or of an offence for which a penalty of at least seven years imprisonment may be imposed.

Citizenship by birth may be revoked under the following circumstance

- a) If the citizenship was acquired by fraud, false representation or concealment of any material fact by any person.
- b) If the nationality or parentage of the person becomes known, and reveals that the person was a citizen of another country.
- c) If the age of the person becomes known, and reveals that the person was older than eight years when found in Kenya. The concept of “Dual citizenship”. A citizen by birth does not lose citizenship by acquiring the citizenship of another country.

Rights and responsibilities of a Kenyan citizen

Human rights

Human rights refers to the accepted principles of fairness and justice- or the universal moral rights that belong equally to all people in their capacity as human beings.

Components of human rights

Every human right must fulfill these three fundamental conditions;

- a) Condition of life, which is necessary for development of human personality
- b) A Social character (since it presupposes existence of other members of the society)
- c) It must be enjoyed equally by all members of the society.

The constitution of Kenya contains the rights of the individuals and special groups such as children, the youth and people with disabilities. It gives the state the responsibility of guaranteeing these rights. The rights are contained in chapter 4 of the current constitution under the bill of rights. This chapter is not merely an integral part of the constitution of Kenya; it is the fundamental basis for the establishment of the state. Human rights and fundamental freedoms are recognized and protected in the constitution because they preserve the dignity of individuals and communities, and promote social justice

The rights and freedoms protected in the Bill of Rights

1. Right to life

Life begins at conception and no child should be deprived of life deliberately. Abortion is not therefore permitted unless occasioned by the need for emergency treatment or life of the mother is in danger. People who attempt to commit suicide are also punishable on the strength of their right

Limitations of the right to life

- ✓ A court of law can sentence one to death if found guilty of an offence punishable by death

Instances when the right to life may be taken away:

- ✓ When one is defending one's life or country as is the case during war.
- ✓ When defending one's property against violent attack.
- ✓ When a law enforcement officer's life is endangered, for example when apprehending armed criminals.

2. Equality and freedom from discrimination

Every person is equal before the law and has the right to equal protection and equal benefit of the law. This means that both men and women are equal before the law. Any form of discrimination is illegal and is prohibited in the constitution.

3. Human dignity

Every person's dignity should be respected and protected. One must not ridicule or embarrass other members of society.

4. Freedom and security of a person

This right protects a person from being detained without a good reason and without trial. No person will be subjected to physical or psychological torture, corporal punishment or cruel and inhuman treatment. Each citizen must also protect the freedom and security of others. It is unlawful for one to subject his or her spouse to either psychological or physical abuse.

5. Freedom from slavery, servitude and forced labour

No one should be held in servitude or slavery or perform forced labour. Every employer should treat his or her employees with dignity and not to force them to work.

6. Right to privacy

Every person has a right NOT to have him or herself, his or her property searched, or his or her possessions seized. Not revealing a person's family or private affairs unnecessarily or private communications interfered with.

Exceptions to this right:

The law allows police officers, tax inspectors and other government agents to search private homes or business premises for purpose of health inspection, tax collection or any other officially sanctioned reason.

7. Right to assembly, demonstration, picketing and petition

Every citizen has a right to assemble and participate in peaceful demonstrations and even present petitions to public authorities

Responsibility:

Those demonstrating must not interfere with peace of others for example through harassment of motorists and property destruction.

8. Political rights

Every citizen is free to make political choices, which includes the right to form, or participate in forming, a political party and to participate in the activities of, a political party. Every citizen has the right to free, fair and regular elections based on universal suffrage and the free expression of the will of the electors for any elective public body or office. Every adult citizen has the right, without unreasonable restrictions, to be registered as a voter; to vote by secret ballot in any election or referendum and to be a candidate for public office, or office within a political party and, if elected, to hold officer responsibility. It is illegal to prevent other people from participating in elections, buy votes etc.

9. Freedom of movement and residence

Citizens have a right to free movement and ownership of property in any part of the country.

Responsibility:

Citizens should not obstruct efforts of any citizen to move freely and reside and own property in any part of the country.

10. Economic and social rights

Every person has the right to the highest attainable standard of health, which includes the right to health care services, including reproductive health care.

Every person has the right to accessible and adequate housing, and to reasonable standards of sanitation. Every person has the right to be free from hunger, and to have adequate food of acceptable quality. Every person has the right to clean and safe water in adequate quantities. Every person has the right to social security. Every person has the right to education. A person shall not be denied emergency medical treatment. The State must provide appropriate social security to persons who are unable to support themselves and their dependants. Nb-it is on the strength of this right that the government is providing free primary education.

Responsibility

Every citizen must pay tax.

11. Consumer rights

Consumers have the right to goods and services of reasonable quality.

Consumers have the right to the information necessary for them to gain full benefit from goods and services. Consumers have the right to the protection of their health, safety, and economic interests. Consumers have the right to compensation for loss or injury arising from defects in goods or services.

Responsibility

It is one's responsibility to question the quality of goods and services being offered, to enable one get value for money.

The traders and other service providers have a responsibility to provide quality goods and services to fellow citizens.

They should give truthful information when advertising their products.

12. Right to fair labour practices

Every worker has a right to fair labour practices like fair remuneration, reasonable working conditions, the right to join or practice in trade union activities and the right to go on strike. Every employer has a right to join an employers' association and participate in its programmes and activities.

Responsibility

One must respect the right to fair labour practices of one's employees. Employees on the other hand must conduct themselves responsibly, even during strikes, to avoid causing physical injury to innocent people, or destroying property.

13. Right to clean and healthy environment

Every person has the right to a clean and healthy environment. It is our duty to ensure that the environment is protected for the benefit of present and future generations.

The following are the obligations set by the government in order to achieve a clean and healthy environment:

- a) Ensure sustainable exploitation, utilization, management and conservation of the environment
- b) Work to achieve and maintain a tree cover of at least ten percent of the land area of Kenya.
- c) Encourage public participation in management, protection and conservation of the environment.
- d) Establish systems of environmental impact assessment, environmental audit and monitoring of the environment.
- e) Eliminate processes and activities that are likely to endanger the environment.
- f) Utilize the environment and natural resources for the benefit of the people of Kenya.
- g) Protect and enhance intellectual property and indigenous knowledge of biodiversity and the genetic resources of the communities.

INCOMPLETE NOTES

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For F1-F4 All Subjects Complete Notes

NATIONAL INTEGRATION

What is National Integration?

Integration means unification into a whole. - The act of combining or bring together various parts in a way that makes them one. National integration refers to the process by which various components of a nation are brought together into a whole leading to national unity.

Importance of National Integration

Why is National Integration a priority in Kenya?

- (a) National integration Helps in social and economic development through enhanced national unity.
- (b) It develops a sense of national direction, facilitating unified goals and co-operation.
- (c) It enhances political stability and security by eliminating suspicion.
- (d) Promotes peaceful co-existence of different tribes and races hence leading to peace and harmony.
- (e) Promotes collective responsibility due to easier, more efficient and accurate communication.
- (f) It enables a country to develop a sense of direction as national goals are communicated to the people in the spirit of national integration.
- (g) It leads to achievement of easier, more accurate communication as the nation increases efforts of national integration.

Factors that promote national unity in Kenya

- a) The constitution. This is a set of rules agreed upon by a group of people who have chosen to live together. It provides for equality of all Kenyans before the law. It Guarantees equal opportunities to all Kenyans. It Provides protection to individuals against any form of discrimination/bill of rights. It provides for a unitary government
- b) Education. The curriculum aims at ensuring that pupils and students focus on issues that unite them. The integrated education system encourages the children to accept one another as Kenyans. Teaching of history in schools encourages unity. Religious studies taught in schools promote respect for the Supreme Being and fellow human beings. Music and drama festivals in schools promote unity among students.
- c) One government. Our one government, with the three arms is recognized by each Kenyans a body that runs the affairs of the nation.
- d) The presidency. Kenya has one president despite the diversity in parties and tribes. The presidency unites Kenyans.
- e) National language. The use of Kiswahili as the official language enables Kenyans to interact freely. Kiswahili became a national language in 1975. It helps overcome communication barriers and gives Kenyans a sense of belonging and identity
- f) Economic growth. The government attempts to provide social amenities to Kenyans without bias. It has tried to achieve equitable distribution of economic resources. Urbanization promotes socialization and co-existence among Kenyans.

There also the use of a common currency giving Kenyans a sense of nationhood. The policy of offering equal employment opportunities to all Kenyans has enabled Kenyans to work in various parts of the country where they interact freely.

g) National activities. National holidays remind Kenyans of their history. Agricultural shows enables different economic sectors display and advertize their goods. Games and sports promote unity as they bring together people of different communities for a common cause.

h) Mass media. The mass media in Kenya is instrumental in ensuring that information is disseminated to all at the same time. It enables Kenyans from all parts to contribute to national debates.

i) Symbols of National unity. National anthem promotes a sense of belonging among Kenyans and gives them an identity. Existence of the national flag symbolizes national unity.

j) The government encourages social, economic interaction among Kenyans e.g. through marriages, worship etc.

Factors that undermine national unity in Kenya

a) Tribalism – this is the practice of favouring people who are from one's own ethnic group in employment, admission to schools and allocation of resources. Others end up being discriminated against thus leading to hatred and enmity.

b) Nepotism –this is the practice of people favouring their relatives. This vice is similar to tribalism

c) The unequal distribution of resources causes animosity between those who are favoured and those who are not.

d) Political wrangles / Ethnic conflicts / clashes discourage co-operation among the citizens.

e) Corruption – asking for and offering of bribes to obtain and give services violates people's rights to equal treatment. Corruption creates suspicion and hatred among people since those who cannot afford to bribe feel cheated and frustrated.

f) Discrimination on the basis of gender denies people the right to participate equally in national development.

g) Racism. This is discrimination on the basis of colour/ race. This creates hatred and suspicious among people. This was a common cause of disunity during the colonial days.

h) Religious conflicts. In Kenya, conflicts between the Muslims and Catholics in 2000 led to destruction of a catholic church in Nairobi. Intolerance of other people's religions creates disunity.

i) Party membership. Multipartism in Kenya has to some extent become a cause of disunity.

The country regularly becomes polarized on party lines especially when we near general elections. Sometimes members of parties such as TNA, ODM, UDF, URP etc don't see eye to eye during campaigns. There has also been discrimination on the basis of party membership.

j) Poverty. When people lack basic needs such as food, education, health, shelter and clothing, anti-social behaviour arise. For example, stealing and violence. Criminal activities create fear and suspicion and therefore discourage national unity.

k) Ignorance. Lack of knowledge creates intolerance of other people's views and lack of appreciation of the development taking place around. This may create unnecessary division.

Steps have been taken by the Kenyan government to promote national integration since independence.

- a) The government has developed national symbols like the flag, anthem, and the coat of arms. These symbols have helped to identify us as one nation.
- b) Immediately after independence the then only major opposition party, KADU was disbanded to have a single party system. However this did not work for long as Multipartyism was inevitably reintroduced.
- c) The government also set up a national curriculum in our educational institutions. This creates a sense of oneness despite the diversity.
- d) Declaring Kiswahili a national language. In 1975, Kiswahili was made a national language of communication as a step towards curbing rampant tribalism. This has greatly assisted as Kenyans of different diversity can communicate.
- e) Promotion and fostering Harambee spirit. This has led to Collective participation in development programmes by people from different groups which have promoted national unity.
- f) During the reign of president Moi the Nyayo philosophy of peace love and unity was introduced. It stressed the concept of being mindful of other people's welfare. It is closely related to the principal of mutual social responsibility as embodied in African socialism.
- g) A new constitution in Kenya was promulgated in August 2010. This constitution promises a lot of hope in terms of unity as it may be an important tool of fighting all vices that have discouraged unity. It also stresses equal rights for all.
- h) The government has tried to bridge the gap between the rich and the poor through the creation of an equalization fund under the new constitution. Through this fund, development easily trickles down to reach the disadvantaged.
- i) Abolition of racial schools hence enrolling students of different backgrounds in the same schools. /Ethnic balance in public institutions.
- j) The teaching of history in schools has helped to create a sense of oneness as Kenyans realize that they share a common history.
- k) Promotion of games, sports, drama and cultural activities. National games at school and college level have been a source of interaction. This is a way of developing a common culture in the country
- l) The government has made use of media to propagate unity.
- m) Abolition of ethnic organizations and groupings.
- n) Promotion of national public service i.e. civil servants can serve anywhere in the country..

Conflict resolution

Conflict refers to a situation in which people or groups are involved in serious disagreements, or disputes. Conflict resolution refers to the process of settling a dispute when it occurs

Levels of conflicts found in Kenya

- a) Individual versus individual. This is where two people disagree for political, economic or social reasons.
- b) Group versus group. This type of conflict involves one group against another also due to political, social and economic reasons.
- c) Individual versus state. Such a conflict of an individual against the state may be political especially one feels his/her rights are being violated by the state.
- d) State versus state. This is a case where a state is in disagreement with another state maybe over boundary like was the case between Kenya and Uganda during the reign of Idi Amin.
- e) Group versus state. This may be caused by for example a trade union demanding the improvement of the terms and conditions of service of its members. For example the standoff between KNUT and KUPPET on one hand and the government over harmonization of the salaries of teachers with those of civil servants in 2012 leading to a countrywide strike in September 2012.

The factors that cause conflict

- (i) Difference in views arising from background beliefs, social and political standing and values.
- (ii) Economic differences. E.g. when consumers feel exploited by businessmen, when employees feel exploited by employers. Etc.
- (iii) Political differences based on ideological orientation i.e. capitalism versus socialism.
- (iv) Social differences, for example tribal clashes, religious conflicts, racial discrimination, age/sex differences.
- (v) Limited land/economic resources-unfair distribution of land, mineral resources, water resources, etc.

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