



South Sudan



# Secondary History 1

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South Sudan

PRIMARY

1

# History

## Pupil's Book 1



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**Unit****1**

# PRE-COLONIAL ERA

**Activity 1****Introduction to History**

History is the study of past events. The past can be millions of years ago. It can also be as recent as yesterday. In history, we study about past leaders, political structures, military organisations, our ceremonies and our means of livelihood in the past. There is political history, social history and economic history.

**Group work**

In groups:

- a) What do you understand by the word Pre-Colonial era?
- b) Differentiate between Pre-colonial era and history.

**Sources of information on history**

These are things, places or people from where we get historical information. It is these sources of history that make us know what happened in the past.

The sources of information on history are divided into:

- (i) Primary sources
- (ii) Secondary sources
- (iii) Tertiary sources

**Primary sources**

Primary sources of information give us first hand information about some historical happenings. They include:

**(a) Resource people**

Resource people are people who witnessed some historical event. We have individuals who are experts in history and they teach others on what happened in the past. These include people who have gone through Western education and those who have not. Some elderly people like our grandfathers and

grandmothers, aunts and uncles have lived long enough and seen a lot. Some have fought wars while others have entered into regional and international agreements as signatories or as witnesses.

### **(b) Archaeology**

This is the study of history through the excavation of sites and analysis of the materials found there. Archaeologists use fossils and artefacts to know the history of people in the past. Archaeologist Richard Lobban and his Italian and Russian friends unearthed the ancient and previously unknown Meroitic temple in 2011. This temple is believed to have been dedicated to the Egyptian sun god Amun.



*Fig. 1.1 Archeologists discovering the Meroitic temple*

Many small pyramids have also been unearthed at Sedeinga by other archaeologists. Archaeologists work with paleontologists and geologists. Archaeology mainly gives us **pre-historic** information.

### **(c) Linguistics**

When one listens to people speak different languages he concludes a lot from the languages spoken. Some languages are similar while some have a few words that are similar. A lot is deduced from this. It can mean that the people are either related by blood or have interacted with the others in various ways like trade, migration or intermarriage. Language helps us trace migration patterns of communities and their relationships.



## Group work

1. In groups, pronounce these words in your mother tongue.  
a) person      b) child      c) house      d) seat
2. Identify the words that sound the same in different languages. Identify other similar sounding words.
3. Investigate how your community is related to other communities with linguistic similar words within your group.

### (d) Anthropology

This is the scientific study of a people's way of life mainly through observation. Anthropologists live among communities they are studying for years to know their culture well. A people's cultural practice reveals a lot about their history. They come to know about their ceremonies, their relationships and many other activities.

### (e) Genetics

Through the study of human, animal and plant genetics, we are able to find out which communities are related to one another by blood. We also come to know which areas domesticated what plants and animals and at what time.

### (f) Oral lore

Oral lore is also known as **oral tradition**. This is whereby cultural beliefs, traditions and practices of communities are passed and preserved orally from generation to generation. The people's culture is found in their songs, folktales, chants and legends among others. Songs were sang at particular times in different communities. There is a lot of history in traditional songs.

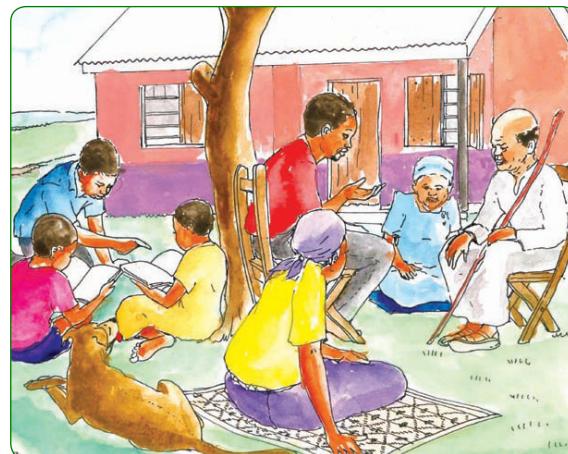


Fig. 1.2 An older person telling children stories

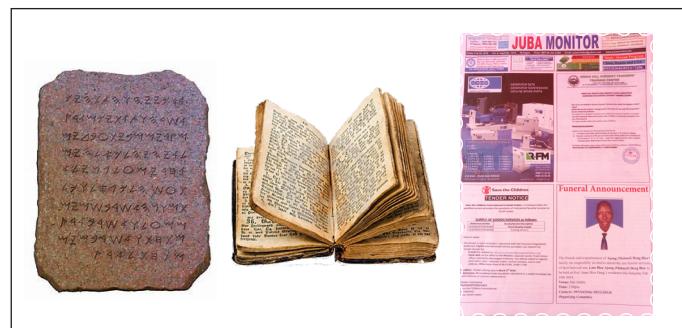
## **Secondary sources**

Secondary sources of information are those sources that are created later by a person who did not experience the happening of an event. The person largely depends on the information provided by primary sources.

They include:

### **(a) Written materials**

They include manuscripts, stone tablets, clay tablets, books, magazines, newspapers and many others. In history, writing does not only mean writing on paper with a pen. Writings were done in ancient times on stones or mud using sharp objects. Some writings that were written on stones and bricks have lasted up to now and have been discovered and read. In Sudan, writings dating back to about the 6<sup>th</sup> Century have been found in Kush. In its capital Napata, some buildings like temples were built from baked bricks and sandstones. Hieroglyphic writings were carved on the walls of the temples and painted with bright colours.



*Fig. 1.3 A stone tablet, a book and a newspaper*

Writings in ancient times were also done on skins and papyrus. With the discovery of the printing press, printed sources of history like books were made and produced in large numbers.

These include spears, tools, clothes and pots. Each community had their own unique items that they used that we can use to identify them. However, those who stayed close to each other could copy skills of making items from one another. This copying has led to cases of different communities having similar items.

## **Tertiary sources**

Tertiary sources of information are those sources that have been generated from primary sources and secondary sources. The information given by tertiary sources is mostly distilled.

They include:

### **(a) Electronic sources**

These include radios, televisions, documentary films and the internet. The internet is a one stop shop for historic information. Radios and televisions air news and other important historical documentaries.



### **Work to do**

In groups discuss the following questions.

1. Find out at least 5 famous documents that relate to the history of Africa in the pre-colonial period. Write down what the documents tell us about this period.
2. Who was the first president of South Sudan? How did you know this?
3. Do you come from different communities? Are there similarities between the traditional pots, houses, baskets or spears of the different communities. Give reasons why this might be the case.
4. In South Sudan we have Nilotes, Bantus and Cushites. Why are they categorised as so? Are there some Cushitic words that are found in Nilotic languages and vice versa? Why?
5. Give six reasons why you think it is important to study history. Present your answers in class.
6. In traditional Africa, there were songs sang during marriages, war, birth, naming, circumcision, tattooing, harvesting and so on. Do you know any of these songs? Sing the songs to the class.
7. These songs were sang hundreds of years ago. How did you come to know them?

### **Activity 2**

### **Pre-colonial Trade in Africa**

During the Pre-colonial period, there were different types of trade in Africa. There was **Local trade** which involved a few people and occurred within a village or several neighbouring villages for example, among the Nuer or between the Dinka and the Nuer.



## Class work

Visit the nearest market and observe what is happening.

The following questions will help you:

- a) What items are being sold?
- b) Are they using money to buy goods or exchanging goods for other goods?

Present what you observed in class.

There was **Regional trade** that involved different regions of Africa like the Long Distance trade and the Trans-Saharan Trade. There was also the **International trade** that involved other countries outside the African continent like the Indian Ocean trade at the coast of East Africa and the Trans-Atlantic trade.



## Pair work

1. What is the meaning of the following? Use a dictionary if necessary.
  - (a) Berber
  - (b) Currency trade
2. Identify the type of trade in the following examples:
  - (a) Alek exchanging a sack of sorghum for a cow from Deng.
  - (b) Lichi buying a piece of land from Wawa using money.

## Regional trade

### *The Trans-Saharan trade*

This trade occurred across the Sahara desert. It involved two regions: North Africa and West Africa. Various reasons favoured its growth. These reasons include:

1. There was a high demand for trade goods both in the North and West of Africa. North Africans for example wanted gold from the West. The Byzantine Empire which controlled North Africa and the Middle East wanted gold to make coins and ornaments.

2. There were strong rulers who supported the trade by ensuring that trade routes were secured. These rulers include the rulers of Mali and Songhai kingdom.
3. There were oases in the desert where traders and their animals could get water.
4. There were desert tribes like the Tuaregs and the Berbers who guided traders through the Sahara desert.
5. There existed local trade in both regions that supplied trade goods to the wider trade.

### **Organisation of the Trans-Saharan Trade**

Traders from the North moved with their goods to the West of Africa. Rich Arab merchants financed the trade. The trade goods from the North included salt, horses, clothes, glasswares and fruits like dates. Horses were at first used to carry the goods but as the Sahara became drier the camel replaced the horses. The camels used to be fattened for three months in readiness for the long journey to West Africa. The traders embarked on their journey after the rainy season was over to avoid desert storms. The traders moved in caravans for security reasons making this trade to be known as the **Caravan trade**. A caravan was made up of almost 1000 camels others were as large as 12,000 camels.

#### **Source 1**

At that time we used to go ahead of the caravan and when we found a place suitable for pasturage we would graze our beasts. We went on doing this until one of our party was lost in the desert; after that I neither went ahead nor lagged behind. We passed a caravan on the way and they told us that some of their party had become separated from them. We found one of them dead under a shrub, of the sort that grows in the sand, with his clothes on and a whip in his hand. The water was only about a mile away from him. (*Tales by Ibn Battuta*)



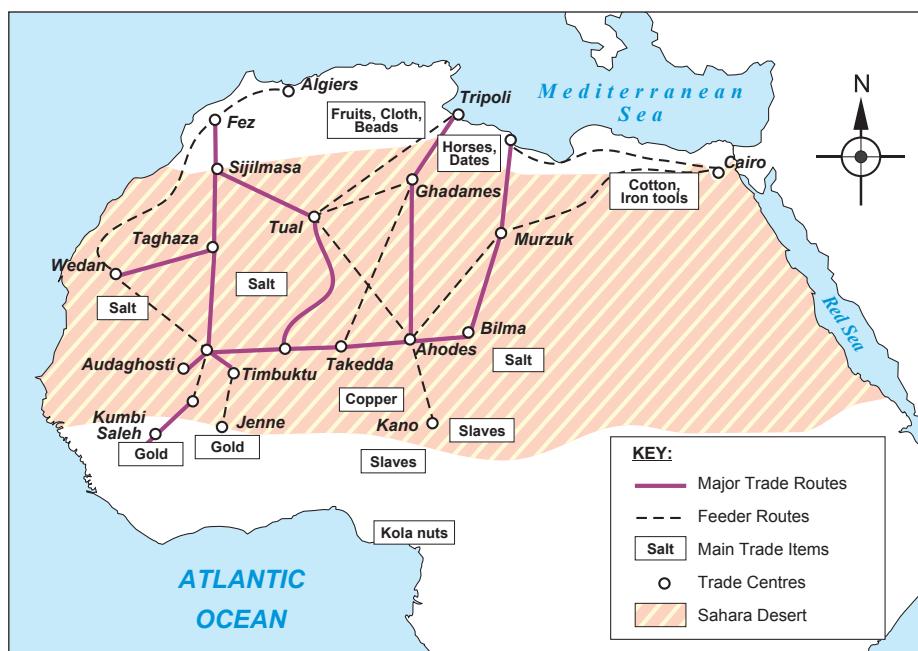
#### **Pair work**

1. Why do you think the Trans-Saharan traders continued to engage in the trade even with its challenges? Be prepared to Present your thoughts to the class.

The Tuaregs guided the traders through the desert. They provided security from dangerous desert tribes. Runners were sent ahead of the caravan to fetch water because the water carried by the traders could not last them between oases. The Tuaregs took care of the oases.



*Fig. 1.4 A caravan in the desert*



*Fig. 1.5 Trans-Saharan trade routes*

On reaching West Africa, they exchanged their goods with West African goods like slaves, gold, ivory, kola nuts and gum. They used the system of barter

trade in their exchange. There was no common language between the traders from the North and West. They exchanged the goods through gestures. This made the trade to be known as the **silent trade**. Berbers and Tuaregs acted as middlemen in this trade.

## Trade routes

### Source 2

- a) "At Sijilmasa [at the edge of the desert] I bought camels and a four months' supply of forage for them. Thereupon I set out on the 1<sup>st</sup> Muharram of the year 53 [AH 753, February 13, 1352] with a caravan including, amongst others, a number of the merchants of Sijilmasa. After twenty-five days [from Sijilmasa] we reached Taghaza, an unattractive village, with the curious feature that its houses and mosques are built of blocks of salt, roofed with camel skins. There are no trees there, nothing but sand. In the sand is a salt mine; they dig for the salt, and find it in thick slabs, lying one on top of the other, as though they had been tool-squared and laid under the surface of the earth. A camel will carry two of these slabs...  
*(Tales by Ibn Battuta)*



### Pair work

1. Using the source above, write an essay on how the desert conditions were.
2. Discuss the impacts of Long Distance trade with your partner. Who were the winners and losers?
3. Write down the positive and negative effects of the Long Distance trade.

Traders used particular trade routes from the North to West African. One such trade route ran from Fez in Morocco through Sijilmasa to the Niger belt. Another started at Tunis through Agades, Kano then to Hausa. There was another that started from Tripoli through Murzuk, Bilma then Karnem Bornu. Later, currency was introduced in the trade. Copper from Takedda was used as a form of currency.

After exchanging their goods, the traders from the North embarked on their journey back.

Slaves at this time were treated relatively well and used as domestic servants.



## Group work

1. Carry out a research on the items of trade in the Trans-Saharan Trade.
2. In your exercise books, draw a table of items from North Africa and items from West Africa.

Items from North Africa	Items from West Africa

## Decline of the trade

### Source 3

For Tuareg, the salt caravan is not something just for money, it is a tradition. 'If in your life you do not do it once or twice you are not considered Tuareg. So for me [the trucks mean] the end of Tuareg culture. I am not saying the camels will disappear, but I'm very worried that in three to five years all the salt caravans will be by truck.' (*Harding 2010*)

The following factors led to the decline of the Tran-Saharan trade.

1. The Portuguese started trading along the West African coast from around 1445. They were followed by other Europeans. The North Africans preferred to trade with the Europeans than the West Africans as the journey to the coast was not as risky as the long dangerous journey through the Sahara desert.
2. The Europeans started going to the interior of West Africa from the Atlantic coast to get trade items. This reduced the role of the African middle men in the trade.
3. Morocco attacked major trading towns of Timbuktu and Gao from 1591-1592. This was known as the **battle of Tondibi**. She destroyed its buildings and property and exiled some of its residents. This disruption led to the decline of the trade as animosity arose.
4. The Tuaregs who were guides started stealing from the traders.
5. Salt, which was a main trade commodity from the North got exhausted.

6. The campaign against slave trade and eventual abolition of the trade reduced slaves as items of trade.

### The impacts of the Trans-Saharan Trade

1. This trade resulted in the growth of urban centres which were built from the wealth got from the trade. These urban centres were located along the trade routes. Such towns included Timbuktu, Ghadames, Taghaza, Kumbi saleh and Marakesh.
2. Islam spread from the North to the West along the trade routes.
3. Attacks on other communities increased. They were done by those who got guns from the trade.
4. Kingdoms grew because of the wealth they got from the trade like the Mali, Ghana and Songhai Empire.
5. The middlemen and traders grew very rich from the trade.
6. The traders from the North introduced Islamic learning institutions in West Africa.
7. Local trade developed as it provided the goods for the Trans-Saharan trade.
8. Arabic architecture was introduced in West Africa.
9. Transport improved in West Africa due to the introduction of camels and horses.



### Pair work

1. The traders who took part in the Trans-Saharan Trade faced very many challenges.
  - (a) Discuss with your friend the challenges you think the traders faced.
  - (b) Write down the challenges the traders faced and how they dealt with them in your notebooks.

### Activity 3

### The Long Distance Trade

The Long Distance Trade occurred between the East Coast of Africa and its interior in the 19<sup>th</sup> Century. It was conducted on a very large geographical area covering present day Kenya, Uganda, Tanzania, Zimbabwe, Zambia, Congo, South Sudan and Sudan. Goods from this trade were mostly sold at the coast of East Africa to Europeans and Asians.

## **Factors that favoured the growth of the Long Distance Trade**

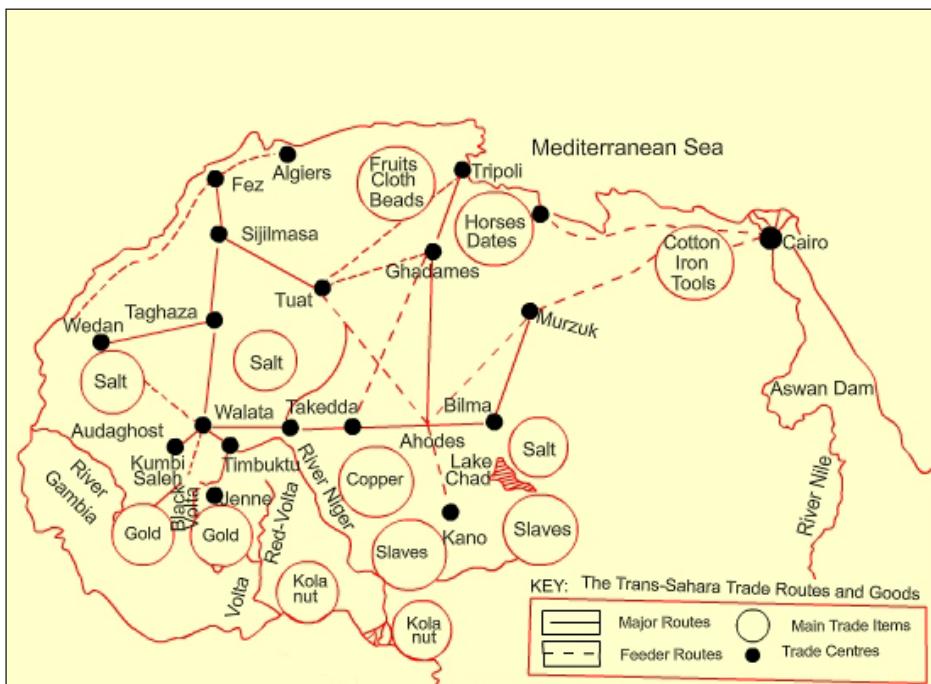
There were many factors that favoured the growth and development of Long Distance Trade. They include:

1. Availability of trade goods like copper, slaves, ivory and salt.
2. Demand for goods like ivory, gold and slaves. The Omani Arabs at the coast of Kenya needed very many slaves to work in their plantations at the coast of East Africa. The Sudanese Arabs also wanted slaves and ivory so did European countries and the United States of America. Slaves were needed to work on the sugar plantations of Mauritius and Reunion Islands.
3. There were leaders who organised the trade in their areas for example, Chief Kivoi of the Akamba in Kenya, Sultan Seyyid Said from Zanzibar and Tippu Tip from the Nyamwezi.
4. The Sultan of Zanzibar made deals with leaders in the interior of East Africa to ensure the safety of his traders.
5. The Sultan introduced a uniform custom tax throughout the area he controlled in East Africa and this encouraged trade.

## **Organisation of the Long Distance Trade**

Traders in Kenya like the Akamba organised themselves into caravans that went deep in the interior of Kenya to get ivory. The Akamba were good hunters and acted as middlemen in this trade. They carried with them European goods like clothes and brass wires which they exchanged with the traders in the interior.

In Tanganyika the communities involved in the Long Distance Trade included the Yao, Nyamwezi and Swahili. The Yao raided the interior for slaves and ivory and supplied them to the town of Kilwa at the Coast. The Nyamwezi also raided the neighbouring communities for slaves. They transported them together with ivory, copper and salt to the Coast. The Nyamwezi went beyond Lake Tanganyika, and Malawi into what is now Eastern Congo to trade. Gold in this trade was from Zimbabwe and was sold to Sofala which traded with Kilwa.



*Fig.1.6: Map of the Long Distance Trade here showing the trade routes, the people involved and the trade goods*

In the Northern part of Uganda, traders from Khartoum raided the area for slaves and ivory. By the 1870s, they had raided Uganda up to Lang'o area. The Mahdist revolution led to the decline of the Khartoum trade as it cut off Egypt from the North.

From the Somali ports of Mogadishu and Brava, traders followed routes into Northern Kenya or trekked into Ethiopia making use of trade routes that linked the Red sea and the Indian Ocean to get commodities.

In Central Africa, Msiri made contacts with Angolan traders and sent traders to Benguela and Bagamoyo to sell ivory and copper in exchange for guns and gunpowder.

Later, Swahili and Arab traders from the East Coast dominated in this trade. They chose to go to the interior and get the goods themselves. In Kenya, this decision made the Akamba lose their position as middlemen in this trade. Caravans of about a thousand men each moved with their animals from the East Coast to the interior of East Africa. The Arab and Swahili traders from the coast were armed with guns they got from the coastal trade with Europeans. The Sultan of Zanzibar, Seyyid Said talked with leaders of the

interior to allow coastal traders safe passage into the interior. Some of his traders were not taxed as they passed through lands like in Nyamwezi. The Arabs and Swahili dominated the route which stretched from the coast to Tabora, Lake Tanganyika and to Buganda. Their main trading centres were Ujiji and Tabora.

Traders used particular routes to trade. The captured slaves were used to carry the trade goods. They were beaten by the slave traders to walk faster. Those who were unable to walk fast, were shot dead or left to die in the forests.

The trading centre of Bagamoyo in the Republic of Tanzania got its name from the Swahili word *Kubwaga moyo* meaning to give up or to lose hope. Captured slaves from mainland Tanzania always had the hope of escaping from their captors but when they reached at Bagamoyo the hope of ever escaping or seeing their families again dwindled. Bagamoyo was at the tip of mainland Tanzania. From there slaves were put on ships to Zanzibar where they were sold at the slave market.

Slaves who were got from the interior were sold at the coast to Arab plantation owners in the towns of Zanzibar, Mombasa, Malindi, Kilwa and Pemba. They worked on farms and homes as domestic servants. Others were bought by Europeans and Americans to work on plantations, homes and mines. The slaves were kept in dug out holes in chains waiting to be sold. They were chained on metallic studs. Others were kept in natural caves like at Shimoni, Mombasa. They were sold through auctioning. Such holding holes were found in the coastal towns like Zanzibar and Mombasa. Zanzibar was the main slave market. From Zanzibar, slaves were taken to Arabia, Yemen, Turkey, India and Persia. They were used as sailors in Persia, pearl divers in the Gulf, soldiers in the Omani army and as workers on the salt pans of Mesopotamia.

The Long Distance Trade was also a caravan trade. There were caravans from the Indian Ocean Coast into the interior of East Africa. Others came from the interior to the coast. Barter trade was the method of trade but currency trade was also done. Human transport was mainly used in carrying goods together with animal transport. The traders used particular trade routes. The trade also involved middlemen. It involved countries covering East Africa, Central Africa and Southern Africa. The main commodities from East Africa interior were slaves and ivory.

Even as efforts to stop slave trade intensified in East Africa, the Long Distance

Trade persisted for long because there was an internal market for slaves. In some regions of East Africa, there was slavery and slave trade up to the 20<sup>th</sup> Century. The Arab slave traders did not want to let go of their lucrative trade. They possessed modern firearms therefore it was hard to defeat them even with the involvement of European powers.



### Pair work

*Read the following story then answer the questions that follow.*

Salva, is a South Sudanese who lived during the Long Distance Trade. He benefited a lot from the trade. Together with the other traders, he had to raid the neighbouring communities for slaves which were important in this trade. However, one day his village was raided by rival traders who kidnapped his son. He suffered a lot of emotional turmoil.

1. Discuss the impact of the Long Distance Trade with your partner.
2. Who were the winners and losers in the Long Distance trade?
3. Write down the positive and negative impacts of the Long Distance trade.

### Effects of the Long Distance Trade

1. There was a lot of fear in the inhabitants of East Africa due to slave raids.
2. Many people were displaced.
3. There were a lot of deaths.
4. Many families were separated as some were taken away as slaves.
5. Caravans of traders spread diseases like smallpox into the interior of East Africa.
6. There was animosity between communities due to slave raids.
7. Some areas became depopulated. The Yao used to transport slaves to the coast but they did not raid for slaves. This was the situation until they were raided. They retaliated by getting stronger rifles and became ruthless raiders from around 1885. They attacked areas around Kilwa and Lake Malawi until they became depopulated.

8. Many people in East Africa became rich from the trade as they were suppliers of commodities. Others grew food to feed the traders who passed in their land. Notable leaders who grew rich from the trade were Mirambo, Tippu Tip, Msiri and Nyungu ya Mawe.
9. There was increased insecurity in the whole of East Africa as communities raided each other. The Baganda for example, got guns from the Arab traders and raided their neighbours.
10. Some kingdoms collapsed. The Shambaa kingdom in Tanzania collapsed in the 1870s as its rulers turned against their own people and sold them as slaves.
11. Trading centres developed as some grew into towns. Examples of towns which grew as a result of this trade was Elureko (Mumias) in western Kenya.
12. Islam was introduced into the interior of East Africa by the Arab traders. In Kenya for example, the area of Mumias has many Muslims than the surrounding areas. Mumias was a stopping place for Swahili and Arab traders on their way to Uganda.
13. New trade goods were introduced in the interior of East Africa. The new goods were clothes, guns, sugar and glass.
14. Currency was introduced in the interior of East Africa.
15. The trade led to the colonisation of East Africa as abolitionists appealed to their mother countries to come and stop slave trade.
16. Agricultural plantation flourished in the Coast and other parts of the world due to slave labour.

### **Factors that led to the decline of the Long Distance Trade**

1. The campaign in the world against slave trade. One of the main commodities in this trade was slaves. Anti-slave treaties were signed that outlawed slavery and slave trade in European nations and their colonies. This reduced the demand for slaves. Christian missionaries preached against slave trade and set up rehabilitation centres for freed slaves in East Africa. Slave ships were waylaid in the seas and captured and the slaves freed.
2. Colonisation of East Africa. Any European nation that claimed any area had to stamp out slave trade and introduce legitimate trade.
3. Many European and American countries got industrialised and machines replaced the demand for human labour.



## Group work

Answer the following questions.

1. There are tales of horror in the Long Distance Trade that was meted on the captured slaves. One talks of a child who was chopped off at the back of its mother as it kept on crying disturbing the caravan. Find out other horror stories and relay them to the class.
  2. Find out the various anti slave trade treaties that were signed that directly affected East Africa.
  3. Sort the effects of the Trans-Saharan and Long Distance Trade into social, political and economic effects.
  4. Find out the role of the church in ending slave trade in East Africa.
- Present your answers in class.

### Activity 4

### The Coastal Trade

This trade was between the East African coast, the interior of East Africa, Europe, Asia, America and the Middle East. Traders from the interior of East Africa brought trade goods to the coast and exchanged them with Europeans and Arab goods. These goods included copper, slaves, ivory, leopard skin were exported to Europe, India, America and the Middle East. This trade occurred at the same time as the Long Distance Trade.

#### Factors that favoured the development of this trade

1. The Long Distance Trade provided the much needed goods.
2. Seyyid Said introduced stronger currency in form of copper coins from India that facilitated trade.
3. He signed trade agreements with the Americans, French and British ensuring market for products from East Africa.
4. There was high demand for goods from East Africa especially slaves and ivory. Arabia was in high demand for slaves from non- Muslim areas as Islam does not allow enslaving of a fellow Muslim. Portuguese needed slaves for their plantations in Brazil. The ones from Angola were not enough.
5. The coast of East Africa had deep harbours good for the foreigners to anchor their ships.
6. Existence of trading centres at the coastal towns made exchange of goods easier.

## Organisation of the Coastal Trade

Swahili, Arabs, Akamba, Yao and Nyamwezi traders organised caravans into the interior of East Africa where they got slaves, copper, ivory, salt, hoes and other items. They used slaves to carry the commodities to the East African coast. The Sultan of Zanzibar brought Indian Banyans who loaned money to traders. At the coast, the trade goods were exchanged with goods like clothes, beads and guns. The exchange was in barter and later currency was introduced. Slaves were decorated to increase their value on the day of sale. At Zanzibar for example, they were tied on a tree and whipped. The more one endured the whips, the higher price he or she fetched. The foreigners then transported the goods to their countries using ships mainly through the Indian Ocean.



### Group work

1. From the organisation of the Long Distance trade, explain how the Coastal Trade was organised.
2. Draw a table to show what trade each community took to the Coast and what they got in return.

## Factors leading to the decline of the Coastal Trade

This trade actually still exists upto today except that the trade goods and its organisation have changed. East Africa still trades with the Middle East, India and Europe through the Indian Ocean only that this time it is legitimate trade. However, there was a decline in this trade especially towards the end of the 19<sup>th</sup> Century and beginning of the 20<sup>th</sup> Century. This was because of the abolition of the slave trade. Slaves were a major trade item in this trade.

When East Africa was colonised and new states established after the partition of Africa, trade between states was curtailed. Colonialists restricted the movement of Africans. They were no longer free to trade as before.



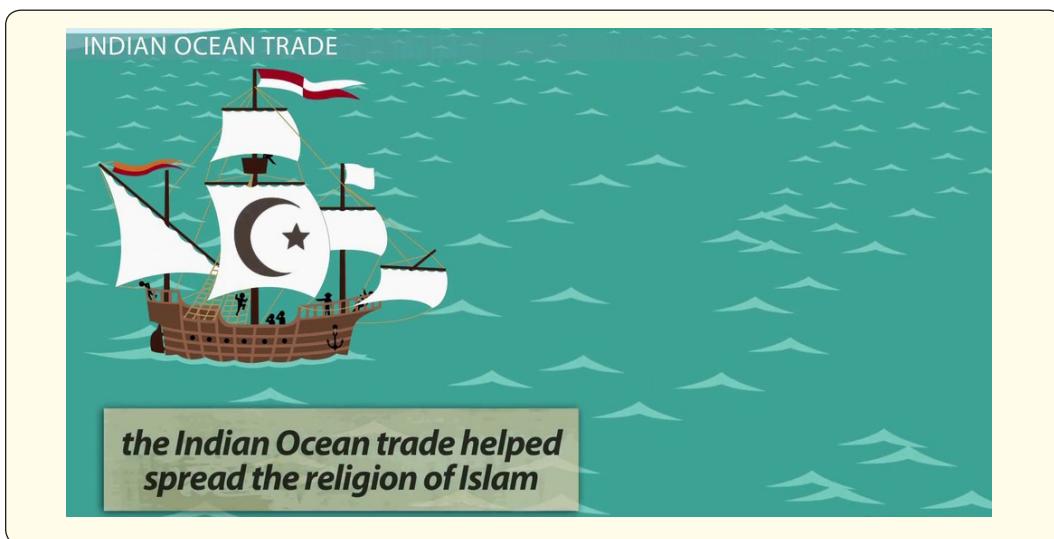
### Class work

**Debate:** ‘The abolishment of the slave trade was the main cause of the decline of the Coastal Trade.’

## Impacts of the Coastal Trade on the communities involved

1. It led to the establishment of good relations between East Africa, the Arab world, Europe and Asia.
2. Traders grew rich from this trade.
3. Slave trade led to deaths and fear among Africans.
4. The suffering of slaves attracted missionaries and humanitarians into East Africa to come and stop the slave trade.
5. There was increased warfare in Africa as slave raids were carried out.

### Source 4



### Pair work

1. Do you think that trade was all about goods and money? What else might have been exchanged along with the items being traded?
2. Today we talk about globalisation. Would you describe this early trade as the beginning of globalisation? Explain your answer.

Keywords	
Colonialism:	This is the occupation and control of one nation by another.
Scramble:	The rush and struggle for different parts of Africa by the European powers.
Partition:	Refers to the dividing of Africa among the European powers that were interested in colonies in Africa.
Direct rule:	This was a system of administration where indigenous political and administrative institutions and leaders were replaced with a European system.
Indirect rule:	Indirect rule involved the use of indigenous African rulers within colonial administration.
Assimilation:	Assimilation was a system of administration that stated that laws applied to all colonies.
Collaboration:	This refers to cooperation of some African communities to European colonisers.
Resistance:	This refers to the struggle conducted by the Africans against the imposition of colonial rule.
Primary resistors:	Societies which opposed colonial rule right from the arrival of the Europeans.
Mixed reaction:	This was a mixed response to colonial rule where by some communities would resist first then collaborate later and vice versa.
Association:	A policy adopted by the French after the assimilation policy failed.
Civilise:	To bring to a stage of social development considered to be more advanced.

### **End of Unit Exercise**

***Answer the following questions in your notebooks.***

1. Archeology is said to be the best source of information in history, but historians use other sources to get information. In groups, discuss why they do so.
2. What do you think are some of the factors that led to the beginning of trade in the world?
3. With your friend, discuss factors that facilitated trade between the East Africa Coast and the rest of the world in the 19<sup>th</sup> Century?
4. Using examples, explain the factors that led to the decline of Pre-colonial Trade in Africa.