

B & E

## HISTORY FORM ONE AND TWO



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### FACTORS FOR NATIONALISM IN MALAWI

1. Impact of colonial policies
2. Impact of African instituted churches
3. Impact of western education
4. End of the second world war
5. Imposition of the Central African Federation

### WHY MCP WAS FORMED

1. to fight for independence
2. To resist the federation

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#### Reasons for Studying History

- To avoid past mistakes
- To ensure national unity and identity
- History helps one to identify where they belong.
- History helps to plan future needs of the society
- History also helps to learn from the achievements of the others. It helps to learn how others developed.
- It also helps to understand change and how societies came to existence.
- History helps one to gain useful skills like critical thinking skills, writing skills, and skills to identify propaganda bias

## HISTORY

- History is the study of past events.
- The events can involve people, locations, or changes that happened in the past.
- A Historian is a person who studies past events.

### **Types of History**

#### **a. Political History**

- It examines leaders of a community or nation and how they managed their community.
- It is concerned with political leadership, electoral activities, security, maintenance of law and order, making of policy, and the interaction of the different branches of government.
- Studying political history is important as it helps the current generation to know where good and bad decisions about leadership were made. This helps to learn from the past mistakes or achievements. Judicial systems use political history to judge cases.

#### **b. Social History**

- It examines the lives of people as they interacted in the society.
- It studies how people related to each other in aspects such as religion, music, culture, language and games.
- The importance of social history is that it allows us to realise where a society is coming from and how it has changed over time.

#### **c. Economic History**

- It deals with how people in the society earned a living
- For example; slave trade, ivory trade, farming, mining, or fishing for survival.

### **Sources of History**

#### **a. Oral tradition**

- This is the history that is passed down from generation to generation by words of the mouth.
- For example, the elderly people can tell their children the history of the clans.
- Oral tradition can be in form of music, poems, stories, myths, legends, etc.
- The information is presented from the memory of the individuals telling it as such it is called Remembered History.
- The advantage of this history is that;

- a) It provides information that is not written down
- b) It is cheaper
- c) There is interaction of individuals when telling the history.
- The disadvantages are:
  - a) Its accuracy depends on memory as such information may be lost.
  - b) Information can be changed or exaggerated to suit the informant interest.
  - c) Fails to assign accurate dates
  - d) It is time consuming

#### **b. Archaeology**

- This is the study of buried artefacts and fossils.
- **Artefacts** are any surviving objects which have been used by people in past.
- **Fossils** are plants or animals from ancient times which are preserved in rocks.
- **Archaeologists** are people who study archaeology
- Archaeologists excavate (dig up) ancient human settlements and study the artefacts and fossils to know the history of the people.
- In archaeology, dates are found by using 'radio carbon dating method' which is a process of measuring the amount of carbon released by fossils. The carbon tells the approximate years the object has been in existence.
- This history is also known as digging history.
- The **advantages** of archaeology are;
  - 1) It complements other sources of history.
  - 2) Provides dates.
  - 3) Brings evidence of social and economic history
  - 4) Brings reality in history as things can be observed
  - 5) Attracts tourist.
- The **disadvantages** of archaeology are;
  - 1) Involves a lot of examination thus it is difficult.
  - 2) It is difficult to identify names, language, and identity.
  - 3) Carbon dating just approximates the years.
  - 4) Archaeologist can interpret the data differently due to prejudices and difference in experience.
  - 5) It is very expensive
  - 6) It leads to environmental degradation

#### **c. Written Sources**

- This is history which is written down in form of books, letters, biographies, autobiographies, and newspapers.
- Written records are classified into two;

**a. Primary sources**

These are reports made by people who were involved or were primary witnesses of the events happening. These are found in form of letters, diaries, autobiographies, and books.

**b. Secondary Sources**

These are information reported by a person who heard or read information from the primary sources.

**• Advantages of Written sources are;**

- It is permanent record
- Reaches a lot of people.
- Can be translated into other languages
- More accurate because it is the product of research and investigation
- Can provide chronological framework

**• The disadvantages of Written sources are;**

- Limited to literate people
- People can write biased information
- Can be misinterpreted or misunderstood
- Time consuming when reading
- Books can be expensive

**Reasons for Studying History**

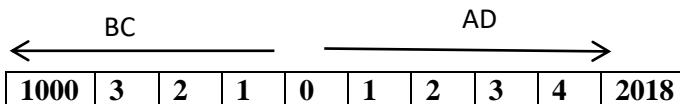
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**Chronology in History**

- Events in history follow the chronological order.
- This is the arrangement of events in the order in which happened.

**Dates and Time**

- Time is read from the Birth of Jesus Christ which assumed the year '0'



- BC** means Before Christ. These are years before Jesus Christ was born.
- AD** means Anno Domini which is Latin meaning 'in the year of our Lord'.

**Time Groups**

<b>Decade</b>	<b>10 Years</b>
<b>Century</b>	<b>100 Years</b>
<b>Millennium</b>	<b>1000 Years</b>

**How to find centuries**

- To find centuries, the year is simply added with one hundred. Then the two digits at the end are cancelled.
- For example:

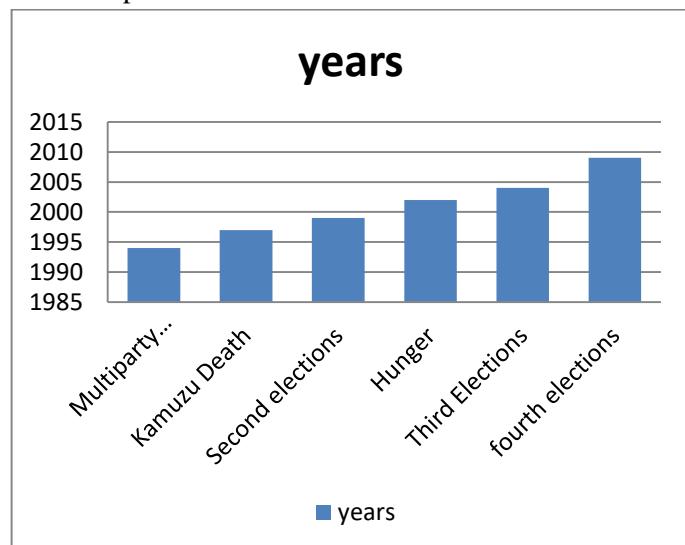
<del>60</del> <del>+100</del> <del>160</del>	<b>2018</b> <del>+100</del> <del>2118</del>
The answer is 1 <sup>st</sup> century. This is after crossing out or removing the last two digits of 160.	The answer is 21 <sup>st</sup> century. This is after crossing out or removing the last two digits from 2118

**Sample of century chart**

Number of years	Centuries	Millennium
1 – 99	1 <sup>st</sup> Century	1 <sup>st</sup> Millennium
100 - 199	2 <sup>nd</sup> century	
900 - 999	10 <sup>th</sup> century	
1000 - 1099	11 <sup>th</sup> Century	2 <sup>nd</sup> Millennium
1900 - 1999	20 <sup>th</sup> Century	

**Time Charts**

- Time in history is also presented in charts.
- A line is marked into equal parts that represent a division of time.
- For example:



## ORIGINS OF PEOPLE

### The Creation and Evolution Theories

- Creation is the belief that human beings were created by one supernatural being.
- The most known creation story is found in the book of Genesis [Bible]. It states that God created the universe and the first two people, Adam and Eve.
- Evolution on the other side is a theory that says that human beings developed gradually from ape-like creatures called hominids.

### The Hominids

- The Hominids had very small brains and they could not stand upright as we do. They could not hold things in their hands as well.
- Over the period of time, their brains became larger which enabled them to remember things.
- They developed a number of skills using hands and making tools.
- The ability to make tools made humans to be different with other animals.
- The earliest known humans lived in Africa.
- Africa has been called the cradle of mankind or home of mankind because people suggest that humans originated from Africa.

### Discovered Skulls that show Human Development

#### 1. Proconsul (the first citizen)

- The skull was discovered at Rusinga Island on Lake Victoria.
- It is dated 25 Million years ago and it is the oldest hominid so far.

#### 2. Australopithecus

- This was a human like creature which was discovered at Taung in South Africa in 1925 by Raymond dart.
- Australopithecus means the southern Ape.
- It had a small brain and skull.

#### 3. Zinjithropus (the Eastern man)

- This was discovered in 1959 at Olduvai Gorge in Tanzania by Dr. L. S.B. Leakey.
- It had a large jaw that suggested that it was eating vegetables like roots, leaves, and fruits.
- Unlike Australopithecus, Zinjithropus had heavy legs and hips with long arms and **awkward hands**.
- It had a hairy body

#### 4. Homo Habilis (skilled man)

- It was discovered at Olduvai Gorge in Tanzania by Dr. Leakey.
- It was discovered together with some stone tools.
- It had a bigger brain than Australopithecus.
- These hominids could hold things and they used stone tools.

#### 5. Homo Erectus (the upright man)

- This was the first hominid to walk and stand upright.
- It had larger brains than all others.
- They were more intelligent than all others.
- They specialized in using hand axe.
- They lived in groups.
- These also invented the use of fire.

#### 6. Homo Sapiens (wise man)

- These had features of the modern day man.

### Stage in the Evolution of Humans

- Evolution is examined in physical and cultural terms.
- Physical Evolution refers to the development of the animal walking on four legs into a human being using two legs and two hands.
- Cultural evolution refers to the stage which Homo erectus developed skills necessary to adapt to nature and their environment.
- In the early period of human development, human beings used stone tools.

#### Stone Age

- This is the period when human beings were using tools made from stone.
- In this period, they were also using tools made from sticks and bones.

#### 1. Early Stone Age

- This period is also known as Old stone Age or Palaeolithic age.
- People were wonderers and lived by hunting and gathering good.
- The important discovery in this age was the hand axe.
- The hand axe was a stone that was shaped into an axe.
- The hand axe was used to chop things or dig.

#### 2. Middle Stone Age

- It is also called Mesolithic age.
- In this period the skills of humans advanced.
- They discovered chisels, knives, blades, spear heads, and other tools made from stone.
- They also discovered fire.

- Fire was used to roast meat, keep warm, chase wild animals, and clear caves.
- They also discovered the use of pit traps.
- 3. Late Stone Age
- This is also called *the new stone age or Neolithic Age*.
- People started farming and keeping animals.
- They started to build permanent homes.
- This age brought the beginning of Iron Age.
- Kingdoms were built during this period

### The Importance of Discoveries during Evolution

- Government
- Religion
- Industry
- Trade

## THE GROWTH OF ANCIENT CIVILIZATIONS

### A. EGYPT

- It was located in the North East of Africa.
- There is a Mediterranean sea to the north and the red sea to the east.
- To the west, it has the Sahara desert and to the south is the Present day country of Sudan.

### Origins of Egypt

- By 40<sup>th</sup> Century BC, Egypt was inhabited by Nomads who were hunters and gatherers.
- The Desert forced many people to move to Nile River.
- The population grew and the need for leadership rose.
- Chiefdoms existed along the river valley which often fought against one another.
- This gave rise to two Kingdoms called the upper and the Lower Egypt.
- The two kingdoms were finally united in 3000 BC by Menes (Normer).
- He acquired the title Pharaoh and established his capital at Memphis.
- The Capital was later moved to Thebes to the southern part of Egypt.

### Factors that Contributed to the Growth of Egyptian Civilization

#### 1. Nile river

- The Nile provided water for the Egyptians for many uses.

- Most of Egypt is a desert so the Nile was considered as a source of life.

#### 2. Safety from Attacks

- Egyptian Kingdom was surrounded by natural barriers that protected it from attacks.
- The Red sea to the east and the Mediterranean Sea to the North. To the west, there was (is) Sahara Desert.
- These protected the kingdom as enemies failed to cross over the seas and the desert to attack them.

#### 3. Effective Government

- The Pharaohs established a strong system of government.
- This established unity among the Egyptians.
- It also facilitated Development.

#### 4. Good Climate

- The area had a good temperate climate which was neither too hot nor too cold.
- This climate was suitable for settlement and agriculture.

#### 5. Transport and Communication

- Communication is sending and receiving messages.
- Egyptians used the Nile to travel and send messages from one point to another.

### Political Organization of the Egyptians

- Egyptians created a strong centralized government which resulted from the mixture of religion and politics.
- Centralized system of government is where there is a single authority which oversees everything.
- Decentralized government is where power is shared among local government.

### Pharaoh

- This was the title of the king which meant “Great House”
- The Egyptians believed that the Pharaoh was Semi – Divine (Half god, half man).
- He was representing the Chief god called Re or Ra.
- The King was also the Military Commander.

### Priest and Nobles

- The Priests acted as the Mediator between people and the gods.
- They also predicted floods or famine by observing the stars and the moon.

- The Priest and the nobles also acted as the King's advisors.

**Vizier (Prime Minister)**

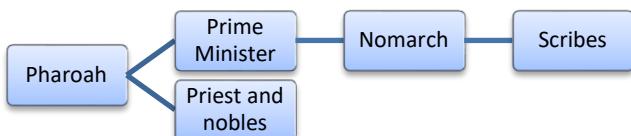
- He was in charge of administration.

**Nomarch (District Governors)**

- Egypt was divided into 42 Regions called Nomes.
- Nomarchs administered in Nomes.

**Scribes**

- These were tax collectors and record keepers.

**Religious Beliefs and Practices in Egypt**

- Ancient Egyptians believed in life after death.
- This means that a person lives again in another life after dying on earth.
- Pharaohs built tombs for themselves which were called pyramids because of their shape.
- The ancient Egyptians preserved their dead bodies by embalming to avoid the decay of the bodies.
- The process of embalming was called mummification and the embalmed bodies were called mummies.
- The Pharaoh was buried with some of his servants and possessions to serve him in the next life.
- The Mummies were put in a stone coffin and buried in the pyramids.

**Egyptian gods**

- Egyptians practiced polytheism which is a belief in many gods.
- In Egypt, each god had its own purpose.

God	Duty
Osiris	<b>The god of the next world who judged the dead</b>
Isis	<b>Wife of Osiris and goddess of the moon</b>
Ra or Re	<b>god of Dawn and Pharaoh's own god</b>
Thoth	<b>god of wisdom, music, and medicine</b>
Anubis	<b>god who destroyed the wicked</b>
Bast	<b>goddess of love and fertility. She was represented by the cat. Thus, a cat was a sacred animal.</b>

**Contributions of Ancient Egypt to the Modern world****1. Calendar**

- The Egyptians were the first to divide the days into twelve months of 30 days each.
- They studied the rise and fall of the Nile which is associated with the moon.
- The calendar based on the moon is called Lunar Calendar

**2. Irrigation**

- Egyptians relied on the river Nile for irrigation.
- They made canals and ditches into their fields to water their crops.
- They planted crops like vegetables, onions fruits etc.
- The Egyptians invented the Shaduf that helped them to draw water from the Nile into their ditches without difficulty when the levels in the Nile went down.

**3. Writing**

- Egyptians were the first people to invent writing.
- They used the writing to record gifts offered to gods.
- The Egyptian writing was called hieroglyphics which were small pictures representing certain sounds.
- The Egyptians wrote on a form of a paper made from stems of papyrus, a type of reeds that grew along the Nile River banks.

The English word of paper comes from papyrus.

**The Rosetta Stone**

- In 1799, French soldiers found a stone near Rosetta in the Nile Delta. On Rosetta stone, three inscriptions on the same subject were written. This was hieroglyphics, Demotic, and Greek.
- Demotic was a simplified form of hieroglyphics which was developed by non-priestly people.
- In 1822, Jean Francois Champollion translated hieroglyphics by comparing it with his knowledge of Greeks.
- This marked the beginning of Egyptology which is the study of Egyptian ancient history and culture, and language.

**4. Architecture**

- Ancient Egyptians were great builders who built pyramids, temples, and huge columns made of stone which were called obelisks.
- For example, the Egyptians built pyramids at Giza, and the temples at Thebes.
- The pyramids were built out of state funds which often times weakened the kingdom.
- Biggest pyramid ever built was of Pharaoh Khufu.

- Pyramids were built as tombs for kings.

### **5. Mathematics**

- The Egyptians had knowledge of the four basic mathematical operations of addition, subtraction, multiplication, and division.
- They also developed Geometry which helped them to construct different shapes of bricks in building.
- They also developed algebra in that they even worked out a fraction of an inch.

### **6. Medicine**

- Egyptians also performed surgical operations.
- They could arrange broken bones and stitch wounds.
- They also started the idea of mummification which is the process of preserving the dead body (Embalming) by removing internal organs and the brain.

### **7. Astronomy**

- The Egyptians were also observing the moon, stars and the sun.
- This developed out of the need to predict events such as the rise and fall of the levels of water in the Nile.

## **The Decline and Fall of Ancient Egypt**

### **1. Weak Rulers**

- Weak leadership of some pharaohs led to the fall of Egypt. They failed to unify the Kingdom as such there were quarrels and disorders.
- There was political instability which occasioned with political assassinations of rulers e.g. the murder of Ramesses III in 1153 BC.
- Weak leadership also led to disunity among Egyptian societies. In 1070 BC, Egypt was split into two.

### **2. Construction of Pyramids.**

- Constructing pyramids for pharaohs was very expensive.
- It weakened the kingdom as most resources were used for the building of the pyramids.
- They also needed workers to build the pyramids and this also crippled the kingdom.

### **3. Military Inferiority**

- The Egyptians were attacked and defeated most times because their enemies used more advanced weapons.
- The Egyptians lost to the Hyksos because the Hyksos used horses, chariots and bronze weapons in which by then the Egyptians did not know the usage of bronze.
- Then later, the Egyptians were attacked by Assyrians who used iron weapons which were superior to Egyptian bronze.

### **4. Rebellion**

- Due to the weakness of the leaders, Nubia (Kush) which was Egyptian colony attacked and broke away.
- It grew strong rapidly and took the Egyptian throne around 720 BC.

### **5. Foreign Invasions**

- Egypt was invaded by a number of foreign kingdoms.
- The first invasion was by the Assyrians during the reign of King Tahaga in 690 – 644 BC.
- Another invasion was by the Persian Empire. They remained under the Persian rule for over 100 years until they gained control again in 342.
- Then they were attacked by Alexander the Great
- The Romans invaded them around 30 BC
- It was finally invaded by the Arabs around 640 AD.

### **6. Natural Disasters**

- Egypt faced a number of natural disasters such as climate change, eruption of volcanoes, drought and famine, and earthquakes. This disturbed the economic and social structure of the Egyptians.

## **B. THE GREEK CIVILISATION**

- The Greek civilization took place in the islands near where the Mediterranean Sea meets the Aegean sea.
- This was the first civilisation in Europe.
- It developed in around 3000 BC on the island of Crete.
- The civilisation was developed by the Achaeans and the Dorians who attacked the indigenous people called the Mycenarians.
- The Achaeans and the Dorians were Hellenes because they believed to be descendants of one ancestor called Hellene. They called their land as Hella.
- It was however the Romans who called them Greeks.

## **The Greek City States**

- The Geography (mountains and rivers) of Greece made the Greeks to form separate city states.
- These cities are called states because they were independent from each other.
- The cities were called Polis in Greek.
- Some of the Greek city states by then included Corinth, Athens, Sparta, Thebes, Miletus, and Delphi.
- Among these, the most popular ones were Sparta and Athens.

## **Comparisons between Athens and Sparta**

## 1. Similarities

### a. Language and Alphabet

- All Greeks used the same language for their speech and writing.
- Their alphabet was the same which comprised of 22 Letters.
- This alphabet was influenced by the Egyptian alphabet with some minor changes.

### b. Common Ancestry

- The Greeks believed that they had one common ancestor called Hellene.
- The Greeks were thus referred to as Hellenes.

### c. Religion

- The Spartans and the Athenians worshipped same gods.
- They built temples and statues for the gods.
- A good example is the temple of Athena built on the highest part of the city in Athens called the Acropolis.

### d. Literature and theatre

- All the Greek city states praised literature and theatre.
- They were all interested in the writing of poems, short stories, plays, and many other literature genres.
- They also held festivals and competitions were writers and actors performed.
- This was done in honour of Dionysus, the wine god.

### e. Sports

- The Greeks held different sporting activities each four years at Olympia.
- This was done in honour of Zeus, the father of all gods.
- The games included discuss throwing, boxing, running, and chariot racing.

## 2. Differences

### a. Governance

- Sparta and Athens differed in their government structure. Sparta was a military state which was ruled by two Kings.
- Their main duty was to direct the military affairs of the city. The Kings in Sparta were assisted by a council of elders.
- They were also assisted by an Assembly of Citizens which approved the decisions taken by the government.
- Athens on the other hand was a democratic state.
- All male citizen (excluding women and slaves) took part in the ekklesia or the assembly.
- The idea of democracy was started by Solon.
- The Athenians believed that in democracy, people held the power not the leaders.

- The word democracy comes from Demos (people) and Kratos (power).

### b. Education

- Since Sparta was a military state, the Spartans emphasised the training of the body.
- Boys learn just a little about laws of the state but with extensive training.
- Girls learnt their own physical training to prepare them to be strong mothers of warriors.
- Athens however emphasized on developing the mind of its citizens to be able to express their thoughts clearly.
- Children in Athens learn literature, poetry, philosophy, mathematics and astronomy, music and dancing, and gymnastics.

### c. Way of Life

- Spartans glorified war.
- All efforts were made to harden boys for the upcoming military service.
- In Athens, war was not glorified. They valued peace and liked reason in most of their activities.

### d. Economy

- Spartans pursued agrarian economy.
- Athenians did commercial trade on the sea.

### e. Social Structure

- In Sparta, all male citizens were given an equal title upon finishing their education.
- In Athens, the society was divided into four classes; nobility, clergy, middle class and peasants.

## Why the Ancient Greeks Never Formed an Empire

- The Greeks never formed an empire because they were satisfied with their city states. Whenever they were threatened, they forged alliances to be protected from foreign attacks.
- There were several reasons why the Greeks never formed an empire;

### a. Differences between Dorians and Ionians.

- As stated earlier, the Greek civilisation was formed by the Dorians and Ionians.
- These two different groups failed to come together and form an empire.
- Even when they were making alliances, most of them reflected racial unity other than political unity.

### b. Geographic nature of Greece

- The Greek city states were separated by geographical features like mountains, rivers, islands and valleys.

- These features made any attempts to unite the Greek city states under one empire futile.
- The city states were on continuous competition to outshine each other.
- They were characterized by suspicion and jealousy.
- This prevented them to form an empire.
- **c. Jealousy among the city states**
- The city states were on continuous competition to outshine each other.
- They were characterized by suspicion and jealousy.
- This prevented them to form an empire.
- **d. Different Values and lifestyles.**
- The States had different values and lifestyles.
- This prevented them to be united under one empire.
- As already noted for example; Sparta was a military state while Athens was not.
- **e. Existence of hostile and powerful nations**
- The Greeks were surrounded by hostile and powerful neighbours who were keen to destroy them if they tried to form an empire.
- Such nations were like the Romans, Assyrians, Egyptians, and Persians.
- **f. Seafaring nature of the Greeks**
- The Greeks concentrated on commerce using the seas other than building an empire.

### Religious Beliefs of the Greeks

#### a. The belief in gods

- All the Greeks believe in the presence of gods.
- These gods and goddesses were believed to be immortal and had powers superior to the capabilities of Human beings.
- Each god or goddess had their own duty.

### Greek gods

god or goddess	Duty
Zeus	Father of all gods and lord of the weather
Hera	wife of Zeus and goddess of marriage
Aphrodite	goddess of love and beauty
Poseidon	god of the sea who caused storms when angry
Dionysus	god of wine
Apollo	god of light and music
Athena	goddess of wisdom and peace
Ares	god of war
Artemis	goddess of moon and hunting
Hermes	Messenger of the gods and ruler of the winds

- Other Greek gods were Hebe, Hades, Helios, Persephone, Heracles, Eros, Demeter, Hestia, Pluto, etc.

- Because of their belief in life after death and existence of gods, the Greeks provided sacrifices and offerings to their gods and held festivals and rituals.
- This also led them to believe in magic and superstition
- **b. belief in life after death**
- The Greeks too believed that there was life after dying. They believed that Pluto was the god in charge of the underworld which was the other life after death.

### Contributions of the Greek Civilisation to the World

#### a. Sports

- The Greeks contributed to the modern Olympic Games which are held every four years.
- **b. Literature**
- The Greeks were the first to write and perform plays.
- Some of the Greek literature is still used even today.
- Some have been translated into other languages for example the epic story of Troy is Bwampini in Chichewa.

#### Some of the Greek Writers

##### 1. Homer

- He is the greatest poet in Greek history
- He wrote the two famous epics of Iliad and Odyssey (Bwampini).
- **2. Aristophanes**
- he wrote obscene comedies
- The famous comedy was wasps.
- **3. Sophocles**
- Sophocles wrote religious stories.

#### c. History

- The Greeks wrote their history especially their conquest.
- The most important historians in Greece were Herodotus and Thucydides.
- Herodotus wrote the earliest history book called Histories which explains the Greek war with the Persians and their defeat.
- Thucydides wrote a book called ‘History of the Peloponnesian wars’ which was the war between Sparta and Athens.

#### d. Philosophy

- Simple definition of philosophy is the love of wisdom.
- It seeks to understand nature and meaning of the universe and human life
- Greece produced a number of good philosophers which are even referred to in modern philosophy.

#### Greek Philosophers

**1. Socrates**

- He abandoned his trade to start seeking knowledge about life.
- He taught people by asking critical questions that led people to discover that they did not know many things as they thought they did.
- Socrates' popularity gained jealousy by other teacher who falsely accused him of teaching against gods as such he was sentenced to death.

**2. Plato**

- He was a student of Socrates.
- He wrote his philosophic ideas about what a good state should be in his book called 'The Republic' after Socrates' death.
- His other ideas centred on religion and justice.

**3. Aristotle**

- He was Plato's student
- He was Alexander the Great's tutor for seven years.
- Unlike his teacher Plato, Aristotle was concerned about the material world.
- He argued that the world of material things and world of ideas were equally real and true.
- He studied plants and animals in the field of natural sciences.
- He also wrote a book called Politics.

- Other famous philosophers were Zeno who founded Stoicism, Epicurus who believed that there is nothing after death, Cynics, and the skeptics.

**e. Science and Mathematics**

- The Greeks also studied mathematics and science.
- They studied medicine, diseases, and geometry.
- They discovered that the earth is round and that planets move around the sun.

**Some Great Mathematicians and Scientist****1. Pythagoras**

- He formulated the Pythagoras theorem that deals with triangles.
- Those who followed Pythagoras were the first to suggest that the earth was round.

**2. Hippocrates**

- He concentrated on medicine
- He studied the human body and observed patients.
- He is regarded as the father of medicine.
- Medical schools today take the Hippocratic Oath for their doctors.

**3. Archimedes**

- He worked on physics and mathematics.
- He came up with the principle of levers and pulley system.
- Other mathematicians were; Democritus, Thales, Erasistratus, Euclid, Hero, Herophilus, Aristarchus, and Eratosthenes.

**f. Art, music, and Dance**

- The Greeks made huge contributions in art as they made sculptures of stones, marble and limestone.
- They also made beautiful vessels made of clay, gold, silver, and bronze.
- In Music, the word music itself originates from the name of the Muses who were the daughters of Zeus. They were goddesses of arts.

**g. Politics**

- The idea of democracy which originated from Athens is still used in the modern day.
- The Greeks of Sparta has contributed in a system of check and balances in government.
- Some of the great politicians in Greek civilisation were Solon, Pericles, and Alexander the Great.

**Alexander the Great**

- He was the son of King Philip of Macedonia who invaded Greece in 338 BC
- Alexander took over leadership at the age of twenty when his father died.
- Alexander was well known with his military achievements.
- Alexander conquered many cities like the city of Thebes.
- He also conquered the Persian Army at the battle of Granicus.
- He once again defeated the Persian army under King Darius III at the battle of Issus in 333 BC.
- He also defeated Egypt and installed a capital city at Alexandria.
- He however died at the age of 32 in Babylon in 323 BC.
- The following were his achievements.

He established many cities like Alexandria in Egypt.

He spread Greek civilisation throughout the empire he created.

He spread the use of Greek language which was later used for hundreds of years to do trade, education, and literature.

**C. AZTEK EMPIRE**

- The Aztec Empire was found by a group of nomads (wanderers) who lived by hunting and gathering.
- These people came from a Mexica at a place known as Aztlan. It is said that these Mexicas were promised by their god (Huitzilopochtli) that they would establish a great civilisation in a marshy area.
- Their gods advised them to do the following;
  - a. Seek out good land
  - b. Plant maize and beans
  - c. Fight only when they are strong enough to win
  - d. Make sacrifices to gods

- When they arrived in swampy shores of Lake Texcoco, the Aztecs established their civilisation there.
- Other three groups of people also settled in the marshy shores of Lake Texcoco. These were the Tepanecs, the Acolhuas, and the Culhuas. These were farmers.

## Factors for the Growth of the Aztec empire

### 1. Triple alliance

- The Mexicans formed an alliance with the city states of Texcoco and Tracopan to defeat the Tepanecs who had attacked them.
- The triple alliance was successful as they went on to conquer several other states.
- The three states formed the Aztec empire with the Mexicans as the rulers.

### 2. Farming

- As they were advised by their god, the Aztecs engaged in farming.
- They grew maize, pumpkins, beans, tomatoes, etc.
- They used irrigation agriculture.

### 3. Military Prowess

- The Mexicans developed a strong military.
- The religion of the Aztecs required human sacrifice as such Mexicans needed a strong military to raid and capture slaves.
- Their soldiers were armed with spears and wooded swords with harp pieces of volcanic glass embedded.
- The Aztecs did not kill their enemies but disabled them and capture them.

### 4. Religion

- Religion unified the Aztecs together.
- They conducted their religious ceremonies at the cult of Huitzilopochtli
- Huitzilopochtli was a young warrior and symbol of the sun. It is believed he died every night to be born again in the morning.
- The god fed on human blood so he required human sacrifices.

### 5. Language

- All Aztecs spoke the same language.
- This language was called Nahua.

### 6. Trade

- The Aztecs conducted trade with their neighbouring communities.
- They traded in agricultural produce, wood, feathers, textiles, gold, silver, jade, and other precious stones.

### 7. Able Leadership

- There were able leaders who organised the people to form a civilisation
- They were also able to mobilise the army to attack other people for sacrifices.

## The Religion of the Aztecs

- The Aztecs practiced Polytheism
- Polytheism is the belief in many gods.
- The Aztecs also believed in life after death
- They also made human sacrifices to their gods.
- The Aztecs had many gods with their own responsibilities.

Gods	Duties
Huitzilopochtli	The warrior god sun
Centeotl	god of the corn
Tlaloc	god of rain, water, and fertility
Xipe Totec	god of springtime and regrowth
Tezcatlipoca	All powerful god
Totatiuh	Sun god
Mictlantecuhli	Ruler of the dead
Quetzalcoatl	god of civilisation and learning
Ehecatl	god of the wind

## The Culture of the Aztecs

- It consisted of two social classes which was the Pilli (nobility) and the lower class called the Macehalli (common people)
- One would move from one class to another.
- The society also comprised of gender differences were women were taken subordinate to men.
- The Aztecs also forced their children to be educated.

## Political Organisation of the Aztec Empire

- The Aztec civilisation was organised as a hierarchy.
- At the top was the emperor. His power was derived for his control of military and religion.

### 1. The Emperor

- Emperor was called Huey Tlatcani or the great speaker.
- The Emperor lived in the capital city of Tenochtitlan who also led the council there.
- He was also assisted by city council, priests, judges, governors, and other officials.

### 2. The Executive City Council

- Below the emperor, there was the executive city council. The leader was called Tlatcan which was the emperor himself.

- Each city state was governed by a city council with four executive members.
- 3. **The Calpulli**
- Below the city council were the calpulli. These were family clan heads.
- They formed the local government.
- They had officers to keep order, administer justice, and maintain records.
- Sometimes these clan heads were of the defeated tribes.
- 4. **The Families.**
- Below the clan heads were the families and the local people.



## Factors that Contributed to the Decline of the Aztec Empire around 1521 AD

### 1. Divisions among the people (disunity)

- The empire grew too big as a result a lot of groups of people started to revolt and break away.
- This was worsened with the inability of some rulers who had no administrative skills.
- Revolts also made them more vulnerable to outside attacks.

### 2. Shortage of Food

- The empire's population grew so that food production old agricultural methods failed to sustain them all.

### 3. Human Sacrifice

- The practice of offering gods human sacrifice led to the decline of the Aztec empire in many ways.
- The first way was that it reduced the number of people in the empire and affect production.
- The other way is that it instilled fear and hatred among the victims. A good example was the state of Tlaxcala which joined the Spaniards to attack the Aztecs.
- Another way was that human sacrifice practice gave the Spaniards a reason to fight the Aztecs. They considered the practice as evil.

### 4. Outbreak of Small Pox

- 25 per cent of the Aztec empire died from the outbreak of small pox.
- Nobody new how to cure it.

- The worse fact is that diseases spread during the time the Spaniards attacked the Aztecs.
- A lot of military leaders including emperor Cuauhtemoc died from the disease. This disturbed leadership in time it was needed most.

### 5. The Spanish Conquest

- The Aztecs were attacked by the Spanish starting from February 1519 until August 1521.
- The war ended when the Spaniards captured Tenochtitlan, the capital city.

### 6. Religion

- The Aztecs believed that the sun god would come in form of a man one day.
- When the Spaniards came, the Aztecs thought that they were gods and they did not respond fast to the attack.
- During the course of the war, the Aztecs also stopped killing the Spaniards to capture some for their human sacrifice and this led to their defeat.

## Contributions of the Aztecs to the World

1. Tax Collection. The Aztecs paid tax for the effective administration of their states.
2. Writing. The Aztecs wrote in pictographs. They had calendar and maps written well.
3. Architecture. The Aztecs built magnificent houses, palaces, temples and other structures.
4. Sculpture. The Aztecs carved stones to make realistic figurines of people and animals. Their famous sculpture is the calendar.
5. Painting. Most of the paintings were for gods and religious ceremonies.
6. Agriculture. The Aztecs made floating gardens to increase arable land. These were known as chinampas.
7. Transport and Communication. They developed a system of communication between the conquered cities to maintain payment of tribute. Travellers also paid tribute on the roads.

## D. THE CHINESE CIVILISATION

- It developed around 3000 BC along the valleys of river Yangtze and the Yellow river (Huang He).
- The Chinese called their kingdom as the middle Kingdom (Zhong Guo).
- They also believed China to be the centre of the earth and the source of civilisation.

## Factors for the Growth of the Chinese Civilisation

### 1. Rivers

- The Yellow river and Yangtze provided the Chinese with enough water for irrigation.
- They also provided fertile deposits (loess) in the valleys for agriculture.
- The rivers however periodically flooded causing chaos. The yellow river was nicknamed the river of sorrows.
- The Chinese built dykes to prevent flooding.

### 2. Natural Barriers

- The Chinese civilisation centred on natural barriers that protected it.
- To its west and Southeast Asia, there were high mountains which were called Tien and the Himalayas.
- To the southeast, there was a thick jungle
- To the north lay the Gobi desert.
- To the east is a vast Pacific Ocean.

### 3. Religion

- The Chinese were united because they had the same religion.
- At the start, they worshipped many gods.
- With time, they started to worship the spirits of their ancestors.

### 4. Ancient Philosophies

- The Chinese were guided by Philosophy.
- The ideas of the native philosophers won the heart of the people and made them united.
- Some of the well-known philosophers were Confucius, Lao Tsu, Shang Yang, Han Fei Tzu and Kua Wu.
- Three distinct philosophies came out from these philosophers; Confucianism, Taoism, and Legalism.

### 5. Nature of the Chinese

- The Chinese had core beliefs that were a key ingredient to the development of their civilisation.
- Such core values were; hard working, devoted to duty, and many others.

### 6. Able Leaders

- A lot of good leaders led China once and contributed greatly to its civilisation.
- These leaders established dynasties that had major achievements in the society.

### Ancient Chinese Philosophies

#### 1. Confucianism

- Founded by Kung-fu-tze popularly known as Confucius.
- He lived during the Zhou dynasty
- His teachings became fundamental in the choice of

leaders.

- All the leaders were supposed to know Confucianism.
- Teachings**
- Leaders must lead by example.
- Development of moral character and responsibility
- Repay evil with Justice, good with good
- Honour those above you
- Those who work with their minds are superior to those who work with their hands
- Virtue**, good governance, and Merit for government
- 2. Taoism**
- It was a philosophy that taught Wu- Wei or non-action.
- This means do not force your way for things to get done.
- It also taught humility and compassion.
- 3. Legalism**
- This believed that people naturally are evil.
- So, they deserve strict laws and harsh punishments in order to create order and peace.

## Political Organisation of the Chinese

- The Chinese governance revolved around dynasties.
- The dynasties overthrew each other and then establish hereditary system of power.
- All the political power was controlled from the Yellow River Valley.
- The conquered people were supposed to pay allegiance to the ruler of the Chinese civilisation.
- All dynasties from the Shang to the Han had at the top of administrative structure the emperor.

## The Chinese Dynasties

- A dynasty is a sequence of powerful leaders in the same family
- China from 1700 BC to 1912 was ruled by many different dynasties which took over from each other.
- At the beginning China was ruled by Xia Kings until 1700 BC
- The dynasty rule started long in 1570 BC with the Shang dynasty as the first.

## Sequence of Dynasties

NAME OF THE DYNASTY	TIME
1. Shang Dynasty	1570 – 1045 BC
2. Zhou Dynasty	1045 – 221 BC
3. Qin Dynasty	221 – 206 BC
• This period the Chinese had a revolution and a change of dynasty	209 – 202 BC

4. Han Dynasty	202 BC – 202 AD
5. Sui dynasty	581 – 618 AD
6. Tang dynasty	618 – 907 AD
7. Song dynasty	960 – 1279 AD
8. Yuan dynasty	1279 – 1368 AD
9. Ming Dynasty	1368 – 1644 AD
10. Qing dynasty	1644 – 1912 AD
11. Shang Dynasty	1570 - 1045

### Contributions of four Dynasties to the Development of the Chinese Empire

#### 1. Shang Dynasty

- The Shang built their kingdom along the yellow river valley and their capital at Anyang.
- The place was flat plain with constant supply of water for agriculture.
- The Shang dynasty period started the use of bronze weapon and vessels.
- They invited writing in 1500 which in form of the little pictures.
- Another contribution was the calendar.
- The Shang practiced ancestral worship and offered human sacrifices (the slaves) to the chief gods.

#### 2. Zhou Dynasty 1045 – 221 BC

- These defeated the Shang dynasty in 1045 BC.
- During Zhou dynasty, a system feudal state system of government was put in place were they gave land to their followers in return with loyalty.
- The Zhou dynasty was civilized as such it is referred to as the **Golden of ancient China**.
- They ended human sacrifices and slavery.
- They believed that Kings ruled from the mandate of heaven.
- Chinese philosophers like Confucianism, Taoism, and Legalism emerged during this dynasty.
- There were a number of inventions made during this time like, umbrella, horse collar, military manual, etc.
- The Zhou dynasty was attacked and defeated. The Quin dynasty took over.

#### 3. Quin Dynasty 221BC – 206 AD

- The first emperor was Shi-Huangli.
- He set up a centralized system of government.
- They also standardized weight and measure, currency, and Chinese writing.
- They also banned private ownership of weapons.
- After the death of Huangli, there was a revolution in China where people wanted change of leadership.
- The Han dynasty then took over in 202 AD

#### 4. Han Dynasty 202 – 220 AD

- Han Emperors established their government based on the teaching of Confucius.
- Knowledge of Confucianism was the standard for selecting the civil service.
- They traded with the west in items such as silk.
- The Han dynasty collapsed in 220 AD which led to unrest in China.
- Between 222 and 581 AD, six brief dynasties ruled China.
- Buddhism spread in China from India this time.
- After the Han dynasty and the six brief dynasties, the Sui dynasty took over which built a grand canal between Yangtze and Northern China.
- The Sui were taken over by the Tang dynasty which led to the prosperity in China.
- Another dynasty that ruled China was Song dynasty. They selected officials based on merit and talent.
- They blended Confucianism, Buddhism, and Taoism to make Neo-Confucianism.
- This time there was invention of gun powder, movable type for printing and landscape painting.
- After the Song dynasty, there was Yuan dynasty which was followed by the Ming dynasty. The last one was the Qing dynasty.

### Religious Beliefs of the Chinese

- The Chinese believed in polytheism which means belief in many gods.
- They also worshipped the sun, moon, and five planets.
- They had a super god who was superior to all gods called Tien.
- They believed in animism.
- The Chinese believed in an all powerful dragon.
- They believed that when the dragon fights, it brought rainfall in the clouds.
- The Chinese also believed that Kings were representatives of heaven.

The Chinese believe that god chose rulers to be his representatives on earth.

- Burning of incense and playing of music to god was what the Chinese were doing.
- The Chinese also practiced divination.

### Contribution of Chinese Civilization to the World

- Technology
- Writing

- 3. Medicine
- 4. Recruitment of merit
- 5. Invention of paper
- 6. Control of floods
- 7. Defence systems
- 8. Enhancement of soil fertility
- 9. Standardization of measurement
- 10. Music
- 11. Literature
- 12. Confucianism, Taoism and legalism are still philosophies that are pursued
- 13. Compass
- 14. Invention of silk clothing
- 15. Mathematics
- 16. Use of tea as beverage
- 17. Use of iron technology

### **E. MALI KINGDOM**

- The kingdom was found by the Madingo people of the Kangaba chiefdom.
- Kangaba was a vassal state of Ghana kingdom around 1224AD. Sumangulu king of the Sosso attacked the Kangaba.
- He destroyed the ruling clan of the Keita. He only spared Sundiata because he was lame and sickly.
- Suddenly, Sundiata grew up strong and became a great hunter.
- The Sosso tried to kill him but he fled and lived with the King of Mema.
- In 1235 AD Sundiata came back and defeated Sumanguru at the battle of Kirina.
- Sundiata then established Mali Kingdom and took the name or title of Mansa.

### **Location of Mali**

- The Kingdom of Mali was in West Africa.
- It developed in western part of Sahara desert.
- It was in the valley of Niger river

### **The Role of Sundiata in the Growth of Mali**

#### **1. Expansion**

- Sundiata expanded the kingdom by conquering other tribes.
- He conquered famous towns like Timbuktu, Djenne, and Gao.
- These were rich in gold trade.

#### **2. Government**

- Sundiata established an effective government.
  - He divided the kingdom into provinces which were led by trusted governor.
  - This brought unity in the Kingdom.
- 3. Religion**
- Sundiata helped in the spread of Islam.
  - Sundiata helped Mali Kingdom to draw closer to many Islamic states.
  - The traders who traded with Mali Kingdom were also Muslims. This led to the spread of Islam.

### **Factors for the Rise of Mali Kingdom**

#### **1. Trade**

- The kingdom controlled the rich deposits of gold at Wangara and the salt deposits of Taghaza.
- The main trade item was gold which was in high demand. All gold that passed through Mali paid taxes.

#### **2. Efficient Government**

- Mali kingdom had able leaders.
- The leaders expanded gold trade, military conquest, and religion.
- Examples leaders were Sundiata and Mansa Musa.
- They established peace and order in the country.

#### **3. Conquest**

- The kingdom expanded due to the conquest.
- Sundiata conquered the gold producing and salt rich regions.
- Some of the regions that were conquered were Taghaza, Bambuk, and Wangar.
- This brought prosperity to the kingdom.

#### **4. Islam**

- Islam contributed to unity, trade, education, and infrastructural development.
- Mosques and Universities were built.

#### **5. Mansa Kankan Musa**

- He was the ninth Mansa (King) after Sundiata.
- Mansa Musa made significant contributions in trade, religion, and expansion.

#### **a. Expansion**

- Musa extended the kingdom as far as the Atlantic Ocean and Berber settlements in the North.
- When he was returning from his pilgrimage to Mecca, he captured the city of Songhai, Gao and enslave the two sons of their king.

#### **b. Trade**

- Musa controlled gold trade in the kingdom.

- All gold and other trading items that passed through Mali paid tax to the King.
- This brought wealth and power to the Kingdom.
- c. **Religion**
- Musa had a pilgrimage to Mecca to show his devotion to Islamic faith.
- This led to the opening of Mali to other countries in gold trade.
- People also followed the example of the King and became converted to Islam.

### System of Government of Mali Kingdom

- Mali kingdom was a decentralised state.
- Like the Ghana Empire, Mali was divided into two administrative units.
- These were the original area of Mali itself and the provinces the Kingdom attacked and put on its control.
- Mali was a kingdom ruled by a King called Mansa.
- He was assisted by the royal council.

#### The King

- The king was considered to be semi divine as such he was worshipped.
- He never spoke directly to the people but another person repeated his speech aloud
- He was also the chief judge and commander in chief of the army.
- Slaves were his body guards and advisors.
- Below the king, there were the Mocrifs who governed towns and villages.
- These made sure the lesser chiefs remained faithful to the Mansa.
- They also collected tribute and taxes for the king.
- Vassal states and conquered states had a governor who was Loyal to the King.

### Factors that supported effective administration of Mali Kingdom

1. All officials were paid to encourage faithfulness, effectiveness and royalty. They were paid in gold, horses, and leases of land. They were also given special honours by the king.
2. The Kings of Mali made sure to promote justice in their Kingdoms. There was no preference in the law courts.
3. The people of Mali were characterised by loyalty and respect for authority.

### Contributions of Islam to Mali Kingdom

1. **Education:** School and Universities were built in Mali because of Islam. It was encouraged by Mansa

Mussa.

2. **Architecture:** Mansa Musa brought architects as he was returning from his pilgrimage. These built fine mosques in Gao, Timbuktu, and Djenne. They also designed flat roof houses.
3. **Administration:** Mansa Musa learnt many administrative skills as he passed through many kingdoms on his journey to Mecca. Schools provided the kingdom with educated administrators who helped the Kingdom to prosper.
4. **Trade.** Islam opened Mali to other trading countries.

#### Trade activities of Mali

- The economy of Mali depended on trade.
- Its main trade item was gold.
- They mainly traded with Arabs.
- The Malians also traded in salt and copper

#### IBN Battuta

- He was a Moroccan traveller who visited Mali in 1352.
- Much history of Mali is known by his writings.
- He was impressed with their life of strict observance of law and order, the devoutness of the Muslim faith and the respect given to the Kingdom

### The factors for the Decline of Mali Kingdom

#### a. Internal Factors

##### 1. Week and incompetent leaders.

- After the death of Mansa Musa and Sulayman, Mali Kingdom plunged into civil wars and leadership disputes. Because of these wars, the two princes from Gao escaped and brought Songhai against Mali.

##### 2. Rebellion by Vassal states

- Because of weak leadership, the vassal states (those independent states that were under Mali Kingdom) started to break away.
- A good example is the breakaway of Songhai after the escaping of the two princes.

#### b. External Attacks

##### 1. Attack from Mossi

- The Mossi attacked Mali Kingdom twice.
- The first one was during the time of Mansa Musa in 1333 but they were repulsed.
- The second attack was in 1400 which was very destructive.

##### 2. Tuareg attack

- In 1433 – 1434, the north neighbours of Mali called the Tuareg attacked and took away Timbuktu and Walata. They were led by Aki Lag Malwal.

**3. Songhai Attack**

- Mali was completely annexed by Songhai in 1468.

**4. French Colonisation**

- The ancient Mali Kingdom completely died after their area was colonised by the French in about 1670 onwards.

**F. BUGANDA KINGDOM**

- Buganda Kingdom is one of the pre-colonial kingdoms in east Africa.
- It developed on the northern shore of Lake Victoria.
- This was an area southeast of present Buganda Kingdom.
- Buganda was founded by the Ganda whose legendary chief was Kintu.
- They came from Mount Elgon on the borders of Kenya and Uganda.
- The Ganda as well as the Nyoro and Ankole where descendants of the Chwezi who were also known as Bachwezi.
- The Nyoro under their kingdom of Bunyoro often attacked their neighbours including the Ganda.
- Around 17<sup>th</sup> Century, Kabaka Katerega defeated Bunyoro at the battle of Mbale.
- This was the beginning of Buganda kingdom which expanded twice its size.

**Factors for the Development of Buganda****1. Trade**

- The Ganda conducted ivory trade with the Nyamwezi.
- They also acted as middlemen for the Swahili and the Arabs at the coast.
- The Ganda also participated in slave trade. They used guns brought by the Arabs to raid other kingdoms especially Bunyoro for slave.

**2. Geographical location**

- Buganda Kingdom was situated along the shores of Lake Victoria.
- This made it to flourish in trade
- They traded with the Arabs which brought them guns.
- They used these guns to defeat Bunyoro and raid other groups for slaves and ivory.

**3. Size of the Kingdom**

- The kingdom was small and compact.
- This made it easy for the king to rule

**4. Warfare**

- The Ganda people used guns to defeat their enemies.
- They also raided other people for slave, ivory, cattle, and iron tools.
- This captives and loot increased the wealth of the kingdom.
- The loot was equally distributed among the people in the kingdom.

**5. Agriculture**

- Buganda received enough and reliable rains and sunshine.
- This enabled them to grow crops such as plantains.
- Traders into Buganda also brought new crops like maize and rice.
- With plenty food, development was easy in Buganda Kingdom.

**6. Stability**

- Buganda was small centralised state that was easily handled by the king.
- The clan heads (bataka) were responsible in sharing land to the Ganda people.
- The stability enabled Buganda Kingdom to grow stronger and stronger.

**7. Foreign Contact**

- The Arabs went into mainland of Buganda to trade with them directly.
- This helped Buganda to flourish in trade and security.

**8. Quality leadership**

- Buganda had several important and good leaders.
- These were like Kyabagu, semakokiro], Junju, Suna, Katera, and Mutesa 1
- The rulers united the citizens and enhance their efficiency

**Socio-political Organisation****a. Political Organisation****Centralised System of Government**

- Buganda had a centralised system of government with Kabaka (the title of the King) as the central authority.
- Kabaka had religious, judicial, and military powers.
- At his court, all symbols of royal authority were kept there. These were like the royal drums, toms, spears, the throne, and the stools.
- The Kabakaship was hereditary which meant that it was passed on through blood relations.
- Each province of Buganda Kingdom was ruled by the clan heads which were known as the Bataka.

- The centralised system of government was started by Kabaka Junju.
- Junju ended hereditary succession of the Bataka. He chose the clan leaders himself.

### 1. System of Officials

- These were appointed office bearers that helped in the administration of the kingdom.
- Some were sent into the provinces to make sure the Bataka did not grow too powerful.

Officials	Duties
The Queen Mother and the Queen Sister (Ubunga)	<ul style="list-style-type: none"> <li>This was the Kabaka's mother and eldest surviving sister.</li> <li>These administered together with the King</li> </ul>
Katikiro	<ul style="list-style-type: none"> <li>He was the Prime minister</li> </ul>
Omulumuzi	<ul style="list-style-type: none"> <li>He was the Chief Justice</li> </ul>
Omuwanika	<ul style="list-style-type: none"> <li>He was the treasurer</li> </ul>
Mugema	<ul style="list-style-type: none"> <li>He was the senior clan head (saza)</li> </ul>
Nalinya	<ul style="list-style-type: none"> <li>The royal sister in charge of the shrines</li> </ul>
Musenero	<ul style="list-style-type: none"> <li>The Chief Butler</li> </ul>
Mfumbiro	<ul style="list-style-type: none"> <li>He was the chief baker</li> </ul>
Mujasi	<ul style="list-style-type: none"> <li>He was the Army Commander</li> </ul>
Gabunga	<ul style="list-style-type: none"> <li>He was the Naval commander in charge of the fleet of Canoes</li> </ul>
Lukiko	<ul style="list-style-type: none"> <li>Council of Chiefs who advised the King</li> </ul>

### Succession

- The Kabaka choose his successor among his sons before his death.
- If he did not choose, one of his sons was chosen as king by the elders. All the remaining sons were either exiled or killed to prevent rebellions.

### b. Social Organisation

- Buganda had a religion (Lubaale) in which they believed in a supreme being known as Katonda. Katonda was assisted by many gods and goddesses like kibuuka (god of war), mukasa (god of fertility), kiwanuka (god of lightning), and nawagenyi (goddess of drought).
- The Buganda also believed in ancestral worship and life after death. The Ganda people had shrines where they believed to communicate with their ancestors.

- The Bugandan society was divided into classes with members of the royal family at the top, followed by chiefs, then peasants (Bakopi) and lastly slave (Badu).
- In Buganda society there were specialists like prophets, medicine men, diviners (wasawo) and sorcerers). These could be hired to solve problems or cause problems.
- The Buganda practiced polygamy. They considered polygamy as high status. The Kabaka married many women to secure kingship.
- The Buganda** also valued male circumcision which was the rite that made a person to be known as a man.
- The Buganda** also had formal and informal systems of Education. The formal systems of education took place during initiation ceremonies.
- Finally, their societies had gender differences in roles.

### c. Economic Organisation

- Mixed farming, Fishing, Hunting and gathering, Iron working, Trade, and Crafts industry like basketry, salt mining, weaving, pottery, canoe building, etc.

### Factors for the Coming of Swahili–Arab traders in Buganda Kingdom

- The establishment of the Arab empire in Zanzibar.  
The Arab Swahili traders settled at the east coast. When their population increased, they started to penetrate into the interior.
- Trade  
These went into Buganda Kingdom to do trade in ivory, slave, etc.
- Raids  
The Buganda sought the help of Arabs to help them raid other groups. For example Arabs helped the Buganda in invading the Busoga in 1848.

### Impact of the Swahili

- Expansion of Trade  
The Swahili contributed to the growth of Buganda's long distance trade in ivory, slaves and guns.
- Spread of Islam and Cultural Revolution  
  - The Arabs spread Islam in Buganda Kingdom.
  - Many people got converted to Islam including Kabaka Mutesa himself who adopted Islam way of life and administration.
  - Islam also helped prepare the minds of the Buganda for a universal religion of Christianity that came after Islam.

- c. **Introduction of Guns**
- It improved the military strength of the kingdom because it could defend itself effectively
- d. **Increase of slave trade**
- e. **Weakening of Authority of Mutesa**
- The teaching of Islam led the people to start challenging the King. This led Mutesa to start persecuting Muslims.
- f. **Political Revolution**
- Muslims and Christians allied themselves to resist persecutions by Kabaka Mwanga who killed everyone confessing foreign religion.

#### Muslim Christian Alliance

- This was an alliance made by the Christians and Muslims to resist persecutions by Kabaka Mwanga.
- The alliance successfully staged a coup in 1888 and sent Mwanga into exile.
- Later in the same year, the Muslims alone staged a coup which sent all Christians into exile. This marked the beginning of Muslim rule which was from 1888 to 1889.
- This rule persecuted a lot of Christians
- The Christians then made an alliance with Mwanga and start a civil war. They returned to power in 1890.
- Then Muslims were persecuted such that all Arabs Swahili in Buganda Kingdom were killed.

#### Early European Explorers in the Buganda Kingdom

- The first European explorers to Buganda kingdom were Speke, Burton, Grant and Henry Morton Stanley who were tracing the source of the Nile River.
- Richard Burton was the one who reached Lake Nyanza in 1858 and named it Lake Victoria in honour of Queen Victoria of England.
- In 1860, John Speke and James Grant reached Buganda kingdom and they were welcomed by Kabaka Mutesa.
- Stanley also visited Mutesa in 1874 where he supported Mutesa in the war with Bunyoro.
- Stanley was the one who introduced Christianity to Buganda kingdom and paved the way for the coming of European missionaries to Christianity.

#### Early European Missionaries

- The first missionaries to arrive in Buganda were the Church Missionary Society (British Protestants) in 1877 under Alexander Mackay.

- They were seconded by the white fathers which were French Catholics in 1878 under father Simon Lourdel.
- These missionaries were regarded as two distinct religions because of how they presented themselves.
- Mutesa wanted to become a Christian but he was restrained by Mukasa (katikiro or prime minister) who stressed that if the King joins one of the religions between Protestantism, Catholicism, and Islam, there would be no peace in the country.
- The disputes between Protestants and Catholics also confused Mutesa.
- He also had an issue of having two hundred wives.

#### Why Kabaka Mutesa Welcomed the Missionaries

- a. There were threats from Egypt in 1875 – 1876.
- b. Internal power struggle with traditional priest of the Lubaale cult made Mutesa to welcome the Christianity to weaken the power of the priest.
- c. He was interested in the intellectual nature of Christianity as he was interested in Islam.  
He wanted schools and learning to happen in his kingdom.

#### Factors for the Success of Christianity among the Buganda

- a. Inspiring message of the gospel
- b. Attraction of the written word
- c. Missionaries' medical skill
- d. Increase of Kabaka's power and decline of traditional chiefs' power.

#### Impact of European Explorers and Missionaries

- a. Spread of Christianity
- b. Growth of the church
- c. Paved way for colonisation
- d. Expansion of education
- e. Development of agriculture
- f. Developments in medicine
- g. Abolishment of slave trade
- h. Traditional religions lost popularity

#### The Decline of Buganda Kingdom

1. **The role of foreign religions**
- Islam weakened the kingdom at the cultural level by posing a challenge to Lubaale in the 1840s.

- Christianity however led to the decline of Buganda kingdom as it led to the colonisation of Buganda as a British protectorate.
- The British missionaries called the colonisers to be protected from hostile Kabakas and Muslims.

### **2. Colonisation**

- The Buganda kingdom declined due to colonisation which happened in 1894.
- The British however left the traditional administration intact but under critical supervision.
- As such, the Buganda kingdom continued but heavily as a puppet of decisions made by the colonialist.

### **3. Poor administration**

- The Lukiko (prime ministers and advisors to the Kabaka) took over control as the Kabaka was just a figure head in the administration.
- Most of the administrative functions were held by these Lukiko other than the Kabaka himself.

### **4. The Deteriorated relationship between the Kabaka and the Prime Minister soon after Independence in 1962**

- After independence, two parties formed the government.
- The prime minister was Milton Obote of Uganda People's Congress.
- The president was Kabaka Sir Edward Mutesa II under Kabaka Yekka Party.
- The president and the prime minister did not like each other concerning the lost territories of Buyaga and Bungaizi to Bunyoro.
- Obote sent General Iddi Amin to attack the Kabaka's palace where over 400 people died on the attack.
- The Kabaka however managed to flee to London but that marked the end of Buganda Kingdom.

## **G. THE MWENEMUTAPA KINGDOM**

- The Mwenemutapa kingdom was one of the powerful pre-colonial Kingdoms in Central Africa.
- It was located between Limpopo and Zambezi rivers in the modern states of Zimbabwe and parts of Mozambique
- This kingdom is also spelled Mwene Mutapa or Munhumutapa.
- Mwene is the Bantu term for Lord and Mutapa means the conquered lands.

- The Kingdom originated from the subgroup of the Shona people called the Karanga.
- These people are believed to have migrated from Katanga region in Zaire.
- These people first founded the Great Zimbabwe which was a chiefdom

### **The Role of the Great Zimbabwe**

- The Great Zimbabwe kingdom was created by the ancestors of the Shona between 1200 and 1300 AD.
- Zimbabwe or Dzimba Dzamabwe means stone buildings.
- These were the huge stone buildings which were built without using mortar.
- These buildings are now in ruins just like the pyramids of Egypt.
- The Great Zimbabwe was in the valley along hills which had fertile soils for grazing and crop production.
- They traded with the east coast in gold, ivory, and iron.
- The Great Zimbabwe was abandoned in 1450 for several reasons:
  - a. Soil lost its quality and fertility
  - b. Shortage of salt supplies
  - c. Gold trade declined
- Mutota conquered the Korekore and Tavala of the Dande and Chidema area and moved the capital to Dande.
- There, he founded the Mwenemutapa Kingdom.

### **Factors for the expansion of Mwenemutapa Kingdom**

#### **a. Able rulers**

- Leaders like Nyatsimba Mutota and his successors had good leadership skills.
- For example, Mutota moved the capital to Dande which was in the Zambezi valley; a good place for trade and agriculture.
- Mutota was also able to expand his territory by conquering other chiefdoms such as the Sotho, Tonga, and Tavara.
- He conquered other areas for several reasons like;
  - To control gold and ivory trade which they had once lost.
  - To access natural resources of which had diminished in the Great Zimbabwe
  - Ambition to create a huge empire

- He was advised by the Arabs to expand his kingdom to control trade.

#### b. Trade

- Dande was a strategic place for gold and ivory trade.
- Trade routes connected gold fields in the Zimbabwe plateau with main trading centres like Tete and Sena.
- They traded with the Swahili Arabs in 1500s and the Portuguese in the 16<sup>th</sup> century.
- The Portuguese worked hard to displace the Arabs in gold trade in Mwenemutapa Kingdom.
- The indigenous people collected gold by mining or collecting alluvial or washed away gold from the streams.
- The Kings controlled all the trade and they became very rich. This enabled them to control the kingdom.

#### c. Fertile soils

- The new kingdom of Mwenemutapa was situated in areas of fertile soils.
- This enabled the people to grow enough food and graze their livestock.
- Agriculture enabled the people to be food secured.

#### d. Common Religion

- The Shona people were bound together by a common religion called the Mwari cult or Mlimo.
- These people worshiped the spirits of their ancestors.
- The spirit mediums were Mhondoros.
- Religion was the major unification factor.

#### e. Advice from Arab Traders

- The Arabs advised Mutota to expand the Kingdom northwards into the Zambezi valley so that he could control gold and ivory trade.

- This centred on the authority of the king as the divine.
- His court comprised of many offices as listed on the table below.

1) Chancellor of the Kingdom, (2) court chamberlain, (2) head drummer, (3) military commander, (4) keeper of fetishes, (5) head door keeper, (6) chief cook, (7) queen mother and (10) nine provincial wives of the King, and about 3000 concubines and waiting women.

- Outside the court, the king was helped by vassal kings and governors of the provinces.

#### **The King**

- He was considered as a divine ruler
- He stayed hidden from ordinary people.
- The King's health represented the health of the Kingdom.
- The kings had to commit suicide if they became too old or ill.

#### 2. Council of chiefs

- This was a council which was formed by selected chiefs of Guruuswa, Kiteve, Mbire, Barue, and Manhika. These chiefs advised the king
- They had military regiments which also helped them in collecting tax and organise communal labour.

#### 3. The Royal Fire

- The royal fire was the fire that burnt throughout the king's lifetime.
- Other chiefs lit their fires from this fire.
- This fire was the symbol of the king's authority.
- Once in a year or when there is a new king, all the chiefs were supposed to rekindle their fire from the royal fire to show loyalty.

#### 4. Religion

- The Shona believe in one supreme god called Mwari.
- They also believed in ancestral worship. These spirits were called the Mhondoro.
- The priests of their religion were called the Masvikiro.
- The messenger of Mwari was believed to be a bird called Hungwe which is included in the national flag of Zimbabwe.
- Religion enhanced loyalty to the King since he was directly linked as a divine ruler.
- It also enhanced unity. For example, the Masvikiro encouraged the Shona to stage a revolt against white settlers in 1897.

#### 5. A standing Army

- The function of the army was to defend and expand the kingdom.

### **Other factors for the growth of Mwenemutapa Kingdom**

- Population Growth; this led to the expansion of the kingdom as people's needs increased.
- Industries and crafts; people made items from gold, copper, iron ore, weaving cloth from local cotton, and pottery.
- Personal Ambitions of Mutota who just wanted a huge empire.
- Hunting Expeditions which led to discoveries of resources from faraway places.

### **Socio – Political Organisation of the Mwenemutapa**

#### a. Political Organisation

##### 1. Centralised system of Government

- Provincial rulers recruited soldiers who went through thorough training.

### b. Social Organisation

#### 1. Divine Kingship

- The king was believed to be divine
- He was worshipped as a semi god.
- 2. Belief in one supreme being
- The religion of the Shona centred on one supreme called Mwari
- They also worshipped the spirit of their ancestors.
- The spirits were in three levels which were (1) Vadzimu Vemisha which were family spirits, (2) Mhondoro which were clan spirits, and (3) the Chaminuka which were national spirits.

#### 3. System of Priesthood

- The Priest led worship in the shrines.
- Others delivered the requests of the people to god and interpret god's commands.

#### 4. Clan organisation

- They were organised along clan lines.
- In their clans they believed in tokenism.
- The clans were named after animals such as monkeys, leopards, hyenas, and lions.
- A family was headed by a father who was often a polygamist.

#### 5. Division of Labour

- There was division of labour among gender lines.
- For example, men built the wooden framework while women thatched the roofs of the houses.

### c. Economic Organisation

1. Crop farming
2. Livestock keeping
3. Trade
4. Fishing, Hunting and gathering
5. Craft industry.

## Factors for the Decline of Mwenemutapa Kingdom

### 1. Portuguese interference and control

- The Portuguese interfered too much in Mwenemutapa kingdom
- In 1629, Mwenemutapa Kapararidze attempted to overthrow the Portuguese but he failed and he was killed by the Portuguese.

- The Portuguese installed Mwenemutapa Mavura Mhande Felipe which was answerable to the Portuguese.

### 2. Power Struggles

- a. Butwa kingdom under the Rozwi dynasty challenged the Mwenemutapa defeated Mwenemutapa Kamharapasu Mukombwe in 1684 at the battle of Mahungwe.  
They also overran the gold producing kingdom of Manyika which disrupted gold trade.  
These had an impact on the decline of Mwenemutapa Kingdom.

- b. The Rozwi attacked Mwenemutapa kingdom once again in 1712. Mwenemutapa Samatambira Nyamhandu 1 became a vassal state of the Rozwi. Though they gained their independence in 1720, Mwenemutapa lost a lot of territory.

### 3. Rebellions by Tributaries

- The kingdom faced a number of rebellions by the areas which they had conquered before.
- They stopped paying tribute to Mwenemutapa.
- Examples of these states were; Kiteve, Madanda, and Manyika

### 4. Civil War

- There were a lot of civil wars for the throne.
- The civil war of 1759 reduced the kingdom greatly.

### 5. Exhaustion of Natural Resources

- Natural resources like salt and timber got exhausted.
- The soil also lost its fertility
- These led to economic problems in the kingdom.

## THE TRANS – ATLANTIC SLAVE TRADE

- **Slavery** is an act of owning or being a slave
- **A slave** is an individual who is owned by another person as his or her property.
- **Slave trade** is the business of buying and selling slaves.
- A slave is an individual who has no free will but serves the interest of his master.
- The characteristics of slavery are;
  - Loss of free life
  - Violence in controlling the slave
  - Exploitation in economic and social activity
  - May be used as sex agents

## Origins of Slave Trade

- a. **Africa**
  - Slaves always existed in Africa.
  - Egypt is known to be the first to own slaves who were used to guild pyramids at Gizah.
  - In West Africa, slaves were used as domestic servants
  - Slavery in Africa grew because of the Arab traders and the Portuguese who imported slaves
  - Slavery in Africa was caused for reasons below.
    - a. Need for domestic slaves
    - b. It was an accepted institution. It was considered normal to own a slave
    - c. Crimes and debts led people to be slaves to pay off debts or as a punishment for a crime.
    - d. Others were taken as slaves as the spoils of war
    - e. Production of wealth through freed labour.
    - f. Slaves were used in plantations to work in gangs.
    - g. Ignorance and suspicion of other people also made people to capture each other.
- b. **Asia**
  - Slavery also existed in Asia centuries before the Birth of Christ.
  - The Arabs were actively buying slaves from East and West Africa which were used to take care of children and work in farms.
  - Slavery existed in India, China, Japan, and Korea
- c. **America**
  - Slavery existed in ancient empires of Aztec and Toltec in Mexico, Peru, Colombia and Guatemala.
  - Slaves in these empires were mistreated and even sacrificed to their gods.

**The Trans – Saharan Trade**

- This was slave trade which took place within Africa through the Sahara desert.
- It was started by Muslim Arab armies who took slaves from West Africa and selling them in North Africa.
- The trade grew with the emergence of vast African empires such as Ghana, Mali, Songhai, and Kanem – Bornu.

**The East African Slave Trade**

- This was slave trade conducted by seafaring Muslims who captured slaves in ports from Mogadishu to Sofala.
- These slaves worked in western Asian cities.
- They intermarried with Arab and Persians to produce a group of people called the Swahili who dominated the east coast of Africa.

**The Trans – Atlantic Slave Trade (The Triangular Trade)**

- This was the trade which involved three continents (Africa, America, and Europe).
- It was the trade across the Atlantic Ocean which took place between the people of the three continents.
- It was divided into two eras.
- The **first Atlantic System** was the trade of enslaved Africans to South American colonies of the Portuguese and Spanish.
- The **second Atlantic System** was the trade of enslaved Africans by the British, Portuguese, French, and Dutch traders. These were mainly destined to work in Brazil, and Caribbean colonies.
- By 1690s, the English were shipping the most slaves from West Africa.

**Reasons for the Growth of the Trans-Atlantic Slave Trade****a. Demand for labour**

- There was high demand for labour in plantations and mines in America.
- Gold and silver mines were opened in Mexico and Peru which needed free labour.
- Coffee, sugarcane, and other crops farms were opened in Cuba, Jamaica, Louisiana, and other southern States of USA.
- Between 1680 and 1786, some 2, 130, 000 slaves were exported to America.

**b. Industrialisation in Europe**

- Industrial revolution in Europe led to the increased demand of raw materials.
- These raw materials were obtained from other continents where European countries had established colonies.
- Free labour was needed for the constant supply of raw materials from these colonies.

- Industrial revolution also led to the efficient transport system that simplified transportation of slaves.
- Slaves were also used to carry these raw materials such as ivory.

**c. Demand for manufactured goods in African Society**

- Africans, mainly the chiefs desired manufactured goods from Europe which were of high quality.

- This led them to be ready to sell other people in exchange of the goods.
- This increased tribal wars and raids in African societies as they wanted captives to be sold as slaves.

**d. Slave Trade and Slavery Produced a lot of Profits**

- Slave trade was a profit for the African agents like chiefs who participated in the trade. They could get manufactured goods and guns.
- It was also profitable for the middle men who sold the slaves at a higher price in America.
- It was also profitable for the owners of the mines and plantations because it was free labour.

**e. High death Rate Among American Indians**

- At first, the Spanish and the Portuguese tried to use indigenous Americans called the Red Indians as slaves.
- However, these Indians died in large numbers due to unfavourable work conditions and harsh treatment.
- Black people were however immune to many diseases and withstood harsh treatments.

other factors for the Growth of Trans-Atlantic Slave Trade

- Death among slaves
- Need for sugar and cotton production
- Replacement of the Portuguese by the British in slave trading
- Increased efficiency in transport

### Methods of Obtaining Slaves

- a. Random, unplanned raiding; slave traders suddenly attacked villages and capture slaves without paying for them.
- b. Bribing the Chiefs; Slave traders gave money to the chiefs to attack their neighbours and capture slaves. They paid the chiefs to continue supplying them with slaves.
- c. Using African Slaves Agents; These were main chiefs who dictated the conduct of the slave trade. They had methods of protecting their trade rights. In West Africa for example, there were associations known as the Ekbe of slave traders.

### Conditions of slaves on the journeys to the coast and America

- They were chained to each other to avoid escape
- They were given food only for their survival.

- They were kept under control by whipping
- They were branded with a hot iron to show ownership
- Trouble makers were often killed on the journey
- Those who got sick were thrown into the sea to avoid the spread of the disease
- They were packed as cartons in decks of the ships
- **Main Centres of Slave Trade in West Africa were** Senegal especially at Goree and St Louis, Cameroon, Congo, Angola, The gold Coasts, Sierra Leone, and Liberia.
- **Main Ethnic Groups taken as slaves were** Bakongo of DRC and Angola; Gbe of Togo, Ghana, and Benin; Akan of Ghana and Cote d'Ivoire; Wolof of Gambia and Senegal; Igbo of Nigeria; Mbundu of Angola; Yoruba of Nigeria; Chamba of Cameroon; Makua of Mozambique.

### The Great Triangle Route

- It was started by an Englishman called John Hawkins
- He carried cheap manufactured articles from Europe and exchanged them with slaves in West Africa. He carried the slaves to America where he sold them for exchange for silver, tobacco, and sugar. These raw materials were sold in Europe at a higher profit.
- A lot of Europeans followed his example like the Portuguese, the Dutch, the French, the Swedes, the Danes, and the Germans.
- The Portuguese first dominated in the trade until they were driven out by the Dutch West India Company.
- The Dutch were overtaken by the British.
- The Great triangle operated along three triangular routes.

### Stages in the Great Triangle Route

1. **The First Stage (From Europe to Africa)**
  - The slave traders took with them cheap manufactured goods from Europe to Africa.
  - Such goods were silver, guns, metal goods cheap ornaments, tobacco, beads, cowry shells, and others.
2. **The Second Stage (Middle Passage)**
  - This referred to the transporting of slaves from Africa to America.
  - This was considered as the worse stage for the slaves as a lot of them died.
  - They were regarded as merchandise as such they were packed in the decks of ships.

- To avoid death or outbreak of diseases, the sick slaves were thrown into the sea.
- They were also forced to exercise above the deck by dancing.

### **3. The Third Stage (From America to Europe)**

- This was the return of the slave traders to Europe.
- They carried with them American cotton, sugar, tobacco, molasses, and Rum.
- They also carried raw materials for European industries.

### **Abolition of Slave Trade**

- Slave trade took long to abolish.
- Even though Britain had been a leading country in slave trade, they were also the first to start the abolishment of slave trade.
- This was largely an influence of the Christians who considered slave trade as evil.
- Anti – slavery movements started in 1671 when movement was formed in Britain called the Society of Friends or the Quakers.

### **Why Slave Trade took long to End**

- It was a profitable business
- slaves provided cheap labour
- There was a mistaken belief than only Africans could do hard work.
- Some slave and plantation owners were connected to political figure heads which made it difficult to pass anti-slavery laws.
- Slavery was still an accepted institution in Europe and Africa.
- Some Europeans did not really know what inhumane treatments involved in capturing and transporting the slaves.

### **Factors that enhanced the Abolition of Slave Trade**

- The writing and campaigns of philosophers, literary figures, and evangelists helped to enlighten people about the evils of slave trade. Such examples were Jean Jacques Rousseau, Adam Smith, Thomas Clarkson, David Livingstone, and others.
- Development of the industrial revolution which decreased the need for slaves
- Frequent slave revolts.

### **Main forms of abolition of Slave trade**

1. The protests by Popes and African leaders: The popes condemned slavery as unchristian. Some African leaders also hated slavery.

2. Abolition by Legislation: Many parliaments made laws abolishing slavery. For example, in 1807, an act of parliament was passed making slavery illegal in Britain.
3. Abolition through diplomatic Treaties: This is where Britain made treaties with other countries to enforce the abolition of slave trade.
4. Establishment of Naval Patrols: This is where Britain had her ships patrolling the seas for slave ships. She attacked them and freed the slaves.
5. Abolition through Christianity and Legitimate trade: Missionaries were sent to Africa to teach about the evils of slave trade and introduce legitimate trade.
6. The role of the American Civil War: the victory of the Northern States brought the declaration by Abraham Lincoln to abolish slavery in USA.

### **Stages in the Abolition of Slave Trade**

#### **a. Europe**

- Abolition movements started in Britain by the Christians who felt slavery was evil.
- The leading abolitionists were William Wilberforce, Thomas Clarkson and Granville Sharp.
- By their constant campaigns, British parliament passed laws prohibiting slave trade in 1807
- All European countries made slave trade illegal by 1820. In 1833, Britain passed a law that freed all slaves in British Empire.

#### **b. America**

- The northern states of America made slavery illegal before the southern states.
- The Victory of the northern states in the American civil war brought the end of slave trade in America.
- Abraham Lincoln proclaimed the freedom of all slaves in 1863 which eventually took effect in 1865.
- That marked the end of slave trade in America.

#### **c. Africa**

- Slave trade decreased in Africa with the abolition of slave trade in America and Europe.
- However, east African slave trade continued and worsened because of the end of West trade.
- The abolition of east African slave trade was a result of the efforts of the British.
- The British signed treaties with slave traders to stop. They first reached an agreement with Sultan Seyyid Said not to sell slaves to Christian counties in 1822.
- They also reached another agreement to forbid the export of slaves to areas outside the Sultan's control and to Oman with the Sultan in 1845.

- In the interior of Central Africa, Dr. David Livingstone journeys sparked the end of slave trade.
- He publicised the evils of slave trade in England which provoked.
- The British tried to sign treaties with the Sultans of East Africa but they were not successful.
- They thus resolved to use force by attacking slave trading tribes, attacking slave caravans, and attacking ships that carried slaves.
- They finalised ending slave trade by colonising most of the slave trading countries.

### **Leading Personalities in the Abolition of Slave Trade**

#### **1. Granville Sharp**

- He was a lawyer who rescued abandoned and runaway slaves in London.
- In 1772, he defended runaway slaves for example Jonathan Strong and James Somersett.
- In 1772, he founded the Abolition Society with William Wilberforce where they publicised the evils of slave trade.

#### **2. William Wilberforce**

- He was a Christian and a member of the British parliament.
- In 1791, he tried to introduce an anti – slavery bill which failed. He pushed on until Britain passed a law forbidding slave trade.
- William was also the co-founder of Abolition Society with Granville Sharp.

#### **3. Thomas Clarkson**

- He was a university of Cambridge scholar who researched and documented about evils of slave trade.
- His books and pamphlets helped a lot of people in Britain to become aware of the evils of slave trade.

#### **4. Harriet Beecher Stowe**

- She was an American writer who wrote a story called ‘Uncle Tom’s Cabin’.
- This story narrated the true stories of slaves whom she and her husband housed.
- The book turned the hearts of a lot of people who became convinced of the need to abolish slave trade.

#### **5. Abraham Lincoln**

- He was the 16<sup>th</sup> American President in 1861.
- In 1863, Lincoln declared slavery as illegal as such all slaves were legally free.

- The southern states did not like the declaration as such they started a war that they lost.
- Slavery became illegal in America in 1865.
- He came up with the American Colonisation Society which came up with a settlement for the freed slaves in Liberia.

### **Challenges Encountered by the Abolitionists**

- a. They faced great opposition from politicians and slave traders who profited from the trade.
- b. It was difficult to enforce anti-slavery laws since other slave traders smuggled slaves across the Atlantic Ocean.
- c. Slave ships were faster than the British patrol ships.
- d. Slave dealers opened new routes to avoid the British
- e. Other European nations did not allow British ships to search their ships.

### **Effect of Slave Trade**

#### **a. Positive Effects**

##### **1. Growth of Towns**

- It led to the growth of town in Africa mainly those areas where the slave traders settled.
- In West Africa, towns like Accra, Conakry, and Loanda grew because of slave trade.
- In Central Africa, towns like Nkhotakota, Karonga, and Kilwa grew as a result of slave trade.

##### **2. Introduction of New Crops and Food Security**

- The slave traders brought new crops in Africa which insured food security.
- Such crops were maize, cassava, rice, citrus fruits, and coconuts. Maize became a staple food for most Africans.

##### **3. Economic Growth**

- Slaves provided cheap labour in America and Europe.
- This led to economic growth in both continents
- Africans who participated in slave trade also acquired riches. Good examples are of the Yao, the Bisa and the Nyamwezi.

##### **4. Growth of Western Culture**

- Christian missionaries who came to end slave trade introduced western culture and education.
- This led to the assimilation of western culture into African Culture.
- Africans also adopted the Arabic culture and religion.

##### **5. Adoption of Foreign Religions**

- Africans either copied Islam from the Arabs or Christianity from the Christian missionaries.

### b. Negative Effects

#### 1. Death of a lot of People

- A lot of slaves died during their journeys and at the mines and plantations due to inhuman treatment.
- It is estimated that 2.2 Million Africans died during the middle passage of the Trans-Atlantic Slave trade.
- A lot of people also died during the wars that were sparked between African chiefs to capture slaves.

#### 2. Conflicts

- Slave trade led to conflicts among African societies.
- It encouraged tribal wars to capture slaves for sale.

#### 3. Decrease in African Population

- A lot of people were taken from Africa which harmed the development of Africa.
- It also led to imbalance between the number of the youth and the elderly, and the number of males and females. Most people who were taken as slaves were the youth and male.

#### 4. Introduction of Diseases to Africa

- Diseases such as syphilis, measles, and smallpox came to Africa by the slave traders who contracted them either from Europe or America.
- Some of these diseases are still plundering Africans until now.

#### 5. Colonisation of Africa

- European countries colonised Africa in the name of ending slave trade.
- However, the colonisation itself was another form of slavery for Africans since they were forced out of fertile lands and to pay tax to the colonial government.

#### 6. Racism in European and American Countries

- The African race living in America and Europe face racism until now.
- These are the descendants of the slaves that were taken away from Africa.
- The colonisers themselves were also racist in Africa.

#### 7. Underdevelopment in Africa

- Slave trade crippled African local industries like agriculture, ivory trade, gold trade, and other industrial activities.
- Development was affected in Africa also because of the removal of energetic people in the African society.

## **THE PARTITION OF AFRICA**

- **The Scramble for Africa** was an intense competition in occupying, colonising, and annexing African territories.
- **The Partition of Africa** was the division of Africa among European powers.
- This process happened between 1884 and 1914.
- At the end of this process, most African states became a colony or a protectorate.
- A colony was a country under direct control of their superior country.
- A protectorate was a country under indirect control of their superior country.

## **Factors that Led to the Scramble for Colonies in Africa**

### a. Social Factors

#### 1. Unemployment

- Unemployment in Europe caused people to look for opportunities in Africa.
- **Missionary activities of the Europeans**
- The missionaries opened up the interest of their governments to invest in Africa.
- The Missionaries also advised their governments to colonise Africa so that their operations should not face more hindrances from African authorities.
- Missionaries also felt colonisation would help Africa to get civilised and stop slave trade and tribal conflicts.

#### 3. Population Pressure

- Due to industrial revolution, there was rapid population growth in Europe.
- Colonies were considered as a solution to ease this population pressure.
- Some Europeans moved from Europe to Africa.

#### 4. Abolition of Slave Trade

- The Europeans were concerned with ending slave trade and introducing legitimate trade.
- Slave trade interfered with the European trade because it led to instability in African societies.

### b. Economic Factors

#### 5. Industrial Revolution

- The industrial revolution increased the demand for raw materials and markets for finished products
- Europeans turned to Africa to provide the raw materials and markets.

#### 6. Improvements in Transportation

- Industrial revolution also led to the improvements in transportation.

- There was development of canals, railways, and the introduction of steamships.
- So it was easy to transport raw materials and finished products from and into the interior of Africa.

7. Increased knowledge on Medicine and Geography

- For so long, Africa had been dangerous to the whites because of tropical diseases which often claimed lives.
- Partition of Africa was made possible after the discovery of Quinine as a malaria drug.
- The European Explorers like Dr. David Livingstone had also mapped out Africa.
- This made the European countries not to have difficulties in colonising Africa.

c. **Political Factors**

8. Imperialism

- Imperialism refers to a system of building up empires by seizing overseas territories.
- The building of empires was a source of status, prestige, and power for the European powers.
- These empires were used as a source of raw materials and markets for finished products.

9. Political Rivalries

- European states were in constant rivalries and wars.
- This made some countries have consolation in colonies.
- For example, France lost two territories of Alsace and Lorraine to Prussia (Germany) in Franco-Prussian war.
- This made France to colonise more territories in Africa to make up for their lost.
- The colonies also helped the European states politically strong.

10. Strategic Importance

- Some Europeans wanted some colonies because of their positions.
- Egypt for example was wanted by many European countries because of the Suez Canal (constructed in 1869) which promised a lot of economic opportunities.
- The Suez canal was built by the French but countries wanted to gain it for their advantage.
- By this time, the European countries competed for the control of spice trade in India.

### The Berlin Conference

- This happened from November 1884 to February 1885 in Berlin, the capital city of Germany.

- It was initiated by Otto Von Bismarck, the German Chancellor though Germany herself was not interested in the overseas empire.
- It was until Bismarck was persuaded by Karl Peters to invest in Africa when Germany started to take interest in the partition of Africa.
- The countries that participated in the Berlin Conference were Austria-Hungary, Belgium, Denmark, France, Britain, Italy, Netherlands, Portugal, Russia, Spain, Sweden and Norway, the Ottoman Empire, and United States of America.
- The main aim of this conference was to discuss guidelines for a peaceful division of Africa.

### Events that led to the Berlin Conference

1. King Leopold and Congo

- King Leopold II was the leader of Belgium.
- He was the first to occupy a territory in Africa.
- He did this because the country did not have enough resources to occupy territories in Europe.
- So, occupying Africa provided Belgium with raw materials and potential Markets to boost its industries.
- So King Leopold occupied the Congo region in 1879.
- He had sent Henry Morton Stanley to sign treaties with local African chiefs to put their areas under the Leopold's control.
- This was viewed as a threat to other European countries who believed that the Congo River was viewed as an important route into the interior of Central Africa.
- The British, French, and Portuguese reacted to Leopold's actions with complete opposition to secure their interest and missionaries in the area.

2. The French Activities in Congo and West Africa

- The French quickly reacted to Leopold's plans by sending French Naval Officer; Savorgnan Pierre de Brazza to claim newly founded areas in Congo.
- Brazza found and claimed many new territories for France by signing treaties with Chiefs mainly in areas of current Republic of Congo.
- The French also brought many areas in the west of Africa under their control by building railway lines that connected trading points from the Senegal valley to upper Niger and Gambia River.
- This also threatened the British trade interest in Sierra Leone, Gambia, Ivory Coast, and the oil rivers.

3. The British and the French in Egypt

- In 1869, the French built the Suez Canal in Egypt which the British under their prime minister, Benjamin Disraeli bought some shares in 1875.
  - Then the British took complete control of the Canal when they helped put down a rebellion in Egypt and drove out the French.
  - In 1898 the French attempted to take control of Sudan of which the British interpreted the action as an attempt by the French to recover Egypt and the Suez Canal.
  - In reaction, the British threatened the French with war.
- 4. The German Interest in Africa**
- Germany did not have any interest in colonising any African states until several factors made Bismarck the chancellor to change his mind;
    - a. The unification of Germany needed a step up in industrialisation
    - b. The fear of the French revenge after losing Alsace and Lorraine
    - c. British occupation of Egypt made Germany not safe in trade
  - Bismarck claimed Tanganyika, Namibia, Togoland, and Cameroon.
  - This brought instability with the British who occupied Central Africa and the Portuguese who had occupied Mozambique.

### Guidelines for the Partition of Africa Made at the Berlin Conference

- These were rules that were to be followed by the European powers in seeking colonies in Africa.
  - a. **Effective occupation of spheres of Influence**
  - Any nation claiming possession of an African territory was supposed to maintain effective administration.
  - This regulation made poor European countries lose their territories like Portugal.
  - b. **Notification of claim to territory**
  - The nations were supposed to notify each other after claiming any territory to avoid conflicts.
  - Evidence was supposed to be produced like the treaties signed with the African chiefs.
  - c. **Freedom of navigation on the Congo and Niger**
  - The two important rivers of Congo and Niger were to be free for every country to use for communication.
  - d. **Freedom of trade in Congo Basin**
  - The 14 countries present were supposed to be free to do trade in the Congo Basin
  - e. **Abolition of Slave Trade**

- Every nation occupying a territory was supposed to end slave trade in the area.
- f. **Congo Free State property of Leopold II**
- Leopold maintained his authority in Congo.
- King Leopold subjected the Congo people to forced labour and harsh treatment.

### Results of the Berlin Conference

1. The Scramble for Africa was stepped up.
2. European powers established administrative systems in their colonies and protectorates.
3. European countries sent their agents to Africa to sign treaties with local African chiefs.
4. France lost half of what she claimed as her territory since she did not have enough resources to effectively administer in the colonies.
5. It led to the partition of Africa as shown below

**Britain:** Sierra Leone, Nigeria, Ghana, Swaziland, Lesotho, Uganda, Botswana, Somalia, Zambia, Zanzibar, Malawi, and Kenya

**France:** Reunion, Seychelles, Mauritius, Senegal, Algeria, Gabon, Tunisia, Comoros, Congo, Ivory Coast, Mali, Somalia, Madagascar, Central African Republic, Benin, Chad, Niger, Morocco, Upper Volta, and Mauritania.

**Portugal:** G. Bissau, C. Verde, Sao Tome, Mozambique, Angola, and Equatorial Guinea

**Germany:** Cameroon, Namibia, Tanganyika, Togo, and Burundi.

**Belgium:** Democratic Republic of Congo

**Italy:** Somalia, Eritrea, and Libya.

### Independent States in Africa

- There were two states that were not colonised
- These were Liberia and Ethiopia.
- Liberia was not occupied because it served as the country where freed slaves were sent to.
- Ethiopia was not occupied as it successfully fought against the Italians who wanted to occupy them in 1896 and 1944.

### Effects of the Partition of Africa on African Societies

#### a. Positive

1. The occupation led to the abolishment of slave trade in West and Central Africa. For instance, Sir Harry Johnstone signed treaties to end slave trade with African chiefs in Central Africa. He also used force to stop slave trade against the tribes that resisted like the

- Yao, Mlozi in Karonga, Jumbe in Nkhotakota, and the Bemba and Lunda in Zambia.
2. The partition of Africa promoted western education in Africa which was started by the missionaries.
  3. It helped in the spread of Christianity as Christian missionaries did not receive much resistance anymore. Colonisation also brought stability and improved communication which helped the missionaries.
  4. Africans adopted western languages and culture which improved communication to conduct business with other people.
  5. It improved the health services provided in these colonies.
  6. The partition led to the mapping of African countries boundaries. It thus led to unification of different people who were included in one country. For example, the Chewa, Tumbuka, Ngonde, Ngoni, and others are all part of Malawi as one people.
  7. It led to improvements in transport and communication system. The colonisers built roads and railways that boosted trade.

8. The colonisers also brought new crops such as coffee and tea.
- b. **Negative**
1. Colonisation led to the decline of many African kingdoms like the Mwenemutapa.
  2. Tradition authorities lost their power and control.
  3. The partition of Africa led to the demarcation of new boundaries which led to conflicts after independence. For example Kenya versus Somalia.
  4. It led to loss of land for the Africans. The Europeans grabbed fertile lands from the black people and subject them to forced labour and other maltreatment.
  5. Partition of Africa led to segregation and racism. This was prominent in Kenya, Zimbabwe, South Africa, etc.
  6. It led to underdevelopment and dependency in economy in Africa. The Europeans worked not to develop Africa but gain from it as such, African resources were used to develop Europe other than Africa itself. Until now, most African countries still depend on aid to finance themselves

## FORM TWO

### THE IRON AGE IN CENTRAL AFRICA

#### **Iron Age**

- This is the period which people used iron tools and implements.
- Iron Age is known through archaeology.
- Archaeology is the study of things left behind by ancient people. These things are called artefacts
- Archaeologists are people who study Archaeology. They study the various artefacts in the sites and make conclusions about life in the iron age
- Artefacts are remains of ancient times buried underground.
- Examples of Artefacts include broken pieces of pots, wires, bones, hoe heads, and others.
- Farming helped the Iron Age people to get settled. The areas that these people settled are called Iron Age Sites.
- Excavation is the digging on earth to find the remains buried on the ground with a purpose to study them.
- Radio Carbon Dating method is the method used to date artefacts by testing and measuring carbon 14 radio-active substances.

#### **Major Divisions of Iron Age**

- a. Early Iron Age (200 to 1000 AD)
- b. Middle Iron Age (between 1000 and 1800 AD)
- c. Late Iron Age (1800 AD to the Present day}

#### **Importance of Iron Tools to the Ancient People**

- It helped people to stop wandering about in search for food. Instead they started to cultivate their own food.
- Iron tools helped the people to start settling life/

#### **Factors for the Spread of Iron Age Skills and Practices**

1. Through Migration
2. Through trade
3. Through warfare
4. Through intermarriages

#### **Major Iron Age Sites in Central Africa**

- a. Malawi
  - i. Phopo Hill

- This is found in Rumphi district close to the outlet of Lake Kazuni along the South Rukuru.

- It is 24 KM South-West of Rumphi district town.
- It was occupied 205 AD and 505 AD.
- It is believed to be the oldest site in Malawi.
- Archaeologists found pottery similar to those found in East Africa and Mwavarambo in Karonga.
- The Artefacts found were iron slag, iron fragments, bones of fish and game, imprinted burnt daga, furnaces, and shell beads.

### **ii. Nkope Bay**

- The site was at Nkope Hill, 40 KM north of Mangochi district town.
- It was occupied between 360 AD and 775 AD.
- Artefacts were similar to that of Gokomere and Ziwa
- Artefacts found were fired pottery, glass beads, iron hoe-heads, turtle shells, bones of fish and game, etc.
- Some artefacts indicate hunting and farming as activities that took place at Nkope bay.

## **Major Iron Age Sites in Zambia**

### **a. Kalambo Falls**

- It was found on the Zambia–Tanzania border at the southern tip of Lake Tanganyika.
- It existed from 345 AD.
- There were no skeletal remains that were dug up.
- The artefacts found were iron slag, channelled and dimple based pottery, a grinding stone and undecorated bowls.

### **b. Ingombe Ilede**

- This was found at the confluence of Zambezi and Kafue Rivers in Zambia.
- It was occupied in 680 and 985 and re-occupied in 1300s and 1400s.
- 46 burial sites were dug there. This means the area was highly populated.
- The artefacts found were gold beads, ceremonial iron gongs, glass beads, iron hoes, hammer cowrie shells, copper wire and potters.
- The people of Ingombe Ilede traded with the Swahili Arabs from east African Coast and the Portuguese in the Zambezi valley.
- Some artefacts found there evidenced trade like glass beads, cloths, cowrie shells, and necklaces.

## **Major Iron Age Sites in Zimbabwe**

### **a. Gokomere**

- This was found north of the Great Zimbabwe Ruins.

- It was occupied about 550 AD.
  - The artefacts found there were channelled or grooved pottery, clay, furnace remains, glass beads, cowrie shells, human skeletal remains, and cattle bones.
  - This evidenced metal work and trade.
- b. Ziwa**
- This was situated in the Inyanga area on the Mozambique – Zimbabwe border.
  - It existed between 300 and 1000 AD.
  - Artefacts found were bones of game and remains of millet and pumpkins, and decorated pottery.

## **Other Major Iron Age Sites in Central Africa Are;**

**Malawi:** Mwavarambo, Mbande Hill and Mamasapa in Karonga, and Maudzu hill in Mangochi.

**Zambia:** Kalomo and Machili forests

**Zimbabwe:** Mapungubwe and Leopold Kopje

## **General Iron Ages Activities**

### **a. Farming**

- Iron tools were stronger than sticks and stone tools.
- This made it possible for farming to develop.
- They grew millet, sorghum, and tame docile animals such as cattle and goats.
- The iron tools used were iron hoes, axes, and grinding stone (Mphelo).

### **b. Pottery**

- The main divisions of pottery discovered in the sites in Central Africa are channelled and dimple based pottery.
- The Iron Age people used pots for storage of grain and water, for cooking, for religious ceremonies, and trade.

### **c. Trade**

- The Iron Age people conducted both internal and long distance trade.
- Internal trade was trade that occurred between the Iron Age settlements in Central Africa.
- For example, Zambian sites traded with those in Zimbabwe in gold, salt, hoes, axe heads, game meat, pots, and baskets.
- Long distance trade was conducted between sites in central Africa and the east Coast of Africa.
- Artefacts such as glass beads, cloths, and cowries shells confirm existence of long distance trade.
- The Central African people sold iron, leopard skins, ivory, gold, and later slaves.

### **d. Iron Smelting**

- The Iron Age people smelted iron in furnaces.
- The artefacts like broken furnaces, iron tools, charcoal, iron slag, and ashes discovered in these sites prove iron smelting.

**e. Building**

- These people started to develop permanent settlement.
- Artefacts such as poles and mud, and daga suggest buildings.

**f. Fishing and Hunting**

- Discovery of fish hooks and fish bones indicate fishing.
- Iron weapons were also used to hunt big game such as buffaloes and elephants.

**g. Governance**

- Because of permanent settlements, the need for leadership arose.
- Kingships emerged in order to control trade.
- Artefacts such bangles and bracelets indicated loyal dressings.

**h. Religion**

- People worshipped forces of nature such as the sun and the moon, lightning, and many others.
- Pots were used in religious ceremonies to appease the ancestral spirits.

**Uses of Artefacts**

- Explain how ancient people looked like.
- Reveal something about the culture of ancient people
- Tell about the materials used in the past.
- Used to determine time in history

**Factors that made some Sites to have Similar Artefacts**

- Long distance trade between the sites
- Common areas of origin of the people; the iron age people in central Africa are believed to all have migrated from Congo basin
- Migration led to interaction of the people
- Intermarriages exposed people to different skills

**Contribution of the Iron Age Culture to Modern Civilization****a. Farming**

- People used iron tools that were attached to wooden handles to cultivate.
- Now, the tools have improved into ploughs and tractors.

**b. Invention of Guns**

- Guns came as a result of improvement in weapons for self-defence and hunting big game like buffalos, and elephants.

**c. Invention of the Maize Mill**

- The Iron Age people used Mphelo (grinding stone) to make flour.
- The idea has improved to the manufacturing of grain processing machines

**d. Improvement in Transport**

- The iron technology is the root for the development of railway lines, trains, ships, and submarines.
- This is the improvement of the dugout canoes.

**e. Blast furnace**

- The idea of smelting iron in furnaces has been improved to the using of large factories in making metals.
- The furnaces of the Iron Age used charcoal as fuel while in modern days; the furnaces use electricity or nuclear power.

**f. Governance**

- Permanent settlement of the Iron Age people led to the development of government systems.
- These eventually led to the growth of Iron Age chiefdoms and kingdoms.
- The system of government was hereditary chieftaincy which is also known as a dynasty.
- Examples of such kingdoms were the Mwenemutapa Kingdom, the Maravi Kingdom, and the Tumbuka – Nkhamanga Kingdom.

**The Contribution of Iron Age to the Development of Pre-Colonial Kingdoms in Central Africa**

- It led to a settled life style for the people. This led to the creation of small communities with other people assuming leadership role.
- It led to increased weapons for defence. Defence enabled people to live at one place and develop kingdoms.
- It led to development of trade. People migrated and formed kingdoms as they were in quest for trade. For example, the Balowoka, the Kazembe, the Maravi, and others.

**PRE-COLONIAL KINGDOMS IN MALAWI**

- These are kingdoms that developed before the influence of the white settlers (colonialists)

## Factors that Led to the Formation of Pre-colonial Kingdoms in Central Africa

- Iron smelting
- Long distance trade
- Introduction of new crops such as maize by the Portuguese
- Migration of people
- Good leadership and centralised administration
- Abundance of resources in the areas settled

### A. THE MARAVI KINGDOM

- The Kingdom developed in the south western shores of Lake Malawi.
- It firstly covered districts such as Salima, Dedza, Ntcheu and Mangochi.
- It then grew to cover most parts of Modern day countries of Malawi, Mozambique, and Zambia.

### The Proto Chewa

- The early people in Malawi were the Pygmies or the Akafula.
- These were the Stone Age hunters and gatherers.
- Smaller groups of the Bantu started entering Malawi around 1000 AD
- These were Iron Age people.
- They defeated the Akafula by using iron weapons and established themselves under clans.
- The most influential clan of these immigrants was the Banda Clan.

### Factors that Led to Bantu Migration into Central Africa

1. Rapid population growth which led to shortages of pasture and arable land.
2. Lack of fertile land
3. Wars which led to fleeing of some chiefs to maintain their independence.
4. Succession and inheritance disputes
5. Escape from punishment after unsuccessful rebellions
6. Slave trade
7. Social and domestic problems like witchcraft and family quarrels
8. Desire to control trade

### Origin and the Meaning of the word Maravi

#### (Malawi, the Present name of the country)

- The name was adopted upon the settlement of the Maravi people at Mankhamba near Mtakataka – mua area in Dedza district. The following are the reasons for the name;
  - a. **Flames of bush fires;** these were due to constant hunting activities. Bush fires were also set to chase away wild animals.
  - b. **The Splashes of the Rising Sun;** the sun splashed flame flashes on the lake as it rose.
  - c. **The iron Smelting Activities;** the fire kept burning in the furnaces which the Maravi used to smelt iron.

### Origin of the Maravi

- The Maravi migrated from the Uluba Katanga area in Eastern Zaire.
- This is the present day Democratic Republic of Congo.
- They came here in a series of clans with the notable ones as the Banda and the Phiri clans.
- The Maravi was led by Mazizi from Uluba into the eastern plateau of Zambia.
- Chinkhole succeeded Mazizi and adopted the title of Kalonga which means ‘Kulonga’ or to unite.
- Chinkhole led the people from Zambia up to Kaphirintiwa (Dzalanyama Range) in west Lilongwe.
- Kalonga Chidzonzi succeeded Chinkhole and led the people to Manthimba around Nadzipulu River in Dedza.
- This is where they settled at the south western tip of Lake Malawi.

Important Places to Note	
<b>Manthimba</b>	It was the headquarters of the Kingdom
<b>Mankhamba</b>	A centre for religious activities (ancestral worship)
<b>Msinja</b>	A Shrine in Lilongwe where Priestess called Makewana was serving as a rain maker
<b>Kaphirintiwa</b>	A place in Lilongwe where the Maravi claimed that God created all being from there.
<b>Khulubvi</b>	A Place in Nsanje where Mboma cult of Lundu was located.

### Reasons for the Migration of the Maravi

- Looking for trade items like ivory
- Looking for easy access to iron tools for farming
- Fleeing from fighting among families

- Looking for fertile lands for crop cultivation and animal grazing.

### Why the Proto-Chewa accepted the Maravi

- The Maravi had a good centralised system of government.
- They also had economic services like agriculture and iron smelting.
- The Maravi were peace loving people.
- They also had knowledge of Medicine and magic to heal and protect from diseases, spirits and witchcraft.
- The Phiri married Makewana of the Banda clan. This united the two clans.

### Factors for the rise and growth of the Maravi

#### a. Agriculture

- The Maravi settled in fertile lands which enabled them to grow a variety of crops.
- They grew millet, cassava, sorghum, and maize.
- Sufficient food promoted population growth and increase of the Kingdom.

#### b. Centralised Government

- The Kalonga had great control over the Kingdom.
- This enabled unity and loyalty among the people and their King.
- The lesser chiefs also paid tribute to the King
- Kalonga also gave limited independence to some of his trusted relations to run provincial or regional governments.

#### c. Religion

- The Kalonga was regarded as the living representative of their ancestors.
- The Kalonga had political and religious authority as he presided over the rain – making ceremony in the Kingdom.
- The first Kalonga also married a member of the Banda clan who were in charge of religion in the Kingdom.
- There were three cults in Maravi Kingdom; the Mlira cult at Mankhamba, the Makewana Cult at Msinja, and the Mbona cult at Khulubvi.
- Religion led to loyalty to the Kalonga and Unity in the kingdom.

#### d. Trade

- The Kalonga was also in control of trade in the Kingdom.

- The Maravi traded with the Arabs and the Portuguese in ivory, iron tools, slaves, salt, and others materials in exchange with guns, beads, and cloths.
- Trade allowed the people of Maravi kingdom and the Kalonga to get rich.
- The need to control vast areas for trade also led to the expansion of the Kingdom.

#### e. Military Conquest

- Lundu extended the Maravi Kingdom by conquest to Mozambique in order to open a trade route.
- Kalonga Masula (1600 – 1640) extended the Maravi territory to Zambezi to expand trade opportunities.
- Masula also entered into an alliance with the Portuguese to defeat Lundu in 1623.
- He also attempted to conquer the Mwenemutapa but he failed though he managed to grab a lot of gold.
- The reign of Masula is described as the ‘Golden Age’ of the Maravi Kingdom.

### Other Factors for the growth of Maravi Kingdom

- Population growth
- Iron tools and weapons
- The policy of decentralisation
- Intermarriages between the Proto-Chewa mainly the Banda and the Phiri

### Decentralisation in Maravi Kingdom

- Due to the vastness of the empire, the Kalonga sent some sub-chiefs to control distant territories.
- Other chiefs also broke away from Kalonga and formed their own independent states somewhere else.

### Sub- chiefs under Kalonga

- Chimwala:** he was sent to Lilongwe
- Mkanda:** He settled in Mchinji
- Kanyenda:** He was sent to Nkhotakota
- Chulu, Mwase, and Kaluluma:** settled in Kasungu
- Changamire:** He settled in Dedza
- Kabunduli:** He settled in Nkhatabay
- Mpinganjira:** He occupied Mangochi

### The Break Away Chiefs

#### a. Undi

- He broke away from Kalonga because he believed that someone had ascended to the Kingship of Kalonga which he was entitled to.

- He migrated to Zambia where he established his capital at Maano, south of Katete.
- He took Nyangu, the queen mother with him to Zambia. This won him people who supported Nyangu.
- He also brought Mkanda of Mchinji under his control.
- Msinja shrine of Makewana came under his control
- He traded with the Portuguese in ivory, food and animal skins he collected from chiefdoms as tribute.
- Undi's kingdom declined due to quarrels with Makewana, lack of civil service, and external invasions from the Ngoni and the Portuguese.

#### b. Lundu

- Lundu broke away because he was accused of witchcraft by his uncle who was the Kalonga.
- He left with Kaphwiti, his brother and established his kingdom in the lower shire.
- His capital was at Mbewe wa Mitengo, near Chikwawa.
- Saopa was his military commander.
- He took authority of Mboma cult at Khulubvi in Nsanje.
- He raised influence into Mozambique by conquest.
- He traded with the Portuguese in salt, iron hoes, ivory, and machila in exchange for cloth, beads, and brassware.
- He was defeated by Kalonga Masula with the help of the Portuguese.

#### e. Kaphwiti

- Kaphwiti, a brother of Lundu established his capital north of Lundu at Malawi wa Kaphwiti near Wankulumadzi river in Mwanza.
- He referred to his brother's shrine at Mboma for religious activities.

### Social – Political Organisation of the Maravi

#### a. Political Organisation

- The kingdom was a centralised state with the Kalonga as an overall leader.
- The prime advisor to the Kalonga was the Queen mother who was either the Kalonga's mother or sister.
- At the court, there were a number of officials who assisted the Kalonga.
- Below the Kalonga were the provincial or territorial chiefs also known as Eni Dziko.
- The territorial chiefs included Undi, Lundu, Mwase, Kanyenda, Kabunduli, and Chimwala.

- After the territorial chiefs came tributary chiefs also known as Aphungu or Mbiri.
- These collected tribute on behalf of the Kalonga.
- After these were the village headmen called Eni Mudzi.
- These ruled over villages and conducted initiation ceremonies.

#### Officials at the King's Court

1. **Nyangu:** an advisor to the Kalonga and also assisted in matters of succession.
2. **Khombe:** Military Commander
3. **Mkomba:** Public executioner
4. **Mfifi za Milandu:** Custodians of the Law
5. **Kalumbi:** In charge of the drum
6. **Mavimba:** messengers

#### b. Religion

- The Kalonga was at the Centre of the Maravi religion.
- The Banda retained the priesthood of the religion.
- Makewana was the high priestess who was believed that her husband was a snake called Thunga or Nsato.
- The Maravi also believed in a creator God called Chauta, Chisumphi, or Namalenga.
- Thunga, the husband of Makewana was believed to be the messenger of Chisumphi.
- Makewana asked Thunga for rains, fertility of the soil, success in hunting, etc.
- The Maravi also had bush burning ceremony each year in honour of the spirit of Chinkhole.
- Religion promoted unity and strengthened the position of Kalonga.

### Factors for the Decline of the Maravi Kingdom

#### 1. Internal Factors

##### a. Vastness of the Kingdom

- It became difficult to control the Kingdom as it had grown too big. This led to break-away and defeats.

##### b. Weak Defence

- They didn't have a standing army to repel attacks.

##### c. Succession Disputes

- These intensified hatred, disunity, and breakaways.
- For example, Undi broke away from the kingdom because of succession disputes.

##### d. Decentralisation

- Decentralisation led to ineffective administration.
- Those who were trusted with provinces often broke away from the Kalonga and establish autonomous rule.

##### e. Civil Wars

- Civil wars disrupted the peace of the kingdom that had established it at the first place.
- Lunda and Kaphwiti started a lot of civil wars.

## 2. External Factors

### a. Loss of power to control Trade

- The Portuguese stopped trading through the Kalonga.
- They started to trade directly with the lesser chiefs.
- This weakened the Kalonga's authority.

### b. Growth of Slave Trade

- Slave trade conducted by the Yao, Bisa, and the Swahili disrupted peace in Maravi Kingdom.
- It also led to depopulation in the Kingdom.
- Kalonga Sosola died at the hands of the Yao raiders in the 1860s for example.

### c. The Invasions by Foreign Groups

- The Maravi were devastated by attacks from rival groups.
- These groups had superior weapons and advanced tactics.
- For example; the Ngoni, the Portuguese, and the Arabs.

### d. Colonisation

- The Maravi area was finally occupied by the British.
- Though the British retained the authority of the chiefs, the authority of the Kalonga declined.

## The Impact of the Maravi Kingdom on the Indigenous People

- Promotion of trade with the Portuguese and the natives such as the Tonga, Tavala, and the Nsenga.
- Introduction of European manufactured goods through contacts with the Portuguese and the Arabs.
- Formation of a strong political empire
- Promotion of unity as they incorporated the people into their kingdom.
- Created a model for a system of government for other states outside Maravi.

## B. THE TUMBUKA–NKHAMANGA KINGDOM

- The Tumbuka – Nkhamanga kingdom occupied the present day Rumphi district in northern Malawi.
- It stretched from Nyika plateau in the north to Dwangwa in the south and from Lake Malawi in the east to Luangwa valley in the west.

## Origin of the Tumbuka

- The Tumbuka were the people who originated from the Congo Basin in the present day Democratic Republic of Congo (where the Maravi came from too).
- They settled in the Northern Malawi in small clans.

## Socio – Political Organisation of the Tumbuka

### a. Decentralisation

- The Tumbuka lived in small clans which were independent from each other.
- The prominent clans were the Luhanga, Harawa, Msowoya, Mkandawire, Kachali, Nyanjagha, and Mzumara.
- They did not have a standing army because they saw no need for it. The area was free from threats and relatively peaceful.

### b. Matrilineal System

- Like the Maravi, the Tumbuka were at the beginning matrilineal.
- The Patrilineal system prominent among the Tumbuka now was adopted from the M'mbelwa Ngoni who invaded them in the 19<sup>th</sup> century.

### c. Religion

- Like the Maravi as well, the Tumbuka believed in a creator god called chiuta.
- This god of theirs was approached by ancestral spirits.
- They had shrines and religious centres in their area.
- There was a shrine at Chikhang'ombe cult at Mwadandambi.
- Other religious centres were Bumba and Nkhonjera, Phwezi hill, Nkhozi in Mlowe, Mwanda in Hewe, and Chitende Island in Chilumba.

### d. Occupation

- The Tumbuka were farmers.
- They grew crops such as millet and sorghum and pastored animals.
- They were hunters hunting for meat, ivory, and skins.

## Formation of the Tumbuka - Nkhamanga Kingdom

- The Tumbuka – Nkhamanga Kingdom was formed after the coming of the Balowoka into the area.
- The Balowoka were the Nyamwezi from Tanzania
- They crossed Lake Malawi at Mtawali and settled among the Tumbuka in 1750 Ad.
- They were led by Kakalala Msawira Gondwe who was then called Mlowoka.
- Mlowoka means to cross over.

- The prominent Balowoka clans were the Katumbi, Mwalweni, Mwamlowe, Mwahenga, Mwazizsi, Mwachande, and Mwafulirwa.
- The Balowoka peacefully settled among the Tumbuka and assumed leadership

### **Reasons for the Migration of the Balowoka**

- Looking for ivory and leopard skins for trade.
- Looking for a peaceful land to settle
- Running away from drought in Tanzania.

### **Factors for the Establishment of the Balowoka Over the Tumbuka**

#### **a. Peaceful Coexistence**

- The Tumbuka did not resist the Balowoka because they settled peacefully.

#### **b. Assimilation**

- The Balowoka assimilated the Tumbuka customs
- They assimilated the Tumbuka language and religion.
- This made it easy for the Tumbuka to accept them.

#### **c. Generosity and Honesty**

- Mlowoka was honest in his dealings with the Tumbuka.
- He offered them gifts such as a blue-black turban to the chiefs, and iron hoes and beads to the local people.
- This earned him support of the Tumbuka.

#### **d. Intermarriages**

- The Balowoka intermarried with the Tumbuka.
- For example, Kakalala married into the Tumbuka prominent clans of the Luhanga and Mkandawire.

#### **e. Trade**

- The Balowoka controlled trade
- Mlowoka sent agents to control strategic positions for trade which made them to accumulate wealth and influence over the Tumbuka.

### **Political Organisation of the Tumbuka–Nkhamanga Kingdom**

- Balowoka established the Kingdom by assimilating the Tumbuka common activities of religion and trade.
- The leader was Kakalala's son, Gonapamuanya.
- He took the title of Chikulamayembe which mean the carrier or accumulator of hoes.
- Mjura succeeded Gonapamuanya then Chilongozi.
- Chikulamayembe used clan heads to control the kingdom as he occupied himself with controlling trade.

### **Chikulamayembe's chiefs**

- Katumbi** occupied the Hewe area
- Kajumba** occupied the area north west of Hewe
- Mwahenga** settled in the Henga valley
- Mwalweni** Occupied the Phoka area
- Mwamlowe** settled around the mouth of south Rukuru

- These chiefs or agents were purely the Balowoka.
- Chikulamayembe imposed tax in form of ivory from every elephant killed in the Nkhamanga kingdom.
- The Tumbuka–Nkhamanga kingdom was purely an economic kingdom not political state.

### **Factors for the Decline of the Tumbuka – Nkhamanga Kingdom**

#### **a. Poor political Organisation**

- Chikulamayembe was too preoccupied with trade as such the kingdom's leadership and political affairs were run by the chiefs.
- This made it easy for breakaways like Katumbi and Mwahenga breakaways.

#### **b. No Defence**

- The Kingdom had no standing army for defence from external attacks.
- This was because the Chikulamayembe was more in monopolising ivory trade than building the kingdom.
- For this reason, Chikulamayembe was easily defeated by Kaunga Nyirenda in the 1829s.

#### **c. Loss of Trade Monopoly**

- Chikulamayembe lost trade monopoly when Swahili Arabs started to trade directly with local people.
- Since the kingdom was built on economic motive, the strength of the Chikulamayembe declined.

#### **d. Slave Trade**

- Mlozi Bin Kazbadema, a Swahili Arab slave trader settled near Nkhamanga Kingdom in Kalonga.
- He raided the Tumbuka and brought confusion in the Kingdom.

#### **e. Invasions from the Mbewwa Ngoni**

- In 1855, the Ngoni killed Chikulamayembe Mjura and ended the Chikulamayembe dynasty.
- They took captives and imposed their culture on them.
- The dynasty was restored by the British in 1907.
- Chikulamayembe Chilongozi was given the throne.

#### **f. Colonisation**

- Finally, the British colonised the area.
- This effectively ended the authority of the Kingdom.

### **Impact of the Nkhamanga on the Indigenous people**

- Introduced centralised political systems among the Tumbuka
- They promoted trade.

### **THE EARLY CHRISTIAN CHURCH**

- Christianity started among the Jews in Palestine.
- The Jews believed in one God
- Christianity was founded by Jesus Christ, a Jew born of Mary and Joseph.

### **Palestine during the Time of Jesus**

- By this time, Palestine consisted of three regions which were Galilee, Judea, and Samaria.
- It was under the Roman Empire with Herod (37 BC – 4 AD) as the King.
- The Roman governor of Palestine was Pontius Pilate.
- The Romans forced the Jews to pay taxes for the running of the empire.
- A lot of Jews resented these taxes and hoped for independence from the Roman oppression.
- They believed in the Old Testament prophesy which claimed that A messiah would be born in their country to free them from the Romans.
- About religious matters, the Romans did not disturb Jewish worship to prevent rebellions.
- The temple teachers and priest, called the Pharisees and Sadducees led spiritual, moral, and political matters.

### **JESUS CHRIST**

- He was born in Bethlehem during the reign of Emperor Augustus Caesar.
- By this time, the local ruler in Palestine was Herod.
- JESUS was born in the family of Mary and Joseph.
- JESUS Christ was born through a Virgin who conceived by the power of the HOLY SPIRIT.
- JESUS started his ministry at the age of thirty.
- He called and taught 12 disciples
- The well-known disciples were; Peter, John, Matthew, and others including Judas Iscariot who betrayed JESUS.

- The teachings of JESUS can be classified into two namely the relationship between man and God, and the relationship between man and fellow man.
- These HE summarized in HIS summary of the ten commandments;
  - ‘Love God with all your heart.....’
  - ‘Love others as you love yourself...’

#### **a. Relationship between God and Man**

- God is the father, JESUS is the Son of God
- JESUS is the promised Messiah sent to save the lost.
- God loves his people
- There is no other way to God but through Jesus.
- God has preserved eternal home for believers and eternal punishment to all who do not obey Him
- Sinners should repent and turn to God for salvation.

#### **b. Relationship Between Man and Man**

- All men are equal before God.
- Should love everyone including enemies.
- Should not be concerned with wealth and power.
- Should be kind and merciful to all people.
- Should preach the good news of salvation through CHRIST to all nations.

### **Growth and Spread of Christianity**

- Christ taught only for three years, and then he was crucified on the cross by the Jews through the Romans.
- He died and rose again to life and ascended to heaven to the right hand of the father.
- Jesus Christ instructed his disciples to start preaching the good news soon after the coming of the Holy Spirit on from Jerusalem to the whole world.
- The day when the Holy Spirit descended on the apostles and believers is called the day of Pentecost.
- 3000 people from different countries got converted to Christianity this day.
- The Jews persecuted the believers of Christ and this led to the dispersion of the people.
- Wherever these people run to, they spread the teachings of Christianity.
- The followers of Jesus were first Called Christians at Antioch in Syria.

### **Reasons for the Spread of Christianity**

#### **1. Simplicity and the power of the Christian Practices.**

- A lot of people were attracted to the simple but powerful message of Christianity.

### **Teachings of JESUS CHRIST**

- The promise of eternal life, idea of brotherhood, unlimited and unconditional love made those who were outcast and rejects to follow the religion well.

## **2. Miracles performed by JESUS and His Apostles**

- People were attracted by the miracles that Christ did.
- He healed the sick, resurrected the dead, exorcised demons, multiplied bread, etc.
- These miracles were later performed by the apostles.

## **3. JESUS' Public Life**

- JESUS' public life was of humbleness and humility.
- HE treated all people with love and acceptance.
- He was also bold to teach the fundamental truths and fight all false teachings.
- He also performed miracles, mainly the miracle of forgiveness of sins.

## **4. Missionary Work by the Apostles**

- The apostles like Peter, Paul, Barnabas, John, and others worked boldly to spread Christianity both to the Jews and Gentiles (non-Jews).
- They did not fear persecutions or death for their faith.
- Their prayer life, good morals, preaching and miracles impressed the pagans.

## **5. The Effects of Pentecost**

- The Holy Spirit empowered the apostles for ministry.
- They spoke boldly and performed miracles through the power of the Holy Spirit.

## **6. The Roman Peace (Pax Romana)**

- The Roman rule linked the world through well-constructed roads, trade, and security.
- This enabled the Christians to travel around the Roman Empire spreading the word of God easily.

## **7. Influence of Hellenism**

- Hellenism is the Greek culture that was spread by the conquest of Alexander the great.
- Greek was the official language in the Roman Empire.
- Most of the New Testament was written in Greek
- The Old Testament books were translated into Greek.
- This was an important factor for the spread of Christianity in the Roman Empire.

## **8. The Influence of Judaism**

- Christians used the Jewish Scriptures
- The early Christians worshipped in Jewish synagogues.
- Judaism forms the background of Christianity. The New Testament is the fulfilment of the Old Testament.

## **9. The Persecution of Christians**

- Christianity has faced persecutions since its beginning.

- The Hebrews (Jews) persecuted Christians. For example; Steven was stoned to death.
- These persecutions forced Christians to migrate to other areas free from persecutions.
- In their new areas, Christians spread the word of God.

## **10. Legalisation of Christianity**

- Emperor Constantine in 313 AD legalised Christianity in Rome.
- In 394, Emperor Theodosius declared Christianity as the only religion in the Roman Empire
- These led to the wide spread of Christianity.

### **Persecution of Christians in the Roman Empire (33 AD – 313 AD)**

- Christianity faced heavy persecutions under the Roman Empire with the sole reason that it was gaining influence and demeaned pagan gods.
- A lot of Christians died as they were tortured to death, feed to beast and lions, and crucified.

### **Reasons for the Persecution of Christians**

- Christians refused to worship Roman Emperors and their pagan gods.
- To suppress Judaism which had started to stage anti-Roman fights. They were defeated by 71 AD.
- The Christians were hated because they were boycotting Roman events and activities such as gladiatorial shows, violence, pagan worship, etc. These activities were and are evil and sinful.
- The Romans misinterpreted some Christian Traditions. They did not understand the concept of love of which the Christians called each other brothers; they regarded this as incest.

The Drinking of wine and bread of which Christians called the blood of and the Body of Jesus led the Romans to call Christians cannibals (those who drink human blood and eat human flesh)

- Christians called JESUS CHRIST as king and saviour. This to the Romans was a threat to their empire.

### **Other reasons for the persecution of Christians**

- Differences between Christians and pagans
- The idea of Miracles was seen as witchcraft.
- The teaching of love and forgiveness was regarded as a weakness
- Christians were regarded as atheists.

### **Roman Emperors who Persecuted Christians**

**1. Nero (54 to 68 AD)**

- He was the first emperor to persecute Christians.
- He accused the Christians of burning the city of Rome which he had burnt it himself.
- He burnt the Christians alive, fed them to beast, or nailed them to the cross.
- He killed Apostle Paul and Peter.

**2. Domitian (96 AD)**

- He called himself lord and god
- He demanded people to worship him as so.
- Obviously Christians did not as such he persecuted them. He accused them of leading people into poverty.

**3. Marcus Aurelius (161 to 180 AD)**

- He was interested in strengthening pagan gods.
- He forced Christians to curse the name of Jesus Christ and burn them to death.
- Some of the early Christians he killed were Speratus and Polycarp.

**4. Septimus Severus (202 to 211 AD)**

- He ordered all Romans not to be Christians.
- He was regarded as the anti-Christ
- He killed Perpetua and Felicitas of North Africa.

**5. Decius (250)**

- He decreed that all people should give sacrifices to the statue of the emperor.
- The command was called the Edict of Sacrifice
- Those who did not were put to death.

**6. Valerians (260 AD)**

- He took away all church buildings.
- He killed bishops like Cyprian.

**7. Diocletian (303 to 305 AD)**

- He accused Christians to have weakened the Roman Empire.
- He destroyed all churches, burnt Christian books, forced Christians to offer sacrifices to pagan religions, and declared all Christians as outlaws.

**The End of the Persecutions****a. Emperor Constantine**

- Constantine was the first emperor to become a Christian in 312.
- The main reason for his conversion was because of the vision he claimed to have seen of a flaming cross that had an inscription that he should conquer into victory.
- By this time, he was in a war with Maxentius in 312 for the throne.

- He included the Christians to ensure massive support.
- After his victory, in 313 he issued the Edict of Milan which gave freedom of worship in the empire.
- He also returned all church properties confiscated by other Emperors during the persecutions.

**b. Emperor Theodosius I**

- He declared Christianity as a state religion
- This made all other religions illegal in the Empire.

**Organisation of the Early Church**

- The church had five main centres in Rome, Jerusalem, Constantinople, Antioch, and Alexandria.
- The bishops of these churches acted as the central leadership for the whole church.
- Local churches were led by elders called presbyters.
- The patriarch (father of the church) in Rome started to be regarded as the father of all churches.
- This resulted into the belief that Peter was the father of the church (Pope).
- Peter was regarded as the first pope because:
  - Jesus had chosen him to lead the church (Matthew 16: 18 – 19) when he said that ‘on this rock I will build my church’. It also believed that Jesus gave Peter the keys to heaven.
  - Peter led the church in Rome which became the Central leadership of the church.

**The Church in the Middle Ages**

- Middle Age is the period in European history from the fall of the Roman Empire in the West to the fall of Constantinople and the beginning of modern Europe.
- The city of Rome was attacked and destroyed by barbarian tribes of Scandinavia, Gaul, and Germany.
- They destroyed all forms of Roman Civilisation
- This period when the civilised standards of the Romans were destroyed is called the Dark Ages.
- Since the political structure of the Romans fall, the Popes assumed both political and religious powers.
- They became supreme judges and advisors of the European leaders.

**The Influence of the Church during Middle Ages**

1. It led to the spread of Christianity in Europe and other parts of the world.
2. It preserved the Roman civilisation that was destroyed during the dark ages.

3. It promoted unity in the Roman Empire under the leadership of the Pope.
4. It promoted education with Latin as the main subject.
5. It acted as a watch dog to the government as the bishops and the pope were the prime advisers to the Kings of Europe.
6. It enhanced charity work where the monks took care of the aged, the sick, and the orphans.
7. It handled spiritual and moral issues such as marriage, divorce, law, and many others.
8. Promoted good governance, civilisation, and promoted industries and agriculture.

### The Role of the Church Today

- It Promotes education by providing schools to the people who cannot be accommodated in public schools.
- Provides health services to the people through mission owned hospitals.
- Enhance infrastructure development as they build hospitals, churches, schools, home cares, and others.
- Promote good governance as it advisors leaders and the masses on good and Godly leadership.
- They promote economic development as the church itself is engaged in economic activities such as agriculture, local industries, entrepreneurship, etc.
- Promote relief services as it supports the vulnerable.

## ISLAM

<b>Names</b>	<b>Meaning</b>
Islam	Submission to the will of God
Moslems	People who voluntarily submit to the will of God
Muhammad	An honest person to be praised
Abdallah	Slave of Allah

### Arabia before Islam

- Arabia is one of the huge countries in the Middle East.
- By the time of the birth of Muhammad, it was a home to nomadic tribes who were pastoralists.
- These people conducted trade in gold, frankincense, and myrrh with countries surrounding the Middle East and Ethiopian region.
- These tribes were under local rulers called sheikhs.
- The Arabians believed in many gods who resided in the black stone in Mecca.

### Muhammad

- Muhammad was the founder of Islam.
- He was born about 570 AD in the city of Mecca, the religious centre in Arabia.
- His father, Abdallah died before he was born and his mother, Amina died when he was six years old.
- He was then adopted by his grandfather Abd al - Muttalib who unfortunately also died after two years. He was then raised by his uncle Abu Talib.
- Muhammad grew up a quiet and a humble man
- At the age of 25, he started to do business for a 40 year old widow named Khadijar. He later married her.
- Being financially stable, Muhammad concentrated in spiritual matters.
- He liked to retire to lonely places where he meditated.
- In the year 610, Muhammad was visited by an angel, Gabriel who gave him a message from God.
- Gabriel instructed Muhammad to recite what was written on a piece of cloth that he had which read; ‘Recite; your God is most bountiful who taught man by the pen that which he knew not’.
- After Muhammad recited the inscription, he was declared God’s last prophet.

### The Flight to Medina (Hegira) by Muhammad and his Followers (622)

- Muhammad started preaching against pagan worship of the people in Mecca who worshipped the black stone at Kaaba. This bred him enemies who plotted to Kill him.
- Muhammad fled to Medina on 16<sup>th</sup> July 622.
- This flight to Medina is called the Hijrah or hegira
- This marked the birth of Islam as because people at Medina received it well other than people at Mecca.
- In 630 AD, Muhammad returned to Mecca where he converted the city to Islam.
- He destroyed all the Idols in Kaaba and purified the black stone.
- By his death in 632, all of Arabia had embraced Islam
- After Muhammad’s death, a number of his first followers took the leadership role. These were Abu Bakr, then Umar, then Uthman, and then Ali.
- Ali and Uthman supporters hated each other.
- As a result, they formed two camps of Islam.
- Ali’s supporters formed the Muslim camp known as the Shiites though they are a minority now. They are commonly found in Iran.
- Uthman’s followers formed the majority in the Muslim world known as the Sunnites.

## The Influence of Judaism and Christianity on Islam

1. Belief in one god
2. A belief in the common ancestry. For Jews, Abraham was their father from Isaac, Jacob, and his twelve sons. For Christians, Abraham is their father in faith. For Moslems, Abraham is their father through Ishmael.
3. A common area of origin among the three religions. All the three religions came from the Middle East. Islam copied a lot from Judaism and Christianity for example the Jewish feast of Atonement which turned to the fast of Ramadan.
4. Praying while facing Mecca (Qublah) was taken from the Jewish tradition of praying facing Jerusalem.
5. Similarity in the sacred scriptures. All the three religions use the Old Testament books.

## Teachings of Islam

1. **Shahada:** this is the belief in one True Creator God and Muhammad as his last messenger.
2. **Salat:** This is praying five times a day facing Mecca.
3. **Zakat:** This is giving alms or gifts to the poor.
4. **Sawm:** This is observing the fasting month of Ramadan
5. **Hajj:** This is making a pilgrimage to Mecca

## Basic Beliefs of Islam

- Belief in one True Creator God
- A belief in life after death where the righteous will be rewarded and sinners punished in hell.
- A belief in the existence of angels who are God's messengers.
- A belief in sacred Scriptures.
- A belief in God's prophets with Muhammad as the last.
- A belief in the day of judgement where God will Judge all people according to their deeds.
- The belief that fighting Jihad or Holy war will make a person to go to heaven.
- The belief in the idea of brotherhood of all Muslims.

## Similarity between the Teachings of Islam and Christianity

- The belief in one God (Monotheism)
- Life after death
- Existence of angles
- Rewards and punishment after death

- Sacred Scriptures
- Presence of prophets and angels
- Equality of all people before God
- Fasting and Prayer

## Differences between Christianity and Islam

- Christians regard Jesus as a son of God and God while Moslems regard him to be a mere prophet.
- Polygamy is accepted in Islam while Christianity accepts monogamy.
- Moslems allow Holy war (Jihad) while Christians forbid wars.

## How Islam Spread in other Areas

### a. Arabia and the Near East

- It was spread mainly through Holy Wars.
- Such wars were the wars of Badr in 625, Uhud in 625, and Ditch in 627.

### b. Europe

- They tried to spread Islam through wars in Europe but they were defeated in 732 by Charles Martel at the battle of Tours.
- They then used education to convert people to Islam.
- They built schools for example Cordova in Spain where learners were converted to Islam.

### c. North Africa

- Islam in North Africa spread through conquest.
- An Islamic empire called Almoravid Empire spread Islam through conquest.

### d. West Africa

- It spread through the wars of the Almoravid Empire.
- It also spread through trade and Education.
- They built trade centres and schools for example a university that was built at Timbuktu in Mali.

### e. East and Central Africa

- It spread through ivory and gold trade, slave trade, education, and influence from Islamic missionaries
- The missionaries settled at Ulama along the East Coast of Africa in Tanzania.

## Factors that Led to the Fast Spread of Islam Worldwide

### 1. Military Conquest (Jihads)

- Moslems believed that dying in a Holy war meant going directly to heaven.
- A lot of kingdoms including Palestine were put under Islam through conquest.

**2. Education**

- Islamic Schools attracted non-Muslims to join Islam.
- The schools provided scholarships to Muslims to attract conversion.

**3. Trade**

- A lot of people followed Islam to cement trade ties with the Arabs.

**4. Influence of Kings and Clan Heads**

- Leaders who got converted to Islam encouraged or forced their subject to become Moslems too.
- This was aimed at gaining favours from the Arabs.

**5. Influence from Islamic Missionaries**

- The Sheikhs and the Mwalimu (Islamic Teachers) preached to the people.
- They taught the people about Islamic beliefs.

**6. Flexibility or Similarity of Islam with other Cultures**

- Islam seemed flexible to some cultures other than Christianity. Accepting polygamy enticed customs of East and Central Africa.

**7. Migration**

- Some Arabs migrated because of trade or leadership over religion. Wherever they went Islam spread.

**Contributions of Islam to the Modern World**

1. Spread of Arabic language and literature.
2. The Architecture of building four-cornered houses and Dome shaped structures has also spread everywhere.
3. Adoption of Islamic Arab dressings.
4. Abstinence from some foods claimed unclean in Islamic culture (Halaam) like pork.
5. Islamic Sharia law: Some countries have adopted Islamic laws that base its authority in the Quran, Hadith (tradition), Qiyas (Analogy) and the Ijma.
6. The Moslems have also contributed so much in the development of education in the world
7. They also have contributed in Mathematics were the Arabic numerals are world widely used. These for example are; 0, 1, 2, 3, 4, 5 ...
8. Development of trade by the Arabs.

**ASPECTS OF EUROPEAN AWAKENING:**

- The Fall of the Roman Empire in 476 AD and the disappearance of ancient Greek and Roman civilisation is referred to as the dark ages.
- This period covers between 6<sup>th</sup> and 10<sup>th</sup> century AD.

- After this period, the church exercised great influence on every aspect of life like government, architecture, and literature. Those who did contrary to its teachings were considered heretic and prone to judgement.
- The awakening process in Europe began from the 13<sup>th</sup> century. People got interested in reviving ancient Greek and Roman ideas.
- Areas emphasised were sculpture, painting, architecture, literature, philosophy, maths, and science.
- The period is described as the ‘Renaissance era’.

**A. THE RENAISSANCE  
(1350 – 1650 AD)**

- Renaissance is a French term referring to a period of rebirth or revival of learning that started in Europe.
- Renaissance was the beginning of the modern civilisation.
- It was characterised by creation of new nation states, new inventions, the division of the church, and European voyages of exploration.
- New inventions such as telescope, compass, the printing press, and others were developed this time.
- Renaissance began in Italy.

**Why Renaissance began in Italy**

- 1. Assimilation of Greek and Arabic Knowledge**
  - People in Italy had copied Greek and Arabic culture.
  - They rediscovered ancient texts that had been forgotten by the western civilisation.
- 2. The fall of the Eastern Roman Empire**
  - The fall of the Eastern Roman Empire led to the increase migration of Greek scholars to Italy with some of their books.
  - These scholars were responsible for the start of renaissance in Italy.
- 3. Trade**
  - Being a peninsula on the Mediterranean Sea, it had rich commercial cities like Florence and Venice that attracted a lot of people.
  - These people had a lot of different skills.
  - Rich people and princes used their wealth to hire and fund the learning sector. For example; Lorenzo De Medici collected books, old pictures for his art gallery in Florence.
- 4. Decline of Feudalism in Italy**

- Feudalism was a system in Europe where some people held land (landlords) and offer it to others in return for services.
- The growth of cities led to the decline of feudalism where rich people could not gain power by birth but rather promotion of renaissance.

### 5. Peace in Italy

- There was general peace in Italy as compared to other parts of Europe where there was war.
- This peace made it possible for renaissance to start there.

## Philosophy of Humanism as a Product of Renaissance

- Humanism is a philosophy that is based on the belief that a society develops by humane efforts and not essentially by God's involvement.
- This philosophy made people to emphasise preparing students for public functions of the state.
- By the 15<sup>th</sup> century, the humanist ideas were adopted in Germany, France, England, and Spain.

## Important Renaissance Personalities

### a. Writers

- These people wrote about humanism.
- They had interest in human literature and wanted to promote human issues
- Some of the prominent renaissance writers were;
  - i. Petrarch (1304 – 1374)**
- He was considered as the father of Italian renaissance literature.
- He was from the city of Florence
- He introduced humanism and encouraged literature.
- He was himself a poet who dedicated his poems to his wife in a style known as a sonnet (14 lined poem).

#### iii. Alighieri Dante (1265 – 1527)

- He was from the city of Florence as well.
- He wrote both in Latin and Italian languages.
- He wrote a collection of poems called the divine comedy.

#### iv. Nicolo Machiavelli (1467 – 1527)

- He was also from the city of Florence.
- He wrote a political book which justified any means whether deceit and cruelty in order for rulers to maintain power.

#### v. Miguel De Cervantes (1547 – 1616)

- He was from Spain and an ex-serviceman.

- He wrote a novel called Don Quixote.
- In his novel, he criticised the feudal system to be evil.

#### vi. William Shakespeare (1564 – 1616)

- He was a playwright from London.
- He wrote famous tragedies like Macbeth, Julius Caesar, Hamlet, and Romeo and Juliet.
- He also wrote comedies.
- William Shakespeare is considered as the greatest of all English writers.

#### vii. John Milton

- He was also an English playwright.
- One of his works included a long poem called the Paradise lost which described the disobedience of Satan.

### b. Artists

- These were people skilled in painting, sculpture, and architecture.
- For the first time, their art did not present religious thoughts like all the middle age art.
- These artist tried to bring life in their art because of two basic reasons;
- Many artists studied anatomy (the study of human or animal parts),
- They began to make use of perspective so that figures varied in size depending on their distance from the viewer.

- Some of the prominent artists included;

#### i. Donatello

- He was a sculptor who carved figures of David as a shepherd boy.

#### ii. Leonardo DA Vinci (1452 – 1519)

- He was from Florence in Italy who worked on science and engineering.
- He was a sculptor, musician, and an architect.
- His famous paintings included; ‘the last supper, the virgin of the rock, and Mona Lisa’.
- He also designed a flying machine (helicopter), a submarine, and an armoured tank which did not really work. He was considered to be far ahead of his time.

#### iii. Michelangelo Buonarroti (1475 – 1564)

- He was a painter and a sculptor.
- He was employed by the pope to the Vatican palace, to design the uniform for the pope’s Swiss guards, and paint the statue of the Mary.
- He also painted Moses on the walls of the Vatican.

#### iv. Raphael or Raffaello Sanzio (1483 – 1510)

- He was an Italian born at Urbino.
- He was a student of Michelangelo and Leonardo
- He painted the school of Athens with Plato and Aristotle surrounded by their students.
- He also painted the walls of St. Peters Cathedral in Rome just as Michelangelo did.

#### c. Scientists.

- Renaissance science contributed to developments in technology, industry, and medicine.
- Some of the renaissance scientist were;

##### i. Johann Gutenberg (1398 – 1468)

- He was a German who invented the printing press around 1445.
- His invention led to the increase in book production
- He succeeded in printing the famous Gutenberg Bible.
- His invention was followed by the Alpine Press in Venice.

#### The Significance of the Printing Press

- Books were produced within short period of time
- Sped up the spread of knowledge
- Boasted learning
- Led to the printing of the Bible

##### ii. Nicolaus Copernicus (1473 – 1543)

- He was a Catholic Priest from Poland.
- He practised Mathematics in Rome.
- He proved that the earth, moon, and stars rotate around the fixed sun.
- His theory originated from a Greek astronomer called Aristarchus who had the same idea in 250 BC.

##### iii. Galileo Galilei (1564 – 1642)

- He was an Italian who worked on natural philosophy and mathematics.
- He invented the telescope using optical lenses.
- With it, he proved the theory of Nicolaus Copernicus (the Copernican Theory).
- His findings were condemned by the Catholic Church in 1632 and sentenced him to death.
- To avoid death, he denounced his ideas.

##### iv. Isaac Newton

- He was an English lecture of Mathematics.
- He discovered the universal law of gravity where he proved that the movements of the planets round the sun is caused by the Gravitational force of the earth.
- He wrote his ideas in his books called Principia Mathematica and the Opticks.

#### v. Paracelsus (1493 – 1541)

- He was a Physician who is famous for inventing the idea of diagnostic medicine.
- Paracelsus treatment relied on chemicals other than religious beliefs.

##### vi. Robert Boyle (1627 – 1691)

- He is considered as the father of modern chemistry.
- He contributed to procedure of modern chemical experiment.
- He said matter is made up of small and hard particles which change forms like liquids, solids, and gases.

#### d. Philosophers

- The period of renaissance also brought great thinkers.
- Some of these philosophers were;

##### i. Giordano Bruno (1548 – 1600)

- He was an Italian Monk who proposed that religion should be based on the laws of nature and not doctrines
- He suggested that there could be life on other planets.
- His ideas were against the scriptures so the church burnt him alive on the stake.

##### ii. Francis Bacon

- He was the Lord Chancellor of England during the reign of King James I. He believed that science must aim at improving the material condition of humanity and development of trade and industry.
- He was against using science for warfare or killing.

##### iii. Rene Descartes (1596 – 1650)

- He was a French philosopher and mathematician.
- He believed in mental power and its ability.
- He said reality can best be understood by science and not through religion.

#### Results of Renaissance

1. It led to the inventions and discoveries of new items such as the magnetic compass and the telescope.
2. It led to the printing of more books which promoted literacy and the spirit of philosophy.
3. New scientific discoveries promoted education in colleges and universities.
4. It led to the reformation of the church.
5. It led to developments in science.
6. It preserved culture through art and writing.
7. It led to the long voyages of exploration.

## Changes brought by Renaissance between 15<sup>th</sup> and 16<sup>th</sup> Centuries in the Western World

1. **Political Changes:** It led to the fall of large empires and the beginning of national states, regions and free cities. The Church lost political control.
2. **Social Changes:** Feudal system ended in Europe as farmers fought for their independence from their landlords who were often cruel to them.
3. **Economic Changes:** Barter trade was replaced use of money. Industrial production began and sea trade grew. This led to the exchange of ideas and skills.
4. **Cultural Changes:** Ancient Greek and Roman civilisation were revived. Science also diluted some cultural beliefs and led to war with religious beliefs.
5. **Spiritual Changes:** Papal influence was reduced in the Frankish and German empires. Humanism also led to lay people to criticise the church. Renaissance led to the reformation in church.

### B. THE REFORMATION

- Reformation was a period of great religious change that took place in Europe to the malpractices of some leadership of the Roman Catholic Church in the 16<sup>th</sup> Century.
- The people who denounced the false teachings and the immorality in the church were called reformers.
- These people separated themselves from the Roman Catholic Church as they faced persecutions.
- This led to the formation of protestant churches.

### Connection between Renaissance and Reformation

- a. Humanism and scientific ideas sparked reformation as some unclear church teachings were challenged and criticized.
- b. The printing press helped in reformation as a lot of Bibles translated into many languages were produced. This enabled the people to read the Bible and challenge all unbiblical church teachings.
- c. Renaissance brought the need to separate powers of the church and state. The Pope lost his control in politics as independent nations demanded loyalty.

### Causes of Reformation

#### 1. Corruption in the Church Leadership

- The leaders of the church started to love wealth.

- They began to sell church posts to the wealth people.
- One of the most corrupt popes was Alexander VI.

#### 2. Improper Training of Priests

- Some priests were not properly trained to discharge their duties.
- This was because most of the priests of that time were appointed through nepotism or through corruption.
- These people had no deeper knowledge of the bible and church doctrines.

#### 3. The Sale of Indulgences

- The Pope needed money for the building part of St. Peters Basilica in Rome.
- To fund it, he made certificates that were sold to sinners for the forgiveness of their sins.
- This was not biblical as salvation cannot be sold or bought but rather God alone forgives and saves.
- Enlightened people opposed and criticized this.

#### 4. Accumulation of wealth by the Church Leaders

- A lot of church leaders got rich at the expense of the poor through abuse of church collections and offerings.
- Church also owned one third of the lands of Europe.
- This life of riches resulted into immorality by leaders.

#### 5. The Idea of Celibacy

- The priests were called to celibacy to imitate Jesus.
- Unfortunately, many priests had secret wives and children and this disappointed the people.

#### 6. The Invention of the Printing Press

- The printing press helped spread Bibles to the people who could read and question all wrong teachings.
- The printing press also made humanism philosophy to spread fast to all parts of Europe.

#### 7. The Renaissance

- The renaissance educated people started to question the authority of the church in all aspects of life.
- The scientific and philosophic ideas of that time conflicted with the church teachings. This led the people to start questioning unclear teachings.
- The printing press also made Bibles available to people who began reading the word of God for themselves.

### Why Reformation Started in Germany

#### 1. Loss of the Pope's Authority in Habsburg-German Empire

- The empire consisted of independent states from Pope's authority of Belgium, Italy, France, Austria, Hungary, and Germany

- These people were loyal to the kings and they defied some church teachings without fear.
- The princes of these states supported the reformers.
- Fredrick of Saxony defended Martin Luther from being killed by the church.

### **2. Emergence of Educated German Elite**

- Renaissance produced a lot of learned people.
- In Germany, learned people like Martin Luther started to openly criticise the church radically.

### **3. The Effects of the Printing Press**

- The Printing press was firstly invented in Germany.
- This enabled the reformers to translate the Bible into German language.
- It also widened the public use of the bible which made people to question unbiblical teachings of the church.

## **Martin Luther and Reformation in Saxony, Germany**

### **The Life of Martin Luther (1483 – 1546)**

- He was born on 10<sup>th</sup> November, 1483 at Eisleben in Saxony.
- His parents were Hans John Luther and Margaret who were Christians and copper miners.
- In 1501, he started studying law at University of Erfurt in Germany.
- In 1508, he joined the monastery in Erfurt where he studied Theology.
- He became an Augustinian Monk.
- He started to teach philosophy at the University of Wittenberg in Germany.
- In 1510 Luther went to Rome to study theology.
- He graduated as a doctor in theology in 1512.
- However, while in Rome Luther got very upset by the lack of spirituality among the Priest and the sale of indulgences.
- Luther was influenced by Paul's teachings which said nobody could buy or sell the grace of God.
- He got more upset when Pope Leo X sent his representative, Johann Tetzel, to sell indulgences in Germany.

This made Luther to speak out against the malpractice.

### **Luther's Actions against the Malpractices**

- Luther wrote 95 theses which he nailed on the door of the Wittenberg Cathedral on 31<sup>st</sup> October, 1517.
- This thesis explained why indulgences were a bad practice and challenged the catholic to reform.
- Some of the Arguments were;

- i. The church hierarchy should be dissolved. The pope is not the head of the church but Christ.
- ii. Man's righteousness and Justification are achieved through faith and grace.
- iii. The Pope has no power to forgive sins but God.
- iv. There are only two biblical sacraments namely; baptism and the Holy Communion.
- v. Baptism has no power to remit (forgive) sins.
- vi. There is no bodily presence of Jesus Christ in the Eucharist.
- vii. Priest should marry to avoid immorality.
- viii. Monasticism should end as it led to corruption.

Apart from the thesis, Luther also wrote three books in 1520. These books were; To the Christian Nobility of the German Nation, On the Babylonian Captivity of the Church, and About the Freedoms of Christians.

### **The Church's Immediate Response towards Luther's Protests**

- a. The Pope wrote a letter of condemnation to Luther. The Letter described Luther as someone who wanted to confuse the church. He declared that Luther's writings were heretical. Luther burnt the letter publicly
- b. Luther was tried by the Catholic Church through the Cardinal Cajetan in 1520 and condemned as a heretic. Luther was also called in 1521 by the Holy Roman Emperor, Charles C to answer his charges at the Diet of Worms Council (The German General Assembly).
- c. Luther was ex-communicated in 1521. However, Fredrick, the Prince of Saxony protected him from being killed.

### **Luther's Reaction to the Ex-Communication**

- Luther continued with his work though his charges.
- He translated the Bible and religious scripts into German to allow lay people access.
- He bitterly criticised the Catholic Church so that it should reform.
- He established the Lutheran Church in Saxony and then spread to Denmark, Sweden, and Norway.
- He married Catherine Von Bora which made him to detach himself completely from priesthood of catholic.

## **The Spread of the Reformation to other Parts of Europe**

### **a. In Switzerland in Huldrych Zwingli (1484 – 1531)**

- Zwingli was born on 1<sup>st</sup> January 1484 in Wildhaus in Switzerland.
- He started Music, Latin, and dialectics at Vena between 1498 and 1502.

- He once met Desiderius Erasmus, a biblical humanist who inspired him to judge culture and faith in line with the Bible.
- Zwingli was ordained as a catholic priest in Rome but worked in Switzerland.
- In 1529, he met Martin Luther to promote reformation in Europe.
- This motivated Zwingli to join the reformers against the false teaching of the Catholic.
- His main concern was the sale of indulgences by Samson in Switzerland and the worship of Mary as a link between Christ and believers.
- Zwingli argued that;
  - i. A person is justified by faith alone
  - ii. The bible has supreme authority not the church
  - iii. There is no bodily presence of Jesus in the bread and wine at the Lord's Supper.
  - iv. Jesus' holiness sanctifies believers and not private confession to a priest.
  - v. No infant baptism. (For this point, his followers were called Anabaptist.)

### **b. In France by John Calvin**

- Calvin was born in July 1509 in France.
- He studied law in Orleans and Bourges in 1532.
- John was influenced by Luther and Zwingli
- He turned against the Catholic Church when they influenced King Francis I to persecute all Lutherans.
- Calvin fled from Paris for Geneva where in 1536, he started to promote Protestantism.
- He wrote a book called the Institutes of the Christian religion.
- He also established a University at Geneva.
- His church was called the Calvinist Church which spread with different names to France (Huguenots), Netherlands (Dutch reformed), Scotland (Presbyterians), and England (Puritans).

#### **His arguments were;**

- i. The bible is the only source of truth
- ii. Believed in Predestination (God had already elected people who will go to heaven and hell)
- iii. No bodily pleasures should be allowed to attain purity
- iv. Justification is by faith and grace alone
- v. The church should not be subordinate to the state
- vi. The church hierarchy to be abolished

### **c. In Scotland by John Knox**

- He was born in Scotland in the 16<sup>th</sup> Century AD.
- He learnt at Glasgow University and became both a teacher and a preacher at St. Andrews in Scotland.

- He was also once a student of Calvin in Geneva where he attained religious doctrines of Calvinism.
- He founded the Presbyterian Church in Scotland despite opposition from Mary Stuart, the widow of King James.
- By the time of the death of Mary Stuart in 1560, Presbyterianism was officially a religion of Scotland.
- **His arguments were;**
  - i. Christ is the head of the Church not a person
  - ii. All believers are priest by the virtue of Baptism so they must be entrusted with church administration as presbyters (church elders).
  - iii. Catholic Bishops were oppressive authority
  - iv. Believers must maintain purity of the body and soul.
- **His contributions were:**
  - i. He found the Presbyterian Church in 1560.
  - ii. He wrote a book of Common Order and the Book of Discipline to regulate life and preaching.
  - iii. He established training of the Reformed ministers at Glasgow University.

### **d. In England by King Henry VII**

- Reformation in England was started by the monarch for personal reasons.
- It arose on a divorce question when King Henry VIII was in power between 1509 and 1547.
- King Henry was once the defender of Papacy when Luther attacked the Church.
- The pope named him the Defender of Faith. His dispute with the Catholic Church came when he wanted to divorce his wife, Catherine, who bore him daughters only and Marry Anne.
- He wanted male children to be heir of his throne.
- Pope Clement failed to end the marriage because Catherine was an Auntie of Charles V, head of the Holy Roman Empire.
- King Henry therefore broke away from the Catholic Church and divorced Catherine.
- He appointed the Archbishop of Canterbury to be the head of the Church of England.
- He ended catholic monasteries and sold their land.

In 1562, Queen Elizabeth I renamed the Church of England to the Anglican Church.

### **Reasons for the Success of the Reformation**

- The worldliness of the clergy upset many people.
- Kings wanted independence from the Pope to increase their political power.

- Faithful Christians were against the oppressive church hierarchy and rules.
- Translation of the bible into different languages enabled people to judge for themselves the falsity of some teachings of the Catholic Church.
- Humanism weakened the traditional beliefs of reverence to the customs of Roman Catholic Church.

### Counter-Reformation

- This was a direct effect of reformation on the Catholics
- To strengthen the Catholic Church and counter-attack the Protestants, the church went through some reforms and established measures to avoid more breakaways which is referred to as Counter-reformation
- The Counter-reformation was the attempt by the Catholic Church to defend itself from the reformers by doing away with some of its criticized practices.
- The **Main reasons** for the Counter reformation were:
  - a. To remove abuses of which it was accused.
  - b. To stop the spread of Protestantism.
  - c. To win back the Christians into the Catholic Church.

### The Council of Trent (1545 – 1563)

- This was a general meeting at Trent on the borders of Italy and Austria.
- Pope Paul III invited the leading priests and scholars to discuss the future of the Roman Catholic.
- The discussion brought off the following;
  - a. Strict rules for the work and conduct of priests.
  - b. Priests were to be highly learned and trained.
  - c. The final on matters pertaining faith and morals was the pope only.
  - d. Clarifications were made on the church's beliefs and doctrines against the Protestants.
  - e. Clarifications and verification were made on authority of the tradition of the church beside the scripture.
  - f. They stood firm that Jesus is bodily present in the Eucharist (Holy Communion).
  - g. The birth of Missionary work like the Jesuit that worked in protestant countries like Germany, France and England. These were also sent to new world of America, Africa, and Asia.
  - h. Abuses such as the sale of indulgences and corruption on church posts were ended.
  - i. Catholics were forbidden to read protestant books.
  - j. A special court that checked and removed heresies was reinstated.

### The Order of Jesus (Jesuits)

- This was a society that was established by Ignatius Loyola in 1534.
- Loyola was a former Spanish soldier who based his society based on military discipline and lines.
- The members took the vows of poverty, chastity, and loyalty to the Pope.
- These people were missionaries who worked very hard in preaching and teaching in protestant countries. They also worked in converting pagans.

### Results of the Reformation

- Birth of many denominations among Christians with different doctrines. These doctrines often brought confusions, divisions, and hatred among the people.
- It led to a series of civil wars in Europe.
- It declined the significance of Latin as an angelic language.
- The Catholic Church changed some of its malpractices.
- Papal authority declined.
- People's faith and sincerity were deepened.

### C. THE ENLIGHTENMENT

- Enlightenment is a period in history when influential people were inspired by a common belief in the possibility of a better world through application of human reason and knowledge.
- Enlightenment came from the philosophy of humanism which came to being during renaissance.
- Enlightenment flourished around 17<sup>th</sup> and 18<sup>th</sup> centuries.
- It marked the last phase of European awakening as leading thinkers used the idea of reason to re-examine all aspects of life.
- Enlightenment was a period of desire for human affairs to be guided by rationality rather than by faith, superstition, or revelation.
- It aimed at lifting the world from ignorance into a world of science, reason, and equality.

### Factors for the Development of Enlightenment

#### a. Scientific Revolution

- Scientific revolution started in mid-1500s in Europe.
- During scientific revolution, European thinkers generated ideas of reasoning, and applied the methods

- used in science known as the scientific method to investigate their world.
- The enlightenment thinkers used scientific investigation in their social and political life.
- They believed that humans could improve themselves by applying reason to their problems.

#### **b. Exploration and Imperialism**

- Exploration and imperialism brought change in European social and political life.
- The explorers brought back to Europe foreign lifestyles and beliefs due to their exposure to different peoples in America, Asia, and Africa.
- Chinese culture briefly came into fashion in the enlightenment era.

#### **c. The Declining Influence of the Church**

- Church influence over social and political life of people had diminished during renaissance and reformation.
- The corrupt nature of the Roman Catholic Church made people to believe earnestly to the enlightenment.

#### **d. The Thirty Years' War**

- Reformation sparked a thirty years war which broke out in 1618 in Bohemia.
- The Protestants had revolted against their incoming Catholic King.
- Germany faced a lot of casualties (people killed in war) as such they welcomed the ideas of peace by the enlightenment thinkers.

### **The Main Centres of the Enlightenment**

#### **a. London, England**

- Enlightenment started in England as people by fashion met in Coffee houses to discuss politics and issues.
- By this time, London had become a large trading centre because of the expansion of the British Empire.
- Poets and literary men attended coffee houses to read and discuss their creations.

#### **b. Paris, France**

- Enlightenment spread from London to Paris in France.
- Paris became the major centre of enlightenment.
- The enlightenment thinkers in France were referred to as philosophe which means Philosopher.
- These were writers, professors, journalists, economists, and social reformers.
- They gathered in wealthy middle class houses called Salons to discuss their enlightenment ideas.

- The best known salon was that of Madame Marie-Therese Geoffrin in Paris.

#### **c. The United States of America**

- Enlightenment spread even to new world on the United States of America.
- The main advocates were Thomas Jefferson and Benjamin Franklin.

### **Outstanding Personalities of the Enlightenment**

#### **a. Baron de Montesquieu (1689 – 1755)**

- His real name was Charles-Louis de Secondat.
- Montesquieu believed in the limitation of the powers of the monarch and the privileges of the nobility (upper class people) in France.
- For him, the system oppressed the common people.
- His famous book, 'Spirit of the Laws' published in 1748 argued for the separation of power by creating three state branches.
- These branches were; the executive (monarch or the leader), the legislature (parliament), and the judicially (the courts of Law).
- These three branches could limit each other's power in a system of checks and balances.

#### **b. Voltaire (1694 – 1778)**

- His real name was Francois-Marie Arouet from Paris.
- His was a well-known writer who wrote many pamphlets, novels, plays, letters, essays, and histories.
- His famous book was the Philosophical dictionary.
- He pressed for freedom of speech, press and religion.
- He opposed monarchy, dictatorship, and slavery.
- Voltaire used satire (criticizing people by making fun of them) or Irony (saying something with an intent to mean the opposite) to criticize the aristocracy, the commoners, the upper class, and the church.
- His idea led to the brutal French revolution in France which made many people to consider the 18<sup>th</sup> century as the 'century of Voltaire'.

- Voltaire also criticized religious intolerance by the Catholics and the Protestants.
- He promoted the philosophy of deism.
- Deism is a belief that God created the world, set it in motion, and allowed it to run without his interference.
- He looked at God like the clock maker.

#### **c. Denis Diderot (1713 – 1784)**

- Denis Diderot was a writer who went against his father's wishes who wanted him to become a lawyer.

- He is well known for the invention of the Encyclopaedia which was a collection of different subjects ranging from science and technology, politics, art, religion, trade, social and humanitarian issues.
- This book was published between 1751 and 1772.
- d. Jean-Jacques Rousseau (1712 – 1778)**
- He was a Swiss born French philosopher, writer, and educator (teacher) who established himself in Paris.
- His main ideas were built on three areas of freedom, education, and women affairs.
- On **Freedom**, he expressed in his famous book, '**The Social Contract**' published in 1762, that a government should be based on the choice of its citizens. He held the importance of democratic participation in every major decision of the government.
- On **Education**, Rousseau argued in his book written in form of a novel, '**Emile**' that education should aim at opening up natural abilities and instincts.
- **On Women Affairs**, he stated that women should be educated for their roles as wives and mothers by learning obedience and how to love and care for their husbands and children. He stressed that men and women are naturally different.

#### e. Mary Wollstonecraft (1759 – 1797)

- Mary was the British critic of the enlightenment view on Women.
- She defended the position of women in society in her book called '**a Vindication of the Rights of Women**'.
- She said that women are equal to men.
- On education, she suggested that boys and girls should be learning together (co-education)

### Different Views on Women and Men during Enlightenment

Rousseau	Wollstonecraft
Division of gender roles as women and men were born with different capabilities	Equality of men and women
Manual skills for women requiring no creativity and reason	Women needed education to become useful in a society
Should be excluded from public life and politics	They should be included in politics
Woman's duty to bring up children	Woman's duty to bring up children as well.

### Contributions of the Enlightenment to the Modern World

#### a. Modern Feminism

- Wollstonecraft started a movement on gender issues which are visible now.
- Though enlightenment thinkers saw women as inferior to men, Wollstonecraft's ideas brought a difference in the position of women in the society.

#### b. Individual Rights

- The enlightenment thinkers promoted the idea of individual rights such as freedom of speech, religion, press, and thought.
- Enlightenment thinkers stressed the importance of equality of all people in the society.

#### c. State Constitutions

- Enlightenment ideas on government have been adopted in many countries today.
- A lot of countries have a system of checks and balances with the three branches of government visible.
- Enlightenment ideas led to the 1775 American Revolution which was led by Benjamin Franklin and Thomas Jefferson.

#### d. Separation of Church and State

- Enlightenment increased the decline of the church's influence.
- It even came up with two philosophy of deism and atheism (the belief that there is no God) that conflicted with the church in many ways.
- The French revolution led to the formation of a constitution that separated the church and the state.

#### e. Developments in Science and Education

- Enlightenment thinkers based their ideas on scientific methods which led to development in science and technology still visible today.
- The enlightenment thinkers also contributed in the education sector where they stressed the importance of education for all.

## THE INDUSTRIAL REVOLUTION

### Meaning of Industrial Revolution

- This refers to the period of radical and rapid changes in the field of industry.
- Industrial revolution marked the change from handwork to work alone by power driven machine. Before this, people were relying on farming and all required materials were made locally and towns were small and underdeveloped. There were no factories as we know today. This means production of goods remained in small amount.

- The changes took place in transportation, iron, agriculture, and textile industry among others.

## Where Industrial Revolution Began

- It began place in England in Europe during second half of 18<sup>th</sup> Century between 1750 and 1850.

## Reasons why Industrial Revolution Began in England

### 1. Wealth

- England had rich merchants who used their available resources in buying expensive machinery that boasted up their industrial revolution.

### 2. Availability of Markets

- England traded with other countries like Netherlands, and North American Colonies.
- That made England to produce a lot of goods which in turn resulted into accumulation of wealth.

### 3. Cheap Transport

- Britain is an island which mostly depended on water transport. It was cheaper to import raw materials such as cotton, groundnuts, and sugar than other inland countries like German and Russia.

### 4. Peace and Stability / an effective political administration

- There were no struggles in political power that created a peaceful environment among people to devote themselves towards the development of their nation.

### 5. Abundance of Natural Resources

- It had natural resources like coal used as fuel and iron ores for the production of machines used in industries.
- Iron was used to make metals to make machines.
- These machines were driven by water power that is why early factories were built along the river sides.
- Later in 1800 AD, steam power replaced water power. Steam power was produced heating water by coal.

### 6. New Scientific Ideas / Innovations.

- Renaissance influenced England to learn a lot from other countries in terms of new discoveries.
- Scientists experimented on new ideas in agriculture.
- This improved livestock breeding and crop yields.
- Factory machines invented changed the system of production from handmade to power driven machines.
- Scientific innovations of 18<sup>th</sup> century were possible because of England's wealth and political stability.
- This gave people the opportunity to make money and increase knowledge.

### 7. Freedom of Movement

- Since the 12<sup>th</sup> century AD, European society was organised in feudal system. By this, land was owned by a landlord and others stayed on the lands as tenants. These were called the serfs, the lower class (peasants).
- When industries began, serfs moved from rural to urban in search for employment.

### 8. A Good Geographical Location

- Being an island, England enjoyed cheap transport and security because of the water body around it.

## Key Areas of the Industrial Revolution

### 1. Agricultural Revolution

- Agriculture ceased to be a backbone of economy in England but trade.
- They also invented machines for the agriculture sector like threshing machines, seed drills, reaping machines, combine harvesters, improved ploughs, hay rakes, hay loaders, and cream separators.
- New farming techniques such as crop rotation were also applied.

### 2. Textile Industry

- England took over the cotton manufacturing market from Asia as the use of machinery went into the textile industry.

It was the first signs of industrial revolution.

### • Stages of manufacturing clothes

#### a. Spinning

- This is yarning of wool into long threads or yarns.

#### b. Weaving

- The yarns/threads in spinning where combined together to make cloths.

- Later cotton began to replace wool in the cloth making.
- Threads from cotton were tougher than wool which was suitable for easy crude machines.

### 3. Introduction of Steam Power

- Steam engines were driven by the power from steam.
- Because of the steam engines, a lot of buildings were built where people used machines to produce goods.

## Important Inventions and their Inventors

### A. Textile Industry

#### 1. The Flying Shuttle

- It was invented by John Kay in 1733.
- It was a machine that saved the weaver from passing the shuttle from hand to hand.
- With this machine, more length of cloth could be weaved within a short period of time.

**2. The Spinning Jenny**

- It was invented by James Hargreaves in 1764 named after his daughter who is said to have knocked over one of their own spinning wheels at home.
- It could spin and weave sixteen threads at once.
- The only setback was that it was operated by hand and the thread produced was coarse and lacked strength.

**3. The Water Frame**

- This was a weaving machine invented by Richard Arkwright in 1769.
- It used water power to spin cotton threads in pairs to produce coarse and strong thread.
- The problem was it was too large in size hence not suitable for home use and it was too expensive for cottage industrialist.
- It was driven by water hence it had to be built on river side where there was enough water.

**NOTE**

- The invention of the water frame was the real beginning of factory system in Britain

**4. The Mule**

- It was invented by Samuel Crompton in 1779 after combining the spinning Jenny and the water frame.
- It made strong and finer threads than other machines before the invention.

**Results of Mechanisation in the Textile Industry**

- Abundant cheap goods were produced to support the increasing population
- Led to the growth of factories that replaced the production of goods by hand.
- It forced people to migrate to urban areas as a move to look for employment opportunities.
- It boasted trade among people and states due to the availability of the abundant industrial products.

**B. Agricultural Sector**

- Before the revolution in agriculture, farmers used to grow wheat and barley using fallow system.
- However, the growth of population led to the need for an abundant production of food.
- This forced the farmers to think of new ways of producing abundant food.
- Development in the agriculture sector were;
  - The Seed Drill** by Berkshire in 1700.
- It was a device for sowing seeds.

- It was actually the perfection of a horse-drawn drill invented by the Chinese in 1600s.
- The machine had rotating drills or runners that sow seeds at a set depth.

**2. Four Year Crop Rotation**

- It introduced by Lord Charles Townshend in 1730s.
- By this time, the system was already practiced in Holland
- Townshend rotated wheat, clover, barley and turnips.
- This helped to maximise land usage instead of using fallow system.

**3. Improving the Quality of the Soil**

- Thomas Coke mixed sandy soil with clay soil to increase fertility of the Land.
- Farmers stopped abandoning unfertile lands.

**4. Quality of breed of Cattle and Sheep**

- Robert Bakewell introduced a system of selecting healthy animals and cross breed them to produce giant off springs that were resistant to diseases.

**Results of Agriculture Revolution**

- It led to abundant production of food.
- Crop rotation reduced pests, diseases and soil erosion.
- Cross breeding cattle and sheep led to the availability of cheap meat and milk in all seasons. This improved the diet of the people.
- The rich began to lease and fence their land.
- The poor lost their land to the rich when they failed to lease it.
- It also led to migration of the poor who wanted to be employed in farms and industries.

**C. Transport and Communication Sectors****1. The Steam Engine**

- The most important invention in the industrial revolution era was the steam engine.
- It was invented by James Watt in 1769.
- It used coal to boil water that in turn produced steam that set the gears in the machine in Motion.
- The machine needed coal as fuel and iron to build it.
- Steam engines were used both in textile industry and transport industry.

**2. Introduction of Locomotives**

- With the invention of the steam engine, people started to use it to invent moving machines.

- In 1801, Richard Trevithick placed the Steam Engine on a frame fixed with Wheels to drive it. The machine could move on roads.
- In 1804, William Symington used the steam engine to drive boats to operate in water ways.
- In 1829, George Stephenson used the steam engine to produce a locomotive machine that operated on rails. This marked the beginning the beginning of national rail transport in England.

### **3. John Macadam and Improved Road Networks in England**

- John Metcalfe was the first road planner in England.
- John Macadam came with the idea of applying tar and fine stones on roads to make them smooth.
- This led to the production of the tar-macadamised road.
- They are called tarmac road in honour of Macadam.

### **4. James Brindley and Canal Transport (1759 – 1761)**

- Canals were constructed to ease the transport of heavy goods like coal and iron from mines to factories.
- They also shortened distances between places by linking rivers.
- The first people to construct canals were Duke of Bridgewater and his engineer, James Brindley.

### **5. The Electric Telegraph**

- By 1800s, people had knowledge of electricity.
- The first non-electric telegraph was invented in 1794 by Claude Chappe.
- The Electric telegraph was invented by Samuel Morse in 1844 in USA.
- It linked cities of Baltimore and Washington.
- By 1866, a telegraph wire was made to connect Britain and America through the Trans-Atlantic Cable.
- This eased communication between America and Britain from ten days or weeks more by ships to minutes by the telegraph.
- Alexander Bell then invented the Telephone in 1876

### **6. Radio**

- The radio was invented by an Italian Scientist called Guglielmo Marconi in 1896.

### **7. Aeroplane**

- It was invented by two American brothers, Orville and Wilbur Wrights introduced in 1898.

### **Results of Changes in the Transport and Communication Sector**

- 1) It led to the even distribution of goods and resources among the people.

- 2) It enabled the transportation of heavy goods
- 3) Locomotives protected people and goods from robberies.
- 4) It promoted trade between Europe and other continents.
- 5) Led to high demand of iron and steel.
- 6) It lessened the distance and communication barrier.
- 7) It led to the employment of a lot of people in industries, mines, trains, ships, etc.

### **D. Changes in Iron and Steel Industries**

- Iron and steel were used to make industrial machines and locomotives, and the steam engine.
- To smelt iron and steel, charcoal was used and this led to deforestation.
- In 1735, Abraham Darby introduced a new method of smelting iron using coal and coke.
- In the 1800s, Henry Bessemer introduced the Blast furnace. This smelted pig iron into steel after blowing very hot air into the furnace.
- The smelted iron was used in building engines and railway lines.

### **Results of Changes in Iron and Steel Industries**

- 1) Production of strong locomotives, bridges, and industrial machines.
- 2) It led to the employment of people in industries.
- 3) Led to the construction of high-rise buildings by using steel which was much stronger.

### **Effects of Industrial Revolution**

#### **a. Positive**

- 1) Transport and communication became easier.
- 2) Led to urbanisation by the building of industries and fine houses.
- 3) Mass production of goods by machines slashed down the prices of goods.
- 4) Literacy was improved and promoted.
- 5) Fallowing and crop rotation reduced soil erosion, pests, and diseases.
- 6) It intensified trade among continents.
- 7) Led to tightening of security among nations to safeguard goods and passengers.
- 8) Formation of trade unions to defend rights of workers.
- 9) Led to the birth of the new class called the middle class who obtained wealth from industries and business.

#### **b. Negative**

- 1) Deforestation as more charcoal was used for fuel

- 2) Led to overcrowding in cities as people searched for employment.
- 3) It led to migration of the people from rural areas to urban areas.
- 4) Overcrowding and congestion led to outbreaks of epidemics such as Cholera, typhoid and diphtheria.
- 5) Working conditions were bad in industries.
- 6) The middle class people exploited the poor people.
- 7) Led to moral degradation.
- 8) The poor lost their land to the rich
- 9) It led to environmental pollution.
- 10) It also led to the partition of Africa as European nations wanted industrial raw materials.

## **VOYAGES OF EXPLORATION OR DISCOVERY**

- A voyage is a long journey by sea.
- A long time ago, people believed that the world was flat land with a bottomless pit on its edges.
- This belief and others discouraged people to make long journeys as they were afraid that they would be lost.
- Things started to change with the knowledge during the renaissance, reformation, and industrial revolution.
- Devices such as the telescope and the compass aided people to go on long voyages and come back safe.
- Voyages of exploration began in Portugal in 15 Century AD.

## **Reasons Why Voyages of Exploration Began in 15<sup>th</sup> Century**

- 1) The scientific curiosity during the renaissance and industrial revolution made people to start approving or disapproving old Greek Geography writings.
- 2) New Scientific discoveries such as telescope, astrolabe, magnetic compass, fine ships, and maps aided the long travel by sea.
- 3) They needed to find a sea route to India since the land route was blocked by the Muslims of the Western Europe for the Eastern European countries.
- 4) Crusaders and pilgrims to Christian Holy Lands were attracted by food items and spices like pepper.
- 5) The need to spread Christianity in Muslim and pagan countries.
- 6) The need for trade.

## **The Portuguese Voyages of Exploration**

- Portuguese voyages of exploration was promoted by Prince Henry, the navigator, son of King John 1
- He was interested in exploration although he was not a sailor himself.

## **Why Portugal Led in Voyages by 15<sup>th</sup> Century AD**

- 1) **Geographical Position:** Portugal is close to the Atlantic Ocean and the Mediterranean Sea. This exposed them to navigation. It is also close to Africa.
- 2) **Strong Ships:** The Portuguese made strong ships that could sail in deep waters and resist strong winds. Such a ship was the Caravel.
- 3) **Peace in Portugal:** Unlike other European countries like Spain and England which were involved in the Hundred Years War, Portugal was peaceful.
- 4) **Support from Prince Henry:** It ensured the sailors funding and training.

## **Aims of Prince Henry**

- 1) To develop trade with other countries.
- 2) To discover new lands
- 3) To spread Christianity
- 4) Gain more lands to provide Portugal with raw materials.
- 5) To find a sea route to India

## **The Role of Prince Henry in the Voyages**

- 1. Trained sailors at his school of navigation at Sagres in Portugal.
- 2. Financing and planning the voyages by providing ships and necessary equipment needed.
- 3. Collecting necessary information, maps, charts, mariner's compass, the quadrant, and others for the preparation of the voyages.

## **The Portuguese Early Moves to find a Sea Route to India**

- Their first attempt was made by sailing along the West Coast of Africa in the Atlantic Ocean.
- In 1415, they defeated the Moslems in Morocco.
- In 1434, the Portuguese visited Cape Bojador and the Rio de Ore where they obtained gold and slaves.
- In 1446, they reached the Cape Verde.
- Unfortunately, Prince Henry died in 1460 before the sea route to India was found.

- Despite Prince Henry's death, the Portuguese continued with their voyages.
- In 1471 they reached the Gulf of Guinea where they sailed up to Ogowe River.
- In 1482, Diego Cam reached Congo as the first explorer to cross the equator.

The Portuguese started to trade with Congo in gold, ivory and slaves.

### **Problems Faced by the Portuguese explorers.**

- 1) Absence of safe and accessible harbours in the West Coast of Africa.
- 2) Contrary ocean currents delayed the voyages since the ships were wind driven.
- 3) Storms wrecked ships and killed sailors.
- 4) Death of Prince Henry who funded the voyages.

### **Notable Portuguese Explorers after the Death of Prince Henry**

#### **a. Bartholomew Diaz (1486 – 1487)**

- He left Lisbon in 1486 and sailed up to River Congo.
- He had pre-knowledge from previous sailors as he reached Walvis Bay (Namibia) and Cape of Storms in South Africa.
- Cape of storms was named so because of strong storms, scarcity of fresh water and food that forced the Portuguese to go back to Portugal.
- King John II renamed Cape of Storms to be Cape of Good Hope because it gave them hope that one day they would reach India.
- Bartholomew Diaz marked the first attempt by the Europeans to sail to the Southern tip of Africa.

#### **b. Vasco da Gama (1497 – 1498)**

- His aim was to finish the work of Bartholomew Diaz in finding a sea route to India.
- He sailed from Lisbon on 8<sup>th</sup> July 1497 with three ships.
- These ships were St. Gabriel, St Raphael, and Berrio.
- He sailed on the Atlantic Ocean for Ninety – six days to finally reach St. Helena Bay, Cape of Good Hope, and the Mossel Bay on 25<sup>th</sup> December 1497.
- He named the place 'Natal' which means birth.
- Gama reached Mozambique in 1498.
- The sailors were astonished with the riches of the city states due to trade with India in silk, porcelain, and cotton.

- To the disappointment of the Portuguese, the Arabs controlled the West coast.
- This made Vasco da Gama to leave Mozambique for Kilwa where they were then escorted to India by an Arab Pilot named Ahmed bin Majid.
- They reached Calicut in India on 20<sup>th</sup> May 1498.
- They were welcomed by the King of Calicut, titled Zamorin who was a Hindu.
- Da Gama bought spices which he sold back home.
- That's how da Gama discovered the sea route to India.

#### **c. Pedro Alvares Cabral**

- He set off from Portugal for India in 1500.
- However, he was blown off by the wind from the Cape of Good Hope to undiscovered continent of South America (Brazil).
- Because of this accidental discovery, the Portuguese claimed Brazil to be their area of influence.

### **Results of the Portuguese Voyages of Exploration**

#### **a. Positive Results**

- 1) A sea route to India was discovered
- 2) The Portuguese extended their trade with the East Coast of Africa, China, and India.
- 3) Portugal accumulated wealth through trade
- 4) Led to the spread of Christianity in the east coast of Africa.
- 5) Led to the settlement of the Portuguese in the interior and east coast of Africa.
- 6) Led to the discovery of unknown lands in Africa, Asia, and South America.

#### **b. Negative Results**

1. Promotion of Slave trade in Africa by the Portuguese.
2. They destroyed the Arab civilisation in the land of Zanj.
3. They exploited Africa and Asia of their resources such as gold, ivory, spices, and human resources (slaves)
4. Promoted conflicts among the indigenous people due to presence of guns and promotion of slave trade.

### **The Spanish Voyages of Exploration**

- Spain was the second country to go into voyages.
- The Spanish wanted to find a sea route to India via the West to avoid conflicts with the Portuguese.
- Most of the explorers under Spain were not Spanish.
- They managed to win the support of Spain rulers who entrusted them to discover unknown lands for Spain.

## Notable Spanish Explorers

### a. Christopher Columbus (1492 – 1506)

- He was an Italian who started navigation in Portugal.
- The Portuguese decline to sponsor his voyages because he planned to sail westwards to reach India.
- His idea emanated from his study of an Old Italian map which did not show any land between Europe and Asia.
- Columbus believed that sailing westwards would avoid a long journey around Africa.
- King Ferdinand and Queen Isabella of Spain sponsored Columbus who set off on 2<sup>nd</sup> August 1492 with ninety two men and three ships.
- The ships names were Santa Maria, Nina, and Pinta.
- On 12<sup>th</sup> October 1492, Columbus reached the San Salvador in the Bahamas in South America.
- He discovered Haiti, Cuba, and other island which he called West Indies and the inhabitants he called Indians.
- He returned to March 1493 where he was ordered to organise the second and third voyages.
- In all his voyages, Columbus brought back gold, copper, and gold objects.
- He died without reaching India in 1506.
- He discovered the new continent of America.

### b. Amerigo Vespucci

- He was an Italian who claimed to have reached the North American mainland before any other explorer during his voyage between 1497 and 1498.
- With the help of the Spanish soldier Alonso de Ojeda, he explored parts of South America.
- A German Geographer and Cartographer, Martin Waldseemuller suggested naming the new continent America in honour of Amerigo, the first explorer to discover America.

### c. Vasco de Balboa

- He was the first Spanish explorer to see the Pacific Ocean beyond the Isthmus of Panama.

### d. Ferdinand Magellan (1519 – 15)

- He was a Portuguese navigator but under Spain.
- He started off at Seville in Spain on 20<sup>th</sup> September 1519 with five ships (Victoria, Santiago, Concepcion, Trinidad, and San Antonio) and 265 men.
- Their aim was to discover the western route to the East Indies.
- He sailed to Brazil and continued their journey west.
- On 21<sup>st</sup> October 1520, one of the ships, the Santiago hit a rock and sank, but all men survived.

- He discovered the Straits at the southern tip of South America which were narrow, with high cliffs and dangerous underwater rocks. The Straits were named the straits of Magellan.
- Magellan named the calm waters he was sailing through to America Pacific Ocean which means peaceful ocean.
- In March 1521, he reached Ladrones islands.
- Magellan was killed by hostile tribes in Philippine Islands as they were helping one of the local chiefs who had assisted them with supplies in a tribal war.
- Sebastian Del Cano took leadership after that.
- They sailed back to Spain via Borneo, Moluccas Islands, and Cape of Good Hope.
- Only one ship, Victoria remained.
- The survivors of the first voyage around the world were around 15 to 18 men.
- This voyage proved that the world is round.
- In terms of trade, the voyage was unprofitable because it was too long.

## Problems Faced by Magellan's Crew during the Voyages

- 1) Shortage of fresh water and food supplies.
- 2) Diseases due to starvation and untreated water.
- 3) Un-navigable water mass that wrecked ships.
- 4) Strong winds that brought fear to sailors
- 5) Hostility from the Philippine Islanders who killed Magellan himself.

## Spanish Defeat of the Aztecs and Inca

- The Spanish started to settle in the new lands they discovered.
- In America, they conquered indigenous groups that resisted the Spanish occupation of the Aztecs of Mexico and Inca of Peru.
- Spain sent Hernando Cortes who plundered the Aztecs in 1520.
- The Inca were crushed by Francisco Pizarro in 1530.

## Spanish – Portuguese Conflict During Voyages of Exploration

- Portugal and Spain had a quarrel over the control of the new world.
- They both claimed to be the first to have discovered the areas.

- So they appealed to Pope Alexander VI who drew an imaginary line on a world map dividing the world outside Europe between Portugal and Spain.
- This was by the treaty of Tordesillas in 1494.
- Spain took the west of the Papal line and Portugal took east but Spain conquered Portugal in 1550 and defied the Papal line.

### The English Voyages of Exploration

- The English wanted to discover a new sea route to India using the Northern passage.
- This passage was intended to reach India from England via the Arctic Coast and Asia.
- The first English explorers like Richard Willoughby and John Chancellor sailed from England to the Arctic coast of Asia and landed in Russia (the North East Passage)
- Others sailed from England to Northern Canada and Alaska (North West Passage).
- A lot of English explorers sailed along the coast of Canada and named bays and straits were named after them.

### How the English got Involved in the Voyages of Exploration

- 1) **Through the Initiative of King Henry VII of England:** he sent John Cabot, a sailor from Venice in Italy to find new lands westwards in 1497.
- 2) **Through the initiative of Queen Elizabeth I:** She sent explorers to compete with the Portuguese and Spaniards peacefully using the Northern Route to India. England had learnt a lot about navigation from Spain due to the royal marriage between King Philip II of Spain and Queen Mary of England.

### Notable English Explorers

#### a. John Davis (1550 – 1605)

- He made three voyages using the North-West passage in 1585, 1586, and 1587.
- He also invented a navigational device called the Dais Quadrant which they used to find latitudes.

#### b. Richard Willoughby and John Chancellor

- They were the pioneers of the North-East passage by 1553.
- Willoughby failed to reach India because of the vastness of Russia and very cold weather.
- Chancellor discovered the White Sea and opened trade links between Russia and England.

#### c. Martin Frobisher

- His aim was to find the North-West passage to India.
- He reached Arctic Coast of North America, Canada, and Alaska.

#### d. John Hawkins

- He was the first to use the Portuguese eastern route via Africa to India.
- He was also the first Englishman to do slave trade.
- This made him an enemy of the Spaniards who considered slavery an evil practice.

#### e. James Lancaster

- He was the first English sailor sail through the Cape of Good Hope and established the East Indies Company in India.

#### f. Sir Francis Drake

- He was the first Englishman to go around the world using the Magallen's route.

#### g. Sir Humphrey Gilbert

- He established the first English colony in America in the city of St. Johns as he searched for the North-East passage in 1583.

#### h. Henry Hudson

- He was also searching for the North-west passage.
- He discovered the Jan Mayen Islands off Norway.
- He was also the first English explorer to discover the Hudson River and Hudson Bay in North east Canada.

### Results of the English Voyages of Exploration

- 1) New trade routes were discovered that linked Europe, North America, and Asia.
- 2) It promoted trade between England and Russia.
- 3) English sailors sailed around the world.
- 4) The discovering of northern passages avoided conflicts.
- 5) Led to the discovery of Davis Quadrant
- 6) Led to important improvement in ship construction and rigging.

### General Results of the Voyages of Exploration

1. European countries close to the Atlantic Ocean became leading states of Europe.
2. European states started to colonise the newly discovered lands
3. Led to the spread of Christianity.
4. New crops such as potatoes, maize, and tobacco were introduced in Europe and Africa.
5. Led to slave trade.
6. It led to the speeding up of the art of drawing fine maps.
7. Sea routes became cost saving and convenient than land routes.

8. Led to the depletion of resources in Africa, Asia, and America for the European industries.

## THE FRENCH REVOLUTION (1787 – 1799)

- This was a period of radical political and social changes in France.
- French old ideas which promoted absolute monarchy and favoured the rich and religious leaders were overthrown by new principles of liberty, equality, and fraternity.
- Most leaders of the French Revolution came from the Bourgeoisie, the middle class of the French society.
- The Bourgeoisie was a small class of people which included the merchants, traders, industrialists, lawyers, doctors, and other professional groups.

### **France by 1789**

- It was one of the riches and powerful countries in Europe.
- However, the riches were enjoyed by a few people.
- Amidst the social classes of the French, the society was divided into three orders or estates.
- These included:
  - a. **The First State:** It comprised of the clergy (Bishops, Abbots, and priests). They owned 10% of the Land in France. These people did not pay tax (taille). They also had close relationship with the monarchy.
  - b. **The Second State:** It comprised of Nobles who owned about 30% of the land. The nobles held all important positions in the government. They did not pay the Taille (direct tax) as well. However, they paid poll tax and twentieth taxes.
  - c. **The Third State:** It consisted of the majority of the French population. The **peasant** formed the largest segment of the third state (80% of the population). The peasants had little or no land and they were subjected to all taxes including the Gabelle (tax on salt). Another group of the third state were the **skilled craftspeople, shopkeepers, and wage earners** who mostly were found in urban areas.
- The last group of the Third Estate were the **Bourgeoisie or the middle class**. They comprised 8% of the total population and owned 25% of the land. These did not like the privileges held by the nobles.
- There were a lot of crashes and problems because of these orders in France which led to the revolution.

## **Causes of the French Revolution**

### **1. Influence of the Enlightenment Thinkers**

- Enlightenment brought desire for change.
- Philosophes criticism of the government acted as an eye opener for many people in France.
- The most influential thinkers were Montesquieu and Jean Jacques Rousseau.
- Montesquieu believed in limiting the power of the monarch and the privileges of the nobles by introducing a government in which all interest of the people were represented and respected.
- He came up with the idea of checks and balances that could limit each other's power.
- Rousseau on the other hand proposed the government by the people for the people (democracy).

### **2. The Influence of England**

- By this time, England was a better country than France.
- The philosophes imitated and referred to England in their writings and arguments Voltaire and Montesquieu developed their ideas of a good state from England.

### **3. The American Influence**

- France aided the American Revolutionary War (1775 – 1783) in terms of finance, navy, and troops against the British colonialists.
- The success of the American Revolution inspired the people in France to do the same and move against the monarchical government.

### **4. Resentment of Royal Absolutism**

- People hated the absolute monarchy government.
- The king had power above the law as he could order imprisonments without trial as he pleased.
- The king and his royal council were inefficient and involved themselves in corruptions and injustices.
- Examples of inefficiencies especially during the reign of King Louis XVI were;
  - a. Poor system of taxation
  - b. Poor judicial system which often asked clients to pay bribes that were called the epices.
  - c. Unfair trade tariffs
- There were also no national or provincial assemblies where people's affairs could be discussed.
- This made most of the middle class people and the nobility unhappy with the monarchy.

### **5. Social rivalry between the aristocracy and bourgeoisie.**

- Even though the nobles (aristocracy) and the bourgeoisie were seen to be against the monarchy, there was a bitter rivalry between them too.
- The nobles were afraid of the rise of the middle class because they would take away their privileges.
- The Middle class at the other side saw the nobles as the barrier between themselves and equality in France.
- The middle class wanted the following changes;
  - Improve the tax system to become fair
  - Create a fair system of production
  - Improve the economic system
  - Improve the geographical divisions in France and the problems they caused.
- So, the revolution was a fight for equality and recognition by the bourgeoisie.

### **6. Economic Hardship**

- Though France was generally rich by this time, the wealth was owned by a few people.
- The general low class people lived in dire poverty which was increased by the 1788 – 1789 drought and hailstorm.
- There was a rise in prices of basic items such as bread.
- This led the peasant to rise against their local landlords and encouraged the French revolution.

### **7. Problems of managing state finance by the monarchy.**

- From 1614, the Monarchy had no one to answer to as such kings managed the financial affairs as they wished
- This led the kings to abuse the finances.
- The unequal system would be increased if they needed more riches for themselves.
- Corruption was rampant by the kings where they sold titles and other privileges to the rich people which would exempt them from the taxes.
- Such mismanagement by the monarchy nearly led France into bankruptcy just before the Revolution.
- The king who destroyed the economy of France because of his selfishness was King Louis XIV.
- King Louis XVI was expected to do better when he came on the throne but he was also incompetent.
- With pressure from the people, Jacques Necker, a minister, with some ministers revised the tax system to include payments from the nobles and clergy.
- The King taxed the nobles but the nobles refused which showed that the Monarchy was no more feared.

## **Major Developments and Events of the French Revolution**

### **1. Meeting of the Estates General (The Three Estates)**

- This was a meeting held at Versailles on 5<sup>th</sup> May 1789.
- It composed of representatives from the three estates of French society.
- The first and the second estate had 300 delegates while the third estate had 600 delegates.
- The King called for this meeting to try and fix economic challenges especially taxation issues.
- The challenge in this meeting was that the first and the second estate did not want to be taxed while the third estate wanted a constitutional government.
- Another challenge at the meeting was the way of voting. The first and the second estate wanted people to vote at the meeting with the ancient system of one vote per estate which would work to against the third estate though they were the majority. The third estate proposed one representative one vote system but it was declined. Even the King himself did not support it.
- On 17<sup>th</sup> June, 1789, the third estate declared itself the National Assembly. This was a major and the beginning of the French Revolution since the nobles and clergy were swept aside by the Third Estate.

### **2. The June 20, 1789 Tennis Court Oath.**

- Three day after the third estate had declared itself of the National Assembly, the representatives went to their meeting place.
- Unfortunately, they found the doors locked.
- So they resolved to use an indoor tennis court nearby where they showed they would continue to meet until they produced a French Constitution.
- The oath is referred to as the Tennis Court Oath.

### **3. The July 14, 1789 Storming of the Bastille**

- The Bastille was a royal prison which held gun powder and arms, and six or seven prisoners.
- A large crowd of 8000 men and women broke into the prison courtyard to search weapons.
- The prison guards shot the people killing 98 and wounding 73 people.
- However the crowd with the help of some defected prison guards blew the gates of the prison and forced the governor of the bastille (Marquis De Launay) to surrender
- They beheaded him and carried his head in the air to show triumph through the streets of Paris.

- This showed that the King's authority had collapsed since some of the royal troops were defecting.

#### **4. The August 26, 1786 Declaration of the Rights of Man and Citizen.**

- The self-appointed assembly tasked itself in forming a new government. They decided to begin by issuing a **declaration of Rights and the Citizen** as an introduction to the new constitution.
- Inspired by the American Declaration of Independence and Constitution, and the English Bill of Rights, it set out the natural rights of human beings to liberty, property, security, and resistance to oppression.
- They also removed the tax-free status for the nobles.
- Other specific rights include:
  - a. Access to public office based on talent
  - b. Freedom of speech and press
  - c. Nobody was to be imprisoned except by forms of law decided by the people

#### **5. The October 1789 Women's March to Versailles (5 – 6 October)**

- 7000 mainly militant women of France marched to the King's Palace in Versailles on 5<sup>th</sup> November 1789 to demand the lowering of the price of bread and food, and the punishment of those who were against the revolution.
- They were armed with broom sticks, swords, spears, pistols, and muskets.
- They were joined by a crowd of men of whom some dressed like women.
- They took the royal family to Paris on the 6<sup>th</sup> October after Marquis de Lafayette, the commander of the National Guard persuaded the King to accept the demands of the Marchers and the Declaration of the Rights.
- The Assembly moved to Paris ten days later.

#### **Significance of the Women's March**

- This March was the beginning of the active involvement of women in political rights.
- They formed clubs and feminist movement which demanded women participation in politics and similar rights as men.
- Leading groups for the fight of women rights were the social Circle (Cercle Social) and the Society of Revolutionary Republican Women (formed by Pauline Leon and Claire Lacombe)
- **Women** activists like Olympe de Gouges (real name Marie Gouze) wrote the Declaration of the Rights of Women and the Female Citizen which was modelled on the Declaration of Rights of Man and Citizen.

Unfortunately, all Women's clubs were suppressed by the revolutionary government that came in and women never gained any political right until later. Gouges was persecuted and killed for her political activism.

#### **6. The June 20 – 21, 1791 Flight to Varennes**

- King Louis XVI was not happy with the changes demanded and he planned to form a counter-revolutionary Army to take back France.
- He planned the royal family to escape to Austria, the birthplace of Marie-Antoinette, the Queen of France.
- The plans failed as the royal family was captured in Varennes, few miles away from Austrian border.
- People raised suspicions about the threat of royalist counter-revolutionary plot. It increased the people's unity in the revolution.

#### **7. The July 17, 1791 Champ de Mars Massacres**

- People gathered to sign a petition for a republican constitution and the removal of the king.
- Things got out of hand when the people turned against two suspicious people.
- The national guard was called with killed more than fifty people and many more wounded
- This created distrust by the revolutionaries in Lafayette though he had helped them convince the king to accept their demands in the October Women's march.
- The distrust initiated two separate revolutions, the original one and a new one which was more radical. The new one aimed at making France a republic.

#### **8. The June 20, 1792 Storming of Tuileries**

- Urban workers and peasants formed a group known as the Sans Culottes which meant 'without culottes', knee-breeches that the privileged wore.
- This people marched into the King's Tuileries Palace and demanded that he wear the Red Bonnet which was the symbol of the revolution and toast the nation.
- The King did as orders though reluctantly.
- They also demanded that he should end his veto powers and recall a more radical revolutionary party called Girondin ministers.
- The King calmly refused the second demands and the crowd dispersed.

#### **9. The Early August 1792 Formation of the Insurrectionary Commune**

- It was formed by the members of the Culottes which had the spirit of vengeance against the King and his supporters.

- The group was led by Georges Danton who was once a minister of Justice.
- It comprised of forty eight local councils of Paris.
- It overtook the National Assembly and demanded for recognition as the governing parliament for the working people.

### **10. The August 10, 1792 Overthrow of the Monarchy**

- The Insurrectionary Commune organised 20,000 people for demonstrations against the King.
- Some of the king's guard defected to the demonstrators.
- After a bloody invasion of the palace, the King was captured and was forced to recognise the commune and set up a new parliament elected by universal male suffrage.
- This meant all adult males in France were given the right to vote.

### **11. The September Massacres (September 2 – 6, 1792)**

- As a way of dealing with all those who sympathised with the royal family, Jean Paul Marat, a leader organised massacres.
- The main aim was to prevent counter revolutionary.
- Marat was the leader of the radical revolutionaries.
- He orders assassins to kill all supporters of the king even those in jail. (1,200 prisoners were killed)

### **12. The September 22, 1792 Declaration of France as a Republic**

- A national convention was elected which was dominated by lawyers, professionals, and property owners.
- It met on 21<sup>st</sup> September and then declared France a Republic on 22<sup>nd</sup> September 1792.
- The king was sentenced to death by beheading on 21<sup>st</sup> January 1793 after a fierce debate between the two opposing groups of the Girondins and the Mountain.
- The Girondins who represented provinces outside the cities feared the radical mobs in Paris so they wanted the king alive.
- The Mountains represented the radicals in the city who were bitter with the King so they wanted the King dead.

### **Situations that showed that People did not Like the National Convention**

- a. It was put under pressure to adopt a more radical position by members of the commune in Paris.
- b. Peasant in Western France did not accept its authority.
- c. Foreign rulers were not happy with the execution of Louis XVI as such they took up arms against France. Such countries were Austria, Prussia, Spain, Portugal, Britain, and Netherlands.

### **Committee of Public Safety and the Reign of Terror (1793 – 1794)**

- The Committee of Public Safety was a special committee of twelve members which was established for the following duties;
  - a. Issuing of decrees,
  - b. Appointment and dismissal of officials, and
  - c. Control of all government departments and the army through its agents.
- It was led by Georges Danton and later Maximilien Robespierre.
- It successfully dealt away with both domestic and foreign threats.
- They also set in motion an effort to deal with those against the revolutionary republic.
- This period was called the reign of Terror.
- About 40,000 people were killed.
- 16,000 of these people were executed under the guillotine.
- Women rights activist Olympe de Gouges and Queen Marie Antoinette were also beheaded this time.
- The Committee instructed the army not to spare anyone until the whole of France was brought under the control of the National Convention.
- The Reign of terror ended after Robespierre was condemned by some members of the national Convention through votes. He was beheaded on 28<sup>th</sup> July, 1794.

### **The Government of the Directory (1795 – 1799)**

- This was the government that was set after the end of the reign of terror.
- They established a National legislative Assembly in August 1795.
- It consisted of two chambers;
  - a. The Lower House: It was also called the Council of 500 representatives. Its duty was to propose laws.

- b. The Upper House: it was called the Council of Elders. It had 250 senators. Their duty was to accept or reject the proposed laws.
- Members of the chambers were elected based on their qualifications.
- The day to day activities of the government were in the hands of a directory of five individuals which acted as the Executive committee.
- It assumed this leadership of the country by the help of the legislature.
- The members of the committee were supposed to retire each year to let another one voted in by the legislature.

### **Challenges Faced by the Directory Government**

- a. Corruption
- b. Continuing economic challenges
- c. Political enemies especially royalists and radicals.
- d. Military take over

### **The Rise of Napoleon Bonaparte**

- Napoleon Bonaparte was born in 1769 at Ajaccio.
- He attained his education at Military Academy of Brienne fast because of his natural abilities and intelligence.
- He also excelled fast at Royal Military in Paris.
- Napoleon got in the French army where he was promoted to the rank of Brigadier General at the age of twenty four.
- The revolution gave opportunities to Napoleon to rise to power from 1799 to 1815.

### **The Role of Napoleon Bonaparte in the French Revolution**

#### **a. Restoration of Peace in France and Europe**

- During the revolution, the military remained neutral in the political affairs.
- It rather pre-occupied itself with conquering other territories of Europe.
- Napoleon won several battles for France against Italy, Austria, and Prussia (modern German) which made him very popular in France.
- On 9<sup>th</sup> November, 1799, Bonaparte staged the Broumaire Coup D'état which overthrew the government of the directory.
- His government was called the consulate and Napoleon was named France's first Consul.

- France became a republic but with Napoleon having absolute powers (dictatorial powers).
- Napoleon ended the wars with other countries by signing a number of treaties which assured Europe peace.
- Napoleon developed France in a number of ways and sectors;
  - a. Created a strong centralised government with a structured bureaucracy.
  - b. He built new parks, bridges, and quays.
  - c. He built canals, reservoirs, and the roads.
  - d. He founded the Bank of France.
- He crowned himself Emperor Napoleon I.

#### **b. The Concordat (Peace with the Catholic Church)**

- Napoleon also ended the enmity between the revolution and the Catholic Church though he had no religious faith himself.
- He signed a treaty with the pope in 1801 called the Concordat (meaning agreement or treaty).
- The pope agreed not to ask for the return of the church lands that were seized during the revolution.
- The agreement recognised the Catholic Church as the religion of the majority in France.
- This relationship with the Catholic Church made Napoleon more powerful.

#### **c. The Codification of the Laws**

- Napoleon successfully processed the laws for France.
- He established seven codes of law but the most important one was the civil code which was also called the Napoleonic Code or Code Napoleon.
- This code had the following;
  - a. Recognising the principle of equality of all citizens before the law.
  - b. Promoted individual rights like choice of profession, religious tolerance, trial by the jury, and abolition of serfdom and feudalism.
  - c. Protected property rights
  - d. Safeguarded the interest of employees by banning trade unions and strikes.
- However, other rights were not promoted. For example;
  - a. It was difficult for women to obtain divorces than men. Women were seen less equal than men.
  - b. Property inheritance favoured sons than daughters.

- c. Press freedom was limited. Napoleon shut down sixty of France's seventy three newspapers.
  
- d. A new System of Government Administration (bureaucracy)**
- A bureaucracy is a system of management operated by a large number of officials who follow rules carefully.
- Napoleon's selected his officials based on ability only rather than birth.
- Between 1808 and 1814, he created 3,463 nobles whom nearly 60% were military officers.
- Most of his officials came from the middle class.
- e. Spread Revolution to other parts of Europe**
- Being a skilled soldier, Napoleon conquered much of Europe.
- He created an empire called the Grand Empire comprising of territories such as France, Spain, Holland, Italy, Sweden, Russia, Austria, and Prussia.
- These countries followed the principles of legal equality, religious tolerance, and economic freedom.

**The Fall of Napoleon**

- Napoleon was defeated at the Battle of Waterloo in Belgium by the British and the Prussians on 18<sup>th</sup> June, 1815.

**Contributions of the French Revolution to the Modern World****1. Principles of Liberty, Equality, and Fraternity**

- The Declaration of the Right of Man and of citizens in 1789 influenced the development of the United Nation's Declaration of Human rights of 1948.
- The French revolution helped people to recognise the need for equality and the entitlement of the main human rights.

**2. End of Absolute Monarchy**

- The French Revolution presented the first opportunity to remove absolute monarchies in Europe.
- The monarchies that remained made sure to agree to form constitutional monarchy that limited their powers.

**3. The Fall of Feudal System**

- **Feudal system** was the social system people were organised in ranks. Those of low ranks served those of higher ranks.
- This system was rampant in Europe where landowners took advantage of the peasants.

- The French Revolution promoted equality for all citizens so it eliminated Feudalism in France and other countries followed the example.

**4. The Idea of Nationalism**

- Nationalism is the unique cultural identity of a people based on common language, religion, and national symbols.
- The Revolution led to a lot of nations to fight for their own independence.

**5. The Idea of the Revolution**

- The French revolution has acted as the model for revolutionaries until now.
- Most revolutionaries are based on violation of abstract rights rather than existing laws.
- The French revolution is seen to have inspired the major socialist revolutions of Russia, China, and Cuba.

**6. Administrative and Judicial Reforms**

- The modern day judicial and administrative systems owe to the French revolution.
- The judicial systems were reformed to more rational and fair for all its citizens in France.
- It also made society to be based on merit and not birth.
- The Civil Code has influenced other European Legal systems.

**7. Decimal and Metric Systems**

- The revolution made standards of weights and measures.
- In 1799, the metre and Kilogram were declared the legal standards for all measurements in France.

**8. The Art of War**

- The Revolutionary Wars and Napoleonic Wars changed the map and future of Europe.

**NATIONALISM AND INDEPENDENCE MOVEMENTS IN AFRICA**

- **Nationalism** is a feeling held by the people of a particular territory that they should form their own country and run their own affairs.
- Africa was colonised by European countries which directly or indirectly ruled over the African people.
- After the Second World War, a lot of countries that were colonised like India started to fight for their independence.
- African countries also started to fight for their independence from their colonial masters.

## Factors that Built Nationalistic Feelings that Led to the Rise of Nationalism

### a. Education

- A lot of Africans attained European education.
- Through education, Africans realised that they could rule themselves and fight oppression which dominate the colonial rule.

### b. Urbanisation

- A lot of people moved to towns where they were exposed to modern way of life and ideas.
- This led them develop keen interest in politics that promoted nationalist ideas.

### c. Pan-Africanism

- This was the idea for Africans to unite across barriers of language and politics to improve their lives.
- This idea influences most of Africa's first Presidents like Kamuzu Banda and Kwame Nkrumah.

### d. The Second World War (1939 – 1945)

- The Second World War exposed African soldiers to different cultures and societies and their government.
- This helped the soldiers to bring nationalistic ideas home.
- The war also made people to realize that colonial rule did not benefit Africa and had to be eliminated.

### e. The United Nations Organisation

- UNO put pressure on colonial powers to grant their areas of influence self-rule.
- This was in its charter which had a clause that affirmed the right of self-determination.

### f. The Cold War

- Cold war was the rivalry between United States of America (USA) and the Russia which began soon after the Second World War.
- This rivalry put increased pressure on European countries to grant independence to their colonies so that they should influence type of governments.
- The European countries also saw the need to either side with USA or Russia for their development.

## A. GHANA

- Ghana got its name from the ancient kingdom of Ghana
- The name means Lord of Gold because ancient kingdom of Ghana had rich gold deposits controlled by the Soninke people who traded with the Arabs by 713 AD.

- The British started to colonise Ghana in 1850 during the trans-Atlantic slave trade when they had bought Christenborg Fort in Accra.
- They then colonised the entire Gold Coast in 1874 after defeating the Ashante during the 1873 – 1874 Anglo-Ashante War.
- The British began their oppressive policies which forced the Africans in Ghana to revolt against the British imperialism especially after the Second World War.
- The Africans of the Gold Coast did not want to be ruled by the British as a result they launched a number of violent and constitutional means possible to force the British out of their land.

## Factors for Nationalism in Ghana

### 1. Effects of the Western Education

- The British built schools in Ghana where an American Educated Ghanaian Educationalist (1875 – 1927) taught and awakened Africans politically.
- The western education had the following effects;
  - a. Provided the local people with educated future leaders who went against colonialism. For example; John Mensha Sarbah, Dr Joseph Danquah, and Kwame Nkrumah.
  - b. Western ideologies inspired educated Africans to point out the weaknesses of the colonial government.
  - c. Schools enabled people to see discriminatory and oppressive policies of the government.

### 2. Impact of the Exploitation

- The British exploited Africans in Gold Coast economically.
- They drilled minerals such as gold, manganese, and bauxite for themselves.
- The economic growth and exploitation influenced nationalism in the following ways;
  - a. Africans moved to urban areas where they were shaped politically.
  - b. The African farmers were frustrated with the colonial government because of poor cocoa prices at the market. This inspired nationalism.
  - c. The cocoa plants were affected with a disease which led the colonial government to destroy all affected crops. This increased the bitterness between the Ghanaians and the colonial government.

### 3. The Impact of the Second World War.

- The European powers promised their colonies freedom if they would help them fight the war.
- Britain and USA built airfields in West Africa to act as bases to fight their enemies.
- They employed Africans from the Gold Coast to defend Ethiopia from Italy in 1940 and India from Japan at Burma in 1943.
- Africans were also employed in armament industries that were established in the Gold Coast.
- The Africans did not like all this since they had nothing to do with the war directly.
- Because of the Second World War, the elements of nationalism came as follows;
  - a. The ex-servicemen (war veterans) got enlightened on the social and political matters that led them to start resisting colonialism when they returned home.
  - b. The ex-servicemen were not happy with the colonial government because it did not support them economically when they returned from the war.
  - c. The war weakened European countries militarily and economically. As a result, they failed to put down revolts in their colonies.
  - d. There was inflation in Europe due to the war expenses. This affected the people in the Gold Coast as food prices went very high. For this reason, the Africans of the Gold Coast rose against the colonial masters.
  - e. The independence of India in 1947 influenced the nationalistic movements in the Gold Coast as well. Just like India, Gold Coast had signed the war contract with Britain which promised them independence.

#### **4. Political Dominion of the British Colonial Government**

- The legislative council was dominated by the colonialist who made laws that favoured them and oppress the native.
- Since 1850 to 1957, the African less representatives.
- In 1881, there was only one representative; in 1917, there were six representatives; and in 1925, limited voting rights for only those who occupied a house of notable value were given a right to vote.

#### **Major Nationalist Movements in Ghana**

- Ghana was ruled by a governor who was assisted by an advisory council. Unfortunately, Africans were not represented in this advisory council.

- By 1945, the advisory council only had two Africans.
- In 1956 Governor Sir Alan Burns introduced a new constitution called by his name, the Burns constitution.
- It provided for an African elected majority in the council of advisory though the Africans had no power at all.
- The Africans of the Gold Coast hated this.
- They resolved to form political parties to represent themselves.
- There were two major political parties that were formed;

#### **1. The United Gold Coast Convention (UGCC) 1947**

- It was the first movement that was formed Dr. Joseph B. Danquah and George Grant (lawyers) and F. A. Awoonor Williams (Businessman) in 1947.
- It was a reaction to the Burns Constitution that gave the Africans representation but did not grant them power to make laws and control the economy of the Gold Coast.
- The party was for the upper-middle class Africans like lawyers and businessmen.
- Dr. Danquah invited Kwame Nkrumah from Britain to be the party's General Secretary.

#### **Aims of the United Gold Coast Convention (UGCC)**

- a. To foster nationalism constitutionally
- b. To fight for self-government in a short time
- c. To urge the government reduce the rising cost of goods after the Second World War.

#### **Factors that Made UGCC Popular among the People**

- a. Nkrumah's radical moves in pressing the colonial government to grant them independence.
- b. The support of the ex-servicemen who rioted against the poor economic policies of the colonial government on 28<sup>th</sup> February 1948.
- c. The colonial polity of cutting down the affected cocoa plants made farmers hate the colonialist and attach themselves to the party.
- d. The control of trade by the Europeans led to the decreasing of selling price of farm produce and increased cost of European-made products. Some African chiefs under Chief Nii Kwabena Bonne III hold riots in Accra because of this.

Thus the colonial government got infamous as people supported the UGCC.

## 2. The Convention People's Party (CPP) 1949

- It was formed by Dr. Kwame Nkrumah with Kojo Botsio and K. A. Gbedeneh on 12<sup>th</sup> June 1949.
- The party was a breakaway from UGCC because Kwame had misunderstandings with the UGCC officials.
- The CCP was a mass political party other than the UGCC which was for the wealthy Africans.

### Reasons Why Kwame Broke Away from the UGCC

#### a. Misunderstanding between Nkrumah and the UGCC officials

- Kwame felt the party was for the educated people who were moderate in pressing the colonial government.
- The party seemed to co-operate with the British.
- Nkrumah associated himself with the local mass, the ex-servicemen and the local chiefs.
- He formed youth groups to amass support.
- The UGCC did not like Nkrumah's radicalism and they saw him as a power rival to be eliminated.

#### b. The Side-lining of Nkrumah in the Coussey Committee

- Because of the riots of the 1948 riots, African commission of inquiry was set which was headed by Heneley Coussey in 1949.
- Among its 38 members, Nkrumah was not invited.
- Nkrumah interpreted this as a move to suppress him.
- He therefore formed his own party.

### Aims of the Convention People's Party (CPP)

- To fight for an immediate independence of Ghana. Nkrumah associated with all classes of people to empower them to be patriotic and liberate their country from the colonial rule.
- To foster nationalism in a non-violent called the Positive Action. This was a non-violent way Nkrumah and his supporters used to force the colonial government change their policies.

Africans boycotted European and Lebanese shops, looted shops in 1948, and attacked jails to release prisoners.

- To promote unity among the people among all classes of people to fight for their independence. Nkrumah also wanted to unite West African countries like Nigeria to fight for their independence.
- To let Gold Coast develop its own socio-economic and political systems. Nkrumah wanted policies that could

fit the communal Africans. As such, he preferred socialism to capitalism.

### Comparing UGCC and CCP Tactics in Fostering Nationalism in the Gold Coast

- The UGCC membership was based on educated people and businessmen while the CPP involved all classes.
- The UGCC was conservative and constitution while CCP was radical in forcing the colonial government to step down.
- The UGCC believed in attaining independence in future while the CPP wanted an immediate independence.

### Nkrumah's Activities that made him win Support in the Gold Coast

- He established party branches countrywide.
- He formed youth groups nationwide
- He promised boycotts, violence, and strikes to force the government to step down
- He demanded self-immediate government
- He criticised the government of its poor policies
- He demanded for a constitutional review to allow Africans to vote and occupy key positions in the government

### Impact of Political Parties in Fostering Nationalism in Gold Coast (1947 – 1957)

- Providing the mass with proper leadership.
- Acted as a mouth piece of the masses.
- Promoting solidarity among people to resist colonialism through riots and strikes
  - People boycotted European shops in 1948 to force the government to give them self-rule
  - The Ex-servicemen marched to the Governor's palace to present tier grievances
- The 1948 riots and The 8th January 1950 State of emergency led to the death of innocent Africans and the arrest of UGCC officials including Nkrumah and Danquah. This urged Africans to fight more.

### The Role of Commissions of Inquiry in Ghana's Nationalism

- The colonial government came up with two commissions of inquiry to find out what caused the disturbances of 1948 riots.

- The commissions were to present their findings and give recommendations for the way forward.

### 1. The Watson Commission of 1948

- The commission was tasked to find the causes of the 1948 riots and propose solutions.
- It was led by Sir Aiken Watson, a British Lawyer.
- The findings and the recommendations were presented in June 1949.
- The report was accepted and the government appointed an all African Committee called the Coussey Committee to study these findings.

#### **The Findings**

- Educated Africans hated to be side-lined in the administration of their own country.
- Burns constitution was dismissed by African leaders because it was baseless and used chiefs as weapons of the British against the Africans.
- Africans were angry with the rising cost of items.
- They were also angry with delay in attaining self-rule.

#### **Recommendation**

- Gold Coast should have a government that fulfil people's basic needs and aspirations.
- Enlarge the legislative council with an African representation in majority.
- Making the African members of the Executive council to be involved in formulating policies and responsible to the legislature.

### 2. The Coussey Committee (October, 1949)

- It was appointed by the colonial government with an aim to study the Watson Commission and come up with their own recommendations.
- Judge Heneley Coussey chaired the committee.
- It was attended by thirty conservative (UGCC) members from all the parts of the country.
- Dr. Kwame Nkrumah was not invited.

#### **Recommendations**

- The legislature to have an African membership majority voted in, not appointed.
- The final say in all decisions to rest in the governor
- Right to vote for all Africans of 25 years up.
- The African Executive Council to have power to make policies in particular departments.
- To introduce a two chamber legislature in the Gold Coast.

### Contributions of the Commissions towards Independence

- They channelled people's problems to the colonial government.
- Helped to change some policies to empower Africans for self-rule.
- Led to the constitutional talks between the British and the Africans. These talks led to the 1956 elections that brought self-rule in the Gold Coast.

### General Elections and Independence of Gold Coast

- The commissions led to constitutional talks and reforms in 1951.
- When Sir Charles Arden Clarke became the colonial governor, elections were held.
- The CPP won the election as it took thirty four seats out of thirty eight. The UGCC won three seats only. The remaining seat was won by an independent candidate.
- This led to the release of Kwame Nkrumah in 1951 to lead the CPP and the country to independence.
- Another constitutional reform took place in 1954.
- This enabled the legislative council to have elected 104 members.
- In 1956, multiparty elections took place among CPP, UGCC, the National Liberation Movement of Ashanti, and the Muslim Association of Kumasi.
- CPP won 71 seats out of 104.
- Gold Coast attained its independence on 6<sup>th</sup> March 1957.
- Dr. Kwame Nkrumah became the first president.
- The name of the Gold Coast was changed to Ghana, a name proposed by Dr. Joseph B. Danquah.
- Ghana was the first country to be independent in the sub-Saharan Africa.
- Ghana became a republic in 1960.
- Its independence set an example for many countries to push for their own independence in Africa.

### B. NATIONALISM AND INDEPENDENCE IN MALAWI

- Malawi became a British protectorate between 1891 and 1907.
- The Africans from Nyasaland struggled to attain self-rule in two phases; the Pre-colonial era when the

Chewa, Yao, and the Ngoni chiefs resisted the white infiltration into Nyasaland; and the Colonial era when leaders of the African churches and learned Africans along with the local masses fought tirelessly against the local government.

- Nationalism in Malawi started as early as 1890 as the whites imposed poor administrative policies on land, labour, and taxation between 1891 and 1953.

#### a. Land

- Before the colonial era, land was in the hands of the chiefs and the locals.
- When the Europeans came, they forced the chiefs and the people to sell them the land cheaply or in exchange for some items like cloth, and alcoholic beverages.
- The Europeans successfully started to control land in Nyasaland where they open large estates of tea, coffee, cotton, sugar, tobacco, and others.
- This led to land problems among Africans mainly those areas where estates were established.
- The displaced Africans migrated to other areas while those who remained were exposed to **Thangata** (Labour Tenancy) in order for them to continue staying in the plantations.

#### b. Taxation

- The Colonial government introduced a hut tax (for married people) and pole tax (for the unmarried males).
- Their intention was to force Africans to work for them because they had no means of generating income.
- The tax was also meant to compensate slave traders.
- Those who defaulted the tax were punished. They could be tortured, imprisoned, or their houses burnt.
- In case were men fled, women and children were taken hostage by the whites.

#### c. Labour

- The whites used Africans as their workers both in farms and homes.
- The Tonga migrated from Nkhatabay to Blantyre to work as clerks under the whites.
- This migration led to over-population and overcrowding in the southern part of Nyasaland.
- Tax also forced Nyasaland Africans to migrate to Northern and Southern Rhodesia to work in mines.

### Factors that Led to Nationalism in Nyasaland

#### 1. Impact of the British Colonial Policies on Land, Labour, and Taxation

- A lot of people lost their land to the white settlers. Africans were forced to migrate to the hilly, swampy and unfertile areas.
- The Thangata System:** was a system where the Nyasaland Africans who lived on the plantations worked for free for the whites to retain their stay. They were ill-treated while the work itself was very hard.
- The tax imposed** on the Africans caused a lot of economic and social problems. Those who defaulted paying the tax were tortured severely.
- These evil policies caused the Nyasaland Africans to hate the colonial government.

#### 2. Impact of African Instituted Churches (African Independent Churches)

- These were churches formed and controlled by Africans themselves.
- They preached freely and criticized the colonial government using bible teachings.
- Some of the prominent independent churches were;
  - The watch tower movement of Elliot Kamwana** (1909) which was based in Nkhatabay. Kamwana mostly preached against taxation and segregation.
  - Ekklesia Lawanangwa of Charles Domingo Chinula** (1934) which was established among the Ngoni of Mzimba. Chinula preached against European exploitation and ill-treatment of the Africans.
  - Providence Industrial Mission (PIM) of John Chilembwe** which was instituted at Mbombwe in Chiradzulu District. He was against Thangata and other oppressive behaviours of the colonialist.

#### Role of the African Instituted Churches in Nationalism

- They spoke for the people against the harsh colonial policies of land, labour, and taxation.
- Provided leadership for the people against the white government. A good example is John Chilembwe.
- United Africans to stand against the Europeans.
- Inspired later resistance agents in Nyasaland.
- Fostered patriotism and solidarity among Africans which led to the development of Voluntary Associations and mass political movements.
- Led to some changes in some policies by the British as the churches staged rebellions.

#### 3. Impact of Western Education on Africans in Nyasaland

- Missionary schools brought forth some educated Africans in Nyasaland who were vital in nationalism.
- Some of these were James Sangala, John Chilembwe, Elliot Kamwana, Charles Domingo, Levi Ziliro Mumba, Orton Chirwa, Masauko Chipembere, etc.
- These learned individuals exposed the weaknesses of the colonial rulers to the masses and press them to get involved in the administration of their country.
- They also formed mass political parties that awakened the Africans to fight for their independence.
- They also trained their fellow Africans who later rose against the colonial rule.

#### **4. End of the Second World War**

- Ex-servicemen upon returning to Nyasaland were eager to bring changes they had witnessed in other areas such as North Africa and the far-east.
- They wanted self-rule which these countries enjoyed.
- They were also backed up by the Atlantic Charter which discouraged colonialism.

#### **5. Imposing the federation of Rhodesia and Nyasaland (1953 – 1963)**

- Federation is a system of government of a country that is made up of several states with the power to make their individual decisions in their respective state, yet all agree to have one national government that is responsible for areas such as finance, defence and foreign policy.
- In short, federation is a joint government with similar policies for some practical reasons.
- In 1953, the colonial government imposed a federation of Southern and Northern Rhodesia and Nyasaland.
- The first federal administrator was Sir Godfrey Huggins (1953 – 1956) who was succeeded by Sir Roy Welensky (1956 – 1963).

#### **Reasons for Imposing of the Federation in Central Africa**

- a. To gain and utilise resources from Central Africa.
- b. To create a powerful economic union that could attract large scale investment
- c. To deal away with the boars of South Africa who wanted part of Central Africa.
- d. To promote British Commonwealth in Central Africa and develop it.

#### **How the Federation Contributed to Nationalism**

- a) It angered a lot of chiefs who were about to lose power to the whites.
- b) It delayed the Africans to gain independence of which they were promised in the second World War
- c) There were racial segregation policies in Southern Rhodesia which Nyasaland Africans were afraid of.
- d) Africans were marginalised in the federal administration.

#### **6. Pressure from Outside Nationalist Bodies**

- a. The independence of India on 15<sup>th</sup> August 1947 and Ghana in 1957 inspired the nationalist from Nyasaland to fight harder.
- b. Pan-Africanism supported nationalist movements in Africa against colonialism. This led to the formation of parties that united Africans against the British colonial rule.
- c. The 1941 Atlantic Charter encouraged people to fight for their independence by its self-determination policy.
- d. Migrant workers learned revolutionary activities from other countries. A good example is Levi Ziliro Mumba who learned from the African National Congress party in South Africa.

#### **Nationalist Movements in Nyasaland**

##### **1. Voluntary Associations/Native Associations/ African Welfare Societies**

- These were early political associations among Africans in Nyasaland to resist the oppressive rule of the Europeans.
- These were small pressure groups that existed on district or regional level to support natives.
- These associations were formed by educated Africans who were supported with resources by some missionaries like Dr. Robert Laws. The leaders of the associations were secular as they did not use the church.
- The membership was based on tribal composition, education status, knowledge of current affairs, and sound status in the society.
- The first person to form Native Associations was Chiukepo Mhango in Kalonga in 1912.
- He took this idea from South Africa Native National congress.
- The Native association activities were based on the needs of the people in the area.

**Activities of the Native Associations**

- They encouraged people to keep clean to be free from diseases.
- They discussed the evils of labour migration
- They dealt with issues of Thangata system
- Advocated for the increase in prices of crops at the produce markets.
- They enlightened the colonial government on the problems of taxation and education of the Africans.

**Aims of the Voluntary Associations**

- To inform the colonial government on the needs of the people
- To speak out against the oppressive policies.
- To let the natives be aware of newly introduced laws
- To deal with particular problems in their area like labour migration, taxation, education, etc.

<b>Voluntary Associations in Nyasaland (1912 - 1931)</b>		
<b>Name</b>	<b>Founder</b>	<b>Year</b>
The North Nyasa Native Association in Karonga	Simon Chiukopo Mhango	<b>1912</b>
West Nyasa Native Association in Nkhatabay		<b>1914</b>
Mombera Native Association in Mzimba	Chief Amon Mtwalo II	1920
The Blantyre Native Association in Blantyre	These were inspired by Levi Mumba who formed the Southern Province Native Association	1923
The Mulanje Naïve Association in Mulanje		1924
The Thyolo Native Association in Thyolo		1924
The Chiradzulo Native Association in Chiradzulo	Dr. Daniel Malikebu	1926
The Zomba Native Association in Zomba	Split from the SPNA	1927

Lilongwe Native Association in Lilongwe		1929
The Kasungu Native Association in Kasungu		1930
The Lower Shire Native Association		1931

**The role of Levi Ziliro Mumba in the formation of the Native Associations**

- Mumba is considered as the father of the Native Associations in Nyasaland.
- He led the establishment of all other native associations in the Central and southern regions of Malawi.
- A good example was the formation of the Southern Province Native Association (SPNA).
- SPNA was split into Mulanje, Blantyre Thyolo, and Zomba Native Association.
- He also formed the Umbrella body to unite the Native Associations called the Representative Committee of the Northern Province Native Association (RCNPNA)

**Contributions of Voluntary Association to Nationalism**

- Trained Africans in Nyasaland to be self-reliant.
- Awakened the desire for independence
- Acted as the basis for the development of mass political parties.
- Helped the masses to be patriotic and to be united to foster nationalism.

**Major Weaknesses of Native Associations**

- They were confined to districts or regions.
- They only dealt with local problems rather than national ones
- They did not speak with one voice
- Members mainly came from the educated class

These weaknesses made the associations to lose their influence by 1940. They did not make a significant impact.

**2. The Nyasaland African Congress**

- This was the first political party formed in Nyasaland in 1944
- The founder was James Fredric Sangala.
- He was once a teacher then an interpreter (clerk) at the high court in Blantyre.

- Sangala united all the Voluntary Associations to form one national body.
- Lewis Mataka Bandawe and Levi Ziliro Mumba were also key in the formation of the NAC
- Mumba united the Native Associations in the northern region while Sangala and Mataka did it in the central and southern regions.
- Mumba was the first president of NAC because Sangala declined the role as he was a civil servant.

### Factors for the Formation of NAC

- a. The imposition of the amalgamation of Rhodesia and Nyasaland in 1937. People who had gone to Southern Rhodesia or South Africa to work knew the racial segregation and the harshness of the white settlers towards the blacks. They did not want to have that experience in Malawi so they resisted the joining of Nyasaland to Rhodesia.
- b. The failure of the voluntary association to address African grievances led to the need for a national body to unite Africans and foster nationalism.

### Aims of the NAC

- a) To present the views and needs of the black people.
- b) To resist the imposition of the federation
- c) To foster nationalism in Nyasaland.

### NAC Leadership by 1944

The Chairman/President	Levi Ziliro Mumba
The Vice Chairman	Charles J. Mainga
The Secretary General	Charles Mlang'a
The Vice Secretary General	John Dickson Phiri
The Second Vice Secretary General	Harry Tung'ande
The Treasure General	Isaac MacDonald Lawrence
The Assistant Treasure General	H. B. Dallah

### What were the problems faced by the Nyasaland African Congress?

1. Poor leadership due to deaths of leaders like Levi Mumba and Isaac MacDonald Lawrence in 1945
2. Financial problems for its operations. There was mismanagement and embezzlement of funds.
3. Tribalism by Levi Mumba's successor, Charles Matinga brought divisions in the party.
4. Lack of support from the mass because it was a party for the educated only.

5. It lacked clearly defined objectives on how to attain independence.
6. It lacked full time employed staff.

### How did NAC dealt with its problems of ineffectiveness?

1. It employed full time staff and secretaries in all districts.
2. The congress was organized on a new basis by involving the local mass, women and the youth league.
3. It established party branches countrywide to win the mass support
4. It toured the whole country on a political awakening campaign and sell its ideas
5. It adopted a party symbol and a slogan (Kwacha) to give the followers a hope.
6. It built up heroes of the past nationalistic figures like John Chilembwe and Elliot Kamwana to arouse patriotism.
7. It asked Dr. Hastings Kamuzu Banda and other revolutionary members to come back to Nyasaland and revive the collapsing party.

### What were the Party's achievements (successes)?

- 1) It resisted the federation until it ended.
- 2) It fostered unity among Africans
- 3) It fostered patriotism among Africans by fighting against the colonial rule. People were even ready to die for the course.
- 4) It resisted the Thangata system and the Malimidwe system
- 5) It acted as the spokesperson for the local mass

### Why did NAC ask Dr. H. Kamuzu Banda to return?

- Kamuzu while he was in Ghana used to assist the party financially and morally.
- People then felt that Kamuzu would solve the leadership problems in the party.
- The members invited Kamuzu Banda who left Ghana for Nyasaland to help in the struggle.
- The main reason why the members invited Kamuzu was for Kamuzu to lead and revive the collapsing party due to his experience, insight, and education.
- Kamuzu was also called to assist the members in the fight against federation and free Nyasaland from the colonial rule.

### WHO WAS DR. HASTINGS KAMUZU BANDA?

- Kamuzu Banda was born around 1898 in Kasungu district. As a young man, he walked to Johannesburg where he worked as a clerk in the gold mines.

- He was later sent to USA for his studies in medicine by some Black American Missionaries.
- He graduated in USA in 1927 as a Medical Specialist at Meharry Medical College in USA.
- He also graduated as a medical doctor at the Royal College of Physicians and Surgeons in London.
- With his own money, Banda funded the operations of the Nyasaland African Congress in 1946.
- When the federation was imposed in 1953, Kamuzu in annoyance left Britain for Ghana to stay with Kwame Nkrumah to learn politics and extra medical skills.
- With the problem of leadership in the NAC, Chipembere invited Kamuzu to return to Nyasaland. On 6th July 1958, Kamuzu landed at Chileka airport. After several meetings, Kamuzu was chosen to head NAC at an extra ordinary meeting in August 1958 in Nkhatabay

### Kamuzu Banda's Activities

- a) He united the NAC members and the mass
- b) He employed full time staff and organising secretaries in each and every district for the party.
- c) He demanded the withdrawal of Nyasaland from federation
- d) He requested the colonial government to review the constitution for the inclusion of more Africans in the government.
- e) He demanded for a universal franchise (vote) for all adults in Nyasaland
- f) The party branches were re-established and re-invigorated nationwide. The tensions between the government forces and NAC supporters reached a great height
- g) He addressed meetings with his emotional speeches which were well known with the Kwacha slogan
- h) He promoted boycotts and strikes
- i) He encouraged riots and violence by the mass in pressing for the immediate independence of Nyasaland

### What were the results of his activities?

- a. There were clashes between the members of the Nyasaland African Congress and the government security forces. This was more especially in Karonga, Rumphi, Mangochi and Lilongwe.
- b. There were boycotts, strikes and riots among Africans as a reaction against the colonial government.
- c. There were also vandalism, and too much blood was shed

Sir Robert Armitage, the Governor of Nyasaland declared a state of emergency on 3rd March 1959. It was known as **Operation Sunrise**. The police killed and detained a lot of people.

### Other Personalities in Nyasaland's struggle for Independence

1. **Orton Chirwa:** he was a lawyer and founder of the Malawi Congress Party in 1959. He also influenced the colonial government to release political detainees in 1960.
2. **Masauko Chipembere:** he invited Kamuzu Banda to lead the country to independence. He had also formed the young Turks Movement
3. **Dunduzu Chisiza:** he was the General Secretary of the NAC. He planned successful activities for the Party that led to independence of Nyasaland
4. **Rose Chibambo:** she organised women activities to foster nationalism under NAC Women's League.

### Main Stages towards Nyasaland's Self-rule

#### A. State of Emergency?

- A state of emergency is a situation in which the government takes action in order to control or reduce the effects of a given event like riots, crime, or disaster that may put the lives of the people in danger.
- A good example can be unexpected and dangerous situation of political turmoil in a country may lead to lawlessness, bloodshed, and loss of property.
- In a state of emergency, the leader is given much power that he can order the police to arrest and detain people for unspecified periods with no explanation.
- In Malawi, the state of emergency was evoked in 1959 by Sir Robert Armitage, the governor and detained people opposed to the government through non-cooperation and civil disobedience.

#### What were the Results of the State of Emergency?

1. The Operation Sunrise was declared by the government forces to stop the violence
2. Deaths and injuries of innocent Africans countrywide. The worst violence was in Nkhatabay where 22 people were killed and 28 were wounded when the police fired at the demonstrators.
3. Most NAC members were detained and the party was banned.
4. Kamuzu Banda and some leaders were imprisoned at Gweru in Zimbabwe. Chipembere, Dunduzu Chisiza and Qabaniso Chibambo were at Khami Prison in Zimbabwe. Kamuzu was released on 1st April 1960 by Ian Macleod Smith, the colonial secretary.
5. There was a formation of commissions of inquiry that aimed at investigating the causes of disturbances among Africans in Nyasaland (The Devlin and Moncton commissions.)

#### B. The formation of Malawi Congress Party (MCP) in 1959

- It was formed on 30<sup>th</sup> September 1959 by Orton Chirwa and Aleke Banda who became its general secretary. It was formed to replace the banned Nyasaland African

- ongress whose leaders were in prison after the State of Emergency.
- To achieve nationalism, MCP unlike the Nyasaland African Congress opposed violence and was constitutionally instituted. It handpicked Kamuzu Banda to be the leader of the party after his release.

### Why was MCP (1959) formed?

- To fight for the independence of Nyasaland
- To ask the government to end the state of emergency.
- To fight for the release of the detained NAC members.
- To resist the federation of Rhodesia and Nyasaland
- To fight against racial segregation between Africans and Europeans
- To act as the mouth piece in representing the needs of Africans to the colonial government

### C. The Commissions of Inquiry

#### i. **The Devlin Commission (1959)**

- It was appointed by the British Government to find out the causes of the disturbances in Nyasaland leading to the state of emergency.
- There were false allegations that Africans had planned to murder all Europeans including the governor.
- The commission was set up in April 1959 with Lord Patrick Devlin, the high court judge, as its chair.

#### **The Findings of the Commission**

- Africans were frustrated for being side-lined in the running of their own country
- Africans did not want to be ruled by the whites, hence their struggles for their own independence
- Nyasaland was portrayed as a police state because NAC members were militant in their efforts to attain independence. This was because of the presence of the Young Turks movement that wanted to speed up the attainment of independence.
- It disclosed that Kamuzu Banda was not directly involved in such plots
- This commission paved way for the independence of Nyasaland by suggesting that Africans should be given more power in the administration of their country.
- It enabled more Africans to become members of the legislature and forced the colonial government to remove some of the policies that hindered them from becoming independent.

#### ii. **The Monckton Commission (February 1960)**

- It was chaired by Sir Viscount Monckton.
- This was set up to make an inquiry on reasons why Africans in Nyasaland and Northern Rhodesia were against the federation.

#### **The findings and recommendations**

- Africans hated the federation including the name itself (chitaganya). The commission recommended changing the name of the Federation for Africans to like it.
- The federation was to continue for only Three years and then each country was to be free to abandon it.
- Africans wanted to be a majority in the Legislative Council. For this reason, their representation was to be equated to that of the Europeans.
- The voter qualification was to be revised and be open to all adults.
- Racial segregations policies were to be abolished.

### **Contributions of Commissions of Inquiry to the Independence of Nyasaland**

- It forced the colonial government to review some of its policies to end conflicts in Nyasaland.
- It suggested ending the federation which gave the Africans a chance to prepare themselves to run their country.
- It channelled Africans and Europeans to end their differences through the constitutional talks. This enabled Africans to prepare for independence.

### **D. The 1960 – 1963 Constitutional Changes**

- From 1960 to 1963, the British under Harold Macmillan allowed their colonies to gain independence.
- They therefore had private talks with Native Nationalist Party leaders to prepare them for self-rule.

#### **1) Lancaster Constitution (The First Constitutional Talks)**

- From 25th July to 4th August, 1960 all political parties in Nyasaland and the British government were parts of this Lancaster Constitution, held in London.
- The political parties from Nyasaland included: the Malawi Congress Party (MCP) under Dr. H. Kamuzu Banda; the United Federal Party (UFP) under Michael Blackwood; the Congress Liberation Party (CLP) under Chester Katsonga.
- The Lancaster constitution had the following points that contributed to the independence of Nyasaland:
  - An agreement to form a new constitution and a government that was composed of a governor, the executive council of ten members and the legislative council of 28 elected non officials.
  - The introduction of the two voting rolls of which members were to be voted directly.
  - These talks led to the first multi-party general elections on 15th August 1961. MCP won all the 20 Lower Roll seats and two Upper Roll seats. The United Federal

Party won five seats on the Upper Roll and one seat was won by an independent.

*NB: There was a Dual-Roll: the Upper and Lower Roll's arrangement in the assembly*

## 2) The Marlborough House Conference (The Second Constitutional Talks) (1962)

- It was the second constitutional conference that took place in London in November, 1962. Only two parties represented the legislative council: the Malawi Congress Party and United Federal Party.
- A programme for the internal self-government was discussed and agreed to begin on 1st February 1963. The executive council was replaced by Cabinet headed by Dr. Hastings Kamuzu Banda as a Prime Minister.

## 3) The Butler-Banda Conference (The Third Constitutional Talks) (1963)

- It was held in London in September 1963 between Dr. H. Kamuzu Banda and Honourable Richard Austen Butler, a minister responsible for the Central African affairs.
- The meeting proposed for the general elections to take place in April, 1964 and the independence was to be attained on 6th July, 1964.

### The General Elections and Independence in Nyasaland

- The elections took place and the Malawi Congress Party won. Dr. Kamuzu Banda continued to be Prime Minister, even though the Governor was still there, without executive powers.
- Nyasaland became Malawi (flames).
- Malawi finally became a Republic on 6th July 1966. And Dr. Banda now became the first president with the office of the Governor completely removed. The last Governor was Sir Glyn Jones.

## REGIONAL AND CONTINENTAL GROUPINGS IN AFRICA

- These are groups that were made to create a united Africa before the formation of the Organisation of African Unity (OAU).
- The main groupings in Africa are SADC, COMESA, ECOWAS, and EC.

### The Idea of Pan-Africanism

- Pan-Africanism is defined as the idea and movement that encouraged the solidarity of Africans worldwide in order to achieve social, economic, and political progress.

- The idea originated from the West Indies and USA among the Negroes to mobilise all African people worldwide.
- The movement at first was a protest of the black people against exploitation, racism, and indignity that they faced.
- Important people in the development of pan-Africanism were; B. Du Bois, Marcus Garvey, and Henry Sylvester Williams.
- These appealed for unity and solidarity among Africans to resist ill-treatment from the Europeans.
- They also urged Africans to strive for political and economic independence.
- Their idea led to the formation of Organisation of African Unity.

### Steps in the Formation of Organisation of African Unity

#### 1. The 1945 Manchester Pan-African Conference

- This was the fifth Pan-African meeting which took place in Manchester in 1945.
- It was chaired by Dr. Du Bois and Kwame Nkrumah was the secretary.
- The African leaders who attended included Mzee Jomo Kenyatta of Kenya, Obafemi Awolowo of Nigeria, Sekou Toure of Guinea, and Dr. Hastings Kamuzu Banda of Nyasaland.
- Some African Political Movements send their representatives to the conference.
- These were; the African National Congress from South Africa; the National Council of Nigeria and Cameroon; the Nigerian Youth Movements from Nigeria, and the Nyasaland African Congress from Nyasaland.

#### Aims of the Conference

- To promote Nationalism in Africa.
- To support nationalist movements in Africa.

#### Terms of the Conference

- To implement the principles of the 1941 Atlantic Charter.
- To implement land reforms in Africa.
  - Europeans to stop snatching land from Africans
  - Land distribution to landless Africans
  - To urge Europeans to move away from African lands.
- To end racism and all other discriminatory laws.
- To let Africans exercise their rights such as speech, press, association, assembly, etc.

- e) To revisit and review the tax policies and civil and criminal codes.
- f) To introduce cheap education to pupils up to the 16<sup>th</sup> age
- g) To let Africans of 21 ages to vote or be voted into public positions.
- h) To foster the availability of medical health and welfare services.
- i) To abolish forced labour.

## **2. Conference of Independent African States (CIAS) in 1958.**

- It took place in Accra Ghana in April 1958.
- It was chaired by Kwame Nkrumah.
- It was attended by independent African countries like Ghana, Guinea, Liberia, Libya, Ethiopia, Morocco, Tunisia, and Sudan.
- It was the first conference where the Arab states of North Africa came into a union with the black states of sub-Saharan Africa.

### **Terms of the Conference**

- a. Promote unity and solidarity among African independent States.
- b. To foster nationalism in African countries struggling for independence.
- c. To encourage member states solve their differences through dialogue.
- d. To form an African common market.
- e. To let presidents from member states meet once in every two years to discuss issues.

## **3. All – African People’s Conference (AAPC) in 1958**

- Also took place in Accra Ghana and chaired by Kwame Nkrumah in December 1958.
- It was attended by 28 independent and non-independent states.
- Leaders from non-independent countries included Tom Mboya of Kenya, Patrice Lumumba of Congo, and Holden Roberto of Angola.

### **Terms of the Conference**

- a) Free all African colonies from foreign rule
- b) Promote African dignity by ending racism and discriminatory laws.
- c) To end political and economic exploitation of Africans.
- d) To set up an organisation with Accra as its headquarters. The organisation was to aim at representing African voice before Europeans and international organisations such United Nations.

## **Effects of Terms of the All-African People’s Conference**

- a. It led to the formation of a regional organisation called the Union of Independent African States in 1959. It was formed by Nkrumah and Sekou Toure.
- b. It led to the introduction of a charter called the Sanniquellie Declaration by Nkrumah and William Tubman, a Liberian President. The declaration had the following points;
  - i. To form an African organisation this came to be known as the Community of Independent African states.
  - ii. To let the Africans adopt the self-determination policy of the UNO.
  - iii. To let member states not to interfere in domestic affairs of another country.
  - iv. To let all African states join in the organisation soon after attaining their independence.
  - v. Form agencies to look into economic, cultural, scientific, and research affairs of the people.

## **4. A Split within Pan-Africanism in 1960**

- There were meetings of All-African People’s Convention in Tunis in January 1960 and in Addis Ababa in June 1960.
- During these meetings, they agreed to form an international body with one voice on world affairs.
- However, some differences led to the formation of two groups of African countries with different views.
- These were Casablanca and Monrovia blocs.
- Casablanca bloc took the name of a city in Morocco and the Monrovia Bloc took the name of a city in Liberia.

### **a) The Casablanca Bloc**

- It was set up on 24<sup>th</sup> December 1960 and was led by Dr. Kwame Nkrumah.
- The Casablanca members were; Ghana, Guinea, Mali, Egypt, Algeria, Libya, and Morocco.
- It organised itself with an aim to end colonialism.
- They used federal system of government like USA.
- They agreed to reject all neo-colonial links with the colonisers.

### **b) The Monrovia Bloc**

- It was set up in May 1961 and it was led by Leopold Senghor of Senegal and Houphouet Boigny of Côte D’Ivoire.
- The members were Togo, Dahomey (Benin), Senegal, Malagasy (Madagascar), Central African Republic, Congo, Gabon, Ethiopia, Liberia,

- This bloc believed in gradual unity of African states through economic cooperation and not forced federation.
- They believed to attain development through cooperation in areas such as foreign affairs, economy, cultural affiliations, health and Education.
- They also believed in cooperation with Europeans.

### Differences between the Monrovia and Casablanca Blocs

- 1) Casablanca bloc was radical in fostering nationalism while Monrovia bloc was moderate and opted for cooperation with the Europeans.
- 2) Casablanca members were mostly former British Colonies while Monrovia bloc was mostly by former French colonies.

### Reasons that made it difficult to Form a single International Organisation by 1960 in Africa.

- 1) **Member states had different attitudes towards formation of the organisation:** some members such as Nkrumah believed in doing away with anything western while other members supported alliance with westerners.
- 2) **Most states in Africa were still under their colonial masters:** some countries had not yet attained independence as a result it was difficult to implement policies that favoured Africans over Europeans.
- 3) **There were a lot of Civil Wars that widened the Gap between member states:** There was a civil war on the breakup of Katanga province from Congo when it attained its independence in 1960. Casablanca bloc did not support the break up while the Monrovia bloc did.

The 1962 Algerian war and 1968 Biafran civil war in Nigeria further divided Casablanca and Monrovia blocs.

### Resolution of the Rivalry Between the two Blocs by 1963: the Formation of the Organisation of African Unity (OAU)

- The two groups were unified by Emperor Haile Selassie who invited them to a meeting in Addis Ababa (Ethiopia)
- The two groups agreed to form a Pan-African movement which was known as the Organisation of African unity.

- The OAU was officially set up on 25<sup>th</sup> May 1963 with thirty two independent African States.
- The members agreed to use the philosophy of the Monrovia bloc and abandon the federation Africa.
- By 1994, the OAU membership rose to fifty three countries out of 55 countries in Africa.
- **South Africa** was not a member yet because it followed the dictatorial apartheid government that supported the whites' oppression of the Africans.
- **Morocco** withdrew from OAU in 1984 after OAU supported and recognised the Western Sahara as a separate state of Sahrawi Arab Republic.

### Aims of the OAU

- 1) Foster cooperation among African countries.
- 2) Improve living standards of people in Africa.
- 3) End all forms of colonisation
- 4) Defend the sovereignty, integrity, and independence of all African countries.
- 5) Defend human rights.

### Principles followed by OAU member states

1. Honour border demarcations inherited at independence to avoid international conflicts.
2. Equality of all states in Africa despite social, political, and economical status.
3. To follow the non-alignment policy: not to be influenced by superpowers such as USA and USSR.
4. To solve disputes through mediation, negotiation, and arbitration.
5. Member states defend their independence and sovereignty.
6. Liberate African countries from colonisation.

### The Organisational Structure of the OAU

#### 1. Assembly of Heads of State and Government

- These are leaders of the member countries.
- They meet once annually in different countries.
- They decide through votes of two-thirds majority.
- The function of this organ are;
  - a. Admit new members
  - b. Discuss and make decisions on international problems from the Council of Ministers of Foreign Affairs
  - c. Elect members of the council for mediation, conciliation and arbitration.

#### 2. Council of Ministers of Foreign Affairs

- It is made up of foreign ministers of member states.
- They meet twice per year
- The functions of this organ are;
  - a. Prepare the agenda for the meetings by Heads of State.
  - b. Approve annual budget of OAU
  - c. Prepare conferences of the assembly.
  - d. Coordinate inter-African co-operation

### **3. Council for Mediation, Conciliation and Arbitration**

- It consists of 21 people from separate member states.
- Their function is to settle disputes through mediation, economic, sanctions, and a collective defence.

### **4. Secretariat**

- This organ is headed by a Secretary General.
- Its headquarters is in Addis Ababa.
- Its functions are;
  - a. Coordinate the activities of the OAU in all its agents and commissions.
  - b. Summon member states to meetings.
  - c. Prepare an agenda for meetings.
  - d. Prepare and present an annual budget to the Council of Ministers for approval.

### **5. Specialised Commissions and Agencies**

- These are committees and agencies under the OAU.
- Their functions are to
  - a. Promote African culture through education and cultural visits among member states.
  - b. Improve people's living standards through good health programs.
  - c. Deal with causes of socio-economic problems
  - d. Foster security among African States.
  - e. Liberate African Countries from colonialism.

## **Successes and Failures of the OAU**

### **a) Successes**

1. Liberation of African countries from the colonial rule: OAU supported liberation groups like ZANU in Zimbabwe, SWAPO in Namibia, etc. It made a base in Tanzania where they gave weapons and military training to the liberation groups to deal away with colonialism.
2. The establishment of the African development Bank in 1964 fostered economic and social development of African countries.
3. Repatriation of the refugees under United Nations High Commissioner for the Refugees.

4. Ending apartheid rule and introducing democracy in South Africa using sanctions. The sanctions were like breaking diplomatic relations, closure of African harbours to South African ships, and closure of airports for South African planes.
5. Settling disputes among African countries like between Algeria and Morocco, Somalia and Ethiopia, and working for peace in DRC, Rwanda, Burundi, and Darfur.
6. Representing African interest worldwide.
7. Foster the human right among Africans

### **b) Failures of OAU**

1. It has no army of its own. It relies on volunteer armies.
2. Failure to end civil wars and massacres because the charter of OAU prohibits member states to interfere in the international affairs of another country. OAU did nothing about the killings in Nigeria (1967 – 70), Uganda (1971 – 79), Burundi (1972, Rwanda (1993 – 94), and Zimbabwe (2000 – 2006).
3. It has been overruled by rich countries like Nigeria, Libya, and Morocco.
4. It fails to enhance unity among member states.
5. Lack of funds disables some functions.
6. Office bearers of the OAU are not elected as such they do not represent people's views.

## **Factors for the failures of the OAU**

1. Lack of funds for its operations.
2. Lack of permanent army to enforce order.
3. Cultural differences among member states.
4. Division among member states in dealing with problems.
5. Formation of regional groupings like the Arab League.

## **Change from OAU to African Union (AU)**

- OAU changed its name on 9<sup>th</sup> July 2002 in Durban, South Africa.
- The members remained the same except for South Sudan which joined on 28<sup>th</sup> July 2011 soon after its establishment as an independent country from Sudan.
- The change of name was influenced by former Libyan leader, Colonel Muamar Gadaffi.
- The main reason for the change was the need for a new approach in solving continental problems.
- It came up with new policies like;

- a. Right to intervene in member state internal affairs in case of a crisis or conflict.
- b. Respect for democratic principles
- c. Human rights and good governance.
- d. Promotion of social justice
- e. Promotion of gender equality
- f. Improvement of human life in Africa.

## Different Regional Groupings in Africa

- These are groups that were formed to foster economic integration, export and trade promotion, and conflict resolution.
- These regional bodies were formed on the basis of the Pan-African vision of economic integration from as early as 1950s and 1960s.
- The main regional groupings in Africa include the *Economic Community for West African States (ECOWAS)*, *Common Market for East and Southern Africa (COMESA)*, *Southern African Development Community (SADC)*, AND *East African Community (EAC)*.

### a. Economic Community for West African States (ECOWAS)

- It was created in 1975 and revised in 1993.
- Its members are; Benin, Burkina Faso, Cape Verde, Cote d'Ivoire, Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone, and Togo.
- It aims at promoting trade with element of Free Trade Area status.
- Another aim is to promote cooperation with visa and entry permit requirements for ECOWAS nationals. They have made an ECOWAS passport for members
- It also promotes self-reliance among member states.

### b. The Southern African Development Community

- It was created first as Southern African Development Coordination Conference (SADCC) in 1980.
- It changed to become SADC on 17<sup>th</sup> August 1992.
- The SADC treaty was also amended on 14<sup>th</sup> August 2001
- Members are; Angola, Botswana, Democratic Republic of the Congo, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Zambia, and Zimbabwe.
- The aims are;
- To achieve economic growth and development

- To promote peace and security
- To enhance the standard and quality of life of people of Southern Africa and reduce poverty.
- To support the socially disadvantaged
- To promote self-sustaining projects.

### c. East African Community (EAC)

- It was originally founded in 1967 but it ended in 1977.
- It was revived later on 7<sup>th</sup> July 2000.
- Its member states are Burundi, Kenya, Rwanda, Tanzania, and Uganda.
- Its aims are:
- Promote trade (Free Trade Area status)
- Promote cooperation with an EAC passport which was adopted on 1<sup>st</sup> April 1999.
- Reduce poverty.
- Enhance political stability.

### d. Common Market for East and Southern Africa

- It was formed on 5<sup>th</sup> November 1993 in Kampala Uganda.
- It was adopted by member states in Lilongwe Malawi on 8<sup>th</sup> December 1994.
- The member countries are; Angola, Burundi, Comoros, D.R. Congo, Eritrea, Ethiopia, Kenya, Madagascar, Malawi, Mauritius, Namibia, Rwanda, Seychelles, Sudan, Swaziland, Tanzania, Uganda, Zambia, and Zimbabwe.
- Its aims are;
- Promote trade, investment and economic development through Free Trade Area.
- Promote cooperation, peace, security, and stability.
- Promote solidarity and self-reliance.
- Promote sustainable development.

## Benefits of Regional Integration

1. Increased trade and investment.
2. Regional stability
3. Stimulation of domestic innovation
4. Economic growth of regions

## Challenges faced by Regional Groupings

1. Poverty
2. HIV and AIDS
3. Lack of enough human resource.
4. Corrupt leadership in many countries.
5. Morocco withdrawal from AU.

**ESSAY WRITING**

- An essay is a **short** piece of writing on a particular **topic**.
- This can be a historical, science, or any other **discipline** topic.
- An essay seeks to briefly describe a topic.
- In history, students are asked to explain, describe, differentiate, or argue a particular topic.

**Parts of an Essay****1) Title**

- This serves as the heading of the essay.
  - The title is formulated from the question that has been given.
  - For example;
- Question: describe the three philosophies that were prominent in ancient China
- Title:

The Philosophies of Ancient China

Question: Explain the factors for the decline of Mwenemutapa Kingdom

Title: Factors for the Decline of Mwenemutapa Kingdom

- It is important to note that the topic should never be in a question form.

**2) Introduction**

- This is where the aim of the essay is stated.
- Three important things are supposed to be observed;
  - a) **Describe the topic**
  - The introduction should describe the topic under discussion.
  - This can be done by defining key words or giving a brief background in one or two sentences.
  - Students should be careful not to include much and unnecessary information when trying to describe the topic.
- b) **State the aim of the essay**
- An introduction should have a sentence stating the aim of the essay.
- Personal pronouns in an essay are not permitted.

**c) List the points to be explained**

- The last thing needed in the introduction is the list or highlight of the points that will be discussed in the essay.
- Were the points are large, the students are supposed to summarize the points and highlight them in the introduction.
- The list should be put in a sentence form not in point form.

**3) Body**

- This is where the points listed in the introduction are explained.
- Each point is explained in its own paragraph
- The body contains three important sentences.
  - a) **Topic Sentence**
  - This is the introductory sentence of the paragraph.
  - It presents and numbers the point to be explained in a sentence form.
  - For example, '*The first factor for the decline of Mwenemutapa kingdom was depletion of natural resources.*'
  - It is always better to have the topic sentence to be the first in the paragraph.

**b) Description of the Point**

- The next sentence in the body describes the point.
- This is where the relationship of the point and the topic is discussed.

- To tackle this part easily, the student should ask herself a question like for example 'why or how is depletion of natural resources a factor for the decline of Mwenemutapa Kingdom?'
- In attempt to answer that question, the student will find herself describing the point clearly and briefly. For example; 'Mwenemutapa kingdom depleted the natural resources that were vital to their trading activities and food production. This resulted into low economic growth and food insecurity.'
- Description of the point should take one to two sentences only unless more explanation is needed.

**c. Giving an example**

- The last sentence in the body is where the student gives an example directly or indirectly connected to the point.
- The significance of this is that it helps to back the explanation of the point.
- For example of a direct one is; 'The natural resources that were depleted were gold, salt, and soil fertility.'
- Where a direct example is not applicable, the student is advised to give an indirect example by applying the knowledge. For example, '*Depletion of resources can lead to devastating effects on any kingdom's economy.*'

**5. Conclusion/summary**

- This is where the student ends the essay.
- It is vital to end an essay with a summary of what has been explained. Three things should be noted;
  - a. **Restating of the aim of the essay**
  - This is where the student restates what the aim of the essay was. The sentence should be in past tense.
  - For example; '*This essay aimed at explaining the factors for the decline of Mwenemutapa Kingdom.*'
  - The sentence also acts as the topic sentence for the conclusion.
  - It is important to start with such words as 'in conclusion, in summary..., to sum up..., to conclude.... So that the reader knows that the essay is ending.
- b. **Listing the points discussed**

- The student should list again all the points that have been discussed in the essay.

**c. Giving a general comment**

- This is where the student gives a general comment or applying the knowledge learnt from the essay.

**Important tips to write good essays**

- Read the question carefully and make sure you understand it clearly
- Make a plan of your essay before even starting your introduction.
- Planning helps in organising ideas and for reference when in the process of writing.
- Make sure to give yourself enough time for writing essays in the exam room.
- Use simple and short sentences.
- Avoid the usage of too many and unnecessary conjunctions.