

Chapter 1

Finding Out about Our Past



Key Words

- myth
- museum
- sites
- archaeology
- heritage
- fossils

Learning Outcomes

By the end of this chapter, you should be able to:

- *understand the meaning of the term history and political education.*
- *appreciate the importance of learning about our past.*
- *understand how people find out about their past.*
- *know the historical sites in Uganda and the rest of East Africa.*
- *understand the benefits of historical sites in Uganda.*

Introduction

After studying this chapter, you will be able to understand the meaning of the term ‘history’ and how it relates to political education. The reasons for studying History and Political Education will be highlighted in the course of this book. On the same note, different methods of finding out about our past and to evaluate the benefits of historical sites in East Africa are presented.

During your first day at school as a new learner, you see a number of people for the first time in your life, especially other new students, teachers and non-teaching staff. However, you endeavour to know each other through interactions and asking critical questions like:

1. What is your name?
2. Where do you come from?
3. Which part of the country do you come from?
4. What is your clan?
5. Which tribe are you?
6. Where is your ancestral village?

Such questions will reveal your identity, i.e. family, clan and cultural heritage. These help you to understand and appreciate each other’s cultural values. Partly such sharing helps them to trace their past and it brings about peaceful co-existence.



Activity 1.1: What is history and political education?

In pairs:

1. Define the terms ‘history’ and ‘political education’.
2. In groups, research and find out why we study history and present this to the class.
3. How is history related to political education?
4. Ask each other how you came to know about your name, roots and tribe and how you got ancestral information.
5. What are the merits and demerits of your source of information?
6. Suggest other ways in which you could have known about your name, clan and ancestry.
7. Ask one another to list the names of their grandparents and great-grandparents. Share notes to see who has the longest list of ancestors.
8. Mention how you got information about the grandparents you have mentioned above.
9. List other sources or methods used in finding out about your past.



There are different ways of finding out about your past. It may be through written stories of creation or scientific methods or through stories told by elders. Your origin is like thinking about sunset as your past and at sunrise as your future. The first four figures in the introduction help us to compare our past and our present life. History quite often defines the success of most people. Sometimes the success of past generations creates a good direction for the future of their children in connection with business, marriage and education.

Similarly, individuals learn from their past history, work hard and eventually succeed through hard work. So tracing our past is quite important if we are to succeed in what we are aiming to be successful in.

Sources of History

There are several ways of tracing our past. They include:

1. Primary sources
2. Secondary sources
3. Scientific sources, etc



Figure 1.1: Newspaper source



Figure 1.2: Use of ICT



Figure 1.3: Archaeological site

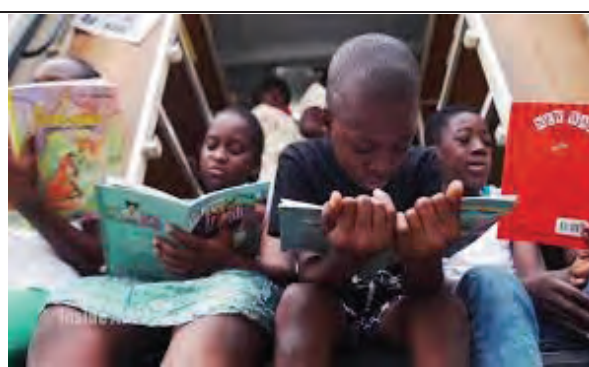


Figure 1.4: Books are sources of information



Activity 1.2: Types of sources of history

In groups:

1. Categorise the above Figures 1.5 to 1.8 in key forms based on the sources of history.
2. Suggest the problems associated with each source of history.
3. Read documents like newspapers and books like the Bible and the Koran which contain stories of how humankind was created. The documents can also be textbooks that tell stories about past leaders. These documents are called written sources. Write down the weaknesses of this source.
4. You can also learn about your past by hearing stories from someone who witnessed or participated in an event. These are called oral sources. What are the challenges of relying on this source?

Project work 1: Request the school administration to move out of the school compound and meet the elders at a given time. Write down in your notebook three stories that your elders have told to you about the past. Present these to the class in the next lesson.



Activity 1.3: Classifying the primary sources

In groups, discuss and match by ticking the appropriate item for a given source in **Table 1.1** below.

Table 1.1: Sources of History

Statement	Oral source	Written source
A reverend told a story about the birth of Jesus		
A sheik narrated how human beings were created		
A song about the slave trade in America		
A newspaper article about traditional leaders in Uganda		
A poem about Matyansi Butyampa's death		
A will left behind by Grandfather		
A copy of the Buganda Agreement articles		
A textbook about wars against colonialists		
Receipts of transactions made by my grandmother		
A birth certificate		



From the activity above, you may have noticed that in oral sources, someone tells you about your recent past. However, they do not give you a clear picture of the very distant past. It is the same with written sources. They also tell you about the past since the coming of civilisation which taught people how to read and write.

For you to get complete information about your past, therefore, you have to use both the oral and written methods.

In addition to oral traditions and written sources, you can learn about your past through other means, as shown in Table 1.2 below.



Activity 1.4: Archaeology as a source of history

The short story below shows examples of how archaeology, one of the sources of historical information, can be applied in life.

Mr Kikapu wanted to know about the way of life of a family and donated to them a huge dustbin. When it got filled up, it was buried in the ground. After 10 years, Mr Kikapu dug up the dustbin and emptied it to get the information.

In groups:

1. Discuss how looking through the garbage in the dustbin can provide information about the family.
2. Make a list of items in the dustbin that could help him get information.
3. Suggest other ways that Mr Kikapu should have used to get information on that family.
4. Study the picture below and discuss how archaeology can be useful in providing you with information about your past.
5. Mention the disadvantages of using this method.
6. Share amongst your group and suggest places in your local areas where you can get information using archaeology. Give reasons for your suggestions.



Figure 1.5: Excavated human skull



Activity 1.5: Other sources

Copy the tables below into your notebooks and fill in your opinions about the sources of history in the spaces provided.

Table 1.2: Benefits of using each source

No.	Oral history	Written history	Linguistics

Table 1.3: Disadvantages of using each source

No.	Source of information	Disadvantages
1.	Oral history	
2.	Written history	
3.	Linguistics	

Historical sites in East Africa



Figure 1.6: Fort Jesus in Mombasa, Kenya

A historical site, also called a heritage site, is an official location where pieces of political, military, cultural or social history have been preserved because of their cultural value. In East Africa they are widely spread in Kenya, Uganda and Tanzania.

You have already studied about archaeologists who find information about your past by digging up the remains from the ground. In this section, you are going to learn about what archaeologists have done in East Africa. There are places in East Africa where the first man is believed to have lived. This is because some remains of early man were found in these places. Such places are known as archaeological sites. Some of these places are shown on Map 1.1 while others are mentioned in Table 1.4 below.

Table 1.4: Key historical sites in East Africa

Uganda	Kenya	Tanzania
Kasubi Royal Tombs	Garissa	Songea
Uganda National Museum	Wajir	Slave caves in Zanzibar
Uganda Martyrs Shrines	Marsabit	Mtwara
Nyero Rock paintings	Moyale	Karibu Heritage Sites
Dufile	Mt. Kenya	Shinyanga
Nshongezi Lock Shelter	Lodwar	Mbeya

Instructions

Use Table 1.4 above to fill in the missing historical sites on Map 1.1 below.

Map of East Africa Showing some Historical Sites



Map 1.1: Historical sites in East Africa



Figure 1.7: Olduvai Gorge in Tanzania

Olduvai Gorge is one of the most important archaeological sites on earth. It is found in Tanzania. The remains found here date back to more than 1.9 million years ago. They include evidence of man as a scavenger, hunter and social being.



Figure 1.8: Gedi Ruins in Kenya

Gedi was a city along the Kenyan coast that flourished from the 13th century to the beginning of the 17th century.

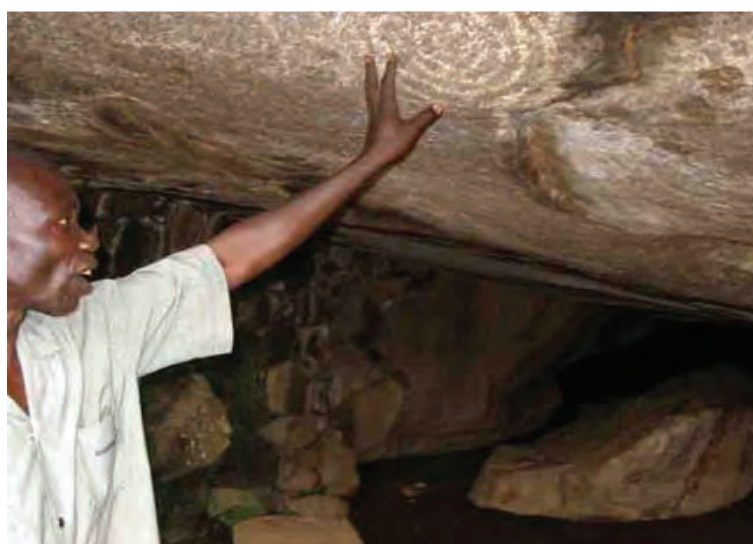


Figure 1.9: Nyero Rock paintings in Uganda



Activity 1.6: Importance of historical sites

1. Give reasons why the features above are being preserved in East Africa.
2. What do you expect to find at historical sites?
3. Draw a map of East Africa in your notebooks and on it plot the historical sites shown in Table 1.4 above.
4. As a class, visit any one historical site near your school and write a report about its importance in tracing your past.



Activity 1.7: Benefits of learning about our past

Knowing your origin helps you to understand and appreciate what you are now. You need to appreciate the various methods we use to know our past as they help us to know our ethnic background and the type of culture we should appreciate. Of late, all over the world people have started attaching great importance to their cultures and ethnicity. This has resulted in the rise and expansion of the tourism industry that is contributing a lot to the national revenues of various East African countries.

In groups, discuss and present the benefits and the problems associated with managing historical sites in East Africa.



Activity 1.8: Use a puzzle to find the keywords used

In the word search game below, there are words relating to the importance of learning about your past. Some of them are vertical, some horizontal, others diagonal and others are written in reverse.

D	K	D	T	A	W	X	C	O	N	F	L	I	C	T
C	H	E	R	I	T	A	G	E	I	F	W	A	R	S
R	H	V	A	D	C	T	B	E	L	I	E	F	S	S
E	O	O	D	E	U	K	E	U	E	R	M	Y	T	H
A	J	L	I	N	L	N	I	N	S	E	N	C	E	A
T	B	U	T	T	O	G	I	S	C	T	Q	R	A	
I	K	T	I	I	U	W	D	T	O	R	I	G	I	N
O	C	I	O	T	R	X	R	Y	N	T	R	U	T	H
N	U	O	N	Y	E	X	M	I	S	T	A	K	E	S
R	Z	N	F	O	P	O	L	I	V	A	L	U	E	S
	O	Y	E	D	E	V	E	L	O	P	M	E	N	T
P	E	A	C	E	R	J	U	S	T	I	C	E	T	

Hold a debate about the advantages and the disadvantages of learning about the past.

1. Identify the words which are connected to the sources of history.
2. Write a meaningful sentence using the words encircled above.



A school engineer was instructed to cut down a school banana plantation near the school and plan to build a school main hall there. When he engaged his labourers to dig the foundation, they found lots of materials like undecomposed clothes, soil layers of different colours and rusted metallic materials. This became a historical issue and many methods can be used to find out when these materials were buried and afterwards assess their historical impact.



Instructions

1. As a student of history, what method can you use to study such items found buried in the soil?
2. Explain how this can help you to trace your past.
3. If the construction site is turned into a historical site, what would be the benefits?

Chapter Summary

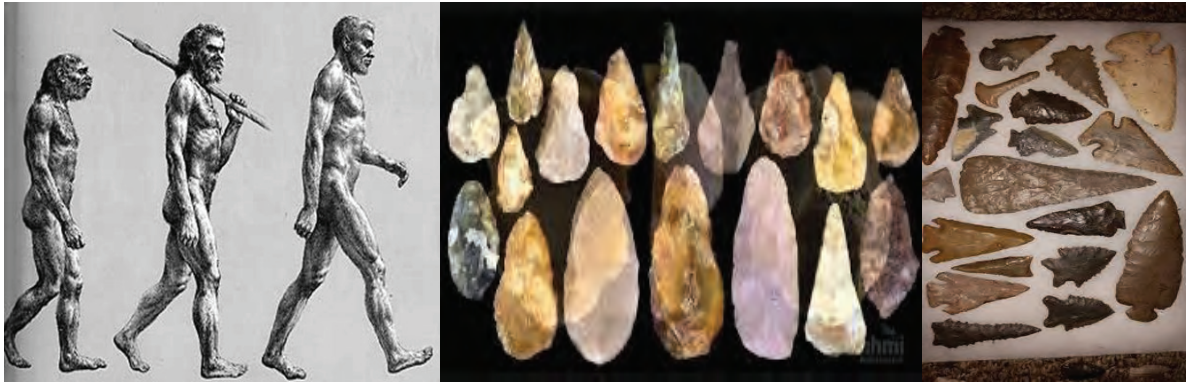
In this chapter, you have appreciated your origin, known the different sources of history, located the historical sites in your communities, appreciated one another's culture and given value to the preservation of historical sites in East Africa.

Glossary

No.	Method/Source	Process or means
1.	Oral	Use of the mouth to explain the past.
2.	Archaeology	Involves digging the ground to find the remains of past settlements.
3.	Linguistics	This is the study of a language spoken in a community, its vocabulary, the names of people and places, poems, idioms, proverbs and how these are related to other languages, which can tell a lot about the past.
4.	Anthropology	It is the study of the human race. A person can study the culture of a community and know more about its past by living in the community for a long time. This enables him/her to make connections between the culture of the community and its past.
5.	Genetic studies	Genetic studies is the study of different groups of people who share a common history, geography or culture.
6.	Ethno-botany	This is the study of plants and the patterns of their spread among different communities in order to trace the past relationships between these communities. Plants such as bananas, yams and cassava are grown across communities. This tells something about how people moved or traded with others in the past.

Chapter 2:

The Origin of Man



Keywords

- Stone Age
- Darwin's theory
- human evolution
- homo habilis
- homo erectus

Learning Outcomes

By the end of this chapter, you should be able to:

- a. understand traditional East African beliefs about the origin of man.
- b. analyse the bible and the creation stories about the origin of man.
- c. know scientific view about the origin of man.
- d. analyse the concept of human evolution.
- e. understand the out of Africa theory about the origin of man.
- f. appreciate the multi-regional theory on creation and the origin of man.

Introduction

After studying this topic, you should be able to debate and compare the origin and development of man from the traditional, religious and the scientific points of view.

This chapter focuses on various theories about the origin of man and how, where and when he lived in a given society. It explains the growth and development of human beings. It compares and analyses the creation of man and other creatures.

Traditional views about the origin of man in East Africa



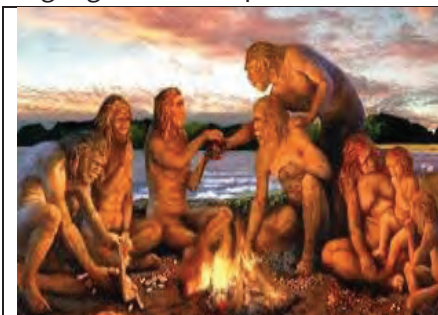
We need to seek views based on the pride our culture takes in the origin of man. Knowledge about what our ancestors knew about the origin of man can lead us to a reliable source of knowledge about the origin of man. For example:

1. What did they know about the early lives of human beings?
2. From where did the first human being come?
3. How did they meet their basic needs?
4. What types of development did the first humans have? (Refer to the Stone Age and the Iron Age.)
5. How did they express themselves?

All these can help us to define our origin and the present life that we believe in. Largely, human cultures have been evolving with the development of man. The current human culture, most of which was copied from colonial western civilisation, went through two stages of a cultural revolution millions of years ago. For example:

Stage 1

1. Human beings lived a nomadic life of migrations in search of ready food, water and shelter. This stage was called the food gathering period.
2. Human beings invented stone, iron and wooden tools.
3. Human beings learnt how to make fire, which helped them to do very many things.
4. Human beings created caves and, that way, they stopped moving from place to place.
5. Human beings lived in protective homesteads that resulted in the formation of clans.
6. Human beings developed oral language that produced the current local languages that we speak the world over.



2.1: Fire discovery



Figure 2.2 : Home of a cultural leader

Stage 2

This stage led to another stage that had features like:

1. The development of domesticated plants, which led to the development of agriculture.

	<ol style="list-style-type: none"> 2. Keeping some animals at home. Dogs were the first animals to be kept at home as they helped in hunting and protected people against danger in their caves. 3. Use of advanced tools for farming and hunting. 4. The development of pottery. <p>Basically, in most of the East African countries this was called the pre-colonial period.</p>
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Activity 2.1: Traditional views about the origin of man

1. Use ICT or a library search and write down where man originated in East Africa.
2. Write down the uses of the respective tools and inventions of early man.
3. Draw a table and match early man's tools with today's modern tools. Make comments.
4. Perform role play about early man's family life.

The Traditional Theory about the Origin of Man

These vary from tribe to tribe. At least each has a claim on a given traditional origin, for example, Baganda claim to have originated from the legend Kintu and Nambi. It is claimed that Nambi and Kintu of Buganda kingdom married and produced many of current clans in Buganda Kingdom. In Kenya the Kikuyu claim to have originated from Gikuyu. Among the Kikuyu they believe Gikuyu and his wife produced nine children that also married and produced the current big Kikuyu clans.

Human beings have a specific origin which belongs to them only. The origin of humankind raises important questions when considered in connection with their neighbours, the entire planet earth and the physical universe. The uniqueness of human race can be found in the nature of their origin that shows their tribe, relatives and their society standards.

For example, think of their language, which allows them to communicate to one another easily. This determines their culture and difference from one another. Basing on their needs, human beings have always engaged in a restless search for further knowledge and deliberate targets, which has made their history.

Yet the uniqueness of human beings is defined by a unique culture that traditionally explains their origin. We can also use their religious beliefs and practices to trace their origin.

The traditional origin of man is divided into three branches, namely; religious, cultural and biological beliefs.

Take home Exercise

The school can allow the learners to go outside the school and interact with three elders. Let the learners choose one of the elders and write a story about his/her origin. This story could then be presented to the class in the next lesson.



Figure 2.3: Development of man



Figure 2.4: Using a stone as a tool



Activity 2.2: Comparing the theories of the origin of man

1. In individual notebooks, using ICT or library research, write a report, about the Out-of-Africa theory of the origin of man and present it to the class.
2. In groups, carry out research and present to the class the advantages and disadvantages of using the multi-regional theory of the origin of man.
3. Using the instructions given in the tables, in groups, fill in the tables below.

Comparing theories

These are theories and beliefs that connect to the origin of man. There are agreed merits and demerits of relying on this theory.

Table 2.1: The creation of man

S/n	Advantages	Disadvantages
1		
2		
3		

Table 2.2: The traditional theory

S/n	Advantages	Disadvantages
1		
2		
3		

Table 2.3: The human evolution theory

S/n	Advantages	Disadvantages
1.		
2.		
3.		

The Creation Story about the Origin of Man

Different accounts have been used in religions worldwide as they all speak of a connection between the world of humans and a divine dimension of a supreme God whom they originated from. In Islam, orthodox, and the Christian revelation among others they believe and support the theory of human beings being created in the image and likeness of God. The sense of their dignity is further developed in the New Testament, which teaches that all human beings were created on the last day of creation by God as indicated in Genesis 1:26. They were created in the image of God. God later gave his only son, Jesus Christ, to suffer for their sins, and through Him, all truth is revealed to man by the Holy Spirit.

The first mention of people comes in verse 26 of Genesis 1: “Then God said, “Let us make humankind in our image, according to our likeness; and let them have dominion over the fish of the sea, and over the birds of the air, and over the cattle, and over all the wild animals of the earth, and over every creeping thing that creeps upon the earth.” Almost every word of this verse is difficult to translate, but the keywords here for many people are ‘image of God’.

**Figure 2.5: The creation story in the Bible****Figure 2.6: The global view**

The creation of the universe

Scientists have now discovered that life exists beyond the earth. They have found out that there are other planets, all together 10 in number, that support life. Many theories have advanced this, including Newton's theory and the Big Bang theory, among others.



Figure 2.7: Planets

The Creation Story about Adam and Eve

God fashions Adam from dust and places him in the Garden of Eden. Adam is told that he can eat freely of all the trees in the garden, except the tree of the knowledge of good and evil. Later on, Eve is created from one of Adam's ribs to be Adam's companion. Adam and Eve are innocent and unembarrassed about their nakedness. However, a serpent deceives Eve into eating a fruit from the forbidden tree, and she gives some of the fruit to Adam. This act not only gives them additional knowledge, but also the ability to come up with negative and destructive concepts such as shame and evil. God later curses the serpent and the ground. God prophetically tells the woman and the man what will be the consequences of their sin of disobeying God. Then he expels them from the Garden of Eden.



Figure 2.8: Adam and Eve in the Garden of Eden



Activity 2.3: Adam and Eve

1. Basing on the above story, show the relationship between religion and history.
2. Referring to the above myth, how do you think sin came into the world?
3. How significant is the story of Adam and Eve in the creation of human kind?
4. Describe the theory of the origin of man in the Bible.

Scientific theory and the origin of man



The most reliable among the scientific theories of creation is Charles Darwin's theory. It is widely known as Darwinism. This is a theory of biological evolution developed by the English naturalist Charles Darwin in 1809–1882, and also by others. It states that all species of organisms arise and develop through the natural selection of small, inherited variations that increase the individual's ability to compete, survive and reproduce. According to Charles Darwin, all life came from one or a few kinds of simple organisms. New species arise gradually from pre-existing species. The result of competition among species is extinction of the less fit. That's how apes came about and the fitness of their organisms resulted in the creation of today's monkey, chimpanzee and human beings. As life evolves, the number of the above individual species increases worldwide. As they reproduce, their populations grow, but their organisms tend to remain the same size and in their permanent nature. Only the fittest survive, and those that survive reproduce many other species in form of today's monkeys, chimpanzees and human race. **See the figure 2.9 below.**

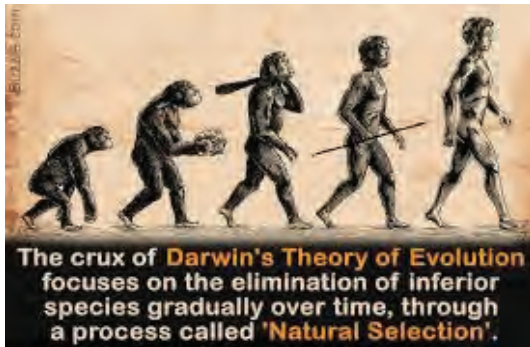


Figure 2.9: Darwin's Theory of Evolution

Theories of Human Evolution



As regards the appearance of human beings, the theory of human evolution is supported by a large number of documents that provide evidence of a long path characterised by more and more complex life forms which, unfortunately, became extinct. Along this path, the remains of human beings that have been found show features that are more and more similar to those of humans. They could thus be associated with the ancestors of humankind. Paleontology, the study of fossil animals and plants, aims at detecting the evolutionary line that led to the earliest human life forms and, through different phases, to the present human beings. The human race is likely to have developed from a single African human species, notably after the appearance of the earliest human life in Egypt. Moreover, traditional sources that investigate the mechanisms and processes underlying human evolution are known to be the most reliable regarding the origin and creation of mankind.

Trends of Human Evolution

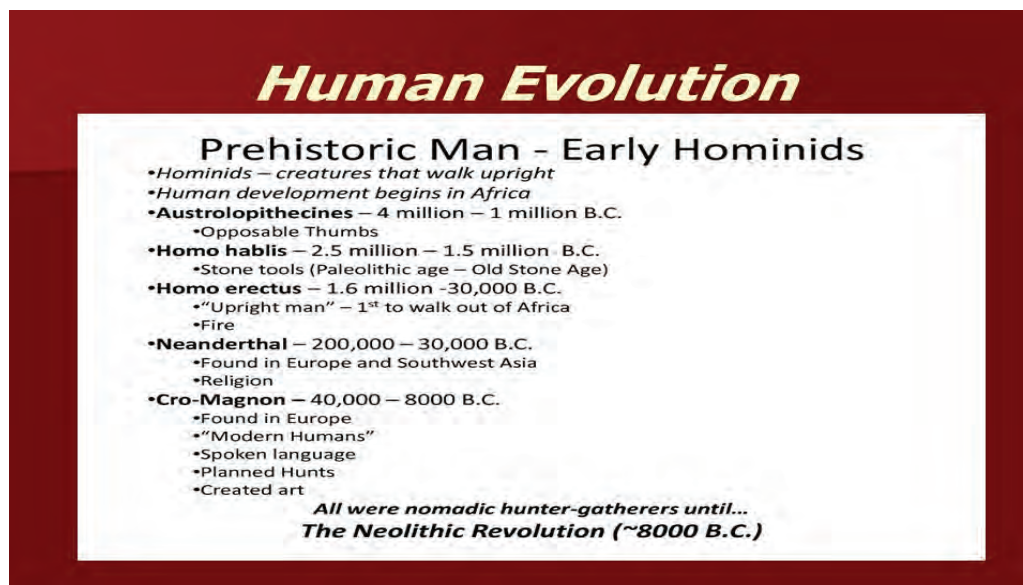


Figure 2.10: Timelines of human development



Trends in Human Evolution

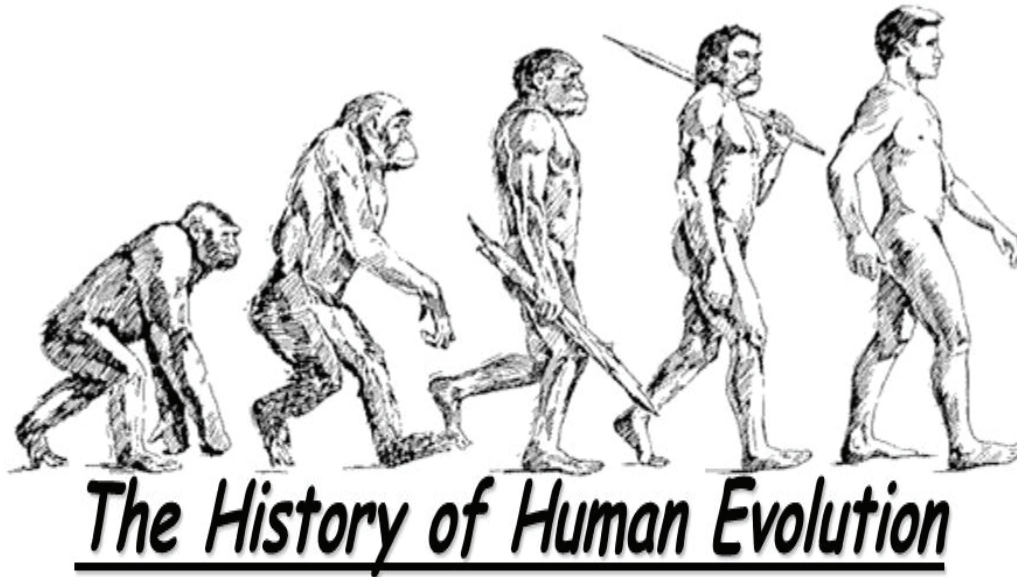
The origin and evolution of man, *Homo sapiens*, have been a topic of great biological interest since time immemorial. The idea that man is a creation of a supernatural power prevailed for a long time in earlier days.

However, biologists view the origin of man using knowledge of morphology, physiology, embryology and fossil records. Man evolved from some unknown mammalian ancestor and reached the top of evolutionary history.

Man is placed under the family of animals and differs from other creatures.

The evolution of man involved the following significant changes:

1. A large brain size with greater functional ability (maximum in the gorilla = 650 c.c., minimum in man = 1,000 c.c.). The brain case is larger than the face region.
2. The face is flatter, with a less protruding lower jaw.
3. Continuous growth of long hair on the head, which is sparse and short on the body.
4. Generalised hands with better-developed thumbs and long legs with non-opposable big toes.
5. Man is terrestrial in habit and walks erect on two feet.
6. Man surpasses all other animals by possessing the 'human features', which are exclusive to them.
7. A switchover from the four-legged gait of apes to the bipedal gait of man.
8. Perfection of the hand for tool making.
9. Increase in intelligence and the size of the brain.
10. Change of diet from fruits, hard nuts and hard roots to softer foods.
11. Increase in the ability to communicate with others and the development of community behaviour.



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Jasmine Ross

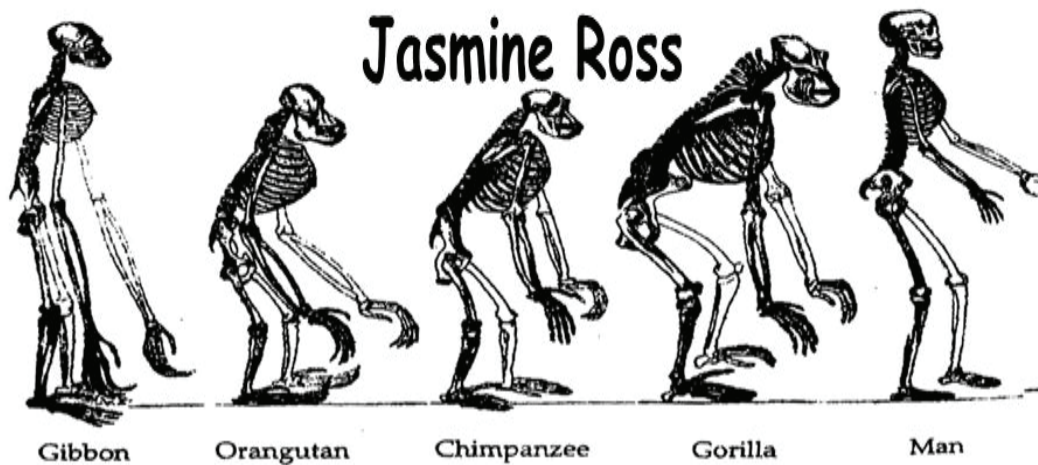


Figure 2.11: Garcia and Ross's steps of human evolution

This is further supported by the stages of the development of man as shown in the diagram below.

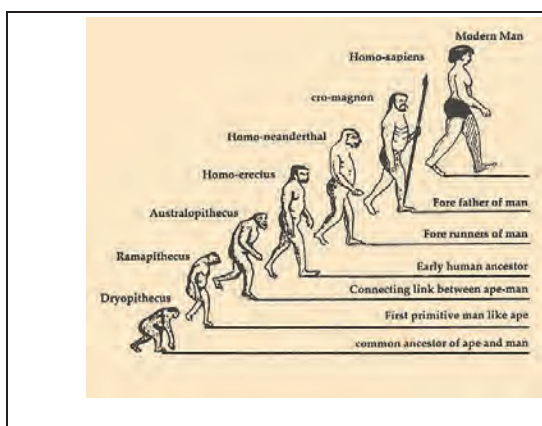


Figure 2.12: Theoretical Steps of human evolution

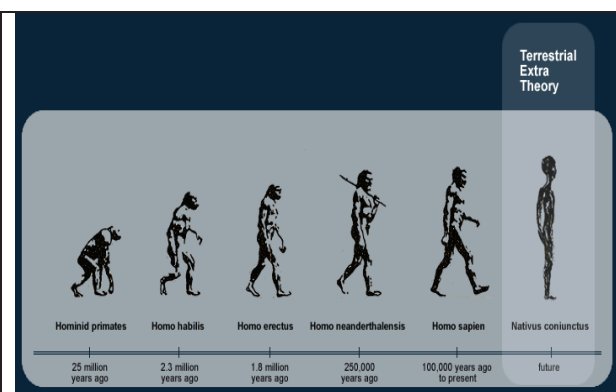


Figure 2.13: Stages of the evolution of man according to Terrestrial Extra Theory



The above are stages of human evolution and they match the development of the five senses of man. That is why at the last stage a fully developed man is able to know the importance of clothes. These stages were crucial as they distinctively explain why man (the human being) is quite different from the animals.

The diagram below shows the chronology of the creation of mankind, starting from the time the first creature, called the hominid primate that was traced to 25 million years ago. The chronology ends 100,000 years ago when the human being had developed the five senses. See **Figure 2.12** above.



Activity 2.4: Stages of the evolution of man

In groups, study the stages of the evolution of man and answer the following questions:

1. What differences do you notice between Dryopithecus and Cro-Magnon.
2. Look at yourself or someone next to you and identify the bodily features that are similar to those of apes.
3. What makes man different from animals?
4. Participate in a debate on the theory of creation and the theory of evolution of man.

Activity of Integration

Sandra, a Senior One learner at Ndegeya Secondary School, came back home for holidays with the History holiday assignment. It was hard for her father to support her in providing a solution to the assignment; his career is Biology and Human Medicine. The question was that she should “discuss the main two theories about the origin of man”.

Support Materials



Figure 2.14: Written Literature

Task 1

1. As an expert in history, how would you help this parent?
2. Discuss the challenges of believing in the traditional theory of the origin of man.
3. Describe the problems involved in believing in the biblical theory of the origin of man.

Chapter Summary

In this chapter, you have appreciated the origin of man using many sources of history. You will be able to explain the origin of man using all possible theories of creation like the religious, scientific, Darwinism and traditional theories. You have acquired knowledge, skills and values that will enable you solve any situational challenge related to theories of creation.