**THEME: UNDERSTANDING OUR PAST**

**TOPIC: *FINDING OUT ABOUT OUR PAST***

*SUB TOPIC: THE MEANING OF HISTORY AND POLITICAL EDUCATION.*

* History isa branch of knowledge that records and explains past events (Merriam –Webster)
* "History is ... a dialogue between the present and the past. (Geschichte ist-ein)
* Will Durant: “History is a narrative of what civilized men have thought or done in past time.”
* E.H. Carr: “History is an unending dialogue between the present and the past and the chief function of historian is to master and understand the past as a key to the understanding of present.”
* Prof. G.R. Elton: “History is concerned with all those human sayings, thoughts, deeds and sufferings which occurred in the past and have left present deposit; and it deals with them from the point of view of happening change and particular.”
* Lord Acton: History is the unfolding story of human freedom
* Prof. A.L. Rowse+6: “History is essentially the record of the life of men in societies in their geographical and their physical environments. Their social and cultural environments arises from the interaction of the one with the other, the society and its geographical condition.”
* ***It is therefore a study of the past events in relation to the present events so as to predict the possible future events****.*

**DO NOW**

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**Lesson objectives**

***Learners should be able to:***

Define the terms History and Political education

Identify the relationship between history and political education.

Mention the advantages and disadvantages of learning about the past.

**Key words**

History

Political Education

Environment

Events, dialogue

**Reference books**

Internet

(Wikipedia )

Syllabus by NCDC

Publication by [**Roshan Bhondekar**](https://medium.com/@roshan_b?source=post_page-----f36054e30f08----------------------) **internet**

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**QUESTION**

**Brief summary from the teacher’s explanation**

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**Brief summary from group discussions**

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**Sample questions**

**On the other hand;**

* **Political education** comes from the word politics which means the art and science of management of society.
* It is a study of distribution of power and Economic Resources among the different societies, nations or continents.
* It is a study of the political behaviors of man in relation to government of society.
* Political Education is the process by which knowledge, ideas and values on selected political issues are passed on to learners for the purpose of influencing their attitude towards appropriate political behaviors.

**SUB-TOPIC**: ***THE RELATIONSHIP BETWEEN HISTORY AND POLITICAL EDUCATION***

Learners Activity (1) with the knowledge above, how is ***HISTORY***related to ***POLITICAL EDUCATION***

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**THE ADVANTAGES OF LEARNING FROM THE PAST**

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

**NB: Your past actions determine your present self and situation, and your present actions determines your future situation. So to a certain extent, they’re all relevant.**

**ACTIVITY (2) STUDENT’S RESEARCH**

**DISADVANTAGES OF LEARNING FROM THE PAST**

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**Sample questions**

1. Define the following terms:

a) History (15mrks)

b) Political Education (10mrks)

2. Mention the advantages and disadvantages of learning from the past.

**Brief summary from group discussions**

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**Brief summary from the teacher’s explanation**

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**QUESTION**

1. Define the following terms:
2. History (15mrks)
3. Political Education (10mrks )
4. How is political education related?

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**Topic: FINDING ABOUT OUR PAST.**

**Sub Topic**: *REASONS FOR STUDYING HISTORY AND POLITICAL EDUCATION*

**Student’s activity** Why Do We Study History?

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**DO NOW**

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**DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**WEEK: \_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson objectives**

**Learners should be to:**

-Explain the reasons why we study History and political Education.

-Use ICT and library research to make Notes.

-Discuss and Mention the major sources of history, their advantages and disadvantages

**Key words**

Sources of history

Anthropology

[Archaeology](https://en.wikipedia.org/wiki/Archaeology)

Linguistic studies

Oral tradition

Genetics

**Reference books**

Wikipedia.

Lower secondary History and political Education syllabus (NCDC).

A History of East Africa by E.S Ateino Odhiambo

**WWW**

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**EBI**

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**QUESTION**

**Brief summary from the teacher’s explanation**

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**Brief summary from group discussions**

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**Sample questions**

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**Mention the Reasons for studying political education.**

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**SUB TOPIC: *THE DIFFERENT SOURCES OF HISTORY***

These are ways or methods used to discover about our past or to reconstruct our past.

There are many sources of history among which are modern and traditional methods of finding about the past. The most commonly known sources include:

STUDENTS ACTIVITY (4)

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

1. **ARCHEOLOGY …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................**

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1. **ANTHROPOLOGY**

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1. **LINGUISTIC STUDIES**

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| **Advantages** | **Disadvantages** |
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1. **ORAL TRADITION**

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| **Advantages** | **Disadvantages** |
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**5. WRITTEN RECORDS**

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**6. GENETICS**

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| **Advantages** | **Disadvantages** |
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**Brief summary from group discussions**

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**Sample questions**

1. Mention and explain the main sources of History.
2. Explain the main reasons for studying:
3. Political Education
4. History in secondary schools

**Brief summary from the teacher’s explanation**

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**QUESTION**

Explain the meaning of the following sources of History;

a) Archeology b) Anthropology c) Oral Tradition d) Genetics

**WWW**

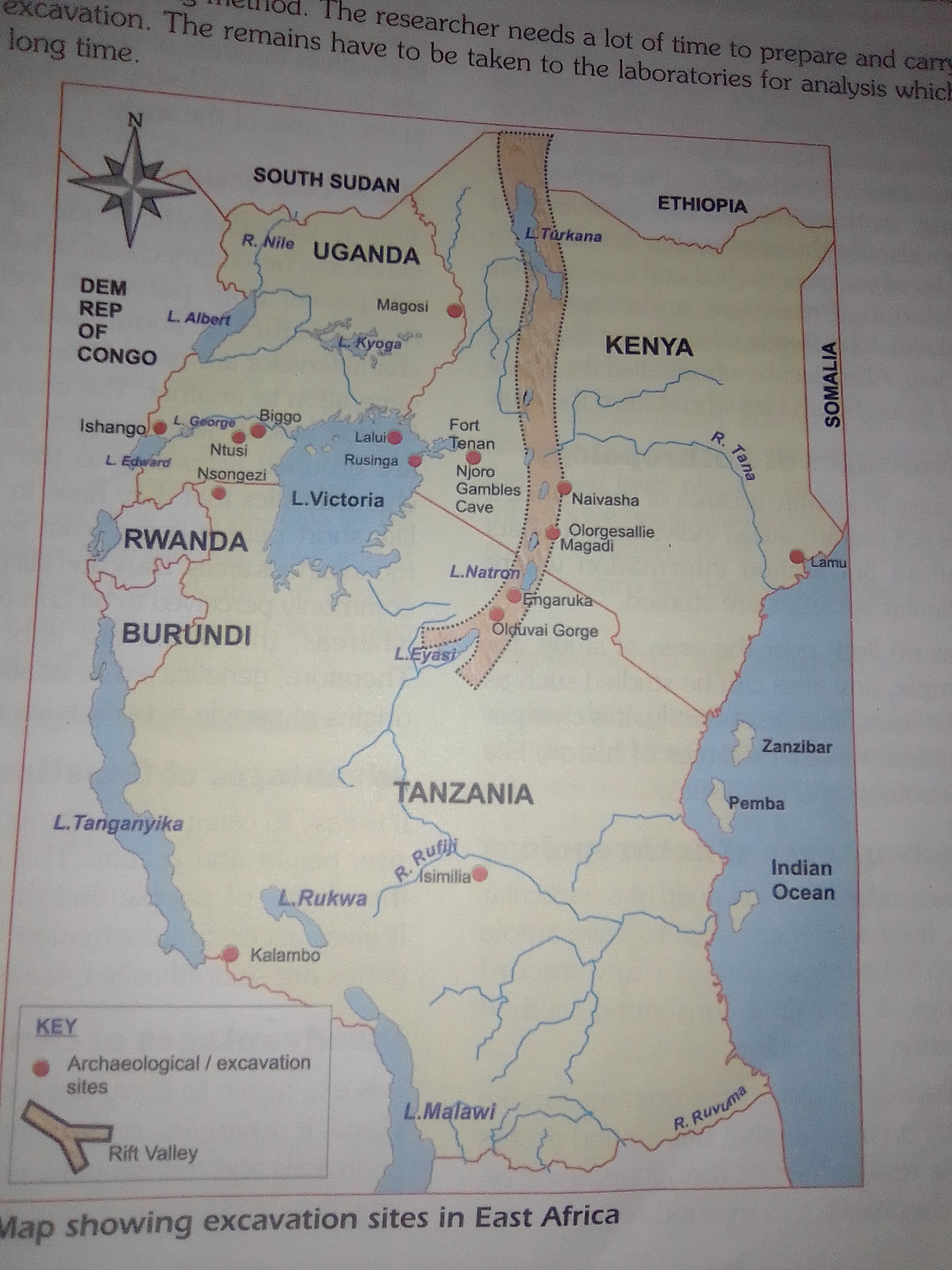
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**SUB TOPIC: HISTORICAL SITES IN EAST AFRICA**

A SKETCH MAP OF EAST AFRICA SHOWING THE MAJOR HISTORICAL SITES



**DO NOW**

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**DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**WEEK: \_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson objectives**

Learners should be able to:

-Draw a map of East Africa and locate the important historical sites

-Visit some historical sites in Uganda and identify their benefits to both the community and their countries at large.

-Create a portfolio a reflective journal on this Topic

**Key words**

Historical sites

Archeological sites

Portfolio

Reflective journal

**Reference books**

History and political Education syllabus by NCDC

Wikipedia

O level History East Africa by Ssenkumba Ronald, E.N.Nsumbuga

History of East Africa Longman by Curtin D. Philip

**WWW**

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**QUESTION**

**Brief summary from the teacher’s explanation**

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**Brief summary from group discussions**

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**Sample questions**

**Learners Activity1**

From the Map identify the major historical sites and Archeological sites in the different countries named bellow:

**UGANDA**

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**KENYA**

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**TANZANIA**

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2. Mention the main benefits of historical sites in your country and the World at large.

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10. **………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**Sample questions**

1. Draw a sketch map of east Africa and on it mark and name the main historical sites.

1. Identify the main benefits of historical sites in your country.

**Brief summary from group discussions**

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**Brief summary from the teacher’s explanation**

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**QUESTION**

Suggest ways how historical sites can improved to benefit your society more.

**WWW**

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**EBI**

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**PROJECT NAME** ……………………………………………………………………………………………………………………………………

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**AIMS AND OBJECTIVES**

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**WEEK: \_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson objectives**

***Learners should be able to:***

To prepare a project on what they can do to earn a living in communities through historical sites.

**Key words**

Project plan

Mission statement

Vision

Aims and objectives

Planned activities

SWOT analysis

Budget plan

**Reference Books**

Research from the internet

Research from a Resource person

**WWW**

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**QUESTION**

**Brief summary from the teacher’s explanation**

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**Brief summary from group discussions**

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**Sample questions**

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**THE SWOT ANALYSIS**

**STRENGTH OF THE PROJECT (SUCCESSES)**

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**WEAKNESS (FAILURES) IN THIS PROJECT**

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**OPPORTUNITIES IN THE PROJECT**

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**BUDGET PLAN**

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| **Items** | **Quantity** | **Cost per unit** | **Total cost** | **Sources of finance** |
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**Recommendations**

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**A REFLECTIVE JOURNAL ON UNDERSTANDING OUR PAST**

**Learners activity1**:

Summarize your benefits from this charpter and in your summary identify:

1. Skills your have acquired from what you have learnt in this Topic

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1. In a paragraph summarize the main benefits of Archeological and historical sites in East Africa.

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**Lesson objectives**

***Learners should be able to:***

-Prepare a reflective journal identifying the:

- The key competences in learning about the past.

- The benefits of historical sites

- Areas were historical sites are located in East Africa.

**Key words**

Reflective Journals

Competences

Archeological sites

Historical sites

**Reference books**

Internet

Magazines

News papers

Resource person

**WWW**

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**QUESTION**

**Brief summary from the teacher’s explanation**

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**Brief summary from group discussions**

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**Sample questions**

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**c) Identify in a summary the different historical sites in East Africa what they possess and their location.**

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**TOPIC: ORIGIN OF MAN**

*SUB TOPIC: TRADITIONAL AFRICAN BELIEFS AND ETHNIC VIEWS ON THE ORIGIN OF MAN*

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

Different Africans have different views and beliefs on the origin of man.

In East Africa for example, different ethnic groups have different views on the origin of man .These can be observed from bellow;

**STUDENT’S ACTIVITY**

1. Distinguish between Traditional and Cultural Views

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Using research from the library and the internet explain the traditional views of the following Ethnic groups on the origin of Man.

1. **THE BANTU**

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**DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**WEEK: \_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson objectives**

Learners should be able to:

Discuss the traditional African beliefs on the origin of man

Explain the different Ethnic views on the origin of man.

Distinguish between the cultural and traditional beliefs on the origin of Man

**Key words**

African traditional and cultural Beliefs,

Ethnic Views

Origins

**Reference books**

History & political education syllabus by NCDC

The Internet (Wikipedia)

["History of the Maasai"](https://web.archive.org/web/20170429093833/http:/www.kitumusote.org/history). Kitumusote.

“East Africa through a thousand years” by Were.s. Gideon.

**WWW**

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**QUESTION**

**Brief summary from the teacher’s explanation**

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**Brief summary from group discussions**

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**Sample questions**

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**b) THE KALENJIN (HIGHLAND NILOTICS) - *The Nandi***

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**C) THE MASAAI**

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**d) THE ACHOLI**

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**Brief summary from group discussions**

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**Sample questions**

1. Explain the different traditional views in East Africa about the origin of man.
2. What do the following societies say about the origin of man?
3. **Bantu**
4. **Kalenjin**
5. **Kikuyu**
6. **Bagishu**
7. **Baganda**
8. **Masaai**
9. How important is cultural values to society?

1. Distinguish between cultural and traditional beliefs on the origins of man.

**Brief summary from the teacher’s explanation**

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**QUESTION**

What are the main cultural and traditional beliefs on the origin of man in your society?

**WWW**

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**EBI**

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**TOPIC: ORIGIN OF MAN (EVOLUTIONARY STUDIES)**

***SUB-TOPIC****: BIBILICAL VIEW ON THE ORIGIN AND CREATION OF MAN*

**Students Activity (2)**

With reference to the Old Testament what is the Biblical teachings on the origin of man?

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**DO NOW**

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**DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**WEEK: \_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson objectives**

***Learners should be able to:***

Read the Bible and role play on the story of creation

Read and Mention the importance of the story of the Garden of Eden in creation of man.

Critic the Bible story on creation of man.

**Key words**

Critic

Role play

Creation

Origin

Biblical View

**Reference books**

The Bible

The Internet **(Wikipedia)**

The Quran

Resource person

**WWW**

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**EBI**

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**QUESTION**

**Brief summary from the teacher’s explanation**

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**Brief summary from group discussions**

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**Sample questions**

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**Student activity (3)**

In your own view, mention the importance of the Garden of Eden in the creation of man.

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**Student’s activity (4)**

a) What in your own views is not true or clear about the Bible view on the creation of man? ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

b) Why do you think so?

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**Students Research**

**QN:** What does the Quran say about the origin of man?

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**Brief summary from the teacher’s explanation**

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**Brief summary from group discussions**

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**Sample questions**

What in your own view is not true or clear about the Bible view on the creation of man and why do you think so?

With reference to the Old Testament what is the Biblical teachings on the origin of man?

In your own view mention the importance of the Garden of Eden in the creation of man.

**QUESTION**

1. With reference to the Old Testament what is the Biblical teachings on the origin of man?

**WWW**

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**EBI**

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**TOPIC: ORIGIN OF MAN**

*SUB-TOPIC: SCIENTIFIC VIEWS ON THE ORIGIN OF MAN*

**Student’s Activity** 1: a) *Define the term “****Evolution”***

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b) State Charles Darwin’s views on the origin of man

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**Students activity 2:** State the main points in Darwin’s theory of evolution 1.**……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….**

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**DO NOW**

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**DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**WEEK: \_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson objectives**

**Learners should be able to:**

-Explain the scientific theories about the origin of man

- Identify and explain the main stages of evolution of man

- Explain the different stage in development of man **Key words**

Human Evolution,

[Primates](https://en.wikipedia.org/wiki/Primate), [Homo sapiens](https://en.wikipedia.org/wiki/Homo_sapiens), [Hominid Family](https://en.wikipedia.org/wiki/Hominid), Bipedalism

[Hominoid](https://en.wikipedia.org/wiki/Hominoidea) [Hylobatidae](https://en.wikipedia.org/wiki/Gibbon)

[Homininae](https://en.wikipedia.org/wiki/Homininae),[Orangutans](https://en.wikipedia.org/wiki/Orangutan) ([Ponginae](https://en.wikipedia.org/wiki/Ponginae))

[Hominine](https://en.wikipedia.org/wiki/Hominina), [Panina](https://en.wikipedia.org/wiki/Panina), Hylobat

Hypothesis

**Reference books**

Encyclopedia

The Internet

“[On the Origin of Species](https://en.wikipedia.org/wiki/On_the_Origin_of_Species)”

by [Charles Darwin](https://en.wikipedia.org/wiki/Charles_Darwin)'s

Mk Ordinary Level History East Africa1000AD- Independence by Ssenkumba Ronald and E.N Nsubuga

**WWW**

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**EBI**

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**QUESTION**

**Brief summary from the teacher’s explanation**

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**Brief summary from group discussions**

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**Sample questions**

**3.…………………………………………………………………………………………………………………………………….………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

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**5…………………………………………………………………………………………………………………….……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………… Student’s activity 2:** What do other scientists say about the origin of man?

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**THE MAIN STAGES IN THE EVOLUTION OF MAN**

Discoveries from ancient fossils made historian to conclude that man evolved from a four- legged animal but due to the need for survival in the Environment he was forced to adapt to two legs that he may see beyond tall grass and vegetation. So to become modern, man is said to have evolved through different stages. These might have included:

1. Dryopithecus 3. Australopithecus Boise 5. Homo Erectus
2. Ramapithecus 4. Homo Habilis 6. Homo Sapiens

**Activity 3** From the list above write down the main Evolution features at each stage, timeline and area where the discoveries were made.

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| **STAGE** | **FEATURES IN EVOLUTION** | **AREA OF DISCOVERY** | **TIME-LINE** |
| 1st Dryopithecus | -  -  -  -  - |  |  |
| 2nd Ramapithecus | -  -  -  - |  |  |
| 3rd  Australopithecus Boise | -  -  -  -  - |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 4th Homo Habilis | -  -  -  -  -  - |  |  |
| 5th Homo Erectus | -  -  -  -  -  - |  |  |
| 6th Homo Sapiens | -  -  -  -  -  -  - |  |  |

**STAGES OF HUMAN DEVELOPMENT**

**QN:** State the main discoveries in the four stages of human development.

|  |  |  |
| --- | --- | --- |
| **STAGES OF HUMAN DEVELOPMENT** | **MAJOR DISCOVERIES OR DEVELOPMENTS** | **TIME PERIOD** |
| **EARLY STONE AGE** |  |  |
| **MIDDLE STONE AGE** |  |  |
| **THE NEW STONE AGE** |  |  |
| **IRON AND SCIENTIFIC AGE** |  |  |

**SAMPLE QUESTIONS**

1. Define the term evolution.
2. Explain the scientific views on the origin of man.
3. Write briefly about the different stages of human evolution.
4. Explain the main stages of human development identifying the main discoveries, time line and behaviors.
5. Explain the culture of man during the middle and new Stone Age.
6. Explain the changes in culture over time.
7. Mention the different aspects in which culture has declined and how.

**Brief summary from group discussions**

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**Brief summary from the teacher’s explanation**

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**QUESTION**

Explain the main stages of human development identifying the main discoveries time line and behaviors.

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**TOPIC: ORIGIN OF MAN**

***Sub Topic****:* ***THE MULTIREGIONAL THEORY AND THE OUT OF AFRICA THEORY***

***OUT OF AFRICA THEORY***

Under the Out of Africa hypothesis (theory), the first humans to leave Africa 1.8 million years ago divided into several different species during the Pleistocene period.

Species, of course, are defined by reproductive isolation, so the evolution of these several species of humans was separate.

The fossil archaic humans that we find throughout the Old World belonged to these several species, but only one branch of this ancient family tree could give rise to today's humanity.

This branch was African. The origin of modern humans in Africa explains why today's Africans are more genetically variable than other populations

They were the first human population to expand, and other populations (like those of Europe and Asia) were founded later. The recent origin explains why today's human populations are genetically similar -- they haven't had time to diverge very much.

The resemblances with archaic humans in some modern people are explained either as a result of parallel evolution or as a result of slight genetic contributions from archaic humans into today's populations.

**DO NOW**

Mention the major stages in the evolution of Man \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**WEEK: \_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson objectives**

***Learners should be able to***:

Explain the “out of Africa” theory about the origin of man

Explain the “Multi regional”

Theory about the origin of man.

Compare, critic and make their judgment on the two theories.

**Key words**

Multiregional theory

Out of Africa theory

Pleistocene

Genetics

Reproductive isolation

Fossil archaic

Species

**Reference books**

Wikipedia (internet)

“[The Many Species of Humanity](https://repozytorium.amu.edu.pl/jspui/bitstream/10593/3400/1/01wolp.pdf)" Wolp off, M.H., and R. Caspari.

"Interpretations of the fossil material". Weidenreich, F. (1949).

Encyclopedia

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**QUESTION**

**Brief summary from the teacher’s explanation**

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**Brief summary from group discussions**

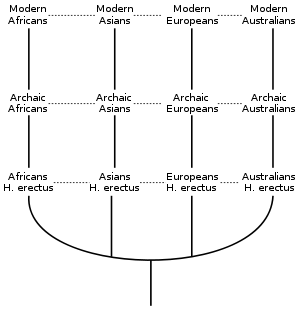
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**Sample questions**

***MULTIREGIONAL EVOLUTION THEORY***

* Under the Multiregional evolution hypothesis, the first humans to leave Africa 1.8 million years ago never divided into different species.
* Instead, these populations always exchanged genes with each other through recurrent gene flow.
* Today, we are part of this same species, which has evolved greatly over time to a very different morphology and behavior from the first humans.
* The low genetic differences among human populations are a result of a history of gene flow between ancient populations.
* Our present morphology and behavior have greatly changed from archaic humans because of natural selection in a global human population.
* Resemblances between archaic and modern humans in some parts of the world are the result of ancestry.
* The greater genetic variation within Africa is a consequence of larger African population size, greater ecological diversity and local selection, or both.
* These factors gave Africa a dominant role in the ancestry of today's human population
* A graph detailing the evolution to modern humans using the multiregional hypothesis of [human evolution](https://en.wikipedia.org/wiki/Human_evolution).
* The horizontal lines represent 'multiregional evolution' gene flow between regional lineages.
* In [Weidenreich](https://en.wikipedia.org/wiki/Franz_Weidenreich)'s original graphics, there were also diagonal lines between the populations, e.g. between African Homo-erectus and Archaic Asians and between Asian Homo-erectus and Archaic Africans.
* This created a "trellis" (as Wolpoff called it) or a "network" that emphasized gene flow between geographic regions and within time.
* It is important to remember that the populations on the chart are not discrete – i.e., they do not represent different species, but are samples within a long lineage experiencing extensive gene flow.

**[](https://en.wikipedia.org/wiki/File:Multiregionaltheory.svg)**

**LEARNERS ACTIVITY 2**

**Compare the multiregional and the other scientific theories on the origin of humans and identify which is the best.**

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**LEARNERS ACTIVITY 3**

Give a reasons for your answer **………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

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**Sample questions**

1. Explain the views that humans originated out of Africa then to other parts of the world.
2. Explain what the Multiregional theory state about the origin of man.
3. What are the recent scientific evidences about the origin of man?
4. Draw a table showing the different theories of the origin of Man, their founders and the time of their discoveries

**Brief summary from the teacher’s explanation**

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**Brief summary from group discussions**

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**QUESTION**

Draw a table showing the different theories about the origin of Man, their founders and the time of their discoveries.

**TOPIC: MIGRATION AND SETTLEMENTS IN EAST AFRICA SINCE 1000 AD**

The peopling of East Africa was a result of the migration and settlement of various groups of **people**. Before 13th century there existed a few primitive societies of the Bushmen but these are also said to have come from the Ethiopian highlands.

The main settlements that occurred towards the 14th , 15th 16th 17th stretching to the end of the 18th century i.e. before 1000AD -1900 AD, included the cushites, Bantu , the Ngoni, the Rver-lake Nilotic (Luo), the Plain and highland Nilotes.

The reasons for their settlement were both political, Social and Economic yet as they migrated, moved in different groups, to different Areas of Settlement in East Africa.

Before the Ethnic groups the following was observed:

Ancient hominid (human-like) skulls and footprints, some over three million years old, have been found at various sites in East Africa, including at Oldupai Gorge in Tanzania and Lake Turkana in Kenya.

Although similarly ancient traces have also been found elsewhere on the continent, the East African section of the Great Rift Valley is popularly considered the ‘cradle of humanity’.

By about one million years ago, these early ancestors had come to resemble modern humans, and had spread well beyond East Africa, including as far as Europe and Asia. Roughly 100,000 years ago, and possibly earlier, *Homo sapiens* had arrived on the scene.

The earliest evidence of modern-day East Africans dates from around 10,000 years ago, when much of the region was home to Khoisan-speaking hunter-gatherer communities.

On the western fringes of East Africa, including parts of the area that is now Rwanda and Burundi, there were also small populations of various so-called Pygmy groups.

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**DO NOW**

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**Lesson objectives**

***Learners should be able to:***

Explain who the Earliest in habitants of East Africa before 1000AD were.

Mention the main Ethnic groups which settled in East Africa before 19th century.

Explain who the Bantu were, their origins and cause of their migrations.

**Key words**

Origins

Settlements

Bantu

Cushites

Migrations

**Reference books**

O level History of East Africa (1000 AD to independence) by E.N. Nsubuga, Ssenkumba Ronald and Matsyetsye Esther.

Wikipedia (internet)

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**QUESTION**

**Brief summary from the teacher’s explanation**

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**Brief summary from group discussions**

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**Sample questions**

**THE CUSHITES**

**Learners activity1 a)** Who were the Cushites and what were their origins?

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**b)** Where did they settle in East Africa and what are the main reasons for their settlement in East Africa?

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**Learners Activity 2** In short paragraphs, who are the Bantu?

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**A SKETCH AMAP OF AFRICA SHOWING THE POSSIBLE ORIGINS OF THE BANTU.**

**Learners Activity 3**

a)From the map trace the origins of the Bantu and state the possible areas where the Bantu could have originated from.

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b) Mention the Ethnic group to which you and your family belong. **…………………………………………………………………………………………………………………………………………………………………………………..…………………………………………………………………………………………………………………………………………………………………………………………**

Mention the five Bantu groups which settled in East Africa.

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Draw a table showing the different Ethinic groups in East Africa today and match them with the original Ethinic groups in East Africa.

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| **ETHINIC GROUPS IN EAST AFRICA** | **ORIGINAL ETHINIC GROUP** | **CURRENT STATISTICS (POPULATION ESTIMATES)** |
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**Brief summary from group discussions**

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**Sample questions**

1. Mention the five Bantu groups which settled in East Africa.
2. Explain the different theories about the origins of the Bantu.
3. Draw a Sketch map of Africa and on it mark and name the origins of the Bantu.
4. Mention five Bantu tribes from your community.

**Brief summary from the teacher’s explanation**

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**QUESTION**

Explain the different theories about the origins of the Bantu.

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**THE BANTU MIGRATION AND SETTLEMENT IN EAST AFRICA**

* Bantu are agroup of people who have a ommon surfix “Ntu” in most of their words and language e.g kintu (thing), muntu (person), Bantu(people) which makes them related.
* They were one of the earliest settlers in East Africa by 1000AD after the cushites and the Bushmen (khoisan).
* They Settled in East Africa gradually in mainly five groups namely:
* ***Interlacustrine (Western) Bantu.***
* ***Central and NothernTanzanian Bantu***
* ***The Coastal and Highland Bantu (Eastern Bantu)***
* ***The Southern Tanzanian Bantu***
* ***The Ngoni***
* These groups migrated to and settled in different Areas of East Africa for different reasons which were Political, Social, and Economic push and pull factors.

**REASONS/ FACTORS FOR BANTU MIGRATION**

**QN**: Explain the reasons for the Bantu migration and settlement into East Africa.

* Drying up of the Sahara grasslands which led groups that practiced agriculture to migrate in search of new fertile land and water for farming.(Drought and Famine)
* An increase in population which resulted in pressures causing others to migrate in search for new land.
* The constant attacks from stronger neighboring tribes in West Africa and the Nile valley and the external pressures such as the migration of the Arabs into West Africa.
* Rulers wanted to expand their kingdoms, and gain more power and control.
* Tribal wars caused defeated tribes to run away from powerful ones for safety hence ending into East Africa.
* The Bantu people wanted to expand their iron-working culture. They had discovered the knowledge of iron working and had invented iron tools which transformed agriculture by making them cultivate land for crop growing.
* Occurrence of natural disasters such as earthquakes, floods and diseases which claimed a number of lives so to survive some bantu came to East Africa
* Overstocking of animals yet land was becoming more limited forcing many Bantu to migrate to other areas specifically some to East Africa.
* Internal conflicts especially land disputes and succession disputes forced some to migrate to peaceful areas mainly East Africa

**DO NOW**

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**Lesson objectives**

***Learners should be able to:***

Explain the causes of the Bantu migration and settlement in East Africa.

Describe the course of their migration and settlement

Mention the positive and negative effects of Bantu migration and settlement.

**Key words**Migration

Interlacustrine

Settlement

Causes

Impact

Course

**Reference books**

*O LEVEL HISTORY OF EAST AFRICA (1000 AD TO INDEPENDENCE)* by E.N. NSubuga, Senkumba Ronald and matsyetsye Esther.

*SIMPLIFIED HISTORY OF EAST AFRICA* **by Isingoma Edward**

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**QUESTION**

**Brief summary from the teacher’s explanation**

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**Brief summary from group discussions**

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**Sample questions**

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* Some were looking for new Hunting grounds since they were great hunters for both wild fruits roots and wild meat.
* Some Bantu migrated due to the great desire (love) for adventure.i.e. Need to explore new areas.
* Finally band wagon provoked some Bantu to migrate. On seeing friends migrating others also decided to follow them.
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* In a conclusion the Bantu migration and settlement was due to both political, social and economic factors but mainly desire for peaceful Areas of settlement.

**LEARNERS ACTIVITY**1

1. In the space below draw a sketch map of East Africa and on it show the migration and settlement of the Bantu in East Africa.

**A SKETCH MAP OF EAST AFRICA SHOWING THE MIGRATION AND SETTLEMENT OF THE BANTU IN EAST AFRICA.**

**THE COURSE OF BANTU MIGRATION INTO EAST AFRICA**

* The Bantu migrated gradually in different groups at different time to different areas of settlement in East Afrrica.
* They migrated into East Africa in mainly five groups each from different directions as discussed below:
* ***The first group were the INTERLACUSTRINE BANTU often called the WESTERN BANTU.***
* The word interlacustrine means between lakes so they settled around the lake region of East Africa.
* On entering East Africa from the South Eastern Congo forests, they passed between lake Albert, Edward and George and settled North West of lake Victoria.
* They include the Buganda, Banyoro, Batooro Banyankole, Basoga ,Barundi , Banyarwanda.other western Bantu included the Gisu, Luhyia and Gusii who went and settled partly in North eastern part of lake Victoria in Bugisu and Mostly in Kenya.
* ***The second group was that of the CENTRAL and NOTHERNTANZANIAN BANTU who gradually migrated from the Congo around Bukoba and karagwe between 1000 AD and 1300AD.***
* These were mainly cultivators led by Chieftain systems and included the Nyamwezi, Gago,Sukuma Ukimbu, Uvinza, Haga
* By 1300AD some crossed and reached parts of Kilimanjaro Areas near Lake Natron.
* The high temperatures and poor soils later forced them from Agriculture to Pastoralism and at the time of long-distance trade they became great traders.
* ***The third group was that of The COASTAL and HIGHLAND BANTU who are also called the Eastern Bantu.***
* From Southern Congo forest, these crossed the land between Lake Malawi and Tanganyika into East Africa.
* They mainly settled along the highland areas stretching from North Eastern Tanganyika to the Kenyan Highland and the Coast hence the term Coastal Highland Bantu.
* They crossed Tanzanian Plateau between 1000-1300AD and continued North Eastwards to the Taita hills.
* Many Bantu Settled a round the Highland Areas and these include the Chagga, the Taita, the Pare, the Kamba, the Embu and Ngweno.
* Others continued to the coast and Northwards up to shungwaya. They include: Giryama, the Pokomo, segeju, and Nyika.
* These went on expanding between 1000AD-1600AD along the Coastal Areas Northwards up to Shungwaya but due to external pressure from the Somali and the Galla their North ward Expansion was stopped.
* Shungwaya became now became another dispersal point for the Bantu.
* The Nyika moved south of the coast, settled near the Nyika plateau and became the Coastal Bantu.
* The Kamba, Kikuyu and Chuka went into the Kenyan highlands (kyambu and Nyeri) district around 1600AD-1800AD hence these are the Highland Bantu.(1750’s)
* The kikuyu population exploded wildly and their expansion in the highland was only limited by the Masai and the Kamba**.**
* The Pokomomainly settled around Tana River while the Meru in Meru district.
* ***The fourth group of Bantu to enter east Africa were The Southern Tanzanian Bantu.***
* These entered East Africa from the south of Tanganyika between Lake Malawi and Lake Rukwa.
* These include the Hehe, Zaramo, Yao, Pogoro, Bena, Rufigi, Makonde, Mivera, the Sangu and Ngindo.
* The Bena, the Ngindo, pogoro and Hehe were the first to between 1000AD -1300AD from the south west into Southern Tanganyika.

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* ***The fourth group of Bantu to enter east Africa were The Southern Tanzanian.***
* These entered East Africa from the south of Tanganyika between Lake Malawi and Lake Rukwa.
* These include the Hehe, Zaramo, Yao, Pogoro, Bena, Rufigi, Makonde, Mivera, the Sangu and Ngindo.
* The Bena, the Ngindo, pogoro and Hehe were the first to between 1000AD -1300AD from the south west into Southern Tanganyika.
* The Yao arrived and settled in Southern Tanganyika from the South around 1700-1800AD.
* They can be found in yaoland in Tanzania.
* ***The last group was that of the Ngoni (MFecane Bantu) who were mainly Refugees of Mfecane. (course of the Ngoni Migration/ Invassion of East Africa)***
* These directly moved from South Africa and settled in central and Southern Tanganyika due to Shakas Wars of Conquest and reforms.
* They settled around Ufipa and Songea
* They came in two groups one under Zwagendaba which arrived in 1840 at Ufipa while the second group the Maseko Ngoni came under Maputo and arrived in 1860.
* The first and largest group was that of Zwagendaba who after defeat of several tribes like the Chewa and Nsengu in Zimbabwe, crossed Lake Malawi into Tanganyika.
* These defeated the fipa taking away their fertile land.
* Unfortunately Zwagendaba died and his group split into five groups.
* Three went to central Africa and Zambia while two remained in East Africa.
* The two which remained were the Tuta Ngoni and Gwangala Ngoni
* The Tuta went to the North into the HoloHolo land but were driven out forcing their way in Northern Tanganyika were they settled and became a threat to caravan Traders.
* The Gwangara Ngoni moved Eastwards under Zulugama met the Songa who they defeated and absorbed.
* By 1860 they had reached Songea here they met the Maseko Ngoni and a serious battle brokeout.
* The Maseko were defeated and Songea conqured by the Gwangala under Zulugama.
* Zulugama with the sturborn Gwangala created instability raiding neighboring communities only to be defeated by the Germans
* Maputo then led the defeated Maseko across River Ruvuma into Muzambique.
* Yet other Maseko Ngoni ran and settled in Morogoro were they were known as the Mbuga.

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**Brief summary from the teacher’s explanation**

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**Sample questions**

1. Explain the causes of the Bantu migration and settlement in East Africa.
2. Describe the course of their migration and settlement.
3. What were the positive and negative effects of Bantu migration and settlement on the people of East Africa?
4. Describe the Ngoni migration and settlement into East Africa.

**Brief summary from group discussions**

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**QUESTION**

Describe The Ngoni Migration And Settlement Into East Africa.

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**Topic: MIGRATION AND SETTLEMENTS IN EAST AFRICA.**

SUB TOPICS: CAUSES, EFFECTS AND THE SUCCESS OF THE NGONIMIGRATION

CAUSES OF THE NGONI MIGRATION

The causes of the Ngoni migration and settlement were both political social and economic. **Push and pull as noted bellow**:

* Shaka’s wars of conquest of the neighboring societies created a period of suffering i.e. “Mfecane”forcing some societies the Ngoni in particular to migrate to other areas.
* Secondly population increase in South Africa created land shortage forcing the Ngoni to migrate to East Africa looking for free land for settlement.
* The Boer expansion into the interior in 1830’s in the famous great trek caused the affected Nguni tribes to migrate into East Africa.
* Internal conflicts between the Nguni societies like the Ndwandwe against the Ngwane the Zulu against the Mthetwa forced the weak Societies to migrate northwards to East Africa.
* Occurrence of natural disasters such as earthquakes, floods and diseases which claimed a number of lives so to survive some Nguni came to East Africa.
* Overstocking of animals yet land was becoming more limited forcing many Ngoni to migrate to other areas specifically some to East Africa.
* Since the Ngoni were pastoralist they may have migrated looking for pasture and water for their Animals.
* Some migrated due to succession disputes. i.e. desire for power forcing the defeated to migrate.
* Need to export the Art of iron working to East Africa by the Ngoni
* Epidemic disease such as small pox, Rhinder pest and Nagana killed many people forcing the Ngoni to look for Disease free Areas in East Africa.
* The Ngoni wanted to expand their Areas of domination. I.e.contral hence migrated and settled into East Africa.
* They were looking for fertile soils for agriculture since they were farmers.
* Some Ngoni wanted to explore what was beyond their boundaries i.e. they had love for Adventure.
* Others migrated due to bandwagon after seeing their friends and relatives migrating they decided to follow them.
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The Ngoni t

**DO NOW**

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**DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**WEEK: \_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson objectives**

***Learners should be able to:***

Mention The Causes Of The Ngoni Migration Into East Africa

Explain Why The Ngoni Successfully Conquered East African Societies.

Mention The Effects Of The Ngoni Invasion Of East Africa.

**Key words**

Invasion

Conquest

Success

Scortched Earth policy

**Reference books**

*O LEVEL HISTORY OF EAST AFRICA (1000 AD TO INDEPENDENCE)* by E.N. NSubuga, Senkumba Ronald and matsyetsye Esther.

Internet

(Wikipedia)

**WWW**

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**QUESTION**

**Brief summary from the teacher’s explanation**

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**Brief summary from group discussions**

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**Sample questions**

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**In a conclusion the Ngoni migration was due to both political, social and economic factors some pushing them from their homeland while others attracted more groups to come to East Africa. However most of them wanted land for settlement as their major concern.**

**REASONS FOR THE SUCCESS OF THE NGONI INVASION OF EAST AFRICA**

Qn: Why was the Ngoni Invasion of East Africa successful?

* Ngoni had big armies compared to those of the East African societies of the time. These had able bodied youth men and women captured and well trained.
* Ngoni had strong experience in fighting large wars especially gained from their involvement in Shakas wars of Conquest for long.
* Ngoni had superior weapons compared to East African societies. These include the short stubbing spear and Cowhide Shields which was a weapon of mass Destruction at that time
* The Ngoni soldiers fought bare footed which increased their Mobility (movement) during their attacks.
* They had standing armies compared to the societies which they invaded in East Africa
* Ngoni used surprise attacks even on would be strong societies. They always found them un prepared
* The Ngoni used the scotched Earth policy were they always destroyed homes and gardens of the enemy even after victory to completely weaken them and surrender.
* Ngoni had able leaders and commanders like Zwagendaba, Maputo, and Zulugama whose art of war and politics was excellent compared to East African chief at the time of invasion.
* They always caught African societies Unaware.i.e. They used abrupt and surprise attacks on enemies. This always gave the victory.
* The Ngoni were always in big Numbers as compared to societies they attacked in East Africa.
* East African societies had already been weakened by Natural calamities such as famine due to high temperatures, floods and diseases this made it easy to conquer them.
* In a conclusion the success of the Ngoni invasion was due to both political social and Economic factor but the main factor was the better military organization of the Ngoni.

**EFFECTS OF THE NGONI INVASION ON THE PEOPLE OF EAST AFRICA**

The Ngoni invasion of East Africa had both positive and negative effects on the people of that region and these include:

**Negative effects**

* It created a period of suffering in East Africa as peoples gardens and houses were burnt down and destroyed ie. Period of fear and terror.
* It led to forced migration of some societies from their homeland and these sought Refugee elsewhere.
* Many East Africans became Ngoni captives (prisoners) in the course of their Invasion.e.g. Mirambo
* Many societies lost their land to the Ngoni invaders .e.g. the Fipa.
* There was Massive loss of live due to constant war created by the Ngoni invasion
* There was an increase in slave trade activities which created fear and an told suffering for Weak Societies.

* It led to Emergence of warlords Like Mirambo and Nyunguyamawe who created themselves Empires through Chaos on weak societies
* Conquered societies were absorbed by the Ngoni hence lost their identity.
* They also engaged in cattle raids which led to Massive loss of cattle and other Animals by the East Africans.
* It also led to creation of bandit groups which raided communities for food, cattle, slaves and women.
* The invasion led to decline of some societies like the Bena and the Sangu which could not resist the Ngoni
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**Positive effects**

* Many societies copied Ngoni military Tactics which led to creation of big Armies and this promoted security as they built strong armies.e.g the Nyamwezi
* They intermarried with the local people of East Africa hence new offspring’s.
* There was Population increase in Tanzania which led to development of southern Tanganyika
* They led to development of big Empires by those who copied Ngoni military tactics e.g Urambo, Nyamwezi
* The Nguni language was adopted by many tribes in Tanzania especially the new Moon songs Dances.
* Improved the art of making iron military weapons in east Africa.
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* ………………………………………………………………………………………………………………Conclusion:

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**Sample questions**

1. Why was the Ngoni Invasion of East Africa successful?
2. What were the effects of the Ngoni Invasion of East Africa?
3. What were the effects of the Ngoni Invasion of East Africa?
4. How did the Ngoni invasion affect the people of East Africa?
5. Why did the Ngoni invade East Africa?

**Brief summary from group discussions**

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**Brief summary from the teacher’s explanation**

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**QUESTION**

Why was the Ngoni Invasion of East Africa successful?

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**TOPIC: LUO MIGRATITION AND SETTLEMENT IN EAST AFRICA**

**SUB TOPIC: *ORIGINS OF THE LUO AND REASONS FOR THEIR SETTLEMENT IN EAST AFRICA***

***Who were the Luo?***

* The Luo are also referred to as the **River-lake nilotes** because they mainly followed the Nile as the migrated and majorly concentrated along river banks and lakes. 0
* They belonged to the Nilotes group because they are said to have migrated from the Nile Valley.
* Members of this Group are also commonly referred to as the Nilotics.
* They are also called the “***Jonams***” meaning Nilotic which literary means people of the Nile.
* They are close relatives of the Dinka, Madhi Nuer, Anwale and the Shilluk who live in southern Sudan.
* They were mainly pastoralist and fishermen but practiced little Agriculture.
* They mainly believed in Jok as supernatural being and the supreme
* They are descendants of Olum whose sons Gipiir (Nyipir), Labongo and Tifool led the luo to different parts of East Africa.
* This was after a disagreement between Gipiir and labongo as in the legend of the spear and the bead

**Origins of the Luo.**

* Their origins are not clear
* They are said to have originated from Bahr-el- Ghazel Southeastern corner of the present day South Sudan.
* Their migration is said to have taken place between 1350AD and they entered East Africa in the 15th century(1500AD)
* They entered East Africa from the Northern Parts of Uganda and first settled at Pubungu where they dispersed to other parts of East Africa.

**DO NOW**

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**DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**WEEK: \_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson objectives**

***Learners should be able to:***Explain who the luo and their Origins.

Explain the reasons for the luo migration to East Africa.

Explain the effects of their migration and settlement onto the people of East Africa.

Draw a map of East Africa showing the movement and settlement of the Luo.

**Key words**

Nilotics

Jonam

Bahr-el-Ghazel

**Reference books**

“O” level History of East Africa.by Mk publishers

Resource person

East Africa through a thousand Years Gideon. S.Were

A History of East Africa by Antieno Odhiambo

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**QUESTION**

**Brief summary from the teacher’s explanation**

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**Brief summary from group discussions**

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**Sample questions**

**REASONS FOR THE MIGRATION AND SETTLEMENT OF THELUO INTO EAST AFRICA**

CAUSES OF THE LUO MIGRATION

* Search for water and pasture, the Luo migrated from their cradle land because they lacked enough water sources and pasture for their animals.
* Population pressure: Their cradle land was overcrowded and due to over grazing of their animals in

Bahr-el-Ghazel.

* Internal conflicts: Some Luo migrated to E.A because they were constantly included in civil wars over land and animals.
* External-conflicts: There was a lot of pressure from their neighbors especially the Galla from Ethiopia which forced the Luo to migrate into E. Africa.
* The hostile climate of the southern Sudan also led to the Luo migration into E. Africa. i.e. prolonged drought.
* The Luo also had the desire to export their political culture and organization. E.g. some of them wanted to exercise their political rights.
* Band Wagon effect: i.e. some of the Luo migrants simply migrated as a result of seeing their relatives moving.
* Love for adventure: Some Luo migrants especially the youth were interested in knowing what was happening in other areas.
* Natural calamities: e.g. drought and famine also led to Luo migration into E. Africa.
* The southward movement of the Sahara desert also led to the Luo migration into E. Africa.
* Some historians attribute the Luo migration to over flooding since they lived along the banks of R Nile.
* Misfortunes and epidemics e.g. sleeping sickness and Nagana led to the Luo migration into E. Africa.
* The Luo also migrated to look for fertile areas that could support agriculture since some of them were farmers.
* The Natural aggressive tendencies of the Luo also led to their migration into E.A so as to conquer the weak people.
* The need to settle around water bodies and rivers since they did some fishing also forced them to migrate.
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* Conclusion : ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

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**THE COURSE OF THE LUO MIGRATION**

* The Luo left Bahr-el-Ghazel around the 15th century.
* They then moved southwards following the River Nile under their leader Olum.
* Around the 16th century, the Luo settled at Pubungu (present day Pakwach).
* Therefore, Pubungu became their area of dispersal/separation.
* From Pubungu the Luo split into two groups.
* Each group was under its own ruler and moved into a different direction.
* One group led by Gipir moved westwards, crossed the Nile and settled in the Northern parts of Lake Albert.
* They intermarried with the Lendu, Okebo and Madi to form the Alur presently found in Nebbi district.
* Another group under Labongo moved southwards and settled at Pawir (Chope) in Northern Bunyoro kingdom.
* One group still under Labongo that remained at Chope, moved southwards to come into contact with the Bachwezi to form the Luo-Babito Dynasty.
* Labongo left Chope and moved East wards to form Acholi people presently found in Gulu and Lira.
* Another group of the Luo moved eastwards from the Pubungu through Acholi land, Lango, Teso land up to Eastern Uganda in the Budama area.
* They gave birth to the present
* Japadhola found in Tororo District.
* However some of the Luo continued into Western Kenya e.g. the Joka—Jok moved directly from Pubungu and settled in the Lamogi hills of the Nyanza province.
* The Jok—Omollo migrated through Busoga, Samia and Bukedi and finally settled in the Nyanza region to form the Samia of Western Kenya.
* The Jok-Owiny moved from Pubungu and settled temporarily in Budama before finally settling in Singoma Alego in the Nyanza province of Western Kenya.
* The Abasuba were the last group of the Luo to move into Kenya.
* These were refugees from Buganda, Busoga and Ssese Islands and they settled in the southern Nyanza province.

**Learners activity2** Using the information above draw a sketch Map of East Africa showing the movement and settlement of the Luo (Course).

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Learners activity2: Using library research or the internet, draw A sketch map of east Africa showing the migration and settlement of the luo in East Africa.

A SKETCH MAP OF EAST AFRICA SHOWING THE MIGRATION AND SETTLEMENT OF THE LUO

**Learners activity 3** Using the research from the library and internet, mention the effects of the Luo migration and settlement in to East Africa.

**EFFECTS OF THE LUO MIGRATION**

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**Conclusion : ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….**

**Brief summary from group discussions**

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**SAMPLE QUESTIONS**

1. Explain who the Luo are and their Origins.
2. Explain the reasons for the Luo migration to East Africa.
3. Explain the effects of their migration and settlement onto the people of East Africa.
4. Draw a sketch map of East Africa showing the movement and settlement of the Luo.

**Brief summary from the teacher’s explanation**

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**QUESTION**

Describe the migration and settlement of the Luo into East Africa.

**TOPIC: MIGRATION AND SETTLEMENT OF THE PLAIN AND HIGHLAND NILOTES**

SUB TOPIC: THE PLAIN NILOTES

**Who are the Plain Nilotes?**

* + These are a group of People who settled on the plains of East Africa.
  + They include groups like Masai, Iteso, Karamajongs, Kjongs, Jie, Turkana, latuk etc.
  + They entered East Africa through the North Eastern direction.
  + The Ethiopian highlands are believed to have been their original homelands.
  + From Ethiopia, they moved South wards up to Lake Rudolf and Lake Rudolf became their dispersal point to the different parts of East Africa.

**COURSE OF THEIR MIGRATION**:

* + These were a group of people who settled in the plains of East Africa and this group inThe reasons to their migration are not clear to the historians.
  + They came from the North East and most likely to the Southern slopes of the Ethiopian highlands. From Ethiopia they moved south wards and reached East Africa by 1000A.D.
  + They first settled in the north of Lake Rudolf from were they dispersed into various directions like Nagana, river blindness and tsetse flies.
  + Their movements were slow and gradual.
  + They moved in groups of families and clans and at times their movements were seasonal.
  + They got divided into two major groups i.e. Teso-Masai and Bari speakers.
  + The Bari speakers moved into Sudan, while the Teso-Masai into East Africa.
  + The Masai split into three smaller groups i.e. Lutoko, Kjongs, Iteso.
  + Lutoko moved and finally settled in Sudan.
  + Masai moved south wards between Mt. Kenya, Kilimanjaro and the

Taita hills.

* + From here the Masai expanded south wards along the rift valley up to Tanzania.
  + By the 17th century they had separated into 17 independent groups each with its own territory.
  + Due to the increased population the Iteso moved south wards from Mt. Moroto before their dispersal in 18th and 17th century.

In Uganda, the Iteso settled in present day Soroti, Mbale, Kaberamaido and Kumi.

* + The Karamajong moved south West wards from Mt. Moroto moving South wards And settled in present South and Central

Karamoja.

The Turkana moved north East wards into present day northern Kenyacluded tribes like Masai. Iteso, Karamajong Turkana etc.

**DO NOW**

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**WEEK: \_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson objectives**

***Learners should be able to:***

Describe the course of the migration and settlement of other Nilotes into East Africa i.e. the plain and Highland Nilotes

Mention the Reasons for their migration and settlement in East Africa.

Draw a map showing the migration and settlement of the plain and Highland Nilotes

**Key words**

Plains

Highland

Migration

Settlement

**Reference books**

“O” level History of East Africa.by E.N. NSubuga, Senkumba Ronald and matsyetsye Esther. Mk publishers

Resource person

East Africa through a thousand Years Gideon. S.Were

A History of East Africa by Antieno Odhiambo

**WWW**

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**QUESTION**

**Brief summary from the teacher’s explanation**

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**Brief summary from group discussions**

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**Sample questions**

* They got divided into two major groups i.e. Teso-Masai and Bari speakers.
* The Bari speakers moved into Sudan, while the Teso-Masai into East Africa.
* The Masai split into three smaller groups i.e. Lutoko, Kjongs, Iteso.
* Lutoko moved and finally settled in Sudan.
* Masai moved south wards between Mt. Kenya, Kilimanjaro and the Taita hills.
* From here the Masai expanded south wards along the rift valley up to Tanzania.
* By the 17th century they had separated into 17 independent groups each with its own territory.
* Due to the increased population the Iteso moved south wards from Mt. Moroto before their dispersal in 18th and 17th century.
* In Uganda, the Iteso settled in present day Soroti, Mbale, Kaberamaido and Kumi.

**Learner’s activity 1:**  In a discussion, find out what led to the migration and settlement of the Plain Nilotes to East Africa (causes)

**REASONS FOR THE MIGRATION AND SETTLEMENTOF THE PLAIN NILOTES**

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**Learner’s activity:**  In a discussion, find out the Effects of the migration and settlement of the Plain Nilotes to East Africa

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**Conclude: ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….**

**WHO ARE THE HIGHLAND NILOTICS?**

* These are sometimes called the southern Nilotes or Nandi Speakers.
* They originated from Ethiopian Highlands and penetrated into East Africa by 1000AD
* First settled around the banks of lake Turkana and from here they dispersed to different parts
* They were made upof three groups.i.e. the Kalenjin, the Tatoga (Dadong)

**Conclude:**

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* The Kalenjin were the largest were the largest group and they included the Nandi,Sebei, Kipsigis, pokot, Marakwet,Elgeyo and Tugen.

**COURSE OF THE HIGHLAND NILOTES**

* The migration and settlement of Highland Nilotes in East Africa began in 1000AD from the Ethiopian Highlands.
* They migrated southwards and settled Northwest of Lake Turkana.
* The Highland Nilotes moved in three broad groups, the Kalenjin,Tatonga(Dadong) of Northern Tanzania and the Kadam of Kenya.
* The Tatonga(Dadong) migrated southwards into Northern Tanzania.
* These settled among the Sanjo and Aramanik and later expanded in the Mbulu and Singida areas.
* They absorbed and influenced other communities and were finally swallowed up by the advancing Bantu –speaking Nyaturu and others.
* The Kenyan-Kadam migrated from East to West across the low dry country between Mt.Kenya and Mt.Elgon between 1650AD and 1750AD.This group was followed by Plain Nilotes group who later moved into and occupied the same plae between Mt.Kenya and Mt.Elgon.
* The Kalenjin were the largest of the three groups of Highland Nilotics who settled in the Western Highlands of Kenya.
* The Kalenjin were the ancestors of the modern Pokot, Sebei, Elgeyo, Nandi, Kipsigis and Marakwet.
* The Bantu and Plain Nilotes, that is, Masai forced them back to the Kenyan highlands.

**Brief summary from the teacher’s explanation**

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**Brief summary from group discussions**

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**Sample questions**

1. Who are the Plain Nilotes**?**
2. What were the causes of the migration and settlement of the nilotes into East Africa?
3. What were effects of the settlement of the Nilotes on the original in habitants?
4. Describe the course of the Plain NILOTICS

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| **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Week**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Lesson Objective**  ***By the end of the lesson, learners should be able to***:  Identify, mention and appreciate the existing cultural values in our families.  **Key vocabulary**    Culture  Value  Embodiment  Respect  **Reference Books**  Resource person  Emorimori  Kyabazinga  Kabaka  Omukama | **Do now**  **CULTURAL VALUES IN EAST AFRICA**  A culture is an embodiment of different values closely related to each other.  **FORMS OF CULTURAL VALUES PRACTICED IN EAST AFRICA**   1. **Greeting,** hello and a hand shake is very important in East Africa one can do. This makes a positive first impression. 2. **Show respect to elders,** elders are well respected and should be served first and acknowledge them. 3. **Pointing at things,** pointing at someone with an index finger is rude. And disrespectful. Different ethnic groups have different ways of pointing. 4. **Eat with a right hand,** the right hand is for eating food and the left is reserved for unsanitary tasks. Africans don’t tour ch food with the left hand. 5. **Don’t talk too much during a meal,** talking during meals is totally not allowed 6. **Receive a gift with both hands,** If someone graciously gives you a gift a non-verbal way, to show extreme thankfulness is to accept it with both hands outstretched 7. ….……………………………………………………………………… 8. ….………………………………………………………………………   **CULTURAL INSTITUTIONS OF EAST AFRICA**  The main cultural institutions of East Africa include,Buganda,Ankole, Bunyoro, Kikuyu ,Acholi,  Masai, Karamoja, Busoga etc. | |

**THE LOCATION OF THE DIFFERENT TRADITIONAL INSTITUTIONS OF EAST AFRICA.**

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| |  |  | | --- | --- | | **TRADITIONAL INSTITUTION** | **COUNTRY** | | Meru | Kenya | | Miji Konda | Kenya | | Pokoto | Kenya | | Buganda | Uganda | | Busoga | Uganda | | Ankole | Uganda | | Toro | Uganda | |  | TANZANIA | |  | TANZANIA | |  | TANZANIA | |  | TANZANIA | |  | TANZANIA |   IN THE TABLE ABOVE FILL IN THE INSTITUTIONS FOUND IN TANZANIA  **The contribution of cultural/moral youth camps in Uganda.**   1. Helps in imparting discipline at hope and in society.Eg responding to the elderly 2. Teaches house work to the youth.E.g cooking, cleaning etc. 3. Youth learn personal hygiene through camps. 4. Culture, values, norms are taught to the youth through camps. 5. Youth learn there languages through camps.Etc   **THE SKETCH MAP OF EAST AFRICA SHOWING DIFFERENT CULTURAL SITES.**  Students Task. **Using research draw the sketch map above.**    The main ethnic groupings in East Africa include the following;  Bantu, Luo, and Ngoni.  **THE POPULATION LEVELS OF THE ETHINIC GROUPS IN EAST AFRICA.**   |  |  | | --- | --- | | **Group** | **percentage** | | **Baganda** | **16.2** | | **Iteso** | **8.1** | | **Basoga** | **7.7** | | **Banyankole** | **08** | | **Banyarwanda** | **5.8** | | **Bakiga** | **7.1** | | **Lango** | **5.6** | | **Bakiga** | **7.1** | | **Acholi** | **4.4** | | **Lugbara** | **3.6** | | **Batooro** | **3.2** | | **Banyoro** | **2.9** | | **Karamoja** | **2.0** | | **Others** | **20.3** |   **Hand Crafts:**  Hand crafts are locally made products by the use of natural materials and the vegetation cover.For example grass,leaves sisal,banana fibers etc.Different hand crafts can be made using the above natural products for example shoes, bags, belts, baskets, mats etc.  **THE MERITS OF HAND CRAFTS**   1. Hand crafts impart skills to people in society. 2. Members of the society become hard working. 3. Hand crafting teaches people to be self-reliant 4. People always learn to be innovative through hand crafts. 5. It imparts creativity especially to the youth. 6. Through hand crafts the society develops socially and economically. 7. Its always providing employment to the people around and from far. 8. Hand crafting may improve people’s standards of living. 9. Its a big source of revenue to the government through tax collection. 10. ….……………………………………………………………………………….. 11. ….……………………………………………………………………………….. 12. ….………………………………………………………………………………… 13. ….………………………………………………………………………………….   **THE IMPORTANCE OF RESPECTING CULTURE IN LEADERSHIP.**   1. Culture imparts discipline among people to obey the rules and regulations in the society. 2. ….…………………………………………………………………………… 3. ….…………………………………………………………………………… 4. ….…………………………………………………………………………… 5. ….………………………………………………………………………….. 6. ….…………………………………………………………………………… 7. ….…………………………………………………………………………… 8. ….…………………………………………………………………………… 9. ….……………………………………………………………………………. 10. ….………………………………………………………………………….. 11. ….…………………………………………………………………………..   **Learners brain storm and mention the traditional ways of resolving conflicts.**   1. The blood pact method in Buganda. 2. Marriage in community 3. Use of beer parties(alcohol) 4. ….……………………………………………………………… 5. ….……………………………………………………………… 6. ….……………………………………………………………… 7. ….………………………………………………………………. 8. ….………………………………………………………………. 9. ….………………………………………………………………. 10. ….……………………………………………………………..   **Qn:** Compare the modern and traditional methods of resolving community conflicts.   1. Learners role play about gender issues in family.   **HOW ETHINIC DIFFERENCES AND CLASHES CAN BE REDUCED IN EAST AFRICA.**   1. Government should provide employment to its people 2. Enough security should be provided in such societies. 3. The gospel of Jesus should be preached to different ethnic groups 4. Government should urbanize even rural areas 5. Good roads should be built to access conflicting areas. 6. ….…………………………………………………………………… 7. ….…………………………………………………………………… 8. ….…………………………………………………………………… 9. ….……………………………………………………………………… 10. Such people should be advised to take their children to schools. 11. Government should construct schools to transform their reasoning and lives     **Students task:** Students to have a field visit to cultural institutions to analyses their contributions in society.  **Qn: Make a comparison of the centralized and non-centralized states of East Africa.**   |  |  | | --- | --- | | **Centralized** | **Non-centralized** | | Carried out farming(grew cereals) | Believed in supreme gods e.g. the Kikuyu. | | Kept large herds of animals | Their political systems were based on clan systems. | | They possessed royal regalia e.g. spears stools, royal crowns, drums | They had a decentralized system of administration. | | Raided their neighbors for economic gains. | Were led by clan leaders and chiefs. | | Participated in trade e.g. the Long Distance Trade. | They practiced division of labour | | They collected taxes and food from the weak neighbors | They supplied trade items | | They had kings as their traditional leaders. | The chiefs administered justice | | Most carried out fishing since they stayed on river banks. | Offered sacrifices to their gods. | | They carried out iron working | Hunting of wild animals was carried out as a test of manhood and survival (food and medicine). |   **The following explains the organization of different societies of East Africa.**   1. **Buganda.**   **STRUCTURE OR ORGANISATION OF BUGANDA KINGDOM**  **POLITICAL ORGANIZATION**   * Buganda had a highly centralized system of administration. * The Kabaka was the head of the Kingdom with absolute powers e.g. Kabaka could appoint, promote, demote and dismiss his chiefs. * The Kabaka‘s powers were hereditary and leadership was passed on to his elder son. * The Kabaka was assisted by 3 prominent chiefs i.e. Chief Justice   (Omulamuzi), Treasurer (Omuwanika) and the Prime minister (Katikiro).   * The Kingdom was subdivided into counties (Ssazas), sub-counties (Gombolola), parish (Muluka), subparish (Ekitongole) and village (Kyalo). Each of these was led by a chief for effective administration. * The Chiefs were supposed to mobilize people for public works e.g. construction of roads. * Buganda had a legislative council called Lukiiko (parliament) which was to formulate laws and advise the Kabaka. * The Kabaka had royal body guards called Abambowa and these were charged with protecting the Kabaka at his palace and on journeys and functions. * The Kabaka received gifts from his subjects and chiefs as a sign of loyalty and in return they would be rewarded with large chunks of land.   **SOCIAL ORGANIZATION**   * Socially, Buganda was organized on clan basis. * Every Muganda belonged to a particular clan e.g. Lion (Mpologoma) Monkey (Enkima)   Buffalo (Mbogo).   * Marriage in Buganda was   Polygamous.   * Members of the same clan were not allowed to get married. * Each of the clans had a clan head (Omukulu we Kiika) and a special area of origin (Obutaka).   Kabaka was the head of all clans (Ssabataka) and belonged to the clan of his mother.  The Baganda were divided into classes i.e. royal class for men (Abalangira) Women (Abambejja), Nobles (Abakungu), Peasants/ Commoners (Abakopi) and slaves (Abaddu).   * The Kabaka was the spiritual leader of Buganda and was considered semi-divine. * The Baganda believed in small gods (Lubaale) whom they consulted on various occasions e.g. Ddungu (hunting), Musoke (rain), Mukasa (fishing), and Walumbe (death) e.t.c * The Baganda also believed in witchcraft and sorcerers (Abalogo) who were consulted by those who wanted to harm others. * The Baganda had a royal regalia which included, drums, backcloth, spears which were highly respected. * Virginity was highly respected in Buganda because it was a sign of good upbringing and respect.   **Economic organization**   * The Baganda carried out agriculture as the major activity and grew crops like Matooke, Cassava, Yams and beans. * They also domesticated / kept animals like, cows, sheep, goats, chicken, and rabbits e.t.c * Fishing was also carried out on the shores of Lake Victoria. * Iron working was also practiced and they made implements such as knives, pangas and spears. * The back cloth making industry was also developed in Buganda. * The Buganda also participated in the long distance trade with the coastal Arabs mainly acquiring guns in exchange for slaves and Ivory. * Buganda also received tributes from her vessel states to supplement on her revenue e.g. from Busoga and Toro. * Taxation was another source of revenue and it was the duty of chiefs to collect taxes. * Raids were also important in Buganda‘s economy e.g. she raided Bunyoro, Busoga for cattle, slaves, Ivory e.t.c.  1. **ANKOLE.**   **POLITICAL ORGANIZATION**   * Ankole had a centralized system of administration. * Omugabe was the political head of the kingdom. * The Omugabe‘s position was hereditary with absolute powers. * The Omugabe, Queen mother, Princes and princesses formed the royal family and resided in the royal palace. * The Omugabe was assisted by the Nganzi (Prime minister) who was the most important of all chiefs. * Ankole was divided into 10 districts each headed by Omukungu (chief). * Some of the districts included Mbarara, Ibanda, Nyabushozi,   Bunyaruguru and Kashari.   * The Omugabe and Nganzi came from the upper class of the Hima and always kept large herds of cattle and estates. * The Abakungu also kept cattle and were in charge of keeping peace and sending beer and millet to the royal palace. * Ankole had royal regalia that included spears, a crown and the royal drum. (Bagyendanwa). * Ankole also had a ―royal fire‖ that was never allowed to go out until the reigning Omugabe died. * Ankole had no standing army but in case of war, all able bodied men were supposed to gather at the Omugabe‘s palace with spears, bows, arrows and shields.   SOCIAL ORGANISATION   * Ankole society was divided into two distinct classes i.e. Hima and Iru.   Bahima who were the rulers and pastoralists and Bairu who were the peasants and subject class.  Marriage between the Bairu and the Bahima was considered a social disgrace and was highly discouraged.   * Religiously, the Banyankole believed in a supreme being called Ruhanga who was thought to be the creator of the world. * No prayer and sacrifices were offered to Ruhanga because they believe there was no need of bothering him after bringing them into the world. * Below Ruhanga were other lesser gods e.g. kagoro, kazoba, Omusisi e.t.c to whom prayers and sacrifices were offered. * The Banyankole highly respected spirits of the dead and sacrifices e.g. beer and milk were offered to them at family shrines. * Owning cattle was a sign of prestige and those with few cows were always despised. * The Banyankole were united by a similar culture, Runyankole language and same way of dressing e.g. Omushanana.   ECONOMIC ORGANISATION   * Pastoralism was the main occupation of the Banyankole and they kept long horned cattle mainly dominated by the Bahima. * The Bairu also carried out cultivation and mainly grew millet. * Blacksmithing was another activity of the Banyankole and they made spears, hoes and arrows. * Trade was also carried out and they exchanged commodities like ivory with their neighbours and with coastal Arabs. * Carpentry was also carried out by the Banyankole and they made very beautiful wooden pots, dishes and other items.  1. **Karagwe.**   **Political organization**   * Ruhinda introduced a centralized system of government. * The centralized system replaced the clan system headed clan leaders called Muharambwa. * Upon the death of Ruhinda; many areas that made up his Kingdom declared themselves independent. * Ruhinda used the clans for efficient administration. These clans were not destroyed by the Chwezi immigrants. * The clan leaders (Muharambwa) were charged with a collection of taxes, tribute and were also in charge of religious rights. * The clans were grouped into eight bigger units for easy administration. * The units included Kianja, Bukara, Kyamtwara, Kiziba, Ihangiro, Misenyi, Bugabo and Karagwe. * Each of these chiefdoms became a nation called Ihanga and chiefs would dismiss a clan head if his people appealed. * The clan heads had political, religious and judicial powers. These were supposed to head clan courts that settled disputes. * Age sets were encouraged among the Banyambo and young boys of the same age were called at the chief‘s residence where they would be trained in military art. * After military training, they would be sent home and only recalled in times of military emergency. * The few, who were outstanding and very skillful, were sent to the king‘s court where they learnt correct court manners and language.   **ECONOMIC ORGANISATION**   * They were mainly agriculturalists and they grew crops like sorghum, millet and bananas. * They also kept the long horned cattle. * Iron working was another economic activity and tools which were made included hoes, spears and arrows which were used in agriculture and defense. * The people of Karagwe also carried out trade. * They exchanged trade items like Ivory, and iron products with Buganda and coastal traders.   **SOCIAL ORGANISATION**   * The people of Karagwe believed in ancestral spirits. * The Muharambwa was supposed to lead over religious functions. * A Caste system (class systems) existed in Karagwe Kingdom with the pastoralists as rulers and farmers as the subjects. * Settlement of conflicts was entrusted to the clan leader (Muharambwa) but the head of the chiefdom (Ihanga) was the final man in everything.   **STRUCTURE OF THE KIKUYU**  **Political Organization**   * The Kikuyu had a decentralized system of administration. * Their political system was based on clans with each handling its own affairs. * Each clan was made up of age groups called **Riika**. * These were further sub-divided into age sets each having its own name marking a particular event. * The Kikuyu had an army and the commander represented them on council of elders called Kiama. * This army composed of Junior and senior warriors. * Junior warriors were supposed to clear gardens for planting, defend the village against attack and construct houses and fences. * Families sharing the same terrace made up a territorial unit called **Mbari.** * Each Mbari was under a council of elders headed by **Muramiti**. * The position of the Muramiti was not hereditary but was entrusted to any experienced elder. * The Muramiti performed judicial functions.   Members of the council of elders must have paid some goats and beer and must have circumcised the elder son of their houses to qualify.  **SOCIAL ORGANIZATION**   * Religiously, the Kikuyu believed in a supreme god called Ngai. * Ngai who manifested himself through the sun, moon, rainbow, thunder and lightning. * Kirinyaga (Mt Kenya) was believed to be Ngai‘s home. * Shrines were built around the slopes of Mt Kenya. * Ngai could only be approached by community elders as a group but not as individuals. * Ngai was consulted at all stages of life e.g. at birth, marriage and death. * The Kikuyu highly respected the spirits of the ancestors whom they believed to possess powers to punish and bless. * Therefore sacrifices were offered to appease the spirits of ancestors. * The Kikuyu society was also organized on clan basis and each clan was made up of age groups. * Riika was further sub-divided into age sets and initiation from one age set to another was after circumcision done on both boys and girls after every five years. * Inheritance of property always followed the mother‘s line   (Matrilineal).   * Land and children were all owned by the mother.   **ECONOMIC ORGANIZATION**   * Agriculture was their main activity and they mainly grew cereals like Sorghum, Maize and Peas. * Land was highly respected by the Kikuyu. * A man with no land was not allowed to marry because his wife could not feed the family without it. * On top of agriculture, the Kikuyu herded cattle, goats, sheep and kept bees. * Fishing and rearing of fowls like chicken was a taboo among the   Kikuyu i.e. their social laws did not permit the consumption of fish and fowls.   * Division of labour existed among the Kikuyu. * Men cleared the land, herded and milked animals as women planted and harvested crops and looked after the homes. * The Kikuyu traded with their neighbours like the Masai, Embu, Pokomo, and Kamba for products like milk and butter. * With the development of LDT the Kikuyu supplied Ivory, Slaves, Bee wax, and Skins e.t.c to the coastal Arab traders.   **THE NYAMWEZI STRUCTURE:** The Nyamwezi lived in small independent chiefdoms of about 1,000 people.   * They were united together by ethnic clan ties. * The Nyamwezi had a decentralized system of administration. * Each chiefdom headed by a chief with the title **Ntemi.** * The position of the Ntemi was hereditary i.e. his son / close relative succeeded him upon his death. * The Ntemi had political powers and was in charge of law and order in his chiefdom. * In case of population explosion in one chiefdom or succession disputes, splits were done and a new chiefdom would be created. * The Ntemi was assisted by a council of elders called **Wanyampala.** * **Wanyampala** comprised of old, experienced and knowledgeable elders. * Chiefdoms were further split into small political units headed by clan heads called **Gunguli**. * Other important chiefs among the Nyamwezi included ritual officer   (**Mgawe**), Army commander **(Mtwale**) information officer (**Kikoma**) Tax /revenue officer (**Minule**).   * All these took orders from the Ntemi. * Each chiefdom had an army with a commander appointed by the   Ntemi.   * Before going for any battle, the Ntemi had to bless the army. * The Nyamwezi copied the royal regalia from neighbouring societies such as Bunyoro.   **SOCIAL ORGANIZATION**   * The Ntemi was the religious leader of his people and linked them to their ancestors. * The Ntemi was the fountain of the society and received a lot of respect from his people. * The Ntemi could marry as many wives as he wanted. * Upon the death of the Ntemi, his body would be buried upright with beer, food and weapons. * The Nyamwezi also believed in life after death and the spirits of the dead. * Ntemi would always preside over sacrifices to ancestors on behalf of his people. * The Ntemi was supposed to stop any calamity that would hit his people, their fields and animals.   **ECONOMIC ORGANISATION**   * The Nyamwezi were farmers and mainly grew cereals e.g. millet and sorghum. * The Ntemi always mobilized his people to grow enough food, settle land disputes and guard against misuse of land. * The Nyamwezi also kept animals for example goats and cattle. * The Ntemi and his chiefs always kept large herds of animals. * Tax collection was also part of their economy and the Nyamwezi always collected food as tax. * The Nyamwezi had established food granaries which were directly under the Ntemi. * These were used to feed his body guards, members of his palace and other people in case of hunger and famine. * The Nyamwezi also carried out some fishing to supplement their diet. * The Nyamwezi locally traded with their neighbors e.g. the Vinza for salt and Zinza for Iron. * The Nyamwezi also participated in the long distance trade with the coastal Arabs. * They controlled the central trade route and provided slaves, bee wax, Ivory. * In return they got guns, beads and clothes. * Raiding on their neighbours was also a major economic activity carried out by the Nyamwezi.   **THE STRUCTURE OF THE MASAI:THE MASAI**  **ORIGINS**   * They fall under the pastoral group of the plain Nilotics. * They moved from the area West of Lake Turkana around the 17th century. * They existed in two groups i.e. the Kwavi and Purko Masai. * They occupy the area called Machakos in southern Kenya and some are found in Northern   Tanzania.  **POLITICAL ORGANISATION**   * They were a decentralized society with no central authority. * They were divided into sixteen independent clans. * The clans were the basis of their political organisation. * Each clan had its own territory, cattle brand, pasture and water supply. * Leadership was exercised through the age set system. * Age sets were linear and their names were unique and never repeated. * The most active age set was Moran comprised of junior warriors. * It was led by a military captain called Olaiguanani. * Once elected, the Olaiguanani was presented with a ceremonial club Oriakha to symbolize his new status. * He organized cattle raids and arranged the distribution of the war booty. * A successful raid was a sign of social success and prestige. * The elders in society administered the clans and maintained law and order. * From the mid 19th century, Laibon became the center of political power. * A young man became a member after circumcision performed at 18 years. * After initiation, the boys became junior warriors called illmuran. * The illmuran lived separately in manyattas where they were drilled in military techniques. * From junior warriors, they progressed to senior warriors and finally senior elders.   Social organisation   * The Masai believed in a supreme creator called Enkai. * Enkai was the source of life and punished bad people. * The Laibon prayed to the Enkai on behalf of his people. * Senior elders helped organize society especially during difficult periods. * Women and children were the lowest members of the society. * The junior warriors (Moran) were charged with defending the homesteads. * They conducted raids and surveyed areas for grazing. * Women were also initiated every year. * They built temporary structures called Manyattas because they are always on the move.   Economic organization   * The Purko Masai were pastoralists who kept cattle, goats and sheep. * The Kwavi Masai were cultivators who grew crops like finger millet and sorghum. * They traded with other communities like the Kikuyu and exchanged their hides and skins for beans, tobacco, sugarcane and millet. * Women did the marketing of goods. * There were established markets where goods would be exchanged. * Iron working was carried out and they made spears, arrows and ornaments. * They carried out raids and hunting. * Practiced small scale fishing to supplement their diet. * Art and craft was also practiced and they made jars and bowls.   **Learners task (research).Develop reflective journals for the above societies.**  **GUIDING QN:** Explain the factors that led to the growth and expansion of centralized and non-centralized societies. To take case studies from Buganda and Kikuyu.  **Factors for the development of centralized societies. (Buganda):** Buganda started as a very small state which made it easy to defend and administer effectively.   * Buganda was gifted with fertile soils and good climate which ensured production of Matooke to feed her big population. * Buganda established trade links with the coastal Arabs and was able to obtain guns that helped her to expand. * Buganda had well developed roads that connected the whole Kingdom which eased the movements of people and their goods. * Buganda had a highly centralized system of administration which ensured stability in the Kingdom. * Buganda had strong and capable leaders, e.g. Kabaka Ssuna, Kabaka Jjunju, Kabaka   Ssekamanya .e.t.c who expanded the Kingdom to greater heights.   * The Kabaka married from all the major tribes of Buganda which created unity and loyalty of the people. * Buganda took advantage of her weak neighbours to expand e.g. Bunyoro lost a lot of land to Buganda. * The Kiganda society had division of Labour where by women engaged in agriculture while the men concentrated on trading, fishing and fighting to defend the empire. * The geographical location of Buganda also gave her a security advantage e.g. Lake Victoria in the south, river Nile in the East and Lake Kyoga in the North provided natural defense barriers against enemies. * Buganda also absorbed / conquered small communities which led to increase of her population. * The coming of the British also led to the expansion of Buganda because they offered her enough support in defeating Bunyoro. * The constant supply of tributes from conquered states also strengthened Buganda‘s economy e.g from Busoga. * Buganda had a royal guards where by all able bodied men were supposed to go for compulsory military training so that they could defend the Kingdom.   **Factors for the development of decentralized states.**   1. Able leadership among their elders. 2. Some states were strategically located near the coast. 3. Their participation in the long distance trade (they supplied raw materials)to the traders. 4. ….…………………………………………………………………………………………………………. 5. ….………………………………………………………………………………………………………… 6. ….…………………………………………………………………………………………………………   **Learners Task; Draw a sketch map and show where these centralized and non-centralized societies are located.**        A) The three Traditional religions that existed in the pre- historic period include Islam, Traditional religion and later Christianity.  B) Examples of foreign religions include the following. (Learners to discuss this groups).  C) **Why Christianity was brought to East Africa.**  In 1884,a growing number of missionaries picked interest in East Africa.  Most were sent by their home government and some by organizations e.g. R.G.S (Royal Geographical Society, C.M.S, and the London Missionary Society.  **REASONS WHY MISSIONARIES CAME TO EAST AFRICA**  **The following are reasons why missionaries came to East Africa.**   * + They wanted the spread Christianity in East Africa because many of them believed that Africans didn‘t know anything about God.   + Missionaries wanted to abolish slave trade and Slavery in East Africa because they considered it to be inhuman.   + Missionaries wanted to promote Western Education in order to civilize the backward Africans.   + Missionaries also wanted to create a civil society by eradicating African Cultures and customs e.g. witchcraft and Killing of twins.   + The success of earlier travels by Explorers also inspired missionaries to come to East Africa.   + Missionaries wanted to answer the call of the African desire of evangelism e.g. Kabaka Muteesa 1 of Buganda sent a letter inviting missionaries through Henry Morton Stanley.   + Missionaries were also driven by the desire to reduce the spread of Islam which they blamed for the slave trade in the interior.   + They wanted to promote legitimate trade in East Africa after abolishing slave trade e.g. by introducing cash crops like coffee and tea.   + Some missionaries came to East Africa to complete the work of Dr David Livingstone who had died in 1873 and had left a big part of his work incomplete.   + Missionaries also had the intention of improving on the living conditions of Africans i.e. they wanted to fight diseases which had made life difficult for Africans.   + Some missionaries came to East Africa for exploration and adventure e.g. John Rebmann and Ludwig Krapf.   + Missionaries also came to East Africa due to the industrial revolution which had generated a lot of wealth for overseas adventures to spread Christianity.   **Learners Task: Identify and explain the influence of religion and faith in your areas.**  **MISSIONARY ACTIVITIES IN EAST AFRICA.**  **The missionary activities in East Africa ranged from political, social and Economic.**   * + The missionaries converted many people to Christianity and up to today the majority of the East Africans are Christians.   + Missionaries built several schools in Uganda to increase literacy e.g. Gayaza high school (1905), S.t Mary‘s college Kisubi (1908) and King‘s College Budo (1906).   + Missionaries also built several hospitals and provided better health services e.g. Rubaga Hospital by the white fathers and Mengo Hospital by the church missionary society.   + Missionaries also set up technical and vocational schools to provide practical skills, e.g. in carpentry and Tailoring and such schools ware built at Kisubi, Iganga and soroti.   + Churches were built wherever missionaries went and traditional shrines were destroyed e.g. at   Nsambya, Rubaga, Namirembe  e.t.c.   * + Missionaries also brought a culture of morality, respect for life and created a civil society e.g. the killing of twins in Bunyoro was abolished.   + Missionaries fought slave trade by preaching equality of all men before God and ended up setting up homes for freed slaves.   + Missionaries also promoted the writing of East Africa‘s Languages e.g. Dr Krapf translated the Bible into Luganda.   + Missionaries also introduced the growing of cash crops e.g. cotton, coffee and pyrethrum.   Missionaries also opened up mission stations that later developed into urban centers e.g. at Bagamoyo, Tabora, Kampala and Rabai Mpya.   * + Missionaries also created employment opportunities as many Africans who were trained as nurses, teachers, interpreters or translators and clergymen.   + Missionaries also introduced many new languages like Latin, German, French and English which were taught to all students in missionary schools.   + Missionaries also carried out exploration work e.g. Dr Krapf discovered Mt Kenya in 1849 and DR Rebmann discovered Mt   Kilimanjaro in 1848.   * + Missionaries also introduced new styles of dressing, dancing, eating, Marriage and burial which were all to be conducted religiously.   + Missionaries divided Buganda and Uganda along religious lines e.g. political parties like Democratic Party for Catholics and Uganda Peoples‘ Congress for Protestants.   + Missionaries also constructed many roads which improved the transport sector in East Africa.   **WHY THE UGANDA MARTYS WERE KILLED AT NAMUGONGO**   1. They were killed on the orders of Mwanga. 2. They had denounced their traditional religion. 3. They failed to respect their king Mwanga. 4. ….……………………………………………………………………………………………………. 5. ….……………………………………………………………………………………………………… 6. ….……………………………………………………………………………………………………..   **IMPORTANCE OF NAMUGONGO SHRINES TO UGANDANS TODAY**   1. It helps to promote tourist attraction in the country. 2. It improves on religious faith among people in the country. 3. The place reminds people about the beginning of religion in Uganda. 4. ….………………………………………………………………………………….. 5. ….………………………………………………………………………………….. 6. ….………………………………………………………………………………………. 7. ….……………………………………………………………………………………… 8. ….………………………………………………………………………………………… 9. ….………………………………………………………………………………………. 10. ….……………………………………………………………………………………..   **Student’s task. Research and make a report on the statistics of Catholics, protestants, orthodox and Moslem martyrs who died at Namugongo.**  **PRECOLONIAL TRADE IN EAST AFRICA.**  Before the 19th century, Africans carried out some trade among themselves. This was because no society produced all it needed to survive However around the 1st half of the 19th century (1840-1850), long distance trade developed.They involved movement of people from local to international levels all over East Africa.**Goods that were sold include the following;**   1. **….…….** 2. **Copper** 3. **….……..** 4. **Rhinoceros hones** 5. **….………….** 6. **Slaves etc.**   Some of the participants include the Yao, Kamba, Nyamwezi, Baganda, Banyoro, Masai etc.  **THE SKETCH MAP SHOWING THE INDIAN OCEAN TRADE.**  **THE ORGANISATION OF THE INDIAN OCEAN TRADE:** This trade was also known as known as the coastal or the Trans Indian Ocean trade or external trade.   * It was between the coast of East Africa, Arabia and the Far East. * The trade took place between 1000 and 1500 A.D. * It developed because with the coming of the Arabs. * It developed because the coast provided ideal climate, a variety of trade items, ideal harbour etc. * The Indian Ocean acted as the link between the coastal people and the Arabs. * The trade was conducted among several people i.e. it was between the coastal people like the Cushites and Bantu and the foreign traders who included the Arabs, Syrians, Persians, Chinese, Indians and Malaysians. * The trade was based on the prevailing seasonal winds known as Monsoon winds. * These winds blew the dhows towards the coast between   November and April and then back to Asia between May and October.   * The main exports from East Africa included -; Gold, Ivory, Slaves, copper, honey, and bee wax. * Most of these goods for export were got from the interior of East Africa. * These trade items were mainly exported through the Indian Ocean. * The imports from Asia included -; Guns, clothes, Beads, Iron and Utensils like pans, bowls and plates. * The medium of exchange was barter trade i.e. exchanging goods for goods. * Later on cowrie shells frm the Maldive Islands were introduced as a currency which speeded up trading activities. * The medium of communication was Kiswahili which people mastered to participate in the trade. * The foreign traders used vessels known as **dhows** to come to the coast. * Foreign traders didn‘t enter the interior because they feared the hostility of some tribes, wild animals and diseases and therefore the goods found them at the coast. * The main trading centers at the coast were Kilwa and Sofala for Gold) Zanzibar for slaves and Mombasa for Ivory while the most importat ports of call in Arabia included Yemen, Hadramont, Oman and Hormuz. * The trade items were mainly exported along the Indian Ocean route. * At times the Red Sea and the Mediterranean Sea would also be used leading to Turkey, Oman, and Yemen etc. * The medium of communication was Kiswahili. * From the interior, goods were transported by the African middle men for example: Nyika, Yao and Kamba. * The means of transport used to bring commodities to the coast was head porterage. Later, camels and donkeys were introduced. * The trade was mainly controlled by the Arabs at the coast. * The local people controlled the transportation of commodities from the interior.   **PROBLEMS/CHALLENGES FACED BY THE TRADERS.**  **Guiding question; Explain the challenges faced by the traders**   1. The distance covered by the traders was too long i.e. on foot bringing the goods to the coast? 2. Traders were always attacked by sea pirates who stole all the trade resources. 3. Continuous coastal wars greatly hindered the movement of traders from the Far East to the coast of East Africa for example the Mazurui Busaid conflicts. 4. ….………………………………………………………………………………………………………………………. 5. ….………………………………………………………………………………………………………………………. 6. Tropical diseases for example………………………..and……………………………….claimed many lives of traders and slaves leading to the decline of the trade.   Communication was a problem because of…………………………………ie, some people never knew Kiswahili.   1. The coastal climate especially in the rainy season was not favourable because, it slowed the movement of the traders and slaves. 2. The coming of missionaries also led to the collapse of the trade.Ie, they preached against slave trade. 3. The colonization of East Africa finally led to the collapse of the trade……………………………………………………………………………………………………………………….. 4. ….……………………………………………………………………………………………………………………..   ….…………………………………………………………………………………………………………………  **Effects/impacts of the Indian Ocean trade**   * The effects were political, economic and social as well as positive and negative. * The Indian Ocean trade led to the growth of coastal towns like Kilwa, Sofala and Mogadishu due to the coming of the Arabs. * The relationship between the Arabs and Africans at the coast increased. * It led to intermarriages between the coastal people and the Arabs which gave rise to the Swahili race. * The Swahili race came with the Kiwahili language. * It led to the birth to the Swahili culture or AfroArab culture. * It led to the introduction and spread of Islam because mosques and Quaranic schools were built. * The Indian Ocean trade led to introduction of new crops like rice, sugar canes, wheat e.t.c * People at the coast abandoned native or local economic activities like fishing, farming and they joined trade because it was more profitable. * There was minting and use of coins. * The Islamic system of administration was introduced and it was based on the Sharia law in the Quran. * Economic rivalry or competition between coastal towns was increased because each town wanted to control the trade. * The Indian Ocean trade led to the introduction of guns and this increased inter-tribal conflicts which led to bloodshed, insecurity and disorder. * The Indian Ocean trade led to the introduction of new techniques of boat building. * The Indian Ocean trade led to the replacement of barter trade with currency such as rupees, cowry shells and later on small copper coins were introduced.   The Indian Ocean trade led to the introduction of slave trade and slavery which cursed a lot of human suffering.   * The people at the East African coast were introduced to new foreign commodities like mirrors, beads, necklaces, bungles etc. * With increased slave trade and inter-tribal conflicts, the population at East African coast declined. * The coastal people adopted new styles of dressing. For example, men put on kanzus and turbans while women put on long silk dresses and veils.………………………………………………………………………………………………………………   ..…………………………………………………………………………………………………………………………………   * The Arabs who came to trade later imposed themselves as the rulers over the local people, hence making them lose their independence. * The Indian Ocean trade opened up East Africa to the outside world and this attracted more visitors to come to the coast especially from the Far East. * Literacy was promoted at the coast through the building of Quaranic schools and other Arabic literature. * Kiswahili was adopted as the main business language while Arabic become the official language. |

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| **Brief summary from the teacher’s explanation** |  | **Brief summary from group discussions** |  | **Sample question(s)**  **Explain the organization of the Indian ocean trade.** |

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| **WWW**  ….…………………………………  ….…………………………………  ….…………………………………  ….…………………………………  ….…………………………………  ….…………………………………  ….…………………………………  ….…………………………………  ….…………………………………  ….…………………………………  **EBI**  ….…………………………………  ….…………………………………  ….…………………………………  ….…………………………………  ….…………………………………  ….…………………………………  ….…………………………………  ….…………………………………  ….………………………………… | **QUESTION**  **Identify and explain the impact of the Indian ocean trade on the people of East Africa.** |
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| **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Week**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Lesson Objective**  **Learners should be able to:**  Explain how slave Trade in East Africa was organized.  Explain the effects of slave trade to the people of East Africa.  Explain why slave trade abolished in East Africa?  **Key vocabulary**  Raid  Survivors  Abolition  **Reference Books**  History of East Africa through 1000 years.by  Gideon .S.Were  A history of East Africa  By E.S. Atieno Odhiambo.  J.F.M. Williams | **Do now**  **SLAVE TRADE IN EAST AFRICA**  Slave trade was a commercial transaction of buying and selling of human beings.  In East Africa, slave trade was introduced by Arabs in 1000 A.D.However, by 1850, slave trade was on an increase.  The following describes the organization of the trade in East Africa.  **Organization of slave trade**  1. Many interior tribes were involved in this trade e.g. Nyamwezi, Kamba, Yao, Chagga, Banyoro and Baganda.  2. They constantly raided their neighbors for slaves’ and so these slaves to Arabs and Swahili Traders.  3.Slaves were acquired through hand picking unfortunate members of the society.e.g criminals   1. All massive raids were carried out in villages and young men and women were captured and sold to the Arabs. 2. Interior tribes were at war with others and the defeated communities were sold as slaves. 3. Middle men hunted for slaves and then sold them at the coast to the Arabs. 4. They would chain all the slaves together. 5. They could lord the slaves with goods like ivory and other minerals. 6. They would then be forced to match to the coast. 7. As they moved to the coast, cruel Arabs would whip them. 8. The weak slaves were killed and others left to die before reaching the coast. 9. The survivors were given some time to rest,feed while others nursed and given clothes to impress the buyers. 10. The routes used were northern dominated by the Akamba leading to Mombasa. 11. The central by the Nyamwezi leading toDar-essalam then to Zanzibar. 12. The southern dominated by the Yao leading to Kilwa. 13. The Khartoumers route by the Sudaneese was leading to Bunyoro and Buganda. 14. Buying would take place at Kilwa,Mombasa and Zanzibar. 15. From here others were taken to Europe America and Arabia. | |

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| **Learners’ Task.**  **Discuss the merits and demerits of slave trade in East Africa.**  **Reasons for the development/increase of slave trade in East Africa.**   * Seyyid Said‘s transfer of his capital from Muscat to Zanzibar also led to the rise of slave trade. He introduced clove growing and his plantations needed slaves. * The presence British troops on the Atlantic Ocean who constantly patrolled the Ocean which meant that the Europeans had to divert to East Africa for slaves. * Increased demand for foreign goods like guns and mirrors by the interior chiefs also led to the increase of slave trade in the interior. * Slaves were highly demanded world over i.e. the French had sugarcane plantations in Madagascar and Americans also had plantations in Brazil. * The availability of caravan trade routes made it easy for slaves to be transported to the coast. e.g. the southern trade route through Yao land. * Introduction of guns made it easy for societies to raid each other hence acquiring slaves. * The presence of able organizers especially the interior chiefs also led to the rise of slave trade e.g. Mirambo and Nyungu ya mawe of Nyamwezi, Tippu –Tip a coastal chief, chief kivoi of the kamba and chief Mataka of the Yao. * The interstate and intertribal Conflicts also led to the rise of slave trade i.e. these misunderstandings between societies led to the raiding of each other for slaves. * The presence of Kiswahili as a business language also led to rise of slave trade, because it made transactions very easy. * Lack of valuable economic potential in some areas e.g. Nyamwezi land in central Tanganyika was too dry and could not support Agriculture forcing the Nyamwezi to participate in slave trade   The Islamic culture of not employing fellow Muslims also led to the development of slave trade. This forced the Arabs to penetrate the interior to get slaves from the pagan communities.   * The Absence of vehicles and Railways lines also led to the development of slave trade because slaves were needed to transport goods to the coast. * The profits from slave trade were high hence forcing people like Akamba, Yao, and Nyamwezi to carry out slave trade.   **Effects of slave trade**   * Many people were killed through the raids and others died on their way to the coast. * The massive raids depopulated many areas in East Africa. Many people ran away due to fear and uncertainty. * Slave trade caused untold suffering and miseries in many African   Societies‘e.g. villages were burnt and people were left homeless.   * Slaves were mistreated by the buyers and this dehumanized the Africans. * Slave trade led to the hatred between societies especially the strong societies always raided the weak ones. * Slave trade brought a lot of wealth and profits for those who   participated in it e. g. Nyamwezi,  Yao, Akamba.   * Slave trade led to the growth and expansion of some societies as the strong ones always raided   the weak ones. E.g. Buganda against Busoga.   * At the same time, it caused decline of other societies especially the weak ones e.g. Busoga. * Famine and hunger set in as a result in decline of agriculture. * Some people abandoned farming and took on slave trade. * Slave trade led to the rise of important personalities e.g. Mirambo, Nyungu ya mawe and   Mohammed Ibn Hamid (Tippu-Tip).  Slave trade encouraged internal trade and foreign trade i.e. the slave Arab slave traders were  not only interested in slaves but also other items e.g. copper, Ivory, bee wax, honey e.t.c   * Many young men grouped themselves into warrior groups as a result of slave trade e.g. the   Ruga Ruga and Maviti warriors.   * Slave trade led to the colonization of East Africa this was because many whites (Europeans)   came to East Africa with a purpose of abolishing slave trade.   * Many foreign goods were imported into East Africa e.g. Mirrors, clothes hence the local   people enjoyed these goods for the first time.   * Slave trade led to the spread of Islam and Kiswahili language into the interior of East Africa. * Slave trade opened up East Africa commercially to the outside world. * This attracted the French, British and Portuguese traders to come to   **THE ABOLITION OF SLAVE TRADE**  The campaign of abolition of slave trade was mainly spear headed by the British.  **REASONS FOR THE ABOLITION OF SLAVE TRADE**   * The missionaries attacked slave trade as an inhuman act and therefore they persuaded the traders to stop slave trade. * The industrial revolution in Europe (1850) led to the introduction of machines which replaced human labour hence slaves had lost market in Europe. * Population increase in Europe made it useless to bring in more people whose services were by this time not needed. * The industrial revolution created a high demand for raw materials and therefore slaves had to be brought back to Africa to grow cash crops to feed the ‗hungry‘industries in Europe. * Over production of goods like sugar, clothes made it necessary to re-settle slaves so as to provide market for these excessive goods produced in European industries. * Slave strikes had become so frequent e.g. they demanded holidays on Sundays and worship rights hence there was need to abolish slave trade. * The abolition of the Trans- Atlantic slave trade in West Africa made it equally important for the same trade to be abolished in East Africa. * The Change in politics of Europe meant that more Europeans were coming to East Africa and therefore there was need to stop slave trade in East Africa so as to create peace and security. * The issue of treaties against slave trade also led to the abolition of slave trade e.g. the 1822 Moresby treaty, 1845 Hamerton treaty and 1873 Frere treaty. * The role of missionaries under different religious groups e.g. they set up homes for the freed slaves who were already Christian converts and this encouraged the process of abolition of slave trade. * The role of the British navy led to the abolition of slave trade. It patrolled the Indian Ocean waters to track down traders who were using it for smuggling slaves. * European explorers had earlier on drawn the map of the interior of East Africa which also encouraged the abolitionists to come to East Africa and stop the trade. |

**Effects of the abolition of slave trade**

* There was decline of the former slave trading states e.g. Yao, and Nyamwezi because they had lost their source of their economic power.

There was also loss of wealth and income to those individuals and societies that greatly depended on slave trade.

* The Yao who had made slave trade their sole occupation could not settle down to do agriculture after slave trade was abolished.
* There was population increase because the human exports that had depopulated mainland East Africa had stopped.
* Agriculture improved and new crops were introduced to facilitate the transition from slave trade to legitimate trade e.g. coffee, tea and sisal, e.t.c.
* People started attending to their farm lands which they had neglected during the slave trade era and this increased food production.
* People regained their status and dignity that had been eroded by slavery and slave trade.
* Security greatly improved because slave raids that had de-stabilized the interior were brought to an end.
* The abolition increased the spread

Of Christianity and Western culture.

* Missionaries therefore built mission stations, schools and hospitals for the freed slaves.
* Transport was improved. The Uganda railway was built to facilitate and aid the transfer from slave trade to legitimate trade.

The abolition also led to the increase of European penetration into the interior of E.A especially the humanitarians. This subsequently led to the colonization of East Africa and this led to the loss of independence by the East African states.

* The abolition of slave trade led to the introduction of legitimate trade. This was the trade in natural products e.g. cotton, coffee, Tea, sisal, etc. but not people.
* The former slave trade routes later developed into proper communication lines and this increased European penetration into the interior.
* The intertribal war that were always fought to acquire slaves were minimized which brought in an era of peace and security.
* The local people hated their traditional rulers who had collaborated with slave traders i.e. there was hatred between who had participated in slave trade and those who were opposed to it.

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| **Brief summary from the teacher’s explanation**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Brief summary from group discussions**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Sample question(s)**   1. Why was slave trade abolished in East Africa? 2. Explain the effects of of slave trade to the people of East Africa. 3. Explain how slave Trade in East Africa was organized. |

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| **WWW**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **EBI**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **QUESTION**  **How did slave trade affect the people of East Africa?** |
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| **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Week**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Lesson Objective**  **Learners should be able to:**  Make research and Explain what long distance trade was.    Identify the main  societies involved and major trade items both imports and Exports  Draw a map to locate the major trade routes in this trade.  Identify the Factors for the development of Long distance trade.  **Key vocabulary**  Long distance trade  Participants  Development  Imports and Exports  **Reference Books**  History of East Africa through 1000 years.  Mk Ordinary Level History Of East Africa1000AD- independence by Ssenkumba Ronald and E.N Nsubuga | **Do now**  **EAST AFRICAN LONG DISTANCE TRADE**  **Students Activity 1** Using research from the internet or the library explain briefly what is meant by Long distance Trade? Make precise Paragraphs  …………………………………………………………………………………………………………………………………….................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................  ……………………………………………………………………………………………………………………………………….. | |

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| **2. Draw a sketch Map of East Africa and on it locate the long Distance Trade Routes**  A SKETCH MAP OF EAST AFRICA SHOWINGLONG DISTANCE TRADE ROUTES  **3.Mention the major imports and exports Exchanged in the long Distance Trade** | |
| **Exports from East Africa** | **Imports into East Africa** |
| 1. **…………………………………** 2. **…………………………………** 3. **…………………………………** 4. **……………………………….....** 5. **………………………………….** 6. **………………………………….** | 1. **………………………………………..** 2. **………………………………………..** 3. **……..…………………………………** 4. **………………………………………..** 5. **………………………………………..** 6. **………………………………………..** |

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| **REASONS /FACTORS FOR THE DEVELOPMENT OF THE LONG DISTANCE TRADE**   * + The trade developed because of several tribes that produced surplus goods which enabled them to offer some for sale.   + There was also high demand for foreign goods by African societies e.g. guns and clothes which they had to get from the coast.   + The arrival of the Portuguese at the coast in 1500 A.D also forced the Arabs to abandon the Indian Ocean trade and join the Long distance trade.   + The opening of trade routes in the interior of East Africa enabled the traders to reach all corners of East Africa for trade.   + Seyyid Said‘s settlement in Zanzibar in 1840 also increased the demand for slaves who were needed to work on his clove plantations.   + Availability of trade items also led to its development e.g. slaves, Ivory, Bee wax e.t.c were all available in the interior.   + The abolition of slave trade in West Africa around 1840 forced many Europeans to resort to East Africa were slave trade had not yet been abolished.   + Some interior tribes had the traditional love for traveling long distances for example the Nyamwezi.   + Division of labour among the African societies encouraged the men to get involved in trade.   + The development of Swahili as a business language made it easier for people to communicate in trade.   + The flat nature of the land enabled traders to easily move up and down looking for trade items.   + The coming of the Indian Banyans at the coast who financed traders and provided loans.   + The presence of capable leaders e.g. Mirambo, Seyyid Said, Tippu -   Tip and Muteesa 1 who efficiently organized the trade.   * + The introduction of cowrie shells as a form of currency also eased the transaction   + The introduction of guns also improved security along the trade routes.   + Co-operation between interior tribes and coastal people also facilitated smooth trade.   + Presence of already developed coastal towns which acted as the trading centers e.g. Mombasa.   + Availability of guns helped in raiding of villages for slaves and hunting of elephants.   + The trade was so profitable to the participants leading to its development.   + Good and favourable climate encouraged trade throughout the year.   + Development in transport system e.g. use of donkeys which eased movement of traders. |

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| **Brief summary from the teacher’s explanation**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Brief summary from group discussions**  \_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Sample question(s)**  1. Explain what long distance trade was.  2. Identify the main  societies involved and major trade items both imports and Exports   1. Draw a map to locate the major trade routes in this trade. 2. Identify the Factors reasons for the development of Long distance trade. |

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| **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Week**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Lesson Objective**  ***Learners should be able to:***  Describe the organization of Long Distance Trade  Explain the benefits/effects of long Distance Trade  **Key vocabulary**  Benefits  Organization  Raids  caravan  **Reference Books**  History of East Africa through 1000 years.  Mk Ordinary Level History Of East Africa1000AD- independence by Ssenkumba Ronald and E.N Nsubuga | **Do now**  **SUB TOPIC: ORGANIZATION OF THE LONG DISTANCE TRADE.**   * + This was the trade that was carried between the coastal merchants and the interior tribes in East Africa.   + The trade involved many interior tribes e.g. Nyamwezi, Kamba, Yao, Chagga and Baganda.   + These traded with the coastal Arabs.   + The trade was organized on caravan basis.   + Each caravan would have over 1000 men armed and it included porters and medicine men.   + Goods from the interior included, ivory, slaves, gold and Iron implements e.g. axes, pangs, hoes.   + Those from the coast included beads, glassware, plates, cloths, and swords among others. | |

* + Slaves were acquired through raids on villages and ivory was got through hunting of elephant
  + Trade was initially conducted on a barter trade system i.e. goods exchanged for goods.
  + Later on, cowrie shells were introduced but these were also later replaced by small copper coins.
  + Trade was controlled by interior chiefs who negotiated with the merchants from the coast.
  + Trade was also conducted in trading centers along the trade routes e.g. Ujiji, Tabora and Bagamoyo.
  + These trading centers also served as resting places.
  + The trade also involved taxation for revenue.
  + Traders from the coast paid taxes to the local chiefs in the interior before their caravans could be allowed passage.
  + The medium of communication was Kiswahili because it was the business language.
  + Where communication became a problem, interpreters were used.
  + The best means of transport was head potage and the Nyamwezi provided the most skilled porters, this was because they naturally enjoyed it and they loved walking for long distances.
  + The Indian banyans were the financiers of the trade and they provided loans to the traders to go into the interior to buy goods.
  + The trade followed three main specific trade routes i.e.

1.Northern trade route; this started from Pangani and Mombasa and passed through MT Kenya and Taita hills and it went up to Lake Baringo, crossing the rift valley up to Mt. Elgon. It was controlled by the Akamba

2. Central trade route; this was the biggest and busiest route. It was controlled by Nyamwezi and it started from Bagamoyo through Zaramo, Gogoland, and Tabora to Karagwe, Buganda, Bunyoro up to Eastern Congo.

3. Southern trade route; It was controlled by the Yao. It started from Kilwa through Malawi, Southern Tanganyika up to the Muenomotapa Kingdom in Congo.

4. There was another less significant route from Southern Sudan through Northern Uganda, Turkana land via the Kenyan highlands up to the coast. It was controlled by the Khartoumers from Sudan

**LEARNERS ACTIVITY** 1:

In groups discuss the effects of long Distance trade on the people of East Africa.

**EFFECTS/RESULTS / BENEFITS OF LONG DISTANCE TRADE**

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**Learner Activity2** Using research from the internet and the library compare the challenges faced by long Distance traders and those met by Ugandans in importing goods from Mombasa today.

**THE TABLE BELOW SHOWS A COMPARISON BETWEEN THE PROBLEMS FACED BY LONG DISTANCE TRADERS AND UGANDAN IMPORTERS OF GOODS FROM MOMBASA.**

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| **PROBLEMS FACED BY LONG DISTANCE TRADERS** | **PROBLEMS FACED BY UGANDAN IMPORTERS** |
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| **Brief summary from the teacher’s explanation**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Brief summary from group discussions**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Sample question(s)**   1. Describe the organization of Long Distance Trade. 2. How did this Trade affect the people of East? 3. Compare the challenges faced by long Distance traders and those met by Ugandans in importing goods from Mombasa today. 4. Explain the benefits/effects of long Distance Trade |

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| **WWW**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **EBI**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **QUESTION**  Describe the organization of Long Distance Trade. |
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| **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Week**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Lesson Objective**  ***Learners should be able to***:  Define the Term “**SLAVE TRADE**”  Explain how the Abolition of Slave Trade Affected the long distance trade business.  Stage a play on How slave trade was conducted, with the Theme discovering the role played by African Chiefs.  Mention the Effects of Slave Trade.  **Key vocabulary**  Abolition  Slave trade  Impact  **Reference Books**  Internet research  History of East Africa through 1000 years.  Mk Ordinary Level History Of East Africa1000AD- independence by Ssenkumba Ronald and E.N Nsubuga | **Do now**  **SUB TOPIC** : **THE ABOLITION OF SLAVE TRADE**  **LEARNERS ACTIVTY1**: a) Define the term “slave Trade”?  **…………………………………………………………………………………………..........................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................**  b) Mention at least 10 reasons why East Africans got involved in slave Trade.   1. ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….. 2. ……………………………………………………………………………………………………………………………………………................................................................................................................................. 3. ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………… 4. ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………… 5. ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………… 6. ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………… 7. ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………... 8. ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………… | |

Identify from the play the how African Chiefs were involved in the Long Distance Trade.

**ROLE OF AFRICAN CHIEFS IN LONG DISTANCE TRADE**

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| **Brief summary from the teacher’s explanation**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Brief summary from group discussions**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Sample question(s)** |

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| **WWW**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **EBI**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **QUESTION** |
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| **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Week**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Lesson Objective  Learners should be able to:  Define the terms scramble and partition.  Explain the reason for scramble and partition of East Africa.  Explain the role played by different Europeans and Asians in the colonization of East Africa.  **Key vocabulary**  Scramble  Partition  Missionaries  Chartered companies  **Reference Books**  East Africa through a thousand years by Gideon Were  A history of East Africa by E.S Antieno Odhiambo  O level History East Africa | **Do now**  **THE SCRAMBLE FOR AND PARTITION OF EAST AFRICA**   * + - * The word scramble refers to the rush by the European powers to acquire colonies in East Africa.       * Partition refers to the division of East African territories among European countries i.e.       * Uganda, Kenya and Zanzibar for   Britain and   * Tanganyika for Germany   **REASONS WHY EUROPEANS AND ASIANS CAME TO EAST AFRICA**   * + - * Need for raw materials i.e. most Europeans nations wanted to control areas of cheap raw materials to feed their ‗hungry‘ industries back home e.g. cash crops and minerals. | |

* + - * There was the need to secure profitable market overseas for the European goods which had over flooded the European markets.
      * There was need to secure areas where surplus capital would be invested i.e. the industrial revelation had generated a lot of wealth for the Europeans who wanted to set up plantations and exploit minerals.
      * There was need to resettle the excess population in Europe especially the slaves who had become useless after the invention of machines.
      * The strategic. Importance of River Nile also forced

European powers to scramble for East Africa i.e. after Britain had occupied Egypt; she wanted to control all the countries through which R. Nile passed i.e.

Uganda and Sudan while Kenya was to provide an in-let for Uganda at the coast.

* + - * King Leopold‘s activities in Congo i.e. The Belgians had gained a lot of wealth from the minerals and forest resources in the Congo and this forced other European powers

E.g. Germany and Britain to rush to E. A so as to exploit her resources.

* Mineral discovery in S. Africa in 1867 by the

Dutch also forced other European powers to rush to E. Africa with the hope of exploiting minerals.

* The growth of nationalism in Europe created the need for international recognition and prestige among European countries i.e. a country with many colonies was considered great and superior.
* Power imbalance in Europe also created a need for colonies e.g. after the 1870—1871 Franco - Prussian war France lost her mineral rich provinces of Alsace and Lorraine. This caused her to rush to Africa to compensate for her loss and similar Germany and Britain could not sit back.
* The Berlin conference of 1884 1885 also increased the need for colonies by European powers i.e. it was a platform that was used to divide African territories among European super powers.
* The European powers had a desire of stamping out slave trade which they regarded as evil and a crime against humanity.
* European powers wanted to spread Christianity because they didn‘t want to see Africans go to hell. I.e. E. Africa was seen as a place where seeds of Christianity would be sown.
* Europeans also wanted to civilize Africans who were considered backward and barbaric and this was to be done through the introduction to western
* Education

**Learner’s activity1** Using research from the internet and the library find out the role played the different individual groups and personalities in the colonization of East Africa

**THE ROLE OF DIFFERENT INDIVIDUAL GROUPS AND PERSONALITIES IN THE COLONIZATION OF EAST AFRICA**

1. **Missionaries**
2. **Define who a missionary is and mention the different missionary groups which worked in East Africa?**

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1. **Explain the role played by Christian missionaries in the colonization of East Africa?**
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**b) Chartered Companies**

1. **Define what a chartered company is and give examples of Chartered companies which worked in East Africa.**

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1. **Explain the role played by Chartered companies in the Colonization of East Africa.**

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**c) EXPLORERS**

**i. Define who an Explorer is and give examples of Explorers who worked in East Africa.**

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1. **Explain the role played by Explorers in the Colonization of East Africa?**

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| **Brief summary from the teacher’s explanation**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Brief summary from group discussions**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Sample question(s)**   1. Define the terms scramble and partition. 2. Explain the role played by Chartered companies in the Colonization of East Africa? 3. Explain the role played by Chartered companies in the Colonization of East Africa. 4. Explain the role played by Christian missionaries in the colonization of East Africa 5. Explain the reason for scramble and partition of East Africa. |

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| **WWW**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **EBI**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **QUESTION**  Explain the Role played by the European Imperialists in the colonization of East Africa? |
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| **Lesson Objective**  ***Learner should be able to:***  Draw a sketch map of East Africa showing the colonial Boundaries and time lines.  Mention the reasons why colonial Master succeeded in colonization of East Africa.  Debate on the effects of the scramble and Partition and Asian influence in East Africa.  **Key vocabulary**  Colonial Boundaries  Colonial Master  Effects  **Reference books**  East Africa through a thousand years by Gideon .S. Were  A History of East Africa by E.S.Antieno Odhiambo  O level History East Africa (1000 – independence. | **A SKETCH MAP OF EAST AFRICA SHOWING COLONIAL BOUNDARIES** |

Learners Activity 1 In groups (Discussion) find out the reasons why the Europeans succeeded in acquiring territories in East Africa.

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**Learners Activity3. From the Debate Mention the effects of European Colonialism onto East Africa.ie. The Effects of Scramble and Partition of East Africa. A) Positive effects**

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| **Brief summary from the teacher’s explanation**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Brief summary from group discussions**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Sample question(s)**   1. Draw a map showing the major colonial boundaries of East Africa. 2. Mention the effects of colonialism the people of East Africa. 3. Why did the Europeans succeed in partitioning and scrambling for Africa? |

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| **WWW**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **EBI**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **QUESTION** |
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| **Lesson Objective**  ***Learner should be able to:***  Draw a sketch map of Africa showing the colonial Boundaries.  Explain the Methods used by Europeans to colonize of East Africa.  Mention the problems faced by Europeans in the colonial Process.  **Key vocabulary**  Colonial Boundaries  Colonial Master  Challenges  **Reference books**  East Africa through a thousand years by Gideon .S. Were  A History of East Africa by E.S.Antieno Odhiambo  O level History East Africa (1000 – independence.  Internet And Research from the library | **Do now**  **A SKETCH MAP OF AFRICA SHOWING THE COLONIAL BOUNDARIES.** |

**METHODS USED BY THE BRITISH TO ESTABLISH THEIR RULE IN UGANDA.**

 They used a number of methods or Techniques to achieve their goal of colonizing Uganda.

 In most cases, the method used always depended on each society‘s attitude.

 In most cases, more than one method was used. These included:

 **Singing of treaties**; The treaties were later used to claim effective occupation e.g. 1900 Buganda agreement, 1901 Ankole agreement and 1902 Toro agreement.

 **Use of force;** in areas that were hostile to the British, direct military confrontation was used e.g. in Bunyoro and Acholi Land.

 **Use of collaborators**; These were opportunists who were used by the British to spread colonial rule to other areas e.g. Semei Kakungulu was used by the British to extend colonial rule to the Eastern parts of Uganda e.g. Busoga, Bukedi, Budaka, Bugisu and Budama.

 **Divide and rule**; This was used in areas where two or more unfriendly societies were encouraged to remain hostile to each other e.g. the British supported Buganda against Bunyoro.

 **Intimidation and threats;** These were used to scare off would be resistors e.g. Kabaka Mwanga of Buganda and Omukama Kabalega of Bunyoro were exiled at the Seychelles island on the Indian Ocean.

 **Use of Missionaries**: - These softened the hearts of Africans with wonderful preaching and they managed to convinced African chiefs to sign treaties e.g. in Buganda.

 **Use of traders** (chartered companies); they used IBEACO and it did a lot of ground work for the British e.g. it defeated rebellious societies, encouraged war between protestants and catholic in Buganda. All this created disunity among Africans which made colonialism easy.

 **Use of explorers;** these established good working relations with African chiefs and also provided the geographical information which was later used by the colonialists.

 **Construction of military forts;** These were set up in areas which had hostile communities e.g. Fort Patiko in Acholi land, Fort Portal in Western Uganda, and Fort Lugard in Old Kampala.

 **Construction of infrastructure**; These were for consolidations of colonial rule and for effective occupation of their areas of influence e.g. Uganda Railway.

 **Gun - Boat diplomacy**; Through this, the British would simply parade their weapons to scare off African resistors e.g. in areas like Busoga.

 **Use of treachery / carrot stick diplomacy**; In some cases, the British pretended to be friendly to the Africans only to turn around later e.g. they befriended Kabaka Mwanga but later sent him to exile.

**Learners Activity3** Explain the methods used by the Germans to colonize Tanganyika

PROBLEMS FACED BY THE BRITISH IN THEIR EXTENSION OF COLONIAL RULE.

 There were so many revolts/ rebellions against British rule e.g. Lamogi rebellion in Acholi (1911 – 1912) Nyangire rebellion in Bunyoro (1907) and Nyabinji rebellion in Ankole.

 In societies where there was no central authority e.g. in Northern and eastern Uganda the British faced a problem of creating such authority.

 The Kiganda model of administration failed miserably

because most areas did not have centralized governments.

 Most of the Baganda agents that were used by the British were simply opportunists e.g. Semei Kakungulu, Sir Apollo Kaggwa.

 There was language barrier because each tribe in Uganda had its own language yet a few people by that time had learnt English.

 Poor transport and communication facilities i.e. Roads to Northern and North Eastern Uganda were very poor.

 They faced a problem of introducing a uniform economic activity in Uganda e.g. Ankole rejected cash crop growing.

 Religious wars that were fought in Buganda created confusion and insecurity in the protectorate.

 Diseases like malaria and sleeping sickness made in work to the colonial administration very difficult.

 They failed to understand the cultures of the people of Uganda and this led to resistance from the local people.

 The cost of administration was very high e.g. they had to pay the collaborators e.g. Semei Kakungulu.

 Lack of manpower also hindered the work of British administration e.g. they only had 40 trained white personnel to supervise the whole of Uganda.

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 The Baganda who first co-operated with the British later turned against them and started making their work difficult e.g. in 1896, Kabaka Mwanga ordered for the killing of the 30 Uganda Martyrs.

 With the growth to Nationalism in Uganda, political parties were formed which always demanded for independence e.g. D.P and U.P.C.

 The 1900 Buganda agreement caused more problems because it gave land that had previously belonged to Bunyoro to Buganda.

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| **Brief summary from the teacher’s explanation**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Brief summary from group discussions**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Sample question(s)**   1. Explain the methods used by the Germans to colonize Tanganyika 2. How did the British Colonize Uganda? 3. What problems did the European colonialist face in the colonization process? |

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| **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Week**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Lesson Objective**  Draw a table and show which country colonized a particular African state.  Write a story about the life of a colonized Ugandan.  **Key vocabulary**  Tittle  Punctuations  Articulation    **Reference Books**  Resource person  Novels  Journals  Magazines | **Do now**  **In not less than 250 words Write a story about a colonized Uganda** | |
| **Plan** | |
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REFLECTIVE JOURNAL (SUMMARIZE WHAT YOU HAVE UNDERSTOOD FROM THE WHOLE TOPIC.)

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| **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Week**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Lesson Objective**  Learners should be able to:  Define the Terms Collaboration and Resistance.  Explain the Factor which made Africans to collaborate or Resist European Colonialism  **Key vocabulary**  Resistance  Collaboration  Rebellions  **Reference Books**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **A History Of East**  **Africa** By E.S  Atieno Odhiambo  & Jfm Williams  **East Africa Through a**  **Thousand Years b**y  Gideon.S.Were | **Do now**  **AFRICAN RESPONSE TO COLONIAL RULE IN EAST AFRICA**   * The imposition of colonial rule in East .Africa did not go unchallenged. * The Africans responded to the loss of their independence in two ways;   + Through Collaboration and   + Resistance.   **COLLABORATION**   * This is where the African societies or individuals co-operated with the colonial powers in the establishment of colonial rule. * Societies that collaborated included Buganda, Toro and Ankole. * Individuals included SemeiKakungulu (Buganda), LaibonLenana (Maasai),   NabongoMumia (Wanga), and NuwaMbaguta (Ankole). | |

**Reasons for collaboration**

* Some societies collaborated with the Europeans in order to get military support against their enemies e.g. Toro and Buganda collaborated with the British to get weapons to fight Kabalega of Bunyoro.
* Some individuals collaborated because they wanted to get employment from the Europeans e.g. SemeiKakungulu, Sir Apollo Kaggwa e.t.c.
* Some societies collaborated because they had been hit by natural calamities and therefore could not stage any resistance against the Whiteman e.g. the Chagga and Maasai had been hit and weakened by famine, small pox and rinder pest.
* Others looked at collaboration in line with civilization, modernity and Christianity. Therefore they wanted their areas to be developed by the Europeans e.g. KabakaMuteesa 1 of Buganda.
* Some Africans were blind folded by gifts and simple presents from Europeans e.g. bibles, clothes and rosaries which forced them to collaborate.
* Some Africans collaborated due to the fear of the military strength of the colonial powers i.e. the Europeans had the maxim gun yet Africans were at a disadvantage with spears, arrows and stones.
* Due to missionary influence, some societies collaborated e.g. Buganda where many people were converted to
* Christianity they ended up collaborating.
* Some individual collaborators e.g. SemeiKakungulu and Sir Apollo Kaggwa were simply opportunities i.e. they were after material gains from the Europeans e.g. land, titles like Sir.
* Some societies collaborated because their rivals and Neighbours had resisted e.g. once Bunyoro resisted, Toro and Buganda collaborated.
* Some societies collaborated out of prestige e.g. Muteesa 1 of Buganda wanted to be recognized for working with the British or the white people.
* Some African societies had been terrorized by their leaders which forced a few individuals to collaborate with the Europeans e.g. Nuwa
* Mbaguta of Ankole had been terrorized in his childhood days by Ntare IV
* Some societies wanted to strengthen their diplomatic ties and relationship with the whites e.g. Buganda and Ankole wanted to trade with the
* British.
* The nature of societies also led to collaboration e.g. the Baganda were known to be friendly and hospitable hence they collaborated with the
* British.
* The failure of resistances also led to collaboration e.g. when Mwanga was defeated by the British, the Baganda decided to collaborate.
* The direction or route taken by European invaders also determined African reaction e.g. in Buganda visitors who entered from the South were warmly welcomed. Since missionaries came from Tanganyika in the south, the Baganda collaborated with them.

**REASONS FOR RESISTANCE**

* African societies wanted to preserve their independence e.g. Bunyoro, Nandi, Hehe.
* The imposition of colonial rule had interrupted territorial expansion of some societies e.g. Kabalega of Bunyoro crushed with the British because they wanted to check on his ambition of expanding his Kingdom to Toro, Bunyoro, and Ankole e.t.c

Colonial economic policies such as forced labor, compulsory growing of cash crops e.g. Maji Maji rebellion was as a result of forced cotton growing by the Germans.

* Some societies resisted because colonial rule interfered with their economic interests e.g. Arabs and Swahili traders resisted the abolition of Slave trade leading to the Abushiri rebellion.
* Presence of able leaders also led to rebellion e.g. Kabalega of Bunyoro, Chief Mkwawa of the Hehe, Prophet Kinjikitile who led Maji Maji, Mau Mau led by General China. Land alienation also led to resistances i.e. Europeans forcefully grabbed African land to introduce the growing of cash crops e.g. Mau Mau in Kenya was as a result of the Kikuyu losing their fertile Kenyan highlands.
* Heavy taxation also led the rebellions with in East Africa e.g. the British introduced hut and gun tax which left Africans in poverty.
* The method used to acquire lands also determined the mode of reaction e.g. the British used force in Bunyoro and Lango hence leading to rebellions.
* Religious propaganda and superstition also led to rebellions e.g. Maji- Maji fighters were miss-led by prophet Kinjikitile while the Nandi were encouraged by Kimnyole‘s Prophecies.
* Other resisted because their neighbours who in most cases were their enemies, had collaborated with whites e.g. Bunyoro could not cooperate with the British because the Baganda had done so.

Other resisted because they were sure of their military strength e.g. Kabalega and Mau- Mau militants believed that they were too strong for the

Europeans.

* Some societies resisted cultural and religious imperialism of the colonialists e.g. Arabs and Swahili traders wanted to defend Islam leading to the Abushiri rebellion.
* Segregation and harsh rules by the Europeans also led to rebellions e.g. in Kenya, all Africans who were to move to urban centers were supposed to carry passes called Kipande (identity card).
* Some societies resisted as a result of European interference with their Political affairs e.g. Germans had replaced local chiefs with the Akidas and Jumbes leading to Maji Maji revolts.

N.B: Most of resistances in East Africa where suppressed by the Europeans because of the following reasons:

* False propaganda and superstition didn‘t work in favors of Africans e.g. Kinjikitile‘s magic water didn‘t provide immunity to German bullets.
* Africans where poorly organized e.g. they didn‘t make enough preparation before war and didn‘t have military training.
* Disunity among the various tribes also weakened the Africans e.g. the Chagga and Nyamwezi didn‘t join the Hehe rebellion.
* Some African fighters lacked persistence i.e. they would pull out living fellow Africans to suffer the might of the European forces.
* Superiority of European forces i.e. Africans depended on traditional weapons like spears, stones and outdated guns compared to Europeans who had modern guns like the Maxim gun.
* Some societies had been hit by natural calamities e.g. drought, famine, diseases e.t.c and this weakened their armies.
* Poor military tactics, African always fought in big groups while Europeans fought in troops which made it easy for the Europeans to defeat the

Africans.

* Influence of collaborators: African resistance was weakened by collaborators e.g. Kakungulu who worked for British helped in the capture of Kabalega and Mwanga.
* The death of able leaders also left a power vacuum like chief Mkwawa of the Hehe was surrounded by German troops and he committed suicide by shooting himself while Chief Orkoiyot Koitale of the Nandi was also murdered in cold blood and this left their people without leadership.

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| **Brief summary from the teacher’s explanation**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Brief summary from group discussions**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Sample question(s)**   1. **Define the following terms in relation to Colonialism:** 2. **Collaboration** 3. **Resistance** 4. **Why did African societies like the Banyoro, Nandi, and Wamatumbi resist colonial rule?** 5. **Explain the reasons why some African kings and chiefs collaborate with European Colonialists.** 6. **Why did Semei Kakungulu collaborate with the British colonialists?** |

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| **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Week**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Lesson Objective**  Learners should be able to:  Explain what the Buganda Agreement was.  Explain the Terms of the Buganda Agreement .    **Key vocabulary**  Agreement  Terms of Agreement  Regents  **Reference Books**  **A History of East Africa** by E.S. Antieno  Odhiambo  **East Africa through**  **A thousand years** by Gideon.s.Were. | **Do now**  **THE BUGANDA AGREEMENT OF 1900**   * This was the agreement that was signed between the British special commissioner Sir Harry Johnston and the young KabakaDaudiChwa II. * The Kabaka was represented by three regents i.e. Sir Apollo Kaggwa, Stanslus Mugwanya and Zakaria   Kisingiri.   * The agreement was signed on 10th March 1900. * At first it was called the Uganda agreement but since it only applied to Buganda, it came to be known as Buganda agreement. | |

WHY THE AGREEMENT WAS SIGNED

 The agreement was intended to define the position of Buganda within a wider Uganda i.e. that Buganda was also a province like other provinces in Uganda.

 The agreement was to confirm that Buganda had submitted to British rule i.e. that there was to be no resistance from the Baganda.

 The agreement was also intended to make Buganda safe for missionary activities especially after the religious wars that had de-stabilized Buganda.

 The agreement was also intended to promote British exploitation policies i.e. to prepare the ground for the effective exploitation of Uganda resources.

 The agreement was signed to introduce the rule of law in a country that had under gone a lot of political turmoil e.g the religious wars in Buganda 1880 – 1890.

 The agreement was also signed to check on the activities of Kabaka Mwanga who still had interest especially in destabilizing the protectorate from Northern Uganda.

 The agreement was signed to end the threats of Sudanese mutineers in the north i.e. they had become notorious demanding a lot of money from the British who had hired them in 1897.

 The agreement was also intended to find a suitable way to both the Baganda and the British on how to

assist the young Kabaka Daudi Chwa II.

 The agreement was signed to make Buganda self-reliant through introducing economic reforms e.g. cash crops growing and payment of taxes.

 The agreement was intended to reward the Baganda for their support and co-operation with the British in the extension of colonial rule e.g. Buganda was given the two lost counties that belonged to Bunyoro (Bugangaizi and Buyaga) in Mubende.

 The agreement was signed to solve the boundary problems between Uganda and her neighbours especially Bunyoro.

 The agreement was signed to make a spring board or the starting point from where the rest of Uganda would be colonized.

 The agreement was to serve as a legal document that would protect and safe guard the British imperialist interests in Uganda.

 The three regents who signed on behalf of the young Kabaka Daudi Chwa were ignorant and only interested in material benefits e.g. land and titles like Sir Apollo Kaggwa.

**EFFECTS OF THE 1900 BUGANDA AGREEMENT**

* The Kabaka‘s powers were greatly reduced e.g. he lost authority over the army and tax collection.
* The agreement made Buganda part of Uganda and it placed Buganda at the same level with other provinces in Uganda.
* The Kabaka lost control over his chiefs who became public servants and were paid by the protectorate government.
* Buganda‘s 20 counties were allocated on a religious basis i.e. protestants were given 10, Catholics got 8 and Moslems 2.
* The agreement re-defined the boundaries of Buganda to include the two lost counties of Buyaga and Bugangaizi which were got from Bunyoro.
* The loss of the two counties led/increased Bunyoro‘s hostility to Buganda.
* The Buganda agreement laid a foundation for the signing of similar agreements with others areas e.g. Toro agreement in June 1900, Ankole agreement 1901.
* The agreement confirmed and formalized British rule over Buganda and Uganda as a whole which meant that Buganda had lost its independence.
* The agreement encouraged the growing of cash crops like tea, coffee and cotton because people had to pay taxes.
* The hut tax also forced people to crowd in one hut so as to avoid paying the tax and this led to the spread of diseases like dysentery.
* The agreement began the exploitation of Uganda‘s resources like minerals and forests as a way of raising funds for the protectorate government.
* After the agreement, some Baganda decided to collaborate with the British to extend colonial rule in Uganda e.g. Semei Kakungulu and John Miti.
* The agreement also encouraged the development of roads, schools, hospitals as a way of tapping Uganda‘s economic potential.
* The Kabaka lost control over the land in Buganda which increased on the number of white settlers grabbing land in Buganda.
* The agreement ended the religious wars which had destabilized Buganda during the reign of Kabaka Mwanga

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| **Brief summary from the teacher’s explanation**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Brief summary from group discussions**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Sample question(s)**   1. Why was the 1900 Buganda Agreement signed? 2. What were the effects of the Buganda Agreement? 3. How did the Buganda Agreement affect the life of the Ugandans? 4. What were the Terms /provisions of the Buganda Agreement? |

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| **WWW**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **EBI**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **QUESTION**  With research from the Library and the internet mention the terms of the Buganda Agreement. |
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| **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Week**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Lesson Objective**  Learners should be able to:  Define what Devonshire white Paper was.  Explain the Terms of the Devonshire White paper Was.  Mention the Effects of the Devonshire White Paper.  **Key vocabulary**  Devonshire  White Paper  Agreement  Provisions  **Reference Books**  East Africa through a thousand years by Gideon .s. Were  A History Of East Africa By E.S. Ateino Odhiambo  Internet | **Do now**  **THE DEVONSHIRE WHITE PAPER**  **(1923)**   * This was a statement of government policy issued in March 1923 during a conference in London by the colonial secretary, who was also the Duke of Devonshire. * From 1896, white settlers started flocking into Kenya while the Asians came during and after the construction of the Uganda Railway. * Inevitably, between 1907 and 1923 bitter conflicts arose between the three groups i.e. Asians, white settlers and the Africans due to their different demands and interests. | |

**TERMS/PROVISIONS OF THE**

**DEVONSHIRE WHITE PAPER**

* The Kenyan highlands were to be exclusively reserved for the white settlers only.
* The legislative council was to have eleven (11) Europeans, five (5) Asians (Indians), 1 Arab and a missionary to represent African interests.
* There were to be no more restrictions on Asian immigration or entry into Kenya.
* A missionary i.e. Dr. Arthur was to be nominated to the legislative council to represent the interest of the Africans.
* There was to be no more racial segregation or discrimination in all residential areas.
* Africans were to be members of the local councils and not in politics at a higher level.
* Asians and African representatives on the Legislative council were not to be on the same voters registers as the whites.
* The colonial office in London was to watch over the Kenyan Affairs in order for the interests of the Africans to be given first priority.
* The paper clearly stated that Kenya was primary an African territory and

the interests of the Africans were paramount or very important.

* The paper made it clear that all racial groups in Kenya were to work together and gradually towards the achievement of self rule or independence.
* The paper also warned against the white settlers wanting to make further advances towards self rule.
* The paper was to rule out any constitutional changes in favor of the white settlers.
* The paper also stated that the white settlers would no longer have controlling influence on the colonial government but it was the government that was to serve their interests.

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| **EFFECTS OF THE DEVONSHIRE WHITE PAPER**   * The Asians failed to win equality with the white e.g. they were denied the right to occupy the Kenyan highlands and were given only five seats on the LEGCO and they had to use a different voters register. * The white settlers lost their dream of even controlling Kenya as a separate colony. * The paper confirmed Kenya as a settler colony which increased the number of Europeans coming into Kenya. * The paper also confirmed that Kenya was for Kenyans and that, their interests were to be given first priority. * The paper also clarified that neither the whites nor the Asians would gain monopoly in the administration of Kenya whatsoever. The giving of the highlands to settlers stimulated plantation farming and led to the growth of cash crop economy. * The paper failed to address the land and labour problems i.e. Africans were to continue providing labour on settler farms. * The free immigration policy resulted in many Indians pouring into Kenya and they became a major force in Kenya‘s economy. * The paper also laid the foundation for the future independence struggles of Kenya e.g. armed groups like Mau- Mau were formed by the Africans. * The paper exposed the intentions of the white settlers in Kenya who were after taking over the country. * The paper created unity among   Africans and Asians because it affected them equally.   * Africans started sharing in the running of their country. E.g. the native councils and in 1931 they were allowed to send representatives to the Legco. * The colonial government started training and educating Africans, a measure that was intended to prepare them for the future responsibilities and independence. |

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| **Brief summary from the teacher’s explanation**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Brief summary from group discussions**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **Sample question(s)**   1. What were the provisions of the Devonshire white paper? 2. What were the effects of the Devonshire White paper? |

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| **WWW**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **EBI**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Assignment**  Compare the features of the Devonshire White paper and the Buganda Agreement. |
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**END**