EXCEL STANDARD SOCIAL STUDIES

PUPIL'S BOOK 4

FIRST EDITION

BY

EXCEL PUBLISHERS

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means of electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

Copyright © Excel publishers



For Excellence in Social Studies

ACKNOWLEDGEMENT

Developing a book of this nature requires a lot of support from colleagues, friends and family. I would like to register my deep-rooted gratitude to the following people for their unlimited assistance offered towards the completion of this book.

All teachers of Social Studies in Victoria Mutundwe Primary School and Makindye Junior school with whom I worked at various levels for their positive advice and criticism.

All authors whose books we used and consulted during our research for some of the materials in this book.

We do sincerely regret any mistakes which may be found anywhere in this book. It is not intended to be part of this book but accidental.

However, any person who does any unauthorised act in relation to this publication without prior written permission from the original authors, may be liable to criminal prosecution and civil claims for damage.

Author: **Kimbugwe Apollo**

Typing: **Masiga Dan**

Namugenyi Janepher

Cover design: **Excel Graphics**

Editing: **Excel Publishers Editorial Board**

PREFACE

Excel Standard Social Studies, Pupils' Book Four has been developed basing on the revised Primary Four Social Studies Syllabus as prescribed by the new curriculum of the National Curriculum Development Center (NCDC). The book contains accurate, relevant and current information covering all topics in all terms of the year in their order. It is intended to guide both teachers and learners.

The Pupil's book cares for the interests of the learners in terms of simple and concise language used, simplified content to cater for all learners with different abilities and clear illustrations to make learning enjoyable through observation. Key words for each topic have also been included in order to enrich the learner's vocabulary and mastery of concepts.

The topics have well organised, relevant, and easy to understand notes and facts. It is written in a simple language and is well aided with maps and illustrations/diagrams where necessary to ease understanding.

The book is remarkably precise but detailed in content with no fact left hanging. It has been mainly written for Primary Four in a language that is suitable for both rural and urban Pupils. The book can therefore be used with minimum teacher guidance. However, the content contained in this book is mostly developed around Kampala district, and this requires teachers outside Kampala to enrich it and include important features/ places in other districts

The book has inbuilt and continuous assessment activities at the end of topic. These questions are to help the learners to test their understanding of the concepts covered and are to enable the teacher to track progress as coverage goes on. This also makes the book convenient for individual and class learning by the pupils.

The content of the book has been enriched to enable learners get solutions to the three main levels of assessment at primary level that is to say: Knowledge, Comprehension and Application.

The book is intended to provide learners with knowledge, skills and the desired attitudes and values of Social Studies and the Environment that are important to prepare learners for final assessment of the primary level.

The book is written and developed by experienced teachers of Social Studies and Religious Education and we welcome all comments on the publication with an open mind for the improvement in the teaching and learning of Social Studies. Comments and orders can be communicated directly through the following contacts:

TEL: +256 771 623617  and +256 700 770630, KAMPALA.
Email address: apolokimbugwe504@gmail.com

THEME: LIVING TOGETHER IN OUR DISTRICT.

TABLE OF CONTENTS

TERM ONE

Topic 1: Location of our district in Uganda.

Maps and pictures.....6
Elements of a map.....7
How to locate places 10
Locating places using lines of longitude and lines of latitude.....16
Location of our district in Uganda 18
Regions that form Uganda 18
Kampala district 22
The history of our district 27
Important places in our district 28

Topic 2: Physical Features of Uganda.

Introduction to Physical Features 49
Mountains and Hills in our district 49
Valleys and the Rift Valley.....53
Plateaus and plains 53
Lakes in our district 55
Rivers in Uganda 58
General importance of Physical Features 61

TERM TWO

Topic 3: Vegetation in our district.

Introduction to vegetation 63
Forests in our district 64
Swamp vegetation 70
Grasslands 72
Crops as vegetation.....73
Vegetation conservation 76

Topic 4. People in our district.

Origin of people in our district 78
Legends about people in our district 82
Ethnic groups in our district 95
Kingdoms and Chiefdoms in Uganda 98
Social organisation among the people in our district 99
Families 101
Social activities carried out in our district 103
Culture of the people in our district 104
Migration of people in our district 106
Population and settlement patterns in oud district 112
Economic organisation among the people in our district 116
Trade 118
Fishing 120
Transportation 123

Farming 126
Mining 128
Factors contributing to people's way of life 130

TERM THREE

Topic 5. Our leaders in the district.

Introduction to leadership 132
Political leaders 133
Civic leaders 136
Religious leaders 139
Voluntary leaders 140
Cultural leaders 142
How leaders are chosen in our district 143
Qualities of a good leader 143
Elections 143
Rights and responsibilities of people in our district 146
Citizenship 149

Topic 5. How to meet people's needs in the district.

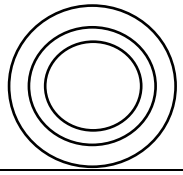
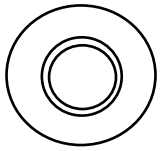
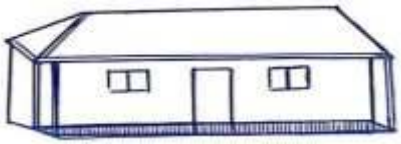
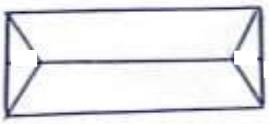
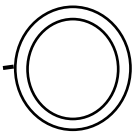
Introduction to social services.....151
Education service.....151
Health service 154
Transport service 155
Communication service 165
Security service 173
Banking service 178
Housing service 181
Electricity service 182
Water supply service 183
Problems faced in meeting people's needs 184
Social service centres 185
Social service providers 186
Caring for social service centres 186

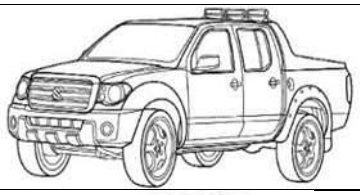
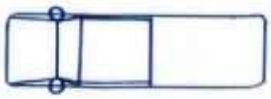
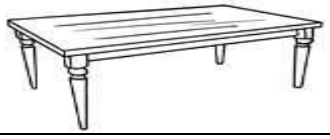
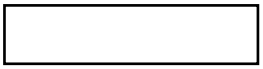
TOPIC 1: LOCATION OF OUR DISTRICT IN UGANDA.

MAPS AND PICTURES.

A map is a drawing/ representation of an object as seen from above.
Maps show how objects look like when viewed directly from above.
We use symbols to help us understand and interpret a map of a detailed area.
The boundary of a map determines the size and shape of the map.
A picture is a representation of an object drawn as seen from aside.
All features on a picture can be clearly seen as real objects.
Pictures are more detailed than maps.

Maps and Pictures of different objects

Object name	*Picture*	*Map*
a tree		
a plate		
a pot		
a house		
a chair		
a cup		
a hut		

a car		
a table		

Similarity between maps and pictures.

- Both are representations of objects.

Difference between a picture and a map.

- A picture is drawn as seen from aside while a map is drawn as seen from above.
- A picture is more detailed than a map.





1. Give the meaning of each of the following;
   (i) A picture
   (ii) A map
2. Give one way a map is similar to a picture.
3. Why is it easier for one to understand a picture of an object than its map?
4. How is a map different from a picture?
5. Draw the maps of the following objects.

a cup	*a circular table*	*a pot*	*a tree*

ELEMENTS OF A MAP.

- A key
- A scale
- A heading/ title
- A compass direction
- A frame.

Importance of different elements of a map.

Element	***Importance***
❖ A compass direction	❖ It helps to show the direction of places on a map
❖ A title/ heading	❖ It helps one to know what the map is all about.
❖ A key	❖ It helps a map reader to interpret symbols used on a map.
❖ A scale	❖ It helps a map reader to calculate the actual ground distance on a map.
❖ A frame	❖ It shows the extent of the area represented by the map.

Problems a map reader may face when reading a map without the map elements.

Element missing	***Challenge a map reader is likely to face***
▪ *Without a* ***compass direction***	• Failure to know the direction of places on a map
▪ *Without a* ***title/ heading***	• Failure to know what the map is all about.
▪ *Without a* ***key***	• Failure to interpret symbols used on a map.
▪ *Without a* ***scale***	• Failure to calculate the actual ground distance on a map.
▪ *Without a* ***frame***	• Failure to know the extent of the area represented by the map.

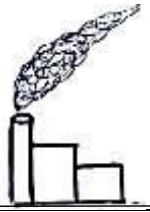
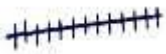
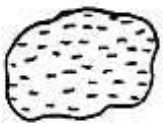
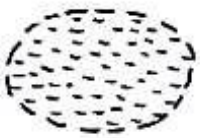
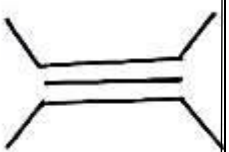
MAP SYMBOLS.

These are features that are used to represent real objects on a map.

Why symbols are used on maps.

- ❖ To avoid congestion on the map.
- ❖ To make map reading easy.
- ❖ To ensure neatness of the map.

Common symbols used on maps.

				
A rift valley	*waterfall*	*A dam*	*A canal*	*A swamp*
				
A quarry	*A hill*	*airport*	*contours*	*a factory*
				
Railway line	*A port*	*hospital*	*mountain peak*	*permanent lake*
				
Seasonal lake	*church*	*A bridge*	*Seasonal river*	*Compass direction*

A SCALE.

A scale helps a map reader to calculate the actual ground distance on a map.
A map reader who reads a map without a scale may fail to calculate the actual ground distance on a map.
A scale is only found on accurate maps.
A sketch map is a map which is not drawn to scale while an accurate map is a map which is drawn to scale.

Types of scales.

(i) Linear scale.

This is the type of scale drawn using lines that are divided into equal parts.

(ii) Rational/ fractional scale.

This is the type of scale written as a mathematical fraction.
It can also be written as a ratio.eg. $\frac{1}{100\text{km}}$ or 1:100km.

(iii) Statement scale.

This type of scale can be given as a statement or words.
Eg.1cm on a map represents 100km on the ground.

MEASURING AND CALCULATING DISTANCE OF PLACES USING A SCALE

Example 1.

Find the actual ground distance between town Q and town S if there is a distance of 6cm between the two towns on the map using the scale below.

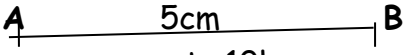
Solution;

1cm = 100km
6cm = (6×100)km
= 600km.

Therefore, the actual ground distance between Town Q and Town S is 600km.

Example 2.

Calculate the actual ground distance from town A to town B on the diagram below.



using a scale 1cm represents 10km

Solution;

1cm = 10km
5cm = (5×10)km
= 50km.

Therefore,the actual ground distance between Town A and Town B is 50km.

Example 3.

Find the actual ground distance between Kampala and Jinja if there is a distance of 8cm between the two towns on the map.(use the scale 1cm=10km)

Solution;

1cm = 10km

8cm = (8×10)km

= 80km.

Therefore,the actual ground distance between Kampala and Jinja is 80km.





6. Mention any four elements of a map.
7. State the importance of each of the above elements to a map reader.
8. Draw the map symbols of each of the following features.

a railway line	*a swamp*	*a bridge*	*a mountain peak*

9. Which problem is a map reader likely to face when reading a map without a key?
10. Give any two reasons why symbols are always used on maps instead of real objects.
11. Mention the two types of scales used on maps.
12. Why are maps drawn by P.4 pupils referred to as sketch maps?
13. Mention the three types of map scales.
14. Calculate the actual ground distance between town W and town Y if there is a distance of 8cm between the two towns on the map.
    (using the scale 1cm=10km)
15. Name the type of scale is shown below.

15 30km

HOW TO LOCATE PLACES.

Location is the place where something is found.

Location refers to the position of something or a place.

Ways of telling direction of places.

- By using the position of the sun.
- By using the compass.

Ways of locating places.

- By using maps.
- By using land marks eg. hills, mountains
- By using neighbourhood/ neighbouring places.
- By using a compass.

Ways of locating places on a map.

- By using the grid reference system/ lines of latitude and lines of longitude.
- By using a compass direction.
- By using the neighbourhood.
- Using landmarks.

USING A COMPASS.

A compass is an instrument used to show direction of places.

A compass direction is the symbol used to show direction of places on a map.

A compass needle always points to the **North** when a compass is at rest.

The determinant point of a compass is **North.**

A compass rose is a drawn compass.

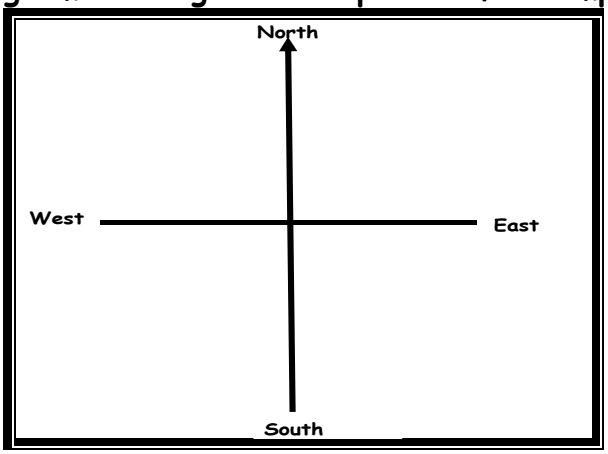
Cardinal points of a compass.

Cardinal points are the four major points of a compass.

Cardinal points of a compass include;

- North
- South
- East
- West

A diagram showing cardinal points of a compass.



Semi- cardinal points of a compass.

These are points that lie between/ midway the cardinal points.

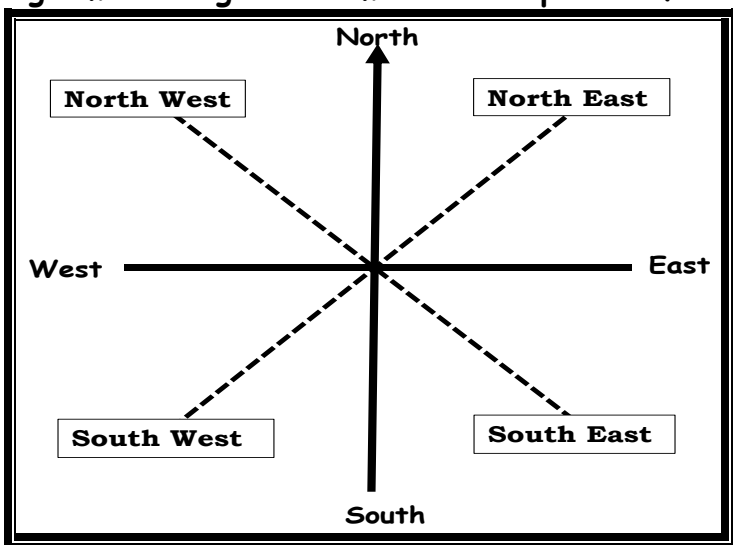
They lie at 45^0 from the cardinal points.

These points are also called the **semi-cardinal** or **ordinal points**.

Secondary points of a compass include;

- North East
- South East
- North West
- South West

A diagram showing the Semi-cardinal points of a compass.



Groups of people who use a compass.

- ❖ Rally drivers
- ❖ Mountain climbers
- ❖ Soldiers
- ❖ Tourists
- ❖ Sailors
- ❖ Pilots
- ❖ Scouts and girl guides.

DEGREES AROUND THE COMPASS

The face of a compass is circular and is equivalent to 360^0

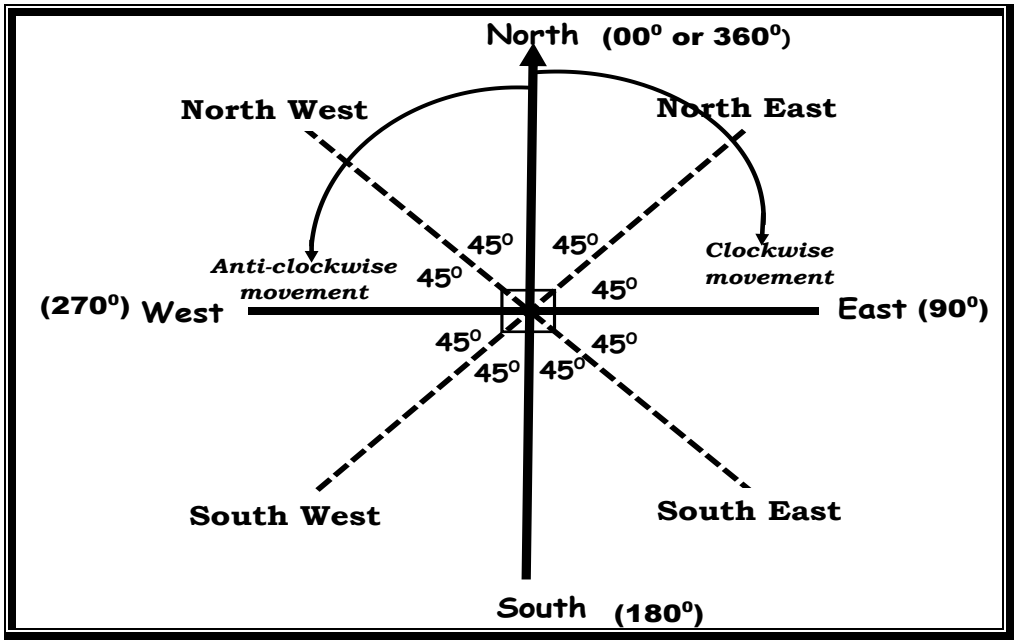
Cardinal points form at 90^0 from each other.

Semi cardinal points form at 45^0 between two nearby cardinal points.

The starting point is always at North with 0^0 and the ending point is also at North with 360^0.

Starting from the North moving clockwise,

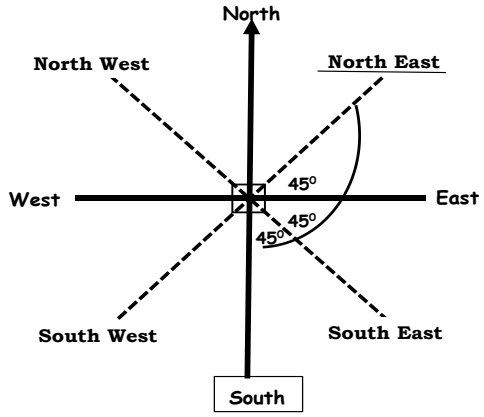
- North lies at 00^0 or 360^0
- East lies at 90^0
- South lies at 180^0.
- West lies at 270^0



Example 1.

Okello was facing North East and he turned through an angle of 135^0 clockwise. Which new direction did he face?

Solution:

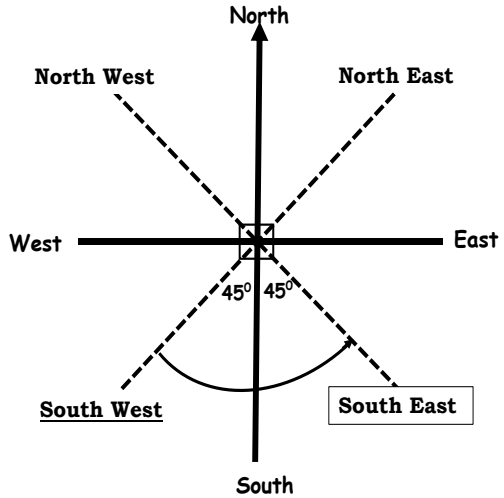


Okello's new direction was South.

Example 2.

Which new direction does Jemimah face if she turns from the South East 90^0 anti-clockwise ?

Solution:



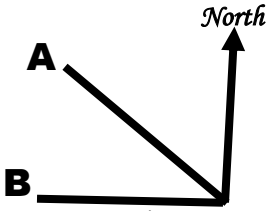
Jemimah faces South East.





1. Mention the commonest way of telling directions in your district.
2. Give any three ways one can locate places on a map.
3. State any two ways in which people in your community are able to locate places.
4. Name the direction to which a compass needle points when it is at rest.
5. How is a Compass direction different from a Compass?
6. Mention any three groups of people who commonly use a compass during their daily activities.
7. What are **Cardinal points** of a compass?
8. Mention the four cardinal points of a compass.
9. Mention any two secondary points of a compass.

10. Name the compass directions shown on the diagram below.



(i) A

(ii) B

11. Name the compass direction which is directly opposite North West.
12. How is a compass useful to a pilot?
13. Which new direction does Hakim face if he turns anti-clockwise from the North East through an angle of 135^0?
14. Jerusha was facing South direction and she turned clockwise through an angle of 225^0. What was her new direction?
15. Why are tourists from other countries always given the map of Uganda?

USING THE POSITION OF THE SUN TO TELL DIRECTIONS.

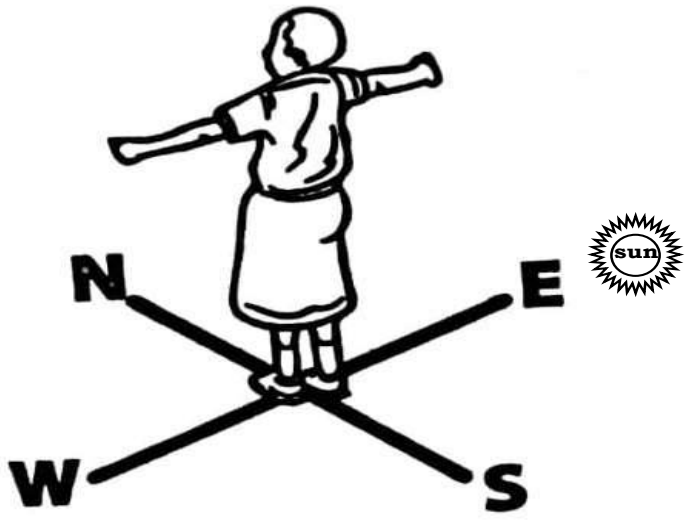
- Using the position of the sun is the commonest way of telling directions in our district.
- The sun rises in the East every morning and sets in the West every evening.
- The position of the sun determines the position of shadows of objects.
- In the noon time (midday), the sun is always over head.
- In the morning, shadows of all objects are in the West.
- In the evening, shadows of all objects are cast towards the East.

In the morning:

In the morning, the sun rises in the East.

Therefore, if one stretches his/her right hand to point to the sun and stretches the left hand to the point to the opposite direction,

- The **right hand** will be pointing to the **East**,
- The **left hand** will be facing to the **West**,
- He/she will be facing **North**,
- The **back** will be facing **South**.



PRACTICAL ACTIVITY

- *In the morning, stand under sunshine in your school compound .*
- *Use the position of the sun and your shadow to determine different directions (ie.North, South, West and East)*

Activity: *Draw the shadow of the girl in the diagram above.*

Note:

- ✓ *Shadows of objects are always in the West every morning because the light from the sun in the East is blocked hence forming shadows in the East.*
- ✓ *Shadows always appear in the East every evening because the light from the sun in the West is blocked hence forming shadows in the East.*
- ✓ *At midday/ noon time, all shadows of objects are around the objects (middle) because the sun overhead.*
- ✓ *Shadows are always shortest in the noon time and longest in the evening and morning.*

Using the position of the sun to tell directions:

Example 1:

❖ James was going to school in the morning and he saw his shadow in front of him. In which direction was his school?

-The school was in the West.

Example 2:

❖ Jane was going to the market in the evening and saw her shadow on the righthand side. In which direction was:

a) Her home?

-In the South

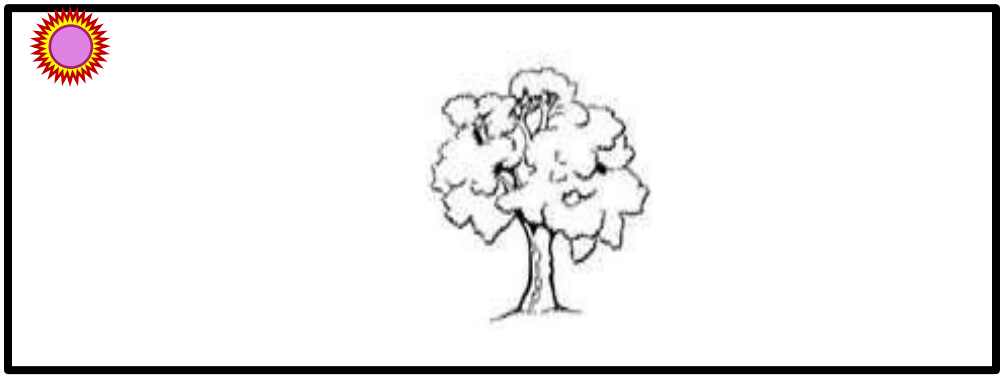
b) The market place?

-In the North.





1. Mention the commonest way of telling directions in your community.
2. Name the direction in which the sun appears every morning.
3. Name the direction in which the sun sets.
4. To which direction are shadows of objects always cast every evening?
5. At what time of the day are shadows always the longest?
6. Why are shadows of objects very short at noon?
7. Andrew was going to the hospital at 9:00am and he saw his shadow in front of him. In which direction was the hospital?
8. In which direction do shadows of objects always appear every morning?
9. Draw the shadow of the tree below.



10. Joan was going to the shop in the evening and she saw her shadow on her right hand.
In which direction was;
(i) the shop?
(ii) her home?

LOCATING PLACES USING LINES OF LATITUDE AND LINES OF LONGITUDE

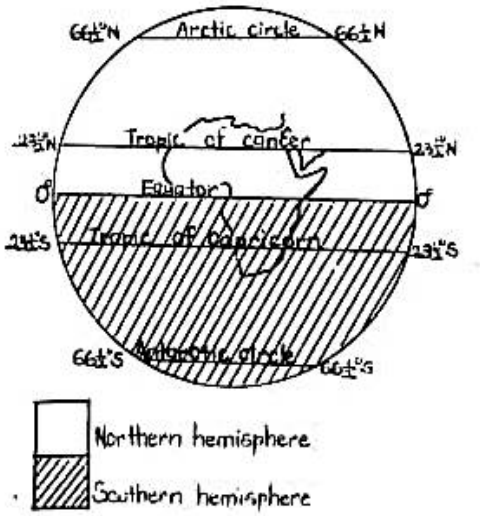
Grid reference system is the method of locating places using lines of latitude and lines of longitude.

(i) LINES OF LATITUDE.

These are imaginary lines drawn on maps or globe from East to West.
The general name for all lines of latitude is parallels because they do not meet at any point.
Latitude is the distance in degrees North or South of the equator.
Lines of latitude help us to determine climate of places.

Major lines of latitude.

- The Equator (0^0)
- Tropic of Cancer ($23\frac{1}{2}^0$N)
- Tropic of Capricorn ($23\frac{1}{2}^0$S)
- Arctic circle ($66\frac{1}{2}^0$N)
- Antarctic circle ($66\frac{1}{2}^0$S)



The Equator

The Equator divides the world into two equal parts (hemispheres)
The Equator is marked 0^0 because it is the starting point for all latitude readings.
The Equator is the most important line of latitude because it crosses the world at the centre.
All districts which are crossed by the equator lie in both the Northern and Southern hemisphere.

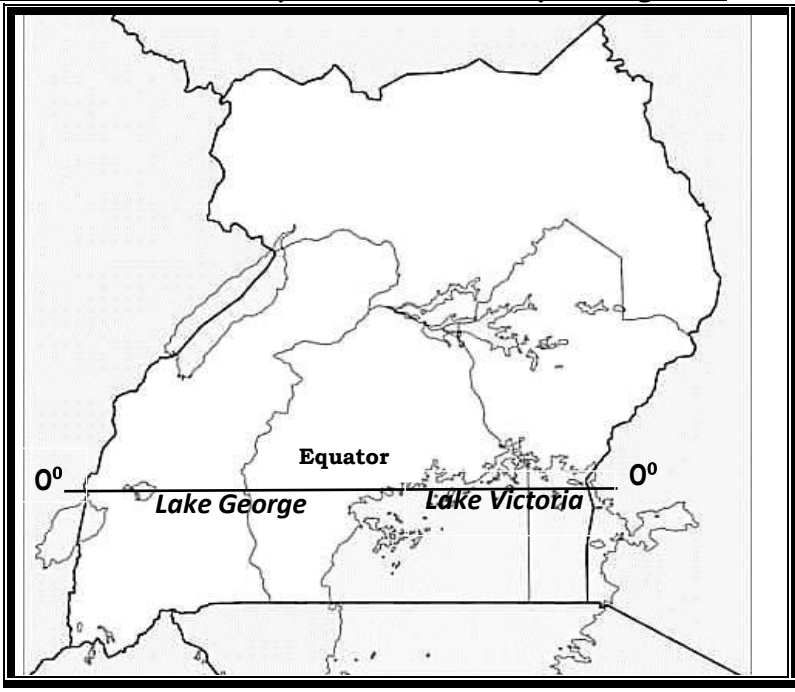
Note:

***A globe** is the model of the earth*
The Equator crosses lake George and lake Victoria in Uganda.
***A hemisphere** is a half part of the world as divided by the equator or prime meridian.*
*The area between the Tropic of cancer and the Tropic of Capricorn is called the **Tropical region**.*

Districts crossed by the Equator in Uganda

- Ibanda
- Kasese
- Mpigi
- Mukono
- Wakiso
- Namayingo
- Mayuge
- Kalungu
- Bukomansimbi
- Buvuma
- Sembabule
- Lyantonde
- Kamwenge

Location of the Equator on the map of Uganda





Location of the Equator at Kayabwe along Kampala-Masaka road

Practical activity;

Use the political map of Uganda and identify all districts that;

(i) Are crossed by the Equator.
(ii) Completely lie in the Northern hemisphere
(iii) Completely lie in the Southern hemisphere.
(iv) Lie in both the Northern and the Southern hemisphere

(ii) LINES OF LONGITUDE.

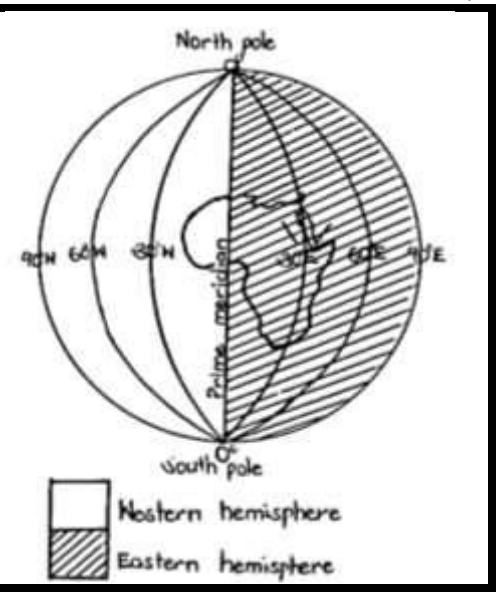
Lines of longitude are imaginary lines drawn on maps and globe from the North pole to the South pole.

They are also known as meridians.

Lines of longitude meet at the poles of the earth.

Major lines of longitude.

- The Prime meridian/ Greenwich meridian (0^0)
- The International dateline. (180^0E or W)



The Prime meridian/ Greenwich meridian

The Prime meridian is also called the ***Greenwich meridian*** *because it crosses Greenwich town in London.*
The Prime meridian is marked ***0^0*** *because it is the starting point for all longitude readings.*
The Prime meridian divides the world into the Eastern and Western hemisphere.

Note;

- *The* ***Prime meridian*** *helps us to tell the international time.*
- *The* ***International dateline*** *separates one day from another.*
  e.g. East of the International dateline can be Friday while West of it is Thursday.

Note: *Both lines of latitude and lines of longitude help us to locate places on a map.*



Testing Exercise.

1. Give the meaning of Lines of latitude.
2. Name the line of latitude marked 0^0.
3. Why are lines of latitude sometimes referred to as parallels?
4. Apart from the Equator, name any two other major lines of latitude.
5. What general name is given to lines of latitude?
6. Name any four districts crossed by the Equator in Uganda.
7. Why is the Equator line marked 0^0?
8. Name the two lakes which are crossed by the Equator in Uganda.
9. Give the meaning of a Hemisphere.
10. Mention the two hemispheres which are formed by the Equator.
11. Give the meaning of Lines of longitude.
12. What general name is given to lines of longitude?
13. Name the line of longitude marked 0^0.
14. How is the line of longitude in (13) above important?
15. How are lines of longitude and lines of latitude important on a map?

LOCATION OF OUR DISTRICT IN UGANDA

A district is an administrative area at the level of Local Council Five (LC V)
Uganda is divided into districts mainly to ease administration.
Most districts in Uganda have their headquarters in the major towns.
Chairperson LC V is the political head of a district.
Some districts have municipalities which are divided into divisions.
Districts in Uganda are divided into counties and sub-counties in order to make administration.
Districts in Uganda are grouped into regions, and each region is divided into sub-regions according to the customs of the people in that area.

Reasons why Uganda is divided into districts.

- To ease administration.
- To extend social services nearer to people.
- To create more job opportunities.

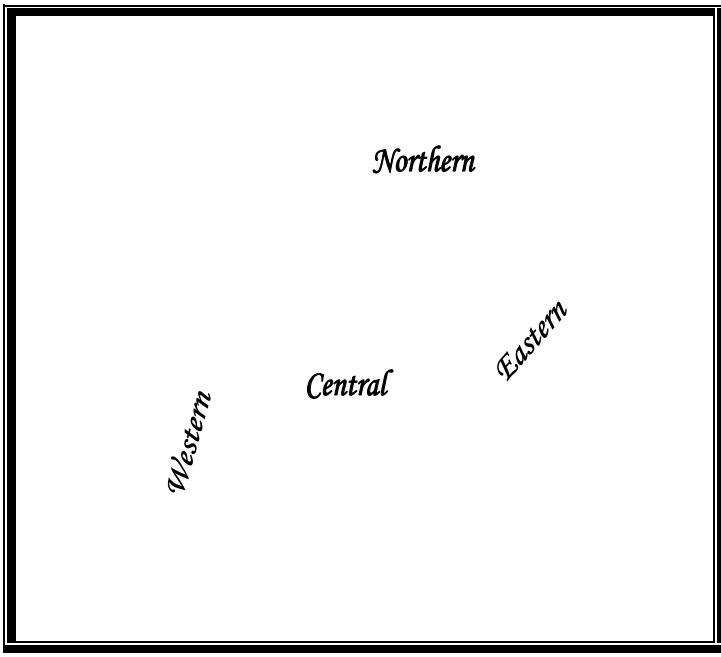
Disadvantages of creating more new districts.

- It leads to separation of communities/ tribes.
- It leads to high administrative costs.
- It makes equal distribution of resources difficult.

REGIONS THAT FORM UGANDA.

- Central region
- Northern region
- Western region
- Eastern region

POLITICAL MAP OF UGANDA SHOWING REGIONS



Practical activity:

- *Using the political map of Uganda in your Atlas, identify atleast 20 districts located in each region of Uganda shown on the map above.*

Sub-regions found in each region of Uganda.

Region of Uganda	***Sub-region***	***Districts***
Central region	Buganda sub-region	-Kampala -Mpigi -Masaka -Mityana -Luwero -Kalangala -Nakasongola -Mubende -Rakai -Wakiso -Sembabule etc.
Northern region	Acholi sub-region	-Gulu -Kitgum -Agago -Pader
	Karamoja sub-region	-Kotido -Abim -Moroto -Kaabong -Nakapiripirit etc
	Lango sub-region	-Lira -Apac -Oyam -Dokolo etc
	West Nile sub-region	-Arua -Nebbi -Zombo -Yumbe -Adjumani -Koboko
Western region	Bunyoro sub-region	-Hoima -Buliisa -Kibaale -Masindi
	Tooro sub-region	-Kabarole -Kamwenge -Kyegegwa
	Rwenzori sub-region	-Kasese -Bundibugyo -Ntoroko
	Kigezi sub-region	-Kabale -Kisoro -Kanungu -Rukungiri
	Ankole sub-region	-Mbarara -Ibanda -Kiruhura
Eastern region	Busoga sub-region	-Jinja -Iganga -Mayuge -Luuka -Buyende
	Teso sub-region	-Soroti -Serere -Kumi

		-Amuria etc
	Bugishu sub-region	-Mbale -Sironko -Bududa -Bulambuli
	Sebei sub-region	-Kapchorwa -Bukwo -Kween
	Bukedi sub-region	-Pallisa -Kibuku -Budaka -Tororo -Busia





1. In which district is your school located?
2. What title is given to the political head of a district?
3. Give any three reasons why Uganda is divided into districts.
4. State any one disadvantages a country may face due to having many districts.
5. Mention the four geographical regions of Uganda.
6. In which region of Uganda is your school found?
7. Apart from your district, name any four other districts that are located in the region in (6) above.
8. Name the largest geographical region of Uganda.
9. Mention any three sub-regions found in each of the following regions of Uganda.
   (i) Northern region
   (ii) Eastern region
   (iii)Western region
10. Name the town in which the headquarters of your district is found.

HIGHLAND DISTRICTS

These are districts which are located in areas of high altitude.
Such districts usually have many hills and mountains.
Altitude is the height above the sea level.

Examples of highland districts.

- Mbale
- Kapchorwa
- Kabale
- Kisoro
- Bundibugyo
- Kasese
- Moroto
- Rukungiri

Economic activities that are commonly carried out in Highland districts.

- Tourism
- Crop growing
- Mining

Problems faced by people living in Highland districts.

- Landslides
- Severe soil erosion
- Poor transport network
- Difficulty in agricultural mechanisation.

Possible solutions to the problems facing people living in Highland districts.

- By rearing donkeys to use them as means of transport.
- By constructing winding roads.
- By practising afforestation and reafforestation to control landslides.
- By terracing, contour ploughing and strip cropping to reduce soil erosion.

- **Note:**

✓ *Heavy rainfall is the major cause of landslides in highland areas.*
✓ *Landslides can be controlled in highland areas by planting more trees.*
✓ *Ground transport is very poor in highland areas because it is very difficult and expensive to construct roads in highland areas.*
✓ *Agricultural mechanisation is so poor in highland areas because the steep slopes make the use of tractors difficult.*
✓ *Road transport can be improved in highland areas by constructing winding roads.*
✓ *People living in Kapchorwa district rear donkeys mainly to use them as means of transport.*





1. Mention any three highland districts in each of these regions of Uganda.
   (i) Western region
   (ii) Eastern region
2. Give the meaning of the term Altitude.
3. Mention any three economic activities that are commonly carried out in highland areas.
4. State any three problems faced by people living in highland areas.
5. Give any two ways the problems in (4) above can be reduced.
6. Give any two ways soil erosion can be controlled in highland districts of Uganda.
7. State the major cause of landslides in highland areas.
8. Give one way road transport can be improved in highland areas.
9. Give one way landslides can be controlled in highland areas.
10. Mention any two ways donkeys are useful to people living in Kapchorwa district.

ISLAND DISTRICTS.

An Island is an area of land which is completely surrounded by a water body.
The island districts in Uganda are found in Lake Victoria.

Examples of islands districts.

- Kalangala
- Buvuma

Economic activities that are commonly carried out in Island districts.

- Fishing.
- Crop cultivation (oil palm growing, maize, banana, potatoes)
- Lumbering
- Trading.
- Tourism due to presence of Ssese forest, Ngamba island which is famous for Chimpanzees

Benefits enjoyed by Island districts.

- They get easy access to water.
- They have fertile soils.
- They receive plenty of rainfall.

Problems facing people living in Island districts.

- Poor road transport.

- Attacks from aquatic animals eg.crocodiles.
- Lack of hydro electricity
- Floods
- Poor social service delivery.
  - **Note**: -*There is no hydroelectricity in Kalangala and because it is very expensive to fix electric poles in water of lake Victoria to these districts.*

Possible solutions to the problems facing Island districts of Uganda.

- By using other sources of energy eg. solar energy
- By employing more social service providers.
- By providing better means of water transport.
- By building better social service centres in island districts.
- By paying attractive salaries to people who provide social services in island districts.





1. What is an Island?
2. Name the two island districts in Uganda.
3. Mention any three economic activities that are commonly carried out in island districts.
4. State any three problems that are faced by people living in island districts.
5. Why is Kalangala district referred to as an island district?
6. Name the major tourist attraction found at Ngamba islands.
7. Mention any two benefits enjoyed by people living in island districts.
8. Give any three ways the government can improve the lives of people living in island districts of Uganda.
9. Mention one factor that hinders industrial production in Kalangala district.
10. Name the chief cash crop grown in Kalangala district.

KAMPALA DISTRICT

Kampala is the capital city of Uganda.

Kampala was originally built on seven hills but its size has been increasing and expanding to more other hills.

Kampala got its name from the animal called "**Impala**" which were dominant on the hills that make up Kampala.

For easy administration, Kampala is divided into urban councils while the rural districts are divided into counties.

Kampala is headed by the **Lord mayor** while each of the other districts are headed by **Chairperson LC V**.

Kampala is run by the **Kampala Capital City Authority (KCCA)** which is headed by the **Executive director**.

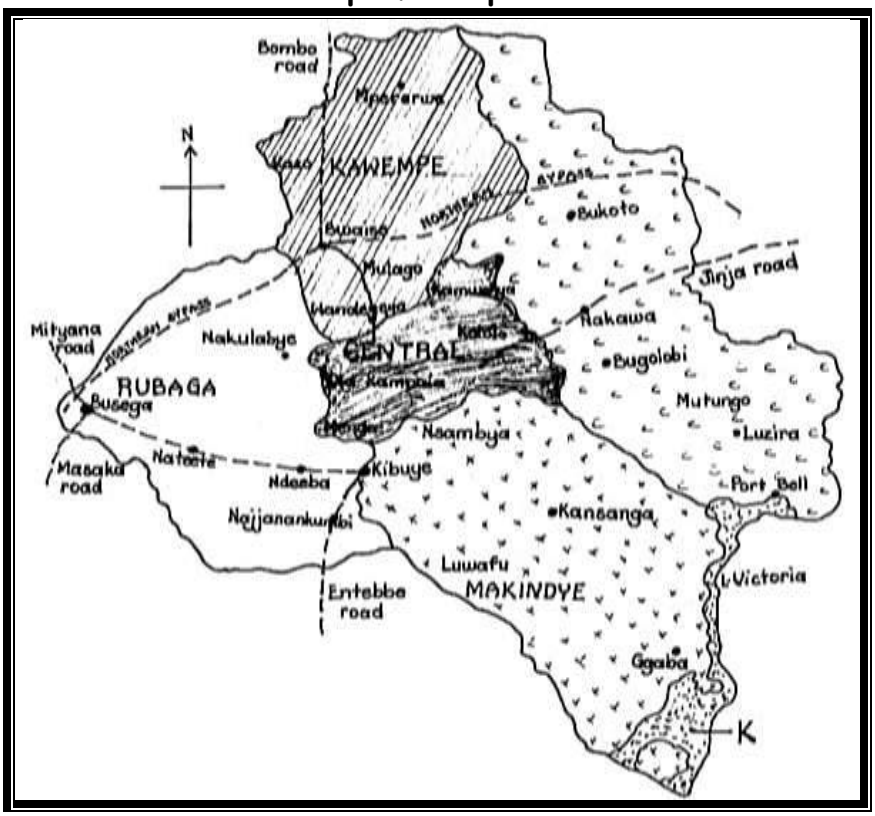
The capital city of Uganda was transferred from **Entebbe** to Kampala in 1962 because Kampala had more land for expansion.

The current Lord mayor is **Erias Lukwago**.

Divisions that make up Kampala

- Kawempe division
- Central division
- Nakawa division
- Makindye division
- Rubaga division

A Map of Kampala district.



Reasons why Kampala is divided into divisions

- To ease administration
- To bring social services nearer to people
- To create more job opportunities.

Neighbours of Kampala district

- Wakiso
- Mukono

Note:

- ✓ ***Kampala*** *is the smallest district in Uganda.*
- ✓ ***A municipality*** *is a large town with its own local government.*
- ✓ *A municipality is equivalent to a county in rural areas.*
- ✓ *A municipality is headed by a* ***mayor.***
- ✓ *A municipality is divided into smaller administrative units called* ***divisions.***





1. Name the capital city of Uganda.
2. Write KCCA in full.

3. What title is given to the political head of Kampala city?
4. Name the five divisions that form Kampala.
5. Give any two reasons why Kampala is divided into divisions.
6. Name the smallest district in Uganda.
7. What title is given to the political head of a municipality?
8. Name the two districts that neighbour Kampala district.

KAMPALA CAPITAL CITY AUTHORITY (KCCA)

Kampala Capital City Authority (**KCCA**) was established by the Ugandan Parliament.

It was responsible for the operations of the capital city of Kampala in Uganda.

It replaced the **Kampala City Council (KCC)**

KCCA is headed by the executive director who is appointed by the president.

Ms.Dorothy Kisaka is the current executive director of KCCA. She replaced **Engineer Andrew Kitaka Mubiru** on 12th June, 2020.

Kitaka replaced **Jennifer Musisi** who resigned on 15th December, 2018.

KCCA has its headquarters on Nakasero hill.

Roles/ Duties of KCCA.

- It maintains a good road network in the city.
- It promotes sanitation in the city.
- It collects taxes from businessmen and women in the city.
- It maintains order in the city
- It regulates business people in the city.

Challenges faced by KCCA

- Shortage of funds
- Misunderstandings/conflicts among leaders in the city.
- Poor disposal of wastes
- Corruption among KCCA workers
- Floods in different parts of the city.
- Poor roads.
- High population in the city
- High crime rate in the city.

Possible solutions to challenges facing KCCA

- By getting soft loans
- By punishing corrupt officials
- By putting more dustbins in the city
- By teaching people the dangers of poor sanitation.
- By improving on security in the city.
- By widening water channels to control floods.

Achievements of KCCA.

- It has improved sanitation in the city.
- It has built markets in the city.
- It has improved roads in the city.
- It has built schools in the city.
- It has built hospitals in the city.

Importance of Kampala city.

- It is a trading/ commercial centre.
- It is an administrative centre.
- It is an entertainment centre.
- It is a communication centre.
- It is a source of jobs to many people.

Important places in Kampala.

- Bank of Uganda
- Parliamentary building
- Churches eg.Namirembe cathedral, Lubaga cathedral
- Mosques eg.Old Kampala mosque, Kibuli mosque.
- Radio stations eg.UBC radio, Beat FM, Radio One etc
- Television stations eg.NTV, NBS TV, Bukedde TV, Dream TV, KTV etc.
- Hospitals eg.Mengo hospital, Mulago hospital, Nsambya hospital etc.
- Schools and universities such as Makerere university, Kyambogo university etc
- Uganda museum at Kitante.
- Military barracks eg.Makindye military barracks, Mbuya military barracks etc.
- High court
- Kololo airstrip.
- State House on Nakasero hill.
- Hotels eg.Sheraton hotel, Serena hotel, Pearl of Africa hotel, Grand Imperial hotel etc.
- Police stations eg.Central Police Station (CPS), Katwe police station etc.
- Bus and taxi parks eg.Old taxi park.
- Embassies and High commissions eg.American embassy, South African High commission etc
- Post office
- Nakivubo stadium
- Market centres eg.St.Balikuddembe market, Usafi market, Kalerwe market etc

Important places on major hills in Kampala.

Hill	***Important places/ features***
Namirembe hill	-Namirembe cathedral
Rubaga hill	-Rubaga cathedral -Rubaga hospital
Old Kampala hill	-Old Kampala mosque

Kibuli hill	-Kibuli mosque
Nsambya hill	-Nsambya catholic church -St. Peter's SS Nsambya -American Embassy -Nsambya hospital
Kitante hill	-Uganda museum -British High commission
Makerere hill	-Makerere university
Nakasero hill	-Grand Imperial hotel -Pearl of Africa hotel -Kampala Sheraton hotel -Serena hotel -State house -Parliamentary building -Nakasero market
Kololo hill	-Kololo airstrip
Mulago hill	-Mulago referral hospital
Mengo hill	-Kabaka's palace -Mengo hospital.
Kasubi hill	-Kasubi tombs
Muyenga hill	-Water tanks
Makindye hill	-Makindye magistrates court -Makindye military barracks

Challenges facing Kampala as a capital city

- ❖ Poor sanitation
- ❖ High crime rate
- ❖ Traffic jam
- ❖ Prostitution
- ❖ Poor housing
- ❖ High levels of unemployment
- ❖ High costs of living

Possible solutions to the problems facing Kampala city.

- ❖ By improving on security in the city.
- ❖ By constructing wider roads in the city.
- ❖ By building storeyed buildings.
- ❖ By setting up industries to create more jobs to people
- ❖ By constructing houses on plan as set by KCCA
- ❖ By encouraging investors into the country.
- ❖ By transferring important offices to different districts.

Newly recognised cities in Uganda.

(a) Effective 1st July 2020

- Arua city
- Gulu city
- Jinja city
- Mbarara city
- Fort Portal city
- Mbale city
- Masaka city

(b) Effective July 1, 2021

- Hoima City

(c) Effective July 1, 2022

- Entebbe city
- Lira City

(d) Effective July 1, 2023

- Moroto city
- Nakasongola city
- Soroti city
- Kabale city
- Wakiso City

Why the government is creating more new districts and cities.

- To make administration easy.
- To create more jobs.
- To extend social services nearer to people.





1. Write KCCA in full.
2. Who is the current executive director of KCCA?
3. Name the body that governs Kampala city.
4. State any three roles of KCCA.
5. What title is given to the head of KCCA?
6. Mention any three challenges faced by KCCA.
7. Give any three ways the challenges in (5) above can be solved.
8. State any three achievements of KCCA.
9. Give any three ways Kampala city is important.
10. Mention any four important places found in Kampala district.
11. State any four challenges facing Kampala as a city.
12. Give any four ways the challenges in (10) above can be solved.
13. Mention any four newly recognised cities in Uganda.
14. Give one reason why the above cities were created.
15. Match the hills in List A with that given in List B correctly.

	List A	***List B***
(i)	Nakasero hill	Water tanks
(ii)	Kitante hill	American embassy
(iii)	Muyenga hill	State house and parliamentary building.
(iv)	Nsambya hospital	Uganda museum and UWA head offices

THE HISTORY OF OUR DISTRICT.

History is the study of past events.

Each district in Uganda has its own history.

The history differs from one district to another.

In a discussion under the guidance of your teacher, describe the history of your district.

Important information required.

- Name of your district.
- Origin of the name of your district.
- Mother district
- Size of your district
- Dominant tribes there.
- Dominant language(s) spoken.
- Economic activities carried out in your district.

- Common crops grown.
- Animals kept there.
- Staple food of people.
- Historical sites in your district.
- Important places in your district.





1. In which district is your school located?
2. Give the meaning of the term History.
3. Mention any two districts that neighbour your district.
4. Name any two tribes that are found in your district.
5. Mention any two local languages spoken by people in your district.
6. Mention any three economic activities that are commonly carried out people in your district.
7. Mention any two historical sites found in your district.
8. Name the staple food of the people in your community.
9. Mention nay three common crops grown by people in your district.
10. Mention any four important places found in your district.

IMPORTANT PLACES IN OUR DISTRICT

- Schools
- Courts of law.
- Radio stations
- Television stations
- National parks
- Taxi parks
- Factories
- Hotels
- Recreation centres
- Markets
- Hospitals and health centres
- Banks
- Churches
- Mosques
- Police stations
- Ports and landing sites
- Post office

Groups of people found at different important p[laces found in our district.

Important place	***Groups of people.***
Schools	-Teachers
Hospitals	-Doctors -Nurses -Midwives
Banks	-Bankers
Mosques	-Imam -Muezzin -Sheikh
Hotels	-Hoteliers
Television stations	-TV Presenters
Radio stations	-Radio Presenters
Police posts and police stations	-Police Officers
Churches	-Reverends -Pastors -Fathers

Markets	-Traders
Taxi parks	-Drivers
National parks	-Game rangers -Game wardens

(a) SCHOOLS AND OTHER LEARNING INSTITUTIONS

A school is a place where people go to learn

Examples of Primary schools in our district

- Kampala Parents' school
- Greenhill academy
- Hillside Naalya primary school
- Buganda Road primary school.
- Villa Road primary school
- Sir Apollo Kaggwa primary school
- Makindye Junior School
- Victoria Mutundwe primary school

Examples of Secondary schools in our district.

- Under the guidance of your teacher, identify the different secondary schools found in your district.

Examples of Universities in our district

- Makerere University
- Kyambogo University
- Ndejje University
- Kampala International University(KIU)
- Kampala University
- Bugema University
- Islamic University in Uganda (IUIU)
- Uganda Christian University



Makerere university

Examples of Teacher training colleges in our district

- Shimon Primary Teachers' College
- Kabulasoke Core PTC
- Busuubizi Core PTC
- Ndegeya Core PTC

People found at school

- Teachers
- Cooks
- Bursar
- Pupils
- Matrons
- Gate keepers
- Secretary
- Cleaners

Importance of such people at school.

- **Bursar:** He or she collects school fees
- **Teacher:** He or she teaches children
- **Matron/Warden**: He or She ensures the welfare of the children.
- **Cooks**: He or she prepares meals at school
- **Watchmen**: He or she ensures security at school.

Problems faced by some schools in Uganda.

- Shortage of land for expansion.
- Shortage of textbooks.
- Shortage of well trained teachers.
- Shortage of funds.
- Shortage of enough classrooms.
- Shortage of furniture.
- Too many pupils in the classrooms.
- Mismanagement of funds by school administrators.

Solutions to the problems facing schools.

- By training more teachers.
- By acquiring loans from banks for smooth running of schools.
- The government should provide enough furniture to schools.
- The government should provide more textbooks to schools.
- By constructing more classroom blocks.

Importance of a school to the nearby community.

- It is a source of employment to people.
- It creates market to goods from the community.
- It promotes development in an area
- It provides education service to children.

Importance of the community to the school.

- It provides labour to the school.
- It provides food to the school.
- It provides security to the school.
- It gives learners to the school.

Causes of misunderstanding between the school and the nearby community

- Noise from the school.
- Stealing of school property.
- Use of abusive language by the pupils.
- Trespassing.
- Littering of wastes to the neighbourhood.





1. Name the biggest government university in Uganda.
2. What roles are performed by the following groups people in your school?
   (i) Teachers
   (ii) Watchmen
3. State any three problems facing schools in Uganda today.
4. How is a school signpost important to people in the community?

5. Mention any two symbols on which a school going child can be identified.
6. Give any three ways the above challenges can be solved.
7. Mention any two groups of people who care for pupils at school.
8. Give any three ways a school benefits people in the nearby community.
9. State any two ways a school benefits from people in the community.
10. Mention any two causes of misunderstandings between the school and the neighbourhood.

(b) MEDICAL CENTRES/ HEALTH CENTRES

A Medical centre is a place where people get health service.
Medical centres include; hospitals, health centres, dispensaries, clinics etc
An Ambulance is a vehicle that transports casualties to hospitals.

Major hospitals in Uganda.

- Mengo hospital
- Butabika national referral hospital
- St.Francis hospital Nsambya.
- Rubaga hospital
- Kiruddu hospital.
- Arua Regional Referral Hospital
- Fort Portal Regional Referral Hospital
- Gulu Regional Referral Hospital
- Hoima Regional Referral Hospital
- Jinja Regional Referral Hospital
- Kabale Regional Referral Hospital
- Lira Regional Referral Hospital
- Masaka Regional Referral Hospital
- Mbale Regional Referral Hospital
- Mbarara Regional Referral Hospital
- Moroto Regional Referral Hospital
- Mubende Regional Referral Hospital
- Mulago hospital (largest national referral hospital in Uganda.)

Note:

- ✓ ***Mengo hospital*** *was the first hospital to be built in Uganda.*
- ✓ *It was built by a Christian missionary called* ***Dr.Albert Cook*** *in 1897.*



Mengo hospital



Butabika hospital

Groups of people who provide health service.

- Doctors
- Nurses
- Midwives
- Health assistants
- Herbalists

Groups of doctors and their work.

- **Dentist**- examines and treats people sick teeth.
- **Optician**- examines and recommends eye glasses.
- **Oculist**- examines and treats sick eyes.
- **Surgeon**- operates sick people.
- **Psychiatric**- treats sick brains.
- **Gynaecologists**- study and treat sexual reproductive diseases in women.

Note: ***Midwives***- *help pregnant women to give birth.*
- also provides antenatal and postnatal services to women.

Services provided by health centres.

- Treatment
- Blood testing
- Guidance and counselling
- First aid
- Maternal care

Importance of a hospital in the community

- ❖ It is a source of employment to people.
- ❖ It provides people with treatment.
- ❖ It provides market for goods produced in the community.
- ❖ It provides guidance and counselling services to people.





1. Mention any three places where health service is provided.
2. Name any three major hospitals found in your district.
3. Mention any three groups of people who provide health service.
4. Name the largest referral hospital in Uganda.
5. How are midwives important to people in your community?
6. Name the first hospital to be built in Uganda.
7. Mention any three services provided by health centres.
8. How are the following groups of people important in the hospital?
   (i) Dentists
   (ii) Surgeons
   (iii) Oculists
9. Why is Dr. Albert Cook remembered in the development of the health sector in Uganda?
10. Give any three ways a hospital is important to people in your community.

(c) MARKETS.

A market is a place where people buy and sell goods.
Goods sold in a market include; sugar, beans, fruit, shoes, clothes, electric appliances, utensils etc.

Other places where goods are sold.

- Shops
- Supermarkets

Groups of people work in the market.

- Market vendors
- Porters
- Hawkers
- Shopkeepers
- Peddlers
- Herbalists.

Examples of markets in Kampala district.

- St.Balikuddembe market (formerly Owino market)
- Nakasero market.
- Wandegeya market
- Kikuubo shopping zone
- Mpanga market in Fort Portal
- Gulu main market
- Bugolobi market
- Jinja Central market
- Mbale main market
- Usafi market
- Nakawa market
- Kasubi market
- Kalerwe market



Jinja central market



Hoima central market

Importance of markets in the community.

- ❖ They are source of employment to people
- ❖ They are source of basic needs.
- ❖ They are source of taxes to the government.
- ❖ They are a source of income to people who work there.





1. Apart from markets, mention any four other important places in your district.
2. Mention any four trade items sold in markets.
3. Name any three groups of people who work in market places.
4. Mention any two basic needs of man obtained from markets.
5. Apart from markets, mention any one other place where people buy and sell goods in your community.
6. Name any four major markets found in your district.

7. Give any three ways markets are important to people in your community.
8. Mention any two groups of people who bring goods nearer to people in your community.
9. Mention any four major markets located in Kampala district.
10. How are porters important in market places?

(d) PLACES OF WORSHIP

- Churches
- Shrines
- Mosques

		
Namirembe cathedral	*Namugongo shrine*	*Old Kampala mosque*

Examples of religious leaders.

- Priests
- Cardinals
- Bishops
- Sheikh
- Pastors
- Reverends
- Imam
- Muezzin

Importance of religious leaders.

- ❖ They preach the word of God /Allah.
- ❖ They officiate religious functions.
- ❖ They settle disputes among people..
- ❖ They promote peace in the community
- ❖ They promote unity among believers.

Importance of places of worship.

- They are worshipping centres.
- They are a source of jobs to people.
- They are used as centres to officiate religious marriages





1. Apart from churches and mosques, mention any four other important places in your district.
2. Mention any two places where people worship God in your community.
3. Give any three ways religious leaders are important in the community.
4. Mention any two examples of Christian religious leaders.
5. Mention any two examples of leaders found in the mosque.
6. Give one way churches and mosques are important to people in your community.
7. State any one way religious leaders help to promote peace among people in your community today

(d) BANKS

Types of banks

- Commercial banks
- Central bank

(i) Central bank

It is also called Bank of Uganda.

It is headed by a **governor.**

The current governor of the Bank of Uganda is **Mr.Tumusiime Mutebire**.

Duties of the Central Bank

- ❖ To print new currency
- ❖ To control the amount of money in circulation
- ❖ To control commercial banks in the country
- ❖ To keep government's money and money from other banks
- ❖ To manage government's debts
- ❖ To lend money to other banks
- ❖ To give license to new banks

Importance of the Central bank to Commercial banks

- ❖ It gives licenses to the commercial banks
- ❖ It gives loans to the commercial banks

(ii) Commercial banks

- DFCU bank
- Eco Bank
- Standard Chartered bank
- Stanbic bank
- Bank of Uganda
- Diamond Trust Bank
- Cairo International bank
- Centenary bank
- Equity bank
- Opportunity bank
- Housing Finance bank

Importance of Commercial banks

- They keep people's money safely
- They keep people's important documents like land titles
- They give loans to people for development
- They give advice to business people.
- They create job opportunities to people.





1. Apart from banks, mention any four other important places in your district.
2. Mention any two types of banks in your community.
3. Write BOU in full.
4. What title is given to the head of the central bank in Uganda?
5. What name is given to the central bank in Uganda?

6. Give any two ways the central bank is important to a country.
7. Mention any three commercial banks operating in your district.
8. Give one way commercial banks benefit from the central bank.
9. State any three ways commercial banks are useful to people in your community.
10. Give one reason why people are encouraged to keep their money in banks.

(e) POST OFFICE

A post office is a place where letters and parcels are sent and received from. Every institution should have a box number in order to be able to send and receive letters and parcels.

The largest post office in Uganda is in **Kampala city**

P.O is the short form of **Post Office**.

Services provided by the Post Office

- Communication services
- Banking service through Post Bank
- Transport service through Post bus

Means of communication at the Post Office

- Letters
- Telephones
- Telegram
- Telefax

Importance of the Post Office

- ❖ It sells stamps.
- ❖ It offers banking service.
- ❖ It offers transport service.
- ❖ It helps to send people's letters
- ❖ It helps to send parcels of people
- ❖ It creates job opportunities to people.





1. Apart from post offices, mention any four other important places in your district.
2. In which district is the largest post office in Uganda found?
3. Write down the post office box number of your school.
4. Mention any two social services provided by the post office.
5. Name any two means of communication that are commonly used at a post office.
6. Give any three ways a post office is important to people in your community.

(f) THE POLICE POSTS AND POLICE STATIONS

A Police station is a place where the police carries out the activity of maintaining law and order.

The Uganda Police force is in charge of maintaining law and order.

It is under the **Ministry of Internal affairs**

The top commander of the Uganda Police is called **Inspector General of Police (IGP)**

The head of police force is the **District Police Commander (DPC)**.

Examples of police stations in our district.

- Central Police Station (the largest in Uganda)
- Kira road police station
- Nateete police station
- Katwe police station
- Nabweru police station
- Kasangati police station etc.



Central Police Station in Kampala

Tools/ things used by the police officers.

- Guns
- Tear gas
- Shield
- Baton

Roles or duties of the Uganda Police

- To enforce law and order
- To investigate crimes
- To arrest wrong doers
- To stop riots.
- To protect human life and property.
- To control the flow of vehicles on roads.


a baton

How the Police enforces law and order

- By arresting suspected law breakers.
- By investigating crimes.
- By escorting very important people.
- By controlling the flow of traffic.





1. Apart from police stations, mention any four other important places in your district.
2. Mention any two police stations found in your district.
3. What title is given to the head of the police force in the district?
4. Write IGP in full.
5. State the main duty of the police.
6. Name the largest police station in Uganda.
7. Under which ministry is the Uganda police?
8. Mention any two tools used by the police officers to maintain law and order.
9. Give any three ways the police force is important to people in your district.
10. Mention any two ways police officers maintain law and order in your community.

(g) PRISONS

A prison is a place where law breakers are kept and encouraged to reform.

Examples of major prisons in Uganda.

- Luzira prison (the largest in Uganda)
- Kampiringisa prison
- Kigo prison
- Nalufenya prison
- Nakasongola prison
- Masindi prison



Luzira prison

Importance of prisons.

- ❖ They keep law breakers in safe custody.
- ❖ They train prisoners practical skills such as brick making, carpentry etc.
- ❖ They reform prisoners.

(h) COURTS

These are places where disputes among people are settled.

Examples of cases settled in courts of law.

- Murder
- Rape
- Defilement
- Theft
- Corruption etc.

Groups of people who are taken to courts of law for trial

- Murderers
- Rapists
- Bad drivers
- Corrupt officials
- Thieves

Groups of people who work in courts of law.

- Judges
- Magistrates
- Lawyers
- Registrars

Importance of courts of law.

- ❖ They settle disputes among people.
- ❖ They interpret laws to people.
- ❖ They promote unity among people.
- ❖ They teach people about the laws.
- ❖ They are a source of employment to people.
- ❖ They are a source of income to the government eg. court fines got from the law breakers.



Testing Exercise.

1. Apart from prisons and courts of law, mention any four other important places in your district.
2. What name is given to a place where law breakers in your community are kept?
3. Name the largest prison in Uganda.
4. Give any two ways prisons are important in your community.
5. Mention any two major prisons found in your district.
6. Why are law breakers kept in prisons?
7. Mention any three criminal cases that are commonly settled in courts of law.
8. Mention any three groups of people that are commonly taken to courts of law for trial.
9. Write down any three groups of people who work in courts of law.
10. Give any three ways courts of law are important in your community.

(i) RADIO STATIONS AND TELEVISION STATIONS.

A Radio station is a place where radio programmes are broadcast.

Examples of Radio and Television stations.

- UBC FM
- Radio West
- CBS radio
- Radio One
- Capital FM
- Impact FM
- K FM
- Kingdom radio
- Radio Simba
- Super FM

Examples of Television stations.

- UBC TV
- Urban TV
- Bukedde TV
- HG TV
- BBS TV
- Star TV
- NTV
- NBS TV
- LTV



***Masengere building**, the home of BBS TV and CBS radio*



***Serena hotel**, the home of NTV*

Importance of radio and television stations.

- ❖ They provide news to people.
- ❖ They entertain people.
- ❖ They provide jobs to people.
- ❖ They pay taxes to the government.
- ❖ They advertise goods and services.





1. Apart from radio and television stations, mention any four other important places in your district.
2. What name is given to a place from where radio programmes are broadcast?
3. Mention any two radio stations found in your district.
4. Name any one radio stations that broadcasts in the local language spoken by people in your district.
5. Give any two ways radio stations are important to people in your community.
6. Mention any four television stations in Uganda.
7. State any two ways television stations are important to people in your district.

(j) HISTORICAL SITES

Historical sites are places where events of long ago took place.

Examples of historical sites include;

- Stone age sites eg.Bigobyamugenyi, Magosi, Nyero, Paraa, Luzira etc
- Cultural sites eg. Kasubi tombs, Bulange palace,
- Museums eg.Uganda museum at Kitante hill in Kampala

	
Kasubi tombs	*Uganda museum located at Kitante*

- ➢ **Stone age sites** are places where early man lived.
- ➢ **A museum** is a building where things of long ago and art crafts are kept and displayed.
- ➢ **Cultural sites** are places where culture is preserved.
- ➢ **Culture** is the way of life of people in a given society.

Importance of historical sites.

- ❖ They attract tourists who bring in income.
- ❖ They provide job opportunities to people.
- ❖ They help in preservation of culture.



Testing Exercise.

1. Apart from historical sites, mention any four other important places in your district.
2. What are stone age sites?
3. Mention any three stone age sites in Uganda.
4. What name is given to a place where things of long age and art crafts are kept and displayed?
5. Give the meaning of the term Culture.
6. Mention any one cultural site located in Kampala district.
7. Name the largest museum in Uganda.
8. Give any two ways historical sites are important to people in your district.

(k) NATIONAL PARKS.

A national park is a large area gazetted by the government to protect wildlife.

Wildlife are animals, birds, plants and insects that live on their own.

The **Uganda Wildlife Authority (UWA)** is responsible for conservation of wildlife in Uganda.

Murchison falls national park is the largest game park in Uganda.

Uganda Wildlife Education Centre (UWEC) -formerly Entebbe zoo is a place where selected wildlife species are conserved on small scale for the public to see.

Examples of National parks in Uganda.

- Murchison falls national park
- Queen Elizabeth national park
- Lake Mburo national park
- Kidepo valley national park
- Mgahinga national park
- Mountain Elgon national park
- Mountain Rwenzori national park
- Bwindi national park

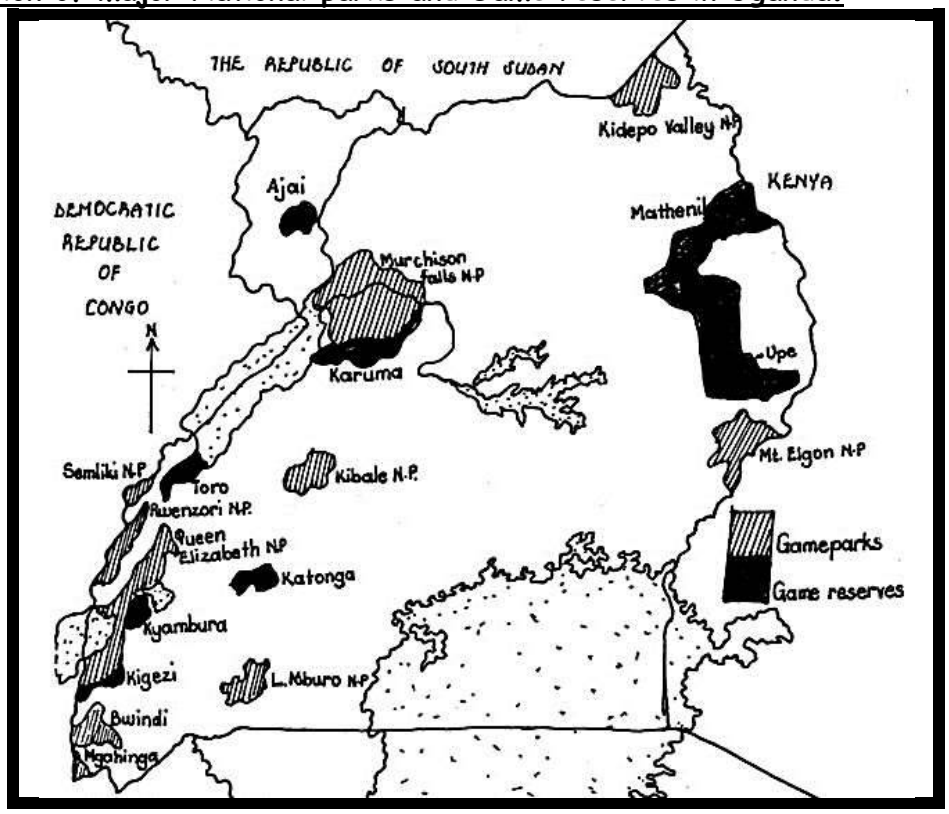
Activities that commonly take place in Uganda's national parks.

- Animal tracking
- Mountain climbing
- Game drives
- Boat rides.

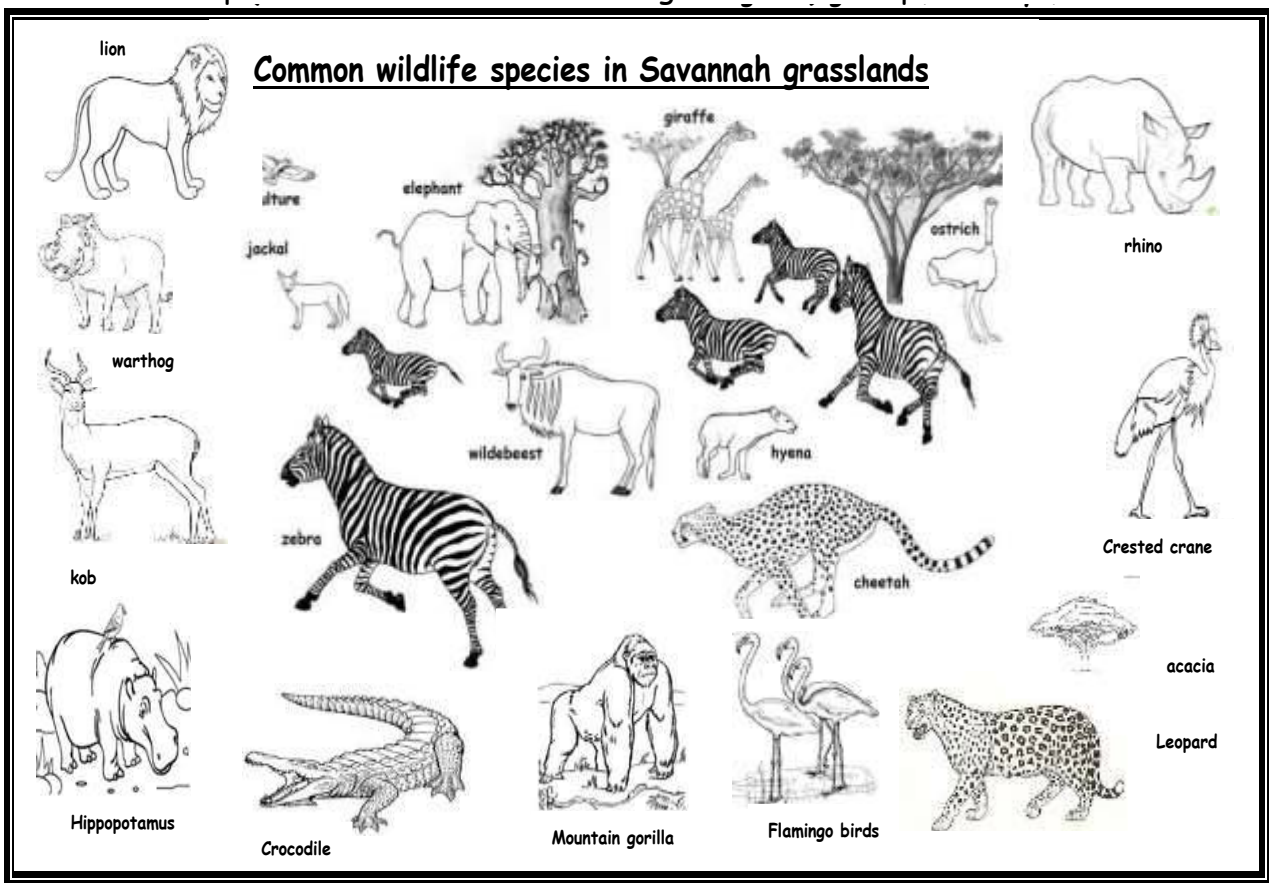
Prohibited/ illegal/ unauthorised activities in national parks.

- Animal grazing
- Crop cultivation
- Hunting
- Human settlement

Location of major National parks and Game reserves in Uganda.



Examples of animals and birds in Uganda's national parks.



Importance of national parks.

- ❖ They create job opportunities to people e.g. The game rangers, game wardens.
- ❖ They earn income through attracting tourists.
- ❖ They promote the development of hotels and roads.
- ❖ They are used for education and scientific research.
- ❖ They help to preserve wildlife for future use.
- ❖ They promote international relationships.

Problems facing game parks in Uganda.

- ❖ Poaching
- ❖ Wild bush fires
- ❖ Drought
- ❖ Outbreak of diseases
- ❖ Political instability in some areas.
- ❖ Outbreak of animal diseases.

Possible solutions to problems facing national parks.

- ❖ By enforcing laws against poaching.
- ❖ By teaching people about the importance of wildlife.
- ❖ By improving on security in areas near national parks.
- ❖ By extending veterinary services in national parks.
- ❖ By building valley dams to provide water to animals.
- ❖ By enforcing laws against human settlement in national parks.





1. What is a National park?
2. Name the largest national park in Uganda.
3. Apart from the above national park, mention any three other national parks found in Uganda.
4. Write the following in full.
   (i) UWA
   (ii) UWEC
5. Name the body that is responsible for conservation of wildlife in Uganda.
6. Mention any four animal species commonly found in Uganda's game parks.
7. Mention any three species of birds that are common in Uganda's game parks.
8. Give any four ways national parks are important to a country.
9. Mention any two activities that are commonly carried out in Uganda's game parks.
10. Mention any two activities that are not allowed in game parks.
11. State any three problems facing game parks in Uganda.
12. Give any three ways the problems in (11) above can be solved.

(I) LEISURE CENTRES.

These are places where people go to rest/ relax.

Examples of Leisure centres in our district.

- Hotels
- Stadia
- Theatres
- Beaches
- Bars
- Amusement parks
- Disco halls



Mandela national stadium



Club Ambiance

Leisure centre	***Examples***	***Importance***
Hotels	-Serena hotel -Pearl of Africa hotel -Grand Imperial hotel -Hotel Africana -Sheraton hotel	• They provide accommodation to people • They create job opportunities to people. • They are used for meetings. • They help people to relax.
Beaches	-Gaba beach -Lido beach -Nabugabo beach -KK beach -Munyonyo Resort beach.	• They are used for entertainment. • They help people to relax.
Stadia	-Mandela national stadium -Nakivubo stadium -St.Mary's Stadium -Masaka Recreation grounds -Bugembe stadium	• They are used for sports eg.football, athletics, rugby • They are used for conferences. • They create jobs to people. • They are used for entertainment.



Testing Exercise.

1. Apart from leisure centres, mention any four other important places in your district.
2. Name any two major hotels found in your district.
3. Give any two ways hotels are important to people in your district.
4. Mention any three examples of stadia found in your district.
5. Mention any three sports activities carried out in stadia.
6. Give one way games and sports are important to school children.
7. Give any two ways stadia are important in your community.
8. Name the largest stadium in Uganda.
9. Give one reason why school children are given holidays.
10. State any one reason why people go to beaches during their leisure time.

(m) FACTORIES

A factory is a place from where goods are manufactured.

Factories use raw materials to manufacture goods/ products.

Examples of factories in our district

- Riham factory
- Mukwano
- Nice House of plastics
- Uganda Baati
- Roofings
- Hima cement factory
- Nile Breweries
- Tororo cement factory
- Bidco
- Maganjo grain millers

Examples of goods/ products made from factories.

Raw material	*Products/ goods made*
Cotton	Clothes -cotton wool
Palm oil	Soap -cooking oil -margarine
Limestone	Cement
Phosphates	Artificial fertilizers
Copper	Electric wires -copper coins
Pyrethrum	Insecticides
Maize	Maize flour
Tobacco	Cigarettes

Importance of factories/ industries to people.

- They are a source of employment to people.
- They attract tourists who bring in income.
- They pay taxes to the government.
- They provide goods to people in the community.

Importance of people to factories.

- ❖ People provide labour in factories.
- ❖ They provide market for goods produced by factories.
- ❖ They provide raw materials to factories.

Problems faced by people living near factories.

- ❖ Factories pollute the environment
- ❖ Much noise from the factories.





1. Apart from factories, mention any four other important places in your district.
2. Mention any four examples of factories found in your community.
3. Mention any four processed goods obtained from industries/ factories found in yopur community.
4. Name the raw material used for making cement.
5. Mention any two products obtained from copper.
6. How is the growing of pyrethrum useful to farmers?
7. Name the mineral which is used for making artificial fertilizers.
8. Give any two ways factories are important to people in your community.
9. State any one problem facing people who live near industries in your community.
10. Give any two ways people benefit industries found in their locality.

(n) AGRICULTURAL RESEARCH CENTRES

These are places where research on crops and animals is done. eg. Kawanda research centre in Wakiso district.

Agriculture is the growing of crops and rearing of animals.

Examples of Agricultural research organisations.

- ➢ **NAADS**- National Agricultural Advisory Services.
- ➢ **NARO**- National Agricultural Research Organisation.

Importance of Agricultural Research centres

- ❖ Agricultural centres provide improved seeds to people
- ❖ They provide jobs to people.
- ❖ They train agricultural officers.
- ❖ They teach farmers on how to improve their crops and animals.

(o) PETROL STATIONS

***A* Petrol station** is a place where petroleum products are sold.

***A* Garage** is the place where vehicles are taken for repair/ service.

***A* Mechanic** is a person who repairs vehicles.

Examples of petroleum products.

- Petrol
- Diesel
- Aviation fuel.
- Paraffin/kerosene

- Gas
- Oil.

Examples of Petrol stations in Uganda.

- Shell
- Gulf
- Total
- Pearl
- Africa
- Hass
- Moil
- Delta
- Petrocity
- Kobil
- Gapco



Importance of petrol stations in our community.

- ❖ They are a source of job opportunities to people.
- ❖ They are a source of fuel eg. paraffin, diesel etc.
- ❖ They are a source of income to the government.

Other important places in our district

- ✓ Airports eg. Entebbe international airport in Wakiso.
- ✓ Airstrips eg. Kololo airstrip.
- ✓ Airfields eg.Soroti airfield, Arua airfield, Kasese airfield etc.
- ✓ Railway stations
- ✓ Bus parks and taxi parks
- ✓ Forest reserves eg. Mabira forest, Budongo forest, Bugoma forest, Kibale forest
- ✓ Ports eg. Port Bell, Port Jinja, Port Bukakata, Port Butiaba etc.
- ✓ Administrative centres eg. District headquarters, Sub-county headquarters etc.

Ways of caring for important places in our district.

- ❖ By keeping them clean.
- ❖ By painting schools, hospitals, banks etc.
- ❖ By reporting strangers found in such places.
- ❖ By planting trees around important places.
- ❖ By respecting people who care for the important places.
- ❖ By teaching people on proper use of important places.
- ❖ By showing love for important places.
- ❖ By fencing important places in our community.





1. Apart from agricultural research centres, mention any four other important places in your district.

2. Give ant two ways agricultural research centres are important to people in your community.
3. Write NAADS in full.
4. State any one way farmers can be helped to increase crop yields on their farms.
5. Name the international airport of Uganda.
6. In which district is the international airport of Uganda found?
7. Mention any two examples of airfields in Uganda.
8. Mention any three major inland ports in Uganda.
9. Name the town in which the headquarters of your district is found.
10. Give any four ways one can care for the important places in his/ her community.
11. Mention any three petroleum products sold at a petrol station.
12. Name the mineral that is used for making petroleum products.
13. Mention any three examples of petrol stations in your district.
14. Give any two ways petrol stations are important to people in your community.
15. Why is it not advisable for people to settle near petrol stations?

TOPIC 2: PHYSICAL FEATURES IN OUR DISTRICT.

INTRODUCTION TO PHYSICAL FEATURES

Physical features are landforms of the earth that give it shape.

Types of physical features

- Drainage features
- Relief features

Relief features:

These are landforms that are identified according to their altitude.

Relief is the physical appearance of an area

Altitude is the height of land above the sea level

Examples of relief features

- Mountains
- Valleys
- Hills
- Rift valley
- Plateaus
- Plains

Drainage features:

These are landforms that contain water.

Drainage is the ground water system of an area.

Examples of drainage features.

- Oceans
- Lakes
- Seas
- Rivers
- Streams



Testing Exercise.

1. Give the meaning of each of the term Physical features.
2. Mention the two types of physical features.
3. Mention any two examples of drainage features.
4. Give the meaning of the term Relief.
5. Mention any two examples of relief physical features.
6. Which physical feature **covers** the largest part of your district.

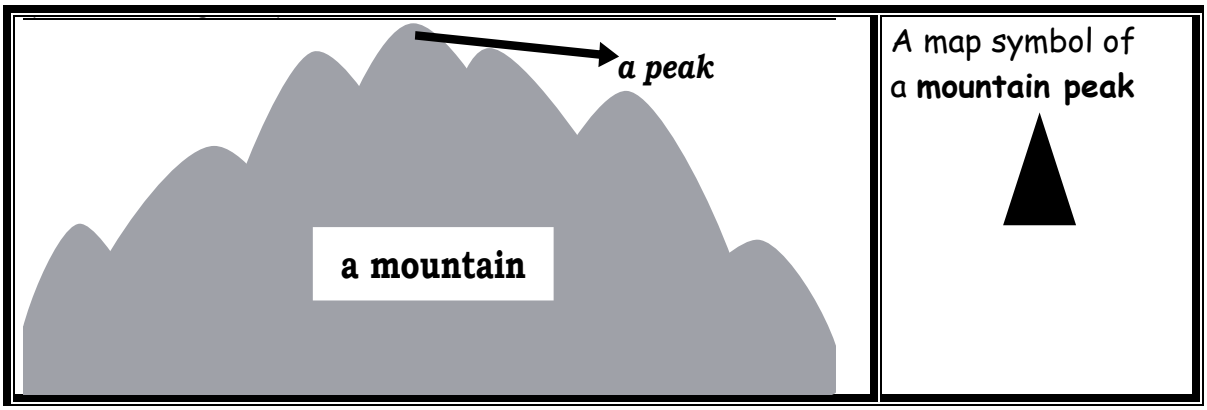
MOUNTAINS AND HILLS IN OUR DISTRICT.

A Hill is a piece of land higher than the area around.

A Mountain is a high large piece of land usually higher than a hill.

Many mountains in an area form a range.

A peak is the highest point of a mountain.



Examples of mountains in Uganda.

- Mountain Rwenzori.
- Mountain Zulia.
- Mountain Elgon.
- Mountain Morungole.
- Mountain Mufumbiro.
- Mountain Napak.
- Mountain Kadam.
- Mountain Moroto.

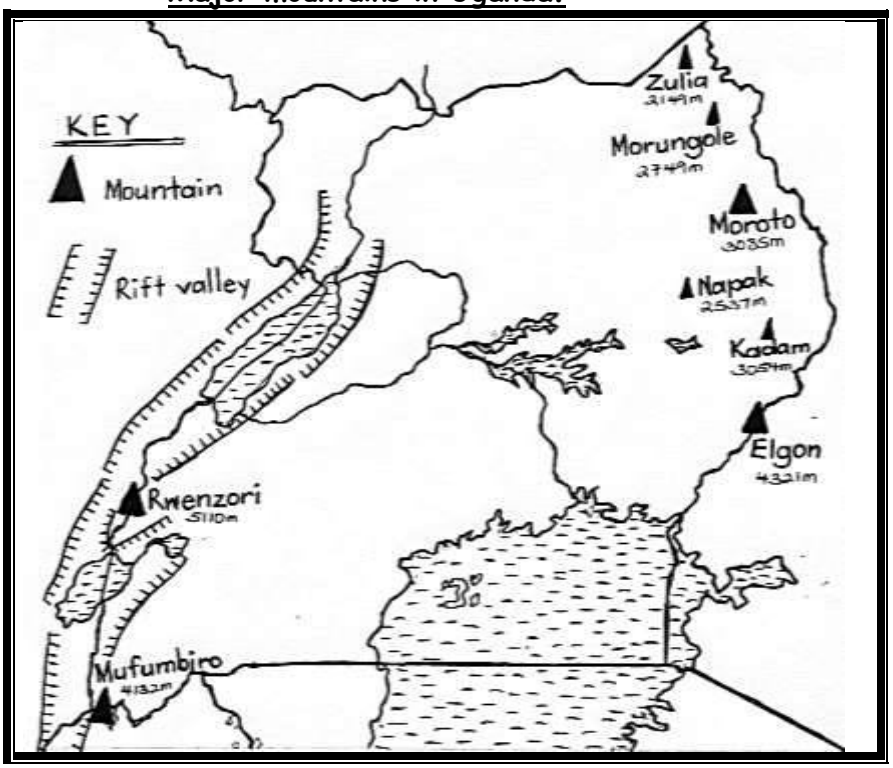
Highest peaks of major mountains in Uganda,.

Mountain	*Highest peak*
Mountain Rwenzori	Margherita
Mopuntain Elgon	Wagagai
Mountain Mufumbiro	Muhavura
Mountain Moroto	Sokdek

Economic activities commonly carried out on the slopes of mountains and hills

- Crop growing
- Lumbering
- Tourism
- Mining

Major mountains in Uganda.



Importance of hills and mountains

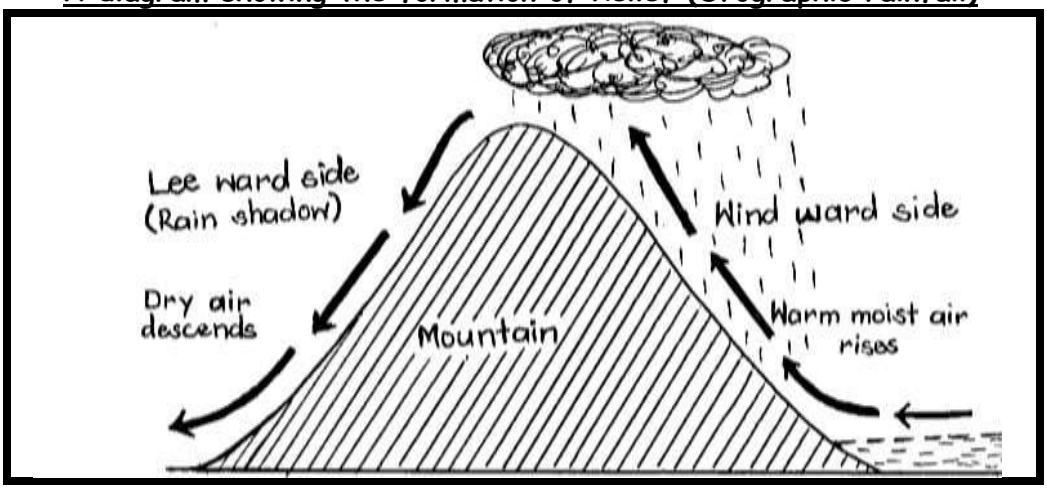
- ❖ They help in rain formation ie.Relief rainfall.
- ❖ They have fertile soils which support crop cultivation.
- ❖ They attract tourists who bring in income.
- ❖ They have cool temperatures which favour dairy farming.
- ❖ They are used by telecommunication companies to place on masts.
- ❖ Some mountains are a source of rivers.
- ❖ Some mountains are a source of minerals eg.Osukuru hills in Tororo which provide limestone.
- ❖ They provide building materials eg.stones
- ❖ Some mountains form natural boundaries between places/ districts.

  eg-Mountain Rwenzori creates a natural boundary between Uganda and DRC.

  -Mountain Elgon creates a natural boundary between Uganda and Kenya.

  -Mountain Mufumbiro creates a natural boundary between Uganda and Rwanda.

A diagram showing the formation of Relief (Orographic rainfall)



Note:

- ✓ *The wind ward side of a mountain receives plenty of rainfall because it receives moist winds.*
- ✓ *The lee ward side of a mountain receives very little rainfall because it receives dry winds.*
- ✓ *The wind ward side is suitable for crop growing because it receives plenty of rainfall.*

Disadvantages of mountains.

- ❖ They hinder agricultural mechanisation.
- ❖ They make road and railway construction difficult.
- ❖ Some mountains erupt and destroy property.
- ❖ They have steep slopes which promote soil erosion.
- ❖ They are greatly affected by landslides. and soil erosion.

Problems faced by people living on slopes of mountains.

- ❖ Severe soil erosion.
- ❖ Landslides eg.in Bududa district.
- ❖ Volcanic eruptions.
- ❖ Poor road network.

- ❖ Much coldness.
- ❖ Attacks from wild animals.
- ❖ Poor agricultural mechanisation.

Possible solutions to the problems faced by people living in mountainous areas.

- ❖ By rearing donkeys for transport
- ❖ By terracing the land to reduce soil erosion.
- ❖ By planting trees to control landslides.
- ❖ By contour ploughing to reduce soil erosion.
- ❖ By resettling people to safe plains.
- ❖ By constructing winding roads.

How to control soil erosion in highland areas.

- By terracing.
- By contour ploughing.
- By strip cropping



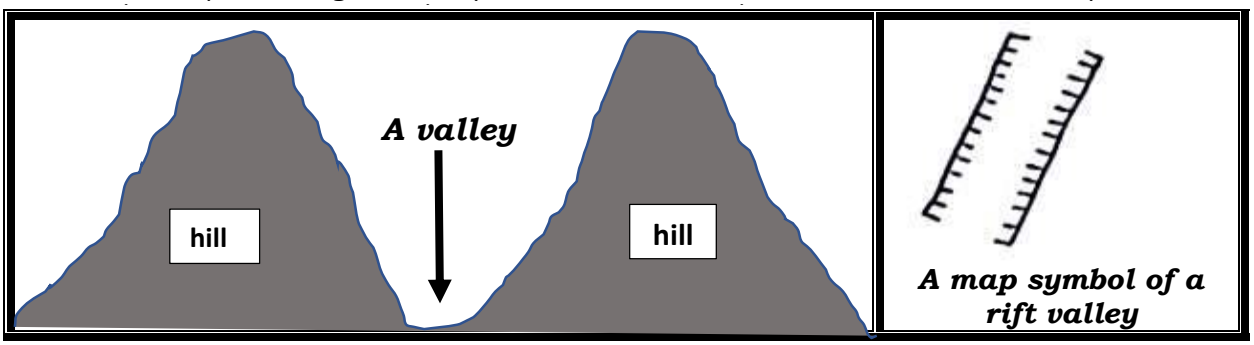
Testing Exercise.

1. Mention any four major mountains in Uganda.
2. Draw the map symbol of a mountain peak in the space provided below.
3. Name the highest mountain in Uganda.
4. Mention any three economic activities that are commonly carried out in highland areas.
5. Give any four ways mountains are important to people.
6. Which type of rainfall is mostly received in highland areas?
7. How are hills useful to telecommunication companies?
8. How are mountains useful to the construction industry?
9. Name the mountain that lies along the border of Uganda and Kenya.
10. State any two economic importance of mountains.
11. Why does the lee ward side of a mountain usually receive very little rainfall?
12. Which factor favours crop growing on the wind ward side of the mountain?
13. Mention any two ways soil erosion can be controlled in highland areas.
14. Give any three dangers of hills and mountains in an area.
15. Mention any three problems faced by people living in highland areas.
16. State any three ways people living in highland areas can solve the problems they face.
17. What causes landslides in highland areas?
18. Give one way landslides can be controlled in highland areas.
19. Which animal is commonly used for transport in highland areas?
20. How can road transport be made possible in hilly areas?

VALLEYS AND RIFT VALLEY

A valley is a low land between two close hills.

A rift valley is a long wide depression on the earth's surface with steep sides.



Economic activities commonly carried out in valleys/ rift valleys.

- Crop growing
- Fishing
- Mining
- Tourism

Problems faced by people living in valleys/ rift valley areas.

- Poor transport and communication
- Floods.
- High temperatures.

Importance of rift valleys

- ❖ They are source of income through tourism
- ❖ It promotes wild life conservation
- ❖ They form natural boundaries between places
- ❖ They are a source of lakes and rivers
- ❖ They provide land for crop growing.



Testing Exercise.

1. What is a Valley?
2. What name is given to the steep sides of a rift valley?
3. State any two problems faced by people living in valleys.
4. Mention any two economic activities that are commonly carried out in valleys.
5. What term refers to a low land between highlands?
6. Draw a map symbol of the rift valley in the space provided below.
7. Give two ways valleys are useful to people in your community.

PLATEAUX AND PLAINS

A plateau is a raised flat topped piece of land.

A plain is a large flat area.

The plateau covers the largest part of Uganda.

Features found on a plateau

- Lakes
- Rivers
- Streams
- Valleys
- Hills

Economic activities carried out in plateau areas.

- Crop cultivation
- Tourism
- Fishing
- Mining
- Animal rearing
- Lumbering.
- Industrialisation.

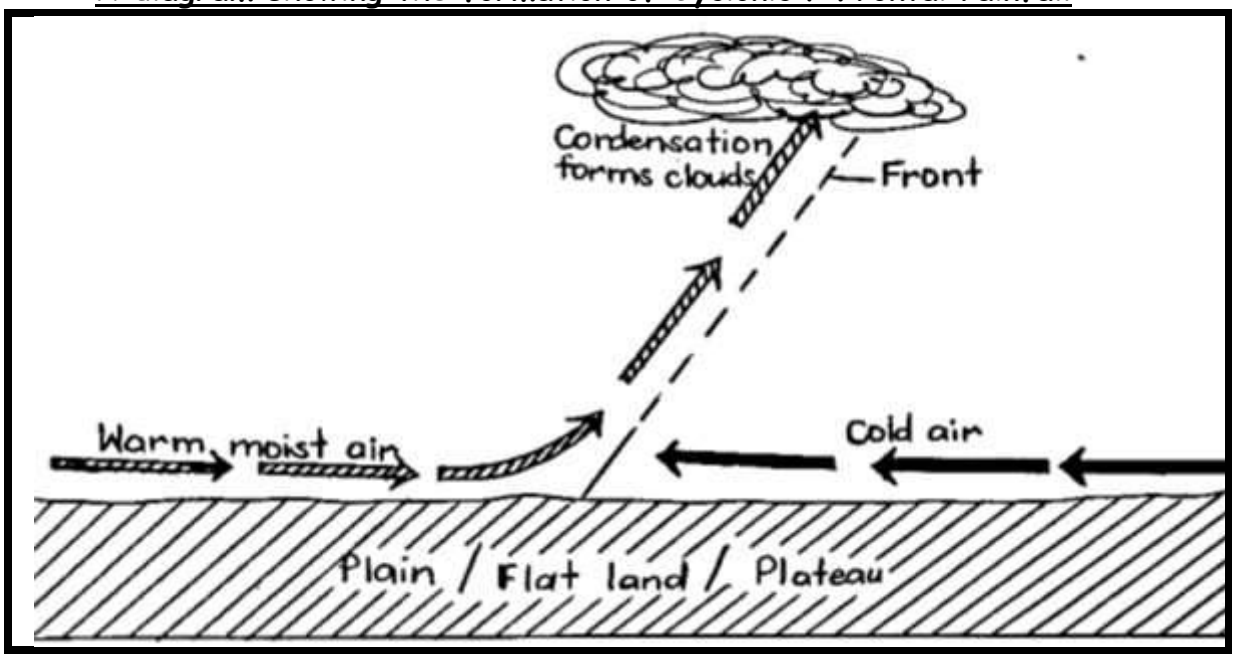
Importance of plateaus.

- ❖ They have fertile soils for crop growing.
- ❖ They are used for building industries.
- ❖ They are used for human settlement.
- ❖ They promote wildlife conservation.
- ❖ They have plenty of pasture for animal rearing.
- ❖ They promote tourism.
- ❖ The help in formation of cyclonic rainfall.

Formation of Cyclonic rainfall.

Cyclonic rainfall is formed when cold dry winds meet the warm moist winds.
The stronger wind (cold dry wind) pushes the weaker one (warm moist winds) forcing it to rise and condense forming clouds
This rainfall is always very light in form of drizzles and lasts for a short period of time.
The meeting point of the two winds is called a front

A diagram showing the formation of Cyclonic / Frontal rainfall





Testing Exercise

1. What is a Plateau?
2. Which physical feature covers the largest part of your district?
3. Mention any three economic activities commonly carried out on a plateau.
4. Mention any two physical features that are found on a plateau in your district.
5. Which type of rainfall is mostly received in plains?
6. What name is given to the meeting point of the warm moist winds and dry winds during the formation of the above type of rainfall?
7. Give any three ways a plateau is useful to people in your locality.

LAKES IN OUR DISTRICT

A lake is a mass of non-flowing water on the earth's surface.

Or: A lake is a large area of water that is surrounded by land.

Examples of major lakes in Uganda.

- Lake Victoria.
- Lake Albert.
- Lake Mburo.
- Lake Bunyonyi.
- Lake Katwe.
- Lake Kyoga.
- Lake Edward.
- Lake George.
- Lake Wamala.
- Lake Kwania
- Lake Nakivali
- Lake Bisina
- Lake Kijanebalola
- Lake Opeta.

Types of lakes.

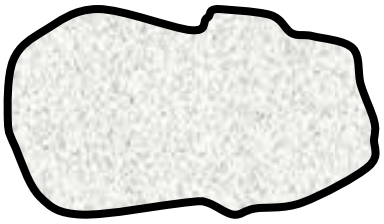
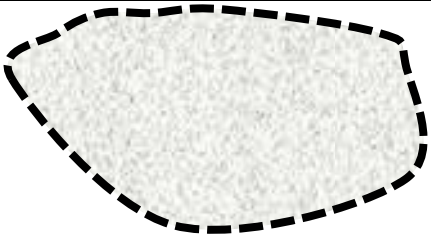
- Permanent lakes.
- Seasonal lakes.

Permanent lakes are lakes which contain water throughout the year.

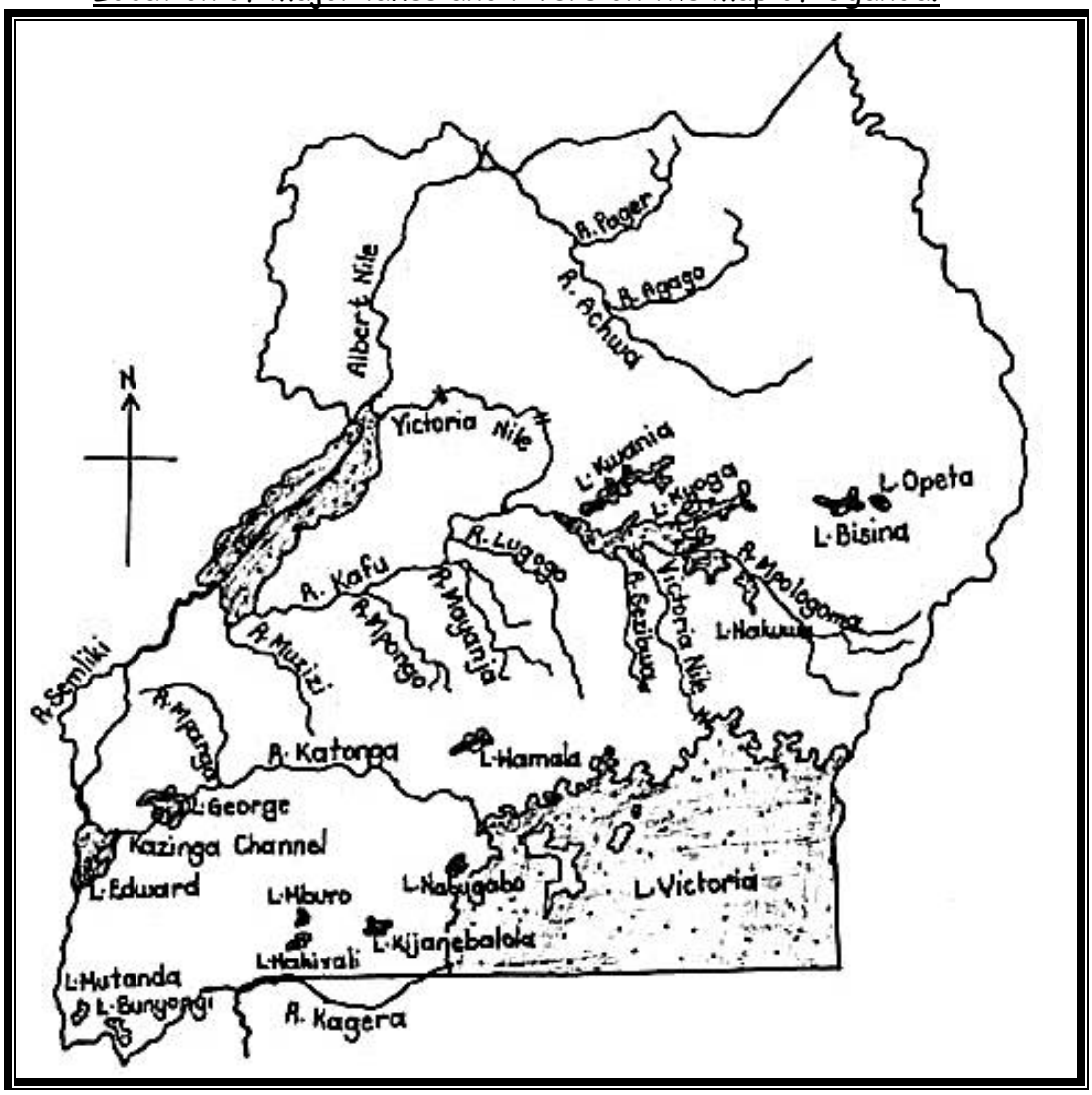
Examples of permanent lakes in Uganda.

- Lake Victoria.
- Lake Mburo.
- Lake Albert.
- Lake Edward.
- Lake George.
- Lake Kyoga

Seasonal lakes are lakes which dry up in the dry season and get water in the wet season.

	
*A map symbol of a **permanent lake***	*A map symbol of a **seasonal lake***

Location of major lakes and rivers on the map of Uganda.



Importance of lakes and rivers

- They help in rain formation.
- They act as fishing grounds.
- They attract tourists who bring in income.
- They are homes for some animals. eg.fish, crocodiles.
- They form natural boundaries between places.
- They provide water for irrigation, domestic and industrial use.

Formation of Convectional rainfall

Convectional rainfall is formed as a result of evaporation, transpiration, condensation and precipitation

High temperatures over water bodies cause evaporation.

When sun rays heat the plants such as trees then it causes transpiration

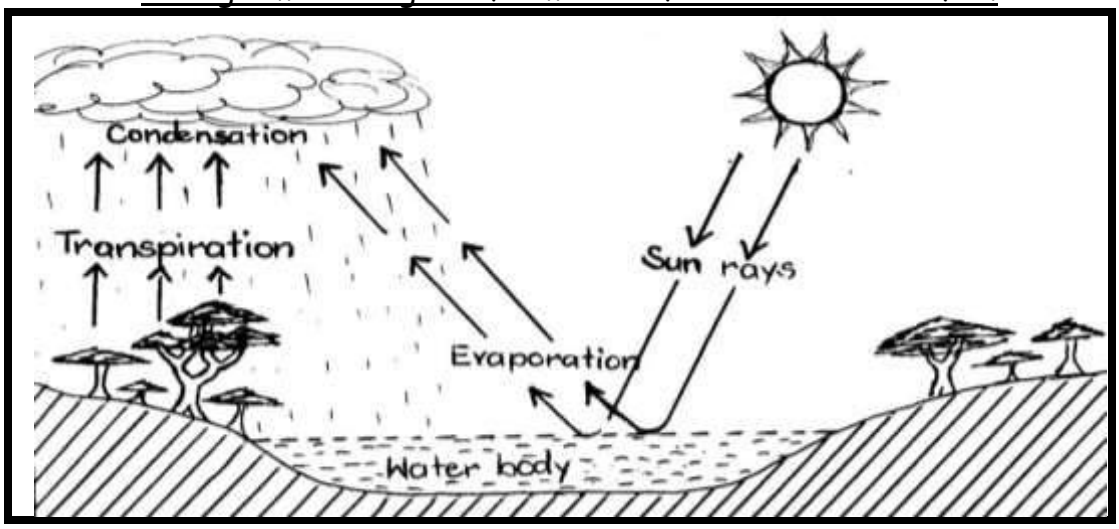
The water vapour from water bodies and plants go to the atmosphere and condense to form clouds

Due to heaviness, the clouds break and fall on earth as rain.

Note:

- ✓ *The sun rays heat water in water bodies causing evaporation.*
- ✓ *Convectional rainfall is mostly received around large water bodies and forested areas.*

A diagram showing the formation of Convectional rainfall.



Processes involved in the formation of convectional rainfall

- Evaporation
- Condensation
- Transpiration

Economic activities carried out near lakes.

- Fishing
- Crop growing
- Tourism
- Transportation
- Mining

Resources/ important things obtained from lakes.

- Sand
- Fish
- Water
- Salt
- Soda ash

Dangers of lakes.

- ❖ Drowning
- ❖ They cause flooding
- ❖ They harbour dangerous aquatic animals.
- ❖ They harbour disease vectors.
- ❖ Lakes hinder road and railway construction.

Problems facing lakes and rivers

- ❖ Silting. This reduces the depth of water bodies.
- ❖ Overuse of water from lakes for irrigation.
- ❖ Drought which lowers the water level.
- ❖ Dumping of wastes into water bodies.
- ❖ Over fishing

Caring for lakes.

- By using proper fishing methods.
- By planting trees around lakes.
- By treating industrial wastes before dumping them in lakes.
- By teaching people about the importance of lakes.

Reasons why lake shores and river banks are densely populated.

- They have fertile soils for crop growing.
- They receive reliable rainfall.
- They have a lot of employment/job opportunities.



Testing Exercise

1. Name the largest lake in Uganda.
2. Mention the two types of lakes.
3. Draw a map symbol of a seasonal lake in the space below.
4. Give any three ways lakes are useful to people.
5. Mention any two processes that are involved in the formation of convectional rainfall.
6. Which type of rainfall is mostly received around large water bodies?
7. How do lakes help to modify climate of an area?
8. Mention any three economic activities that are commonly carried out on water bodies.
9. Give one way lakes are politically important.
10. Which lake in Uganda is known for salt mining?
11. How is the sun useful in the rain cycle?
12. Give any two ways lakes are dangerous in the environment.
13. Give one reason why very many people usually settle on the slopes of mountains.
14. State any one way lakes can be cared for.
15. Mention any two problems facing lakes and rivers.

RIVERS IN OUR DISTRICT.

A river is a mass of flowing water on the earth's surface.

Rivers flow from areas of high altitude to areas of low altitude.

Rivers continuously get their water from rainfall, melting snow from high mountains or underground springs.

Some rivers originate from highlands because such areas receive plenty of water which is a source of water to rivers.

Examples of major rivers in Uganda .

- River Nile
- River Kafu
- River Mayanja
- River Kagera
- River Mpologoma
- River Achwa

- ❖ River Katonga
- ❖ River Sezibwa
- ❖ River Nkusi
- ❖ River Semliki
- ❖ River Manafwa
- ❖ River Mubuku

Types of rivers

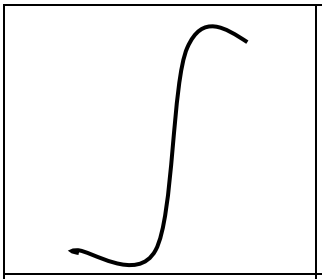
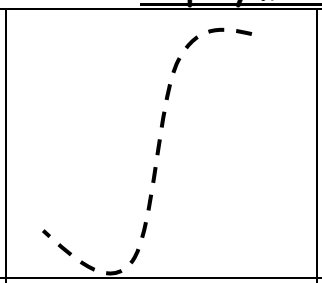
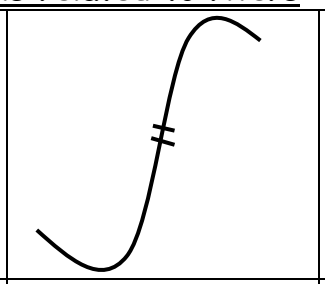
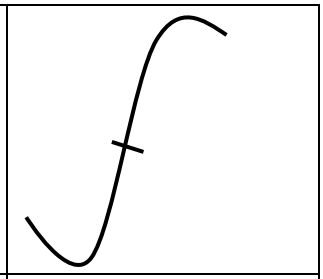
Permanent rivers.These are rivers which flow throughout the year.

Examples of permanent rivers.

- ❖ River Nile
- ❖ River Kafu
- ❖ River Kagera
- ❖ River Mpologoma
- ❖ River Achwa
- ❖ River Katonga
- ❖ River Sezibwa

Seasonal rivers.These are rivers that mainly flow during the wet season and dry up during the dry season.

Map symbols related to rivers

			
permanent river	*seasonal river*	*a waterfall*	*a dam*

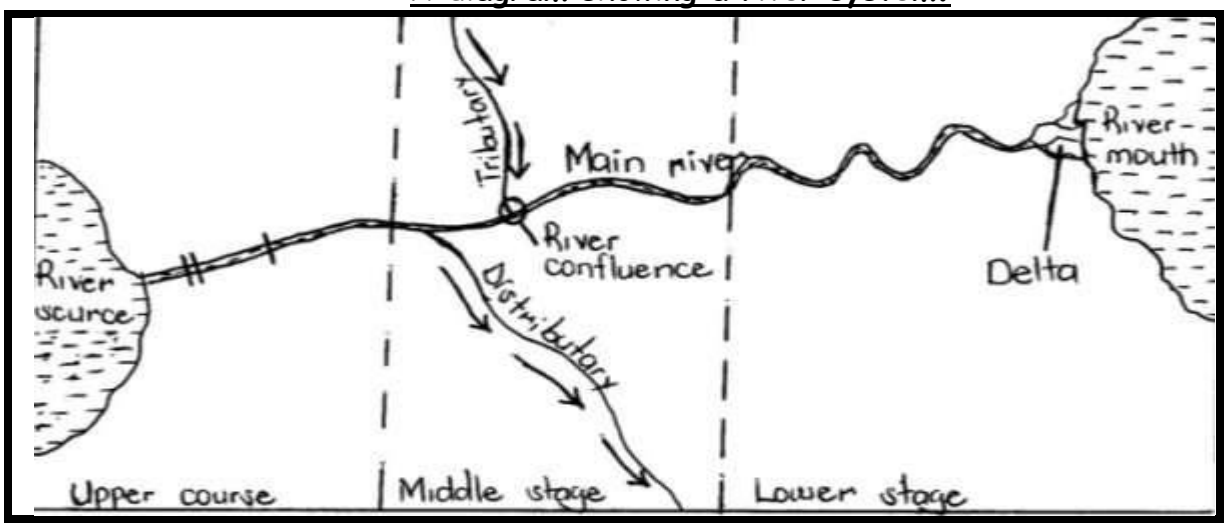
Stages of River development

A river has three main stages/ courses.

These are;

- The Youth stage/Upper course
- The Mature stage/ Middle stage
- The Old stage/ Lower stage (Senile)

A diagram showing a river system.



Terms related to rivers.

- ✓ A river source is a point where a river begins to flow.
- ✓ A river mouth is a point where a river ends its flow.
- ✓ A tributary is a small river that joins the main river.
- ✓ A distributary is a small river that branches away from the main river.
- ✓ A river confluence is a place where two or more rivers meet.
- ✓ An estuary is a wide part of a river as it ends its flow.
- ✓ A delta is the place where a river forms several streams as it ends its flow eg.The Nile delta.

Note:

- ✓ *Deltas have rich fertile soil for crop growing.*
- ✓ *They also attract tourists who bring in income.*
- ✓ ***A waterfall** is a steep flow of a river.*
  ***Or.**It is a point where a river flows from high altitude to a low altitude.*
- ✓ ***A Cataract** is a series of waterfalls on a river.*
- ✓ *Waterfalls attract tourists who bring in income, and also help in generation of hydro electricity.*
- ✓ *However, waterfalls may cause water accidents and also block water transport.*

Examples of waterfalls in Uganda.

- *Karuma falls*
- *Sipi falls*
- *Sezibwa falls.*
- *Itanda falls*
- *Murchison falls*

Importance of rivers.

- ❖ They are a source of fish.
- ❖ They help in the formation of convectional rainfall.
- ❖ They are source of income through tourism.
- ❖ They provide water for domestic use.
- ❖ Rivers help in the generation of Hydro Electric Power/ hydroelectricity.
- ❖ They act as recreation centres.

Problems caused by rivers in an area.

- ❖ Drowning
- ❖ Flooding
- ❖ Rivers are breeding places for disease vectors.
- ❖ They hinder road construction.
- ❖ They harbour dangerous animals.

Major economic activities carried out on and around rivers.

Carried out on rivers	***Carried out around rivers.***
-Fishing	-Crop farming
-Transportation	-Tourism
-Mining	
-Tourism	



Testing Exercise

1. Name the longest river in Uganda.
2. Apart from the above river, mention any four other major rivers in Uganda.
3. Draw the map symbols of the following.

A waterfall	A permanent river

4. Give the meaning of each of the following;
   (i) A tributary
   (ii) A river confluence
5. Mention any three major waterfalls in Uganda.
6. Give any two ways waterfalls are economically important to a country.
7. Mention the three stages of river development.
8. Give any four ways rivers are important to people in your community.
9. State any three problems caused by rivers in an area.
10. Which type of electricity is generated from fast flowing water?

General importance of physical features.

- Lakes and rivers are a source of fish.
- They help in the formation of rain.
- They are source of income through tourism.
- Lakes and rivers provide water for domestic use.
- Rivers help in the generation of Hydro Electric Power/ hydroelectricity.
- They act as recreation centres.
- Mountain slopes and lake shores have fertile soils which support crop cultivation.
- Hills and mountains are used by telecommunication companies to place on masts.
- Some mountains are a source of rivers.
- Some physical features are a source of minerals eg.Osukuru hills in Tororo which provide limestone.
- Mountains provide building materials eg.stones
- Lakes and rivers provide water for irrigation.
- They form natural boundaries between places/ districts.

Dangers of physical features

- Some of them are hiding for wrong doers
- They harbour dangerous wild animals
- They are bleeding places for disease vectors

- Lakes and rivers flood which kills people.
- They hinder road construction.
- Mountains hinder agricultural mechanisation.
- Some mountains erupt and destroy property.
- Hills and mountains have steep slopes which promote soil erosion.
- Mountains are greatly affected by landslides. and soil erosion.

Ways of caring for the physical features

- BY Planting trees on shores of lakes and mountain slopes and river banks
- BY discouraging people from dumping rubbish in water bodies
- By terracing land to control soil erosion in highlands.
- By sensitising people about the importance of different physical features.
- By using proper fishing methods.
- By filling holes after mining.
- By treating wastes before disposing them in water bodies.





1. Write HEP in full.
2. How do lakes and rivers help to modify climate of an area?
3. Name the major mineral mined from Osukuru hills in Tororo.
4. Mention any one building material obtained from mountains.
5. Give one way physical features are politically important in the environment.
6. Give any three ways lakes and rivers are economically important.
7. State any two problems faced by people living near lakes and rivers.
8. Mention any two problems faced by people living in mountainous areas.
9. State any two ways lakes and rivers can be cared for.
10. Give one way mountains hinder economic development in an area.

EXCEL STANDARD SOCIAL STUDIES

PUPIL'S BOOK 4

FIRST EDITION

BY

EXCEL PUBLISHERS

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means of electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

Copyright © Excel publishers



For Excellence in Social Studies

ACKNOWLEDGEMENT

Developing a book of this nature requires a lot of support from colleagues, friends and family. I would like to register my deep-rooted gratitude to the following people for their unlimited assistance offered towards the completion of this book.

All teachers of Social Studies in Victoria Mutundwe Primary School and Makindye Junior school with whom I worked at various levels for their positive advice and criticism.

All authors whose books we used and consulted during our research for some of the materials in this book.

We do sincerely regret any mistakes which may be found anywhere in this book. It is not intended to be part of this book but accidental.

However, any person who does any unauthorised act in relation to this publication without prior written permission from the original authors, may be liable to criminal prosecution and civil claims for damage.

Author: **Kimbugwe Apollo**

Typing: **Masiga Dan**

Namugenyi Janepher

Technical adviser: **Mary Flavia Namulindwa**

Cover design: **Excel Graphics**

Editing: **Excel Publishers Editorial Board**

PREFACE

Excel Standard Social Studies, Pupils' Book Four has been developed basing on the revised Primary Four Social Studies Syllabus as prescribed by the new curriculum of the National Curriculum Development Center (NCDC). The book contains accurate, relevant and current information covering all topics in all terms of the year in their order. It is intended to guide both teachers and learners.

The Pupil's book cares for the interests of the learners in terms of simple and concise language used, simplified content to cater for all learners with different abilities and clear illustrations to make learning enjoyable through observation. Key words for each topic have also been included in order to enrich the learner's vocabulary and mastery of concepts.

The topics have well organised, relevant, and easy to understand notes and facts. It is written in a simple language and is well aided with maps and illustrations/diagrams where necessary to ease understanding.

The book is remarkably precise but detailed in content with no fact left hanging. It has been mainly written for Primary Four in a language that is suitable for both rural and urban Pupils. The book can therefore be used with minimum teacher guidance. However, the content contained in this book is mostly developed around Kampala district, and this requires teachers outside Kampala to enrich it and include important features/ places in other districts

The book has inbuilt and continuous assessment activities at the end of topic. These questions are to help the learners to test their understanding of the concepts covered and are to enable the teacher to track progress as coverage goes on. This also makes the book convenient for individual and class learning by the pupils.

The content of the book has been enriched to enable learners get solutions to the three main levels of assessment at primary level that is to say: Knowledge, Comprehension and Application.

The book is intended to provide learners with knowledge, skills and the desired attitudes and values of Social Studies and the Environment that are important to prepare learners for final assessment of the primary level.

The book is written and developed by experienced teachers of Social Studies and Religious Education and we welcome all comments on the publication with an open mind for the improvement in the teaching and learning of Social Studies. Comments and orders can be communicated directly through the following contacts:

TEL: +256 771 623617  and +256 700 770630, KAMPALA.
Email address: apolokimbugwe504@gmail.com

THEME: LIVING TOGETHER IN OUR DISTRICT.

TABLE OF CONTENTS

TERM ONE

Topic 1: Location of our district in Uganda.

Maps and pictures.....6
Elements of a map.....7
How to locate places 10
Locating places using lines of longitude and lines of latitude.....16
Location of our district in Uganda
.....18
Regions that form Uganda 18
Kampala district 22
The history of our district
.....27
Important places in our district 28

Topic 2: Physical Features of Uganda.

Introduction to Physical Features 49
Mountains and Hills in our district 49
Valleys and the Rift Valley.....53
Plateaus and plains 53
Lakes in our district 55
Rivers in Uganda 58
General importance of Physical Features 61

TERM TWO

Topic 3: Vegetation in our district.

Introduction to vegetation 63
Forests in our district 64
Swamp vegetation 70
Grasslands 72
Crops as vegetation.....73
Vegetation conservation 76

Topic 4. People in our district.

Origin of people in our district 78
Legends about people in our district 82
Ethnic groups in our district 95
Kingdoms and Chiefdoms in Uganda 98
Social organisation among the people in our district 99
Families 101
Social activities carried out in our district 103
Culture of the people in our district 104
Migration of people in our district 106
Population and settlement patterns in oud district 112
Economic organisation among the people in our district 116
Trade 118
Fishing 120
Transportation 123
Farming 126
Mining 128
Factors contributing to people's way of life 130

TERM THREE

Topic 5. Our leaders in the district.

Introduction to leadership 132
Political leaders 133
Civic leaders 136
Religious leaders 139
Voluntary leaders 140
Cultural leaders 142
How leaders are chosen in our district 143
Qualities of a good leader 143
Elections 143
Rights and responsibilities of people in our district 146
Citizenship 149

Topic 5. How to meet people's needs in the district.

Introduction to social services.....151
Education service.....151
Health service 154
Transport service 155
Communication service 165
Security service 173
Banking service 178
Housing service 181
Electricity service
.....182
Water supply service 183
Problems faced in meeting people's needs
.....184
Social service centres 185
Social service providers 186
Caring for social service centres 186

TOPIC 3: VEGETATION IN OUR DISTRICT.

INTRODUCTION TO VEGETATION

Vegetation is the plant life cover of an area.

Types of vegetation.

- Natural vegetation
- Planted vegetation

Natural Vegetation.

Natural vegetation is the plant life cover of an area that grows on its own.

It includes all plants in the environment that grow without the influence of man.

Examples of natural vegetation.

- Natural forests
- Grasslands
- Shrubs
- Swamp vegetation
- Thickets
- Natural flowers
- Bushes

Planted Vegetation

Planted vegetation is the plant life cover of an area that is planted by man.

Examples of planted vegetation.

- Planted forests
- Planted grass eg.paspalum
- Planted flowers
- Crops

Importance of flowers.

- They are a source of income when sold.
- They are used for decoration.
- They are used to give respect to the dead.
- They are used to express love.

Importance of vegetation.

- It is a source of food to people and animals.
- It is a source of herbal medicine.
- It acts as a natural habitat for animals.
- It helps in formation of rain. ie. Convectional rainfall through transpiration.
- It is a source of building materials eg.spear grass.
- It controls soil erosion.
- It is a source of income through attracting tourists.
- It is a source of raw materials for crafts industry.eg.papyrus reeds, palm leaves.
- It is a source of wood fuel ie. charcoal and firewood.
- It purifies air by absorbing carbon dioxide and releasing oxygen to the atmosphere.

Dangers of some vegetation.

- Some vegetation is poisonous to people and animals.
- It creates breeding places for disease vectors.
- It harbours dangerous animals to man.
- It acts as hiding places for wrong doers.



Lesson Exercise.

1. Give the meaning of the term vegetation.
2. Mention the two types of vegetation.
3. How is natural vegetation different from planted vegetation?
4. Mention any four examples of natural vegetation.
5. Give the meaning of Natural vegetation.
6. What is Planted vegetation?
7. Mention any three examples of planted vegetation.
8. Give any two ways vegetation supports the life of wild animals.
9. How does vegetation help to modify climate of an area.?
10. Give one reason why people plant grass in their compounds.
11. Mention any one building material obtained from vegetation.
12. Give any four ways vegetation is important in the environment.
13. State any two ways vegetation has improved the health of the people in your district.
14. How has vegetation promoted the development of craft work industry?
15. Mention any two examples of wood fuel.
16. Give one way herbalists benefit from vegetation in your community.
17. How does vegetation help to purify air?
18. Give any three ways vegetation is dangerous to people.

FORESTS IN OUR DISTRICT.

A forest is a large group of trees growing together in an area.

Types of forests

- Natural forests
- Planted forests.

NATURAL FORESTS.

Natural forests are groups of trees that grow in an area on their own.

Examples of natural forests.

- Budongo forest (the largest forest in Uganda)
- Mabira forest (the largest forest in Central region of Uganda, located along Kampala-Jinja highway)
- Bwindi impenetrable forest (located in South Western Uganda, famous for mountain gorillas)
- Maramagambo forest
- Bugoma forest.
- Mountain Elgon forest
- Malabigambo forest
- Itwara forest
- Zoka forest
- Ssese forest



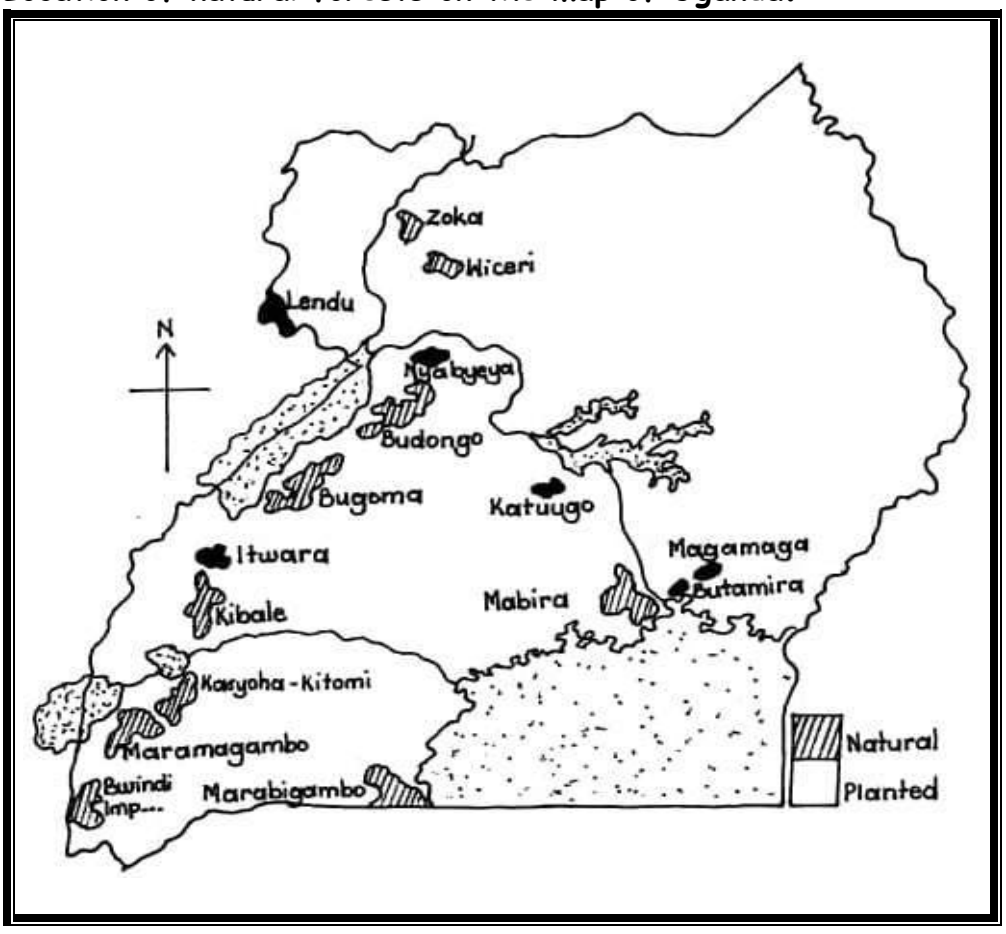
Budongo forest *is the largest natural forest in Uganda.*

Characteristics of natural forests.

- **They have a thick undergrowth.(this makes them impenetrable)**
- **Trees grow very tall. (to get sunlight)**
- **Trees form a canopy.(a layer of leaves and branches that form a cover to the ground)**
- **Trees are ever green. (they don't shed their leaves)**
- **Trees have buttress roots.**
- **Trees take a long time to mature.**
- **Trees have broad leaves.**
- **Trees produce hard wood.**
- **Trees are of different species.**

➢ Note: -***Deciduous trees*** *are trees that shed their leaves during the dry season. They shed their leaves in order to reduce the rate of transpiration.*

Location of natural forests on the map of Uganda.



Examples of tree species that commonly grow in natural forests.

- ❖ Mahogany
- ❖ African walnut
- ❖ Teak
- ❖ Mvule (iroko)
- ❖ Rosewood
- ❖ Ebony
- ❖ Green heart

Products obtained/ got from hard wood.

- ❖ Tables
- ❖ Benches
- ❖ Cupboards
- ❖ Desks
- ❖ Wooden windows
- ❖ Chairs
- ❖ Wooden doors



Lesson Exercise.

1. What is a forest?
2. Mention the two types of forests.
3. Name the largest natural forest in Uganda.
4. Which natural forest is located along Kampala-Jinja highway?
5. Name any four natural forests in Uganda
6. Why are natural forests referred to as impenetrable forests?
7. Name the largest natural forest found in the central region of Uganda.
8. State any four characteristics of natural forests.
9. Which type of wood is commonly obtained from natural forests?
10. Why do trees in natural forests usually grow very tall?
11. What are deciduous trees?
12. Why do some trees shed their leaves during the dry season?
13. What name is given to the umbrella-like structure formed by trees in natural forests?
14. Mention any four tree species that commonly grow in natural forests.
15. Mention any four products that are commonly obtained from soft wood timber.

PLANTED FORESTS.

Planted forests are groups of trees that grow by the help of man.
Planted forests are usually planted by man.

Examples of planted forests.

- Magamaga forest in Mayuge
- Katuugo forest in Nakasongola
- Butamira in Jinja
- Bugamba in Mbarara.
- Mafuga forest in Rukungiri
- Lendu forest in Nebbi (the largest in Uganda)
- Nyabyeya forest in Masindi



Characteristics of planted forests.

- Trees are planted in rows
- Trees mainly produce soft wood.
- Trees are well spaced.
- Trees are of the same species.
- Tees mature almost at the same time.
- Trees take a short time to mature.

Examples of tree species that commonly grow in planted forests.

- Pine
- Cedar
- Spruce
- Fir
- Eucalyptus
- Cypress.

Uses of some tree species that are commonly planted

- ✓ **Ficus tree** (mutuba tree)- it is used for making bark cloth.
- ✓ **Rubber tree**-it provides latex used for making rubber balls, erasers, car tyres, shoe soles, gum boots, gloves, elastic bands etc.
- ✓ **Grape tree**-it provides grapes used for making wine.
- ✓ **Oil palm**-it provides palm oil used for making cooking oil, margarine, soap, candles
- ✓ **Wattle tree-**it provides tannin used for softening leather/ animal skins.
- ✓ **Mulberry**-it is used for making drugs eg. quinine

Products commonly obtained from soft wood

- ❖ match boxes
- ❖ match sticks
- ❖ papers
- ❖ pencils
- ❖ ply wood
- ❖ wooden rulers
- ❖ toilet papers
- ❖ soft boards



Lesson Exercise.

1. What are planted forests?
2. Name the largest planted forest in Uganda.
3. Mention any four planted forests in Uganda.
4. Which type of wood is commonly obtained from planted forests?
5. Mention any four tree species that are common in most planted forests.
6. How are wattle trees useful to the leather tanning industry?
7. Write down any three examples of soft wood trees.
8. State any four characteristics of planted forests.
9. Mention any four products obtained from palm oil.
10. How is ficus tree socially important to the people of Buganda?
11. Write down any three products made out of latex obtained from rubber tree.
12. Mention any four products obtained from soft wood.

Importance of forests.

- ❖ Forests are a source of income through attracting tourists
- ❖ They help in formation of convectional rainfall.
- ❖ They are a source of herbal medicine.
- ❖ Trees act as wind breaks.
- ❖ They are a source of food to people and animals.
- ❖ Trees act as natural habitats for wild animals.
- ❖ They are a source of wood fuel.
- ❖ They help to reduce soil erosion.
- ❖ They are a source of raw materials for industries.

Economic activities that are commonly done in forests

- ❖ Lumbering
- ❖ Charcoal making
- ❖ Tourism
- ❖ Crop growing
- ❖ Herbal medicine collection
- ❖ Fruit gathering

Forest resources.

These are valuable / important things got from forests.

These include;

- ❖ Timber
- ❖ Wood fuel (charcoal and firewood)
- ❖ Latex
- ❖ Tannin
- ❖ Herbal medicine
- ❖ Fruit

Dangers of forests

- ❖ They are hiding places for wrong doers/ criminals.
- ❖ They are breeding places for disease vectors.
- ❖ They harbour dangerous wild animals.



Lesson Exercise.

1. Mention any two examples of wood fuel.
2. Give any three ways forests are important.
3. Which type of rainfall is commonly received around forested areas?
4. Why do areas around forests usually receive plenty of rainfall?
5. Mention any four economic activities that are commonly carried out in forests.
6. Which type of medicine is commonly obtained from forests?
7. Why are monkeys commonly found in forested areas?
8. Name the largest natural forest in Uganda.
9. Give one way forests are economically important in your locality.
10. How to forests help to modify climate of an area?
11. State any two ways forests are dangerous to people living near them.
12. Write down any two examples of forest resources.

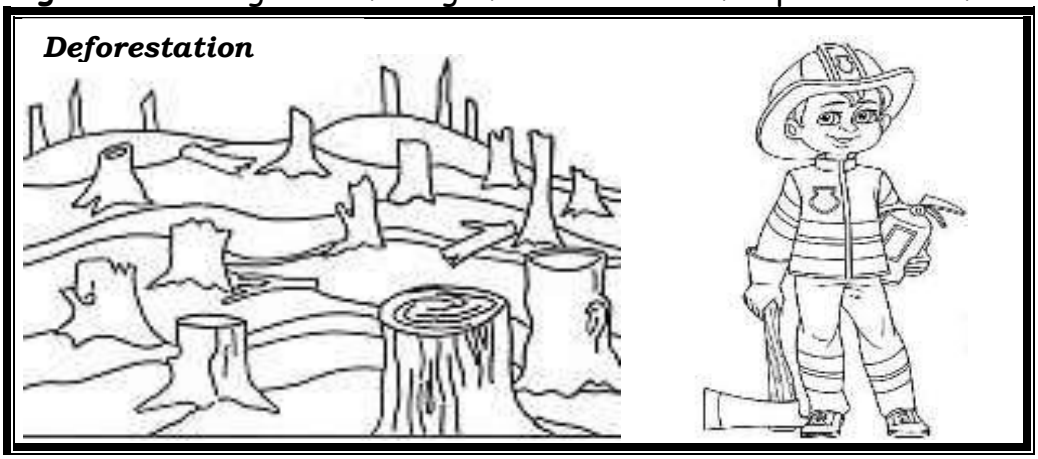
Problems facing forests

- ❖ Deforestation.
- ❖ Outbreak of bush fires.
- ❖ Human encroachment on forests.

DEFORESTATION

Deforestation is the massive cutting down of trees without replacement.

Lumbering is the cutting down/felling of mature trees for production of timber.



Reasons why people cut down trees/ carry out deforestation.

- ❖ To get land for settlement
- ❖ To get land for crop growing.
- ❖ To get land for constructing roads.
- ❖ To get land for building industries.
- ❖ To get timber.
- ❖ To get wood fuel.
- ❖ To get land for constructing flat play grounds.

Dangers / effects of deforestation.

- ❖ It leads to soil erosion.
- ❖ It leads to desertification/ drought.
- ❖ It destroys the natural habitat for animals.
- ❖ It leads to displacement of wild animals.
- ❖ It leads to extinction of some tree species.
- ❖ It reduces the amount of rainfall received in an area.



Lesson Exercise.

1. Give the meaning of the term Deforestation.
2. Apart from deforestation, give any two other problems facing forests.
3. What term refers to the felling of trees for production of timber?
4. Give any four reasons why people carry out deforestation.
5. State any two ways the big number of people today has led to deforestation.
6. Give one way road construction negatively affects the environment.
7. State any three dangers that may result from deforestation.
8. Give two ways deforestation affects wild animals.

FOREST CONSERVATION.

Forest conservation is the act of protecting forests from extinction.

Ways of conserving forests.

- ❖ By practising afforestation.
- ❖ By practising reafforestation.
- ❖ By practising agro-forestry
- ❖ By teaching people on the importance of forests.
- ❖ By educating people about the dangers of deforestation.
- ❖ Through rural electrification. (extension of electricity to rural areas)

➢ **Note:**

- ✓ ***Afforestation*** *is the planting of trees on a large scale where they have never been/ existed.*
- ✓ ***Reafforestation*** *is the planting of trees on a large scale where they have ever been/ existed.*
- ✓ ***Agro-forestry*** *is the growing of crops together with useful trees on the same piece of land.*
- ✓ ***National Forestry Authority (NFA)*** *is the body that is responsible for conservation of forests in Uganda.*

Roles of NFA.

- ❖ It teaches people about the importance of forests.
- ❖ It enforces laws against deforestation.
- ❖ It creates forest reserves.
- ❖ It evicts people settling in forest reserves.



Lesson Exercise.

1. Give the meaning of Forest conservation.
2. State any three ways forests can be conserved.
3. Write NFA in full.
4. Give the meaning of each of the following;
   (i) Afforestation.
   (ii) Reafforestation.
   (iii)Rural electrification.
5. Name the body that is responsible for conservation of forests in Uganda.
6. Give any three ways the body in (5) above conserves forests in Uganda.
7. What term refers to the practice of growing crops together with trees in the same garden?
8. State any two problems facing forests .

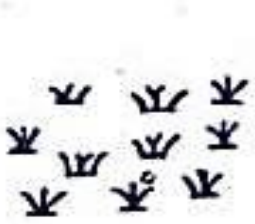
SWAMP VEGETATION

***A* swamp** is a water logged area with vegetation.

Or. ***A* swamp** is an area that has vegetation and plenty of water.

Swamps are sometimes referred to as **wetlands.**

Swamps are found along rivers, lakes and valleys.

A map symbol of a swamp	*Papyrus*	*A flower vessel made out of clay*
		

Examples of swamp vegetation

- ❖ Papyrus
- ❖ Palm trees

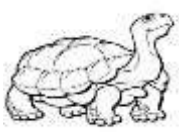
Economic activities commonly carried out in swampy areas.

- ❖ Crop growing
- ❖ Fishing
- ❖ Mining
- ❖ Tourism
- ❖ Pottery
- ❖ Brick making .

Swamp resources/ craft raw materials got from swamps.

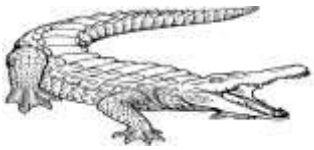
- ✓ **Papyrus reeds**-used for making baskets, mats, hats etc
- ✓ **Palm leaves**-used for making mats etc.
- ✓ **Clay**-used for making products like cups, plates, pots, flower vessels etc
- ✓ **Sand**-used for building.

Common crops grown in swamps




- ❖ Rice
- ❖ Yams
- ❖ Vegetables
- ❖ Sugarcane

Importance of swamps.




- ❖ They are a source of water.
- ❖ They are a source of fish eg. Mud fish.
- ❖ They are a source of minerals eg. Sand
- ❖ They are habitats for aquatic animals eg. Crocodiles, hippopotamuses, frogs etc.
- ❖ They help in formation of convectional rainfall.
- ❖ They help to filter water. (they have spongy-like roots which help to filter water)
- ❖ Swamps help to control floods.
- ❖ They are a source of raw materials for craft work eg. Papyrus reeds, palm leaves etc.
- ❖ They attract tourists who bring in income.



Lesson Exercise.

1. What is a swamp?
2. Name the commonest plant found in swampy areas.
3. Draw a map symbol of a swamp in the space provided below.

4. Give any four ways swamps are important in the environment.
5. Which type of fish is commonly obtained from swamps?
6. Name any three examples of aquatic animals.
7. Mention any three craft raw materials commonly got from swamps.
8. Give any two ways swamps are economically important to people in the community.
9. Mention any three economic activities that are commonly carried out in swamps.
10. Mention any three crops that are commonly grown in swamps.

MISUSE OF SWAMPS.

Ways people misuse swamps.

- ❖ By dumping industrial wastes in swamps.
- ❖ Through uncontrolled harvesting of papyrus reeds.
- ❖ By burning swamp vegetation.
- ❖ Through swamp drainage.

- **Note:**
  - ✓ ***Swamp drainage*** *is the removal of water from swamps.*
  - ✓ ***Swamp reclamation*** *is the act of changing a swamp from its natural state for other uses.*
  - ✓ ***Swamp encroachment*** *is the illegal settlement in swamps.*

How people drain swamps.

- ❖ By adding murram in swamps.
- ❖ By digging channels in swamps.

Reasons why people drain swamps.

- ❖ To get land for crop growing.
- ❖ To get land for constructing industries.
- ❖ To get land for settlement.
- ❖ To construct roads.

Dangers of draining swamps.

- ❖ It leads to drought/ desertification.
- ❖ It leads to death of aquatic animals.
- ❖ It leads to floods.
- ❖ It leads to displacement of aquatic animals.
- ❖ It leads to reduction in craft raw materials.

Problems faced by people living near swamps.

- ❖ Floods during the rainy season.
- ❖ Attacks from aquatic animals.
- ❖ Poor road transport.
- ❖ Attacks from disease vectors that live in swamps.

GRASSLANDS.

Grasslands are large areas of land covered with grass.
Grassland is the dominant form of plant life.
Areas which receive heavy rainfall usually have tall grass while those that receive very little rainfall usually have short grass.

Examples of common grass.

- ❖ Spear grass
- ❖ Couch grass
- ❖ Paspalum
- ❖ Star grass
- ❖ Finger millet grass
- ❖ Wondering jew

Importance of grass.

- ❖ It helps to reduce soil erosion.
- ❖ It is used as pasture for animals.
- ❖ It acts as a natural habitat for animals.
- ❖ It is used as mulches.
- ❖ Grass beautifies the environment.
- ❖ It is a source of herbal medicine.
- ❖ It is used for mulching houses

Dangers of some grass.

- ❖ Some grass is poisonous to people and animals.
- ❖ Some grasslands are hiding places for wrong doers.
- ❖ Some grass are weeds in the garden.



Lesson Exercise.

1. What is swamp drainage?
2. Give any two ways people drain swamps.
3. State any three ways people misuse swamps.
4. Give any three reasons why people drain wetlands.
5. State any three ways swamps are important in the environment.
6. Give any three problems faced by people who live near swamps.
7. State any three problems an area is likely to face as a result of the destruction of the existing swamps.
8. Mention any three products that are obtained from the raw materials got from swamps.
9. Mention any two common grass that exists in the environment.
10. State any four importance of grass
11. Mention the commonest grass that is commonly planted in people's compounds.
12. Give any two reasons why people plant the above grass in their compounds.

CROPS.

Crops are plants grown in the garden for social and commercial purpose.
Crop growing is carried out in areas that have fertile soils and receive reliable rainfall.

Why people grow crops.

- To sell them and get money.
- To get food.
- To get raw materials for agro-based industries.

Types of crops.

- Traditional cash crops.
- Non-traditional cash crops.

(i) TRADITIONAL CASH CROPS.

Traditional cash crops are crops which were originally grown for sale.

Examples of traditional cash crops.

- Coffee
- Tobacco
- Cocoa
- Sisal
- Cotton
- Tea
- Oil palm
- Rubber

Products obtained/ made from different cash crops

Crop	Product(s)
Cotton	Clothes, cotton wool, threads
Pyrethrum	insecticides
Oil palm	Palm oil used for making cooking oil, soap, margarine etc.
Tea	Beverages

Rubber	Latex for making gloves, balls, shoe soles, car tyres, erasers etc
Tobacco	Cigarettes
Sun flower	Cooking oil
Sisal	Ropes, strings
Maize	Maize flour

Factors that promote crop growing in an area.

- ❖ Presence of fertile soils
- ❖ Presence of reliable rainfall.
- ❖ Presence of ready market for farm produce.
- ❖ Improved transport and communication.
- ❖ Presence of capital.
- ❖ Presence of high labour force.

Importance of growing traditional cash crops.

- ❖ They are a source of income to people.
- ❖ They provide raw materials to industries (agro-based industries)
- ❖ It creates employment opportunities to people.
- ❖ They promote trade in the community.
- ❖ It promotes the development of roads in an area.

Problems faced by crop farmers.

- ❖ Limited capital.
- ❖ Drought which dries up crops.
- ❖ Limited market for farm produce.
- ❖ Outbreak of crop pests and diseases.
- ❖ Shortage of labour on farms. This results from rural-urban migration.

Possible solutions to the problems faced by crop farmers.

- ❖ By watering crops in case of drought.
- ❖ By spraying crops using insecticides.
- ❖ The government should provide small scale loans to farmers.
- ❖ The government should build better roads in the country.

(ii) NON-TRADITIONAL CASHCROPS.

Non-traditional cash crops are crops which were originally grown for food but can now be sold.

Examples of Non-traditional cash crops.

- ❖ Beans
- ❖ Maize
- ❖ Cassava
- ❖ Banana
- ❖ Yams
- ❖ Rice
- ❖ Ground nuts
- ❖ Soya beans
- ❖ Vegetables like cabbage

Importance of growing Non-traditional cash crops.

- ❖ It promotes food security in the country.
- ❖ It creates job opportunities to people.
- ❖ Crop sales are a source of income to people.
- ❖ It promotes the development of industries in an area.

PERENNIAL CROPS.

These are crops which take a long time to mature and are harvested several times.

Most of the traditional cash crops are perennial.

Examples of perennial crops.

- ❖ Coffee
- ❖ Cocoa
- ❖ Sisal
- ❖ Tea
- ❖ Mango plants
- ❖ Rubber
- ❖ Oil palm

ANNUAL CROPS.

These are crops which take a short time to mature and are harvested once.

Examples of annual crops.

- ❖ Maize
- ❖ Cotton
- ❖ Sorghum
- ❖ Beans
- ❖ Tobacco
- ❖ Cassava
- ❖ Rice
- ❖ Millet
- ❖ Peas

Ways of caring for crops in the garden.

- ❖ By weeding them.
- ❖ By thinning.
- ❖ By pruning them.
- ❖ By watering the crops.



Lesson Exercise.

1. Mention the two types of crops.
2. Give any two reasons why people grow crops.
3. Mention any three examples of each of the following;
   (i) Traditional cash crops.
   (ii) Non-traditional cash crops.
4. State the difference between traditional cash crops and non-traditional cash crops.
5. Give any three factors that promote crop growing in an area.
6. Complete the table below

Crop	Product obtained
_____	Clothes
Pyrethrum	_____
_____	Maize flour
Tobacco	_____

7. State any three problems faced by crop farmers in your community.
8. Give three ways the above problems can be solved.
9. What name is given to industries that use agricultural produce as their raw materials?

10. Give any three ways farmers can care for crops in their gardens.
11. Give one reason why the government encourages people to grow non-traditional cash crops.
12. Mention any three examples of perennial crops.
13. Give two ways crop cultivation promotes development in an area.

VEGETATION CONSERVATION.

This is the protection of plant life from being destroyed.

It is the act caring for and protecting plants in the environment.

Human activities which destroy vegetation in an area.

- ❖ Deforestation
- ❖ Swamp drainage.
- ❖ Brick making
- ❖ Bush burning
- ❖ Over cultivation.
- ❖ Over grazing

Ways how man destroys vegetation in an area.

- ❖ Through bush burning
- ❖ Through deforestation.
- ❖ Through swamp drainage.
- ❖ Through uncontrolled wetland harvesting.
- ❖ Through overgrazing.
- ❖ Through overcultivation.

➢ **Note:** -*Deforestation and bush burning* ***leave the land bare exposing it to agents of soil erosion.***

Human activities which promote the growth of vegetation in an area.

- ❖ Afforestation.
- ❖ Reafforestation.
- ❖ Agro-forestry.

Ways of conserving/ caring for vegetation.

- ❖ By watering plants during the dry season.
- ❖ By adding manure to the soil.
- ❖ By weeding the crops.
- ❖ By thinning vegetation.
- ❖ By pruning plants.
- ❖ Through rotational grazing.

Bodies that promote conservation of vegetation in Uganda.

- ✓ National Environment Management Authority (NEMA)
  This conserves and protects wetlands in Uganda.
- ✓ National Forestry Authority (NFA)
  This conserves forests in Uganda.
- ✓ Uganda Wildlife Authority (UWA)
  This conserves wildlife (animals, birds and plants that live on their own in the natural habitat) in Uganda.

How NEMA conserves the environment/ roles of NEMA.

- ❖ It teaches people about the importance of forests and swamps.
- ❖ It creates forest reserves.
- ❖ It enforces laws against wetland degradation.
- ❖ It evicts people settling in wetlands.

Importance of conserving vegetation.

- ❖ It reduces soil erosion.
- ❖ It conserves the natural beauty of the environment.
- ❖ It conserves the natural habitat for animals.
- ❖ It promotes tourism.
- ❖ It promotes constant supply of craft raw materials.
- ❖ It controls drought.
- ❖ It promotes constant supply of wood fuel.



Lesson Exercise.

1. Give the meaning of Vegetation conservation.
2. Mention any four human activities that destroy vegetation in an area.
3. Give any three ways one can care for vegetation in the environment.
4. Write the following in full.
   (i) NEMA
   (ii) NFA
   (iii)UWA
5. Name the body that is responsible for conservation of the environment.
6. Give any three ways the body in (5) above protects the environment.
7. Why do areas with thick vegetation usually receive plenty of rainfall?
8. What term refers to the plants, animals and birds that live on their own in the natural environment?
9. Give any three reasons why itis always important to care for vegetation.
10. How does bush burning lead to soil erosion in an area?
11. Mention any three human activities that promote the growth of vegetation in an area.
12. Give any two ways deforestation affects the natural environment.

TOPIC 4: PEOPLE IN OUR DISTRICT.

ORIGIN OF PEOPLE IN OUR DISTRICT.

STONE AGE

Stone age is the time when early man used tools made out of stones.

Stages of stone age

- The Old stone age/ Early stone age/ Palaeolithic
- The Middle stone age/ Mesolithic
- The New/Late stone age/Neolithic

THE OLD STONE AGE

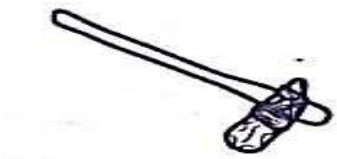
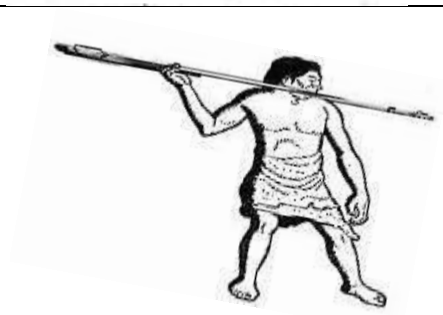
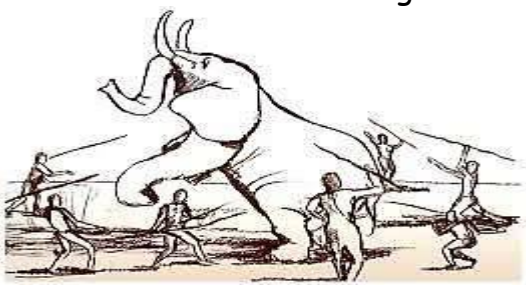
It was the first stage of stone age.

It is also called the early stone age.

Characteristics of Old stone age

- Early man had hairy body.
- Man used to eat raw meat.
- Man lived a wild and unsettled way of life.
- Man slept under big trees and stones.

Tools used by early man in the Old stage age.

Name of the tool	*Drawing*	*Use of the tool to early man*
Bolas		❖ It was used to trap fast running animals during hunting
Hand axe		❖ It was used for skinning animals
Hand spears		❖ It was used for hunting 
Bone needle		❖ It was used for stitching animal skins and hides to make clothes

Cleaver		❖ It was used for chopping meat
Wooden club		❖ It was used for killing trapped animals
Bow and arrow		❖ It was used for hunting and fishing

Examples of early man's food.

- ❖ Raw meat
- ❖ Insects
- ❖ Fish
- ❖ Wild honey
- ❖ Plant roots
- ❖ Fruit
- ❖ Barks of trees

Ways early man obtained (got) food.

- ❖ By hunting.
- ❖ By fishing.
- ❖ By gathering wild berries (fruit).
- ❖ Collecting wild honey.

Places where early man used to live.

- ❖ Caves
- ❖ River banks
- ❖ Under big trees.
- ❖ Lake shores

- Note:-***The discovery of fire*** *marked the end of Old stone age and marked the beginning of Middle age.*



Lesson Exercise.

1. Give the meaning of stone age.
2. Mention the three stages of stone age.
3. State any three characteristics of man during the old stone age.
4. Why did the old stone age man feed on raw meat?
5. How was a bolas useful to early man?
6. Apart from a bolas, mention any three other early man's tools.
7. Give any two ways early man obtained his food.
8. Mention any three examples of early man's food.
9. Mention any three places where the old stone age man commonly lived.

10. How was a club useful to people of long ago?
11. Mention any two tools that were used by early man during hunting.
12. What important discovery marked the end of early stone age?

MIDDLE STONE AGE

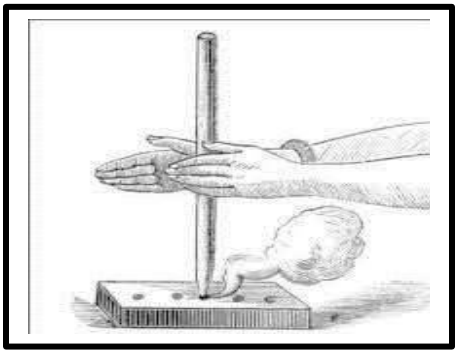
This was the second stone age of early man's development.
It is also called the Mesolithic period.
The discovery of fire marked the beginning of the Middle stone age.

Characteristics of man in the Middle stone age.

- ❖ Man started living in caves.
- ❖ Man started eating roasted meat.
- ❖ Man tamed the first animal (a dog).
- ❖ Man had less hairy body than in old stone age.

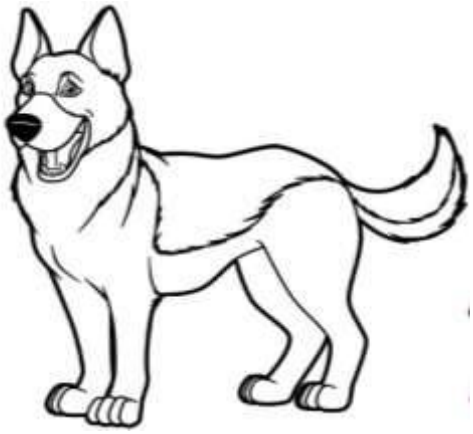
How early man discovered fire.

He rubbed a dry stick into a hole in a dry piece of wood.
As a result of friction, fire was produced.



How fire was important to early man.

- ❖ It was used for roasting meat.
- ❖ It was used to boil poison.
- ❖ It was used for hardening his tools. eg.pots
- ❖ It provided light in caves.
- ❖ It provided warmth to early man in caves.
- ❖ It was for protection (scaring away wild animals).



Ways how fire helped man to live in caves.

- ❖ It provided light in caves.
- ❖ It provided warmth in caves.
- ❖ It scared away wild animals.

Importance of a dog to early man.

- ❖ It helped early man during hunting.
- ❖ It protected early man from wild animals.

- ➢ Note: ***The discovery of farming*** *marked the end of Middle stone age and marked the beginning of New stone age period.*



Lesson Exercise.

1. Which important discovery marked the beginning of the middle stone age?
2. Name the first animal to be tamed by man.
3. Give any two ways the above animal was useful to early man.
4. Which discovery helped early man to live in caves?
5. Give any two ways the discovery in (4) above helped early man to live in caves.
6. State any two characteristics of the middle stone age man.
7. How did early man discover fire?

8. Give any four ways the discovery of fire improved the life of early man.
9. Name the stone age in which early man started living in caves.
10. Which important discovery marked the end of the middle stone age?
11. Draw and name any three tools that were used by middle stone age man.
12. Why was the middle stone age man able to eat roasted meat?

THE NEW STONE AGE.

This stone age is also referred to as the Late stone age/ Neolithic.

Characteristics of man in the New stone age.

- Man started to live in small organized communities.
- Man started growing crops (this made man to start a settled life).
- Man tamed many domestic animals.
  - Note:-***The discovery of iron smelting*** *marked the end of Stone age and the beginning of Iron age.*

Ways farming helped early man to live a settled life.

- Man had enough food for eating.
- Man needed to settle and take care of his crops and animals.

IRON AGE.

This is a period when early man started using tools made of iron.

Black smithing is the act of making iron tools.

A black smith is a person who shapes and repairs iron tools.

Iron smelting was started by the Bachwezi in Uganda.

Examples of iron tools that were made and used by early man.

- Panga
- Saucepans
- Arrows
- Hoe
- Spear
- Knife

				
a panga	*a knife*	*a sickle*	*a spear*	*a gun*

How the discovery of iron smelting improved early man's life.

- Man was able to make better tools for farming and hunting.
- Man made strong weapons for protection.
- Man made better means of transport.
- Man made better fishing tools.



Lesson Exercise.

1. What important discovery marked the beginning of the new stone age?
2. State any two characteristics of the new stone age man.

3. Mention the discovery which helped man to life a settled a life.
4. In which way did the discovery of farming help early man to live a settled life?
5. What important discovery marked the end of the stone age?
6. Mention any three examples of iron tools that helped to improve man's life.
7. Which group of people introduced the knowledge of iron smelting in Uganda?
8. Mention the three stages of stone age.
9. Give any two ways the discovery of iron smelting helped to improve early man's life.
10. Mention the important discoveries that marked the beginning of each of the following stages of stone age;

(i) Middle stone age
(ii) New stone age.

LEGENDS ABOUT PEOPLE IN OUR DISTRICT

Legends are stories told about the people of long ago.

A myth is a story about the people of long ago which has supernatural events that are believed to be true.

Examples of legends commonly told in Uganda.

- ❖ The legend of the first Muganda (Kintu and Nambi).
- ❖ The legend of the Spear and the Bead.
- ❖ The legend of the first Bagisu (Mundu and Seera).
- ❖ The legend of the Bachwezi and the Batembuzi.
- ❖ The legend of Ruhanga and his brother.

THE LEGEND OF THE FIRST MUGANDA.



Location of Buganda in Uganda



Kintu and his cow



Kintu and Nambi to earth.

This legend explains the origin of the people of **Buganda**.

Long ago, a great man known as **Kintu** traveled with his prize cow from northern Africa to the land called **Uganda**. There he lived for many years on the milk his cow gave him. He built a grass hut and lived in peace.

One day the sons and daughter of **Gulu,** King of the Heavens, came to Earth. When **Nambi**, Gulu's daughter, met **Kintu,** she fell instantly in love with him. ***"Kintu is kind and generous,"*** she told her brothers. "***I wish to marry him. He is the finest man I've known***." " "You do not even know if he is the great Kintu," her brothers said. They were suspicious of the man and feared he had bewitched their sister. "He may be a magician or a sorcerer. He may be an animal in disguise," they said.

"But he has built himself a house," Nambi said. "Animals do not live as Kintu lives. " Nambi returned to the sky to ask her father's permission to marry **Kintu. Gulu** listened to

Nambi's pleas, but Nambi's brothers shook their heads. "*You must not let her marry this creature*," the elder brother said to his father. "We do not know if he is Kintu at all. He does not eat ordinary food. " "He drinks only milk from a cow," the second brother said.

"*I must think over the matter*," **Gulu** told his children.
Meanwhile, the brothers secretly returned to Earth and carried away **Kintu's cow**. They thought that if **Kintu** lost his cow, he would die of starvation.

When **Kintu** saw his cow was gone, he knew what he must do. He began to gather leaves and fruits of the earth. These he ate. He grew stronger still.
When Nambi spied Kintu's cow idling in the fields with her father's herd, she was alarmed. *"My beloved will starve,"* she cried. She returned to Earth to see what had happened to **Kintu.**

When she found him eating berries, she sat down beside him.
"**Kintu,"** she said softly, *"please come back with me to the sky.*

Your cow is there. We will steal it and return to Earth together. *I love you*, **Kintu.** I wish you every happiness. **" Kintu** was so moved by **Nambi's** generosity and gentleness that he agreed to travel with her to the sky.
When they arrived, he stared in disbelief. People were living in beautiful huts of golden grass. Herds of cattle roamed the blue-green fields. Goats and sheep and chickens ran through groves of plantain trees. **Kintu** had never seen such bounty.

"It is wonderful here," he said. *"I will stay here with you, **Nambi**.* " They sat down together beside her house, talking of their future together.
Nambi's brothers saw this and ran to their father. *"Your daughter has brought this creature with her to our heaven. " "I will test this being,"* **Gulu** said. *"I will find out if he is truly the great **Kintu**.* " He snapped his fingers and ordered his servants to prepare a meal large enough for hundreds. Then **Gulu** ordered **Kintu** to come to his palace.

Kintu stood solemnly before the king.
"I command you to eat every bit of this meal," **Gulu** said. "If you cannot, I will know you are an impostor, and you shall not marry my daughter. " **Kintu** sat down alone before the feast. He ate and drank as much as he could. Before long he was full, though dozens of baskets remained. He despaired, but suddenly a great hole opened in the floor of the palace. **Kintu** quickly tipped all of the food into the hole, and the hole closed.

"Come take away the baskets," **Kintu** called. When the servants and the brothers saw the baskets were all empty, they searched everywhere, but they could find no food.

Still **Gulu** was not satisfied. He handed **Kintu** a copper axe. *"I need kindling for my fire. Go and cut some kindling from rocks.*

Plain firewood is no use to me. " **Kintu** went outside, wondering what to do. "*If I strike rock with this axe, it will break*," he thought. Bending down to look closely at the rocks, he saw

tiny cracks running through each one. With his fingers, he pried off pieces of rock and took them to **Gulu**.
Still the King of Heaven was not satisfied. *"Go and fill this pot with dew*," **Gulu** ordered.

Kintu set out for the open grassland. That night, he sat upon the dry land, wondering how he would collect enough dew to satisfy the King of Heaven. At dawn he woke from a fitful sleep. He could not believe his eyes. Everywhere he looked the blades of grass glittered with dew. And more astonishing still, the water pot was full to its brim. He took the pot to **Gulu**.
"Father," **Nambi** said, "*you must see now that the man I love is Kintu. Allow me to marry him. " "One more test*," **Gulu** said. *"**Kintu** must choose his cow from among the royal herd. If he can find his own cow, I will know he is **Kintu** and I will bless your marriage*. " **Gulu's** herd was huge. Kintu stared out at it, wondering what to do, when a bee settled on his shoulder.

" *Take the cow upon whose back I settle*," the bee buzzed in **Kintu's** ear.
The next morning **Kintu** went to the royal fields to examine the vast herd. He saw the bee hovering nearby. **Kintu** pretended to search for his own cow, but all the while he kept careful watch on the bee. At last the bee flew straight to one of the larger creatures and settled upon her horn.
" *That is my cow*," **Kintu** called out. He touched his stick upon the cow's hide, and as he did, *the bee flew to a young heifer*. "And there," **Kintu** cried, *"that is one of her calves*. " **Gulu** was amazed. *"You are truly Kintu the Great,"* he said. "*And you will marry my daughter, **Nambi**.* "
So **Kintu** and **Nambi** married. **Gulu** gave them a sheep, a goat, a chicken, a plantain tree and seeds for every edible plant. "*Hurry now to Earth*," **Gulu** commanded. "*You must leave before your brother **Walumbe** returns. He will want to travel with you to Earth, and if he sees you, he must go along with you.* " **Kintu** and **Nambi** began their journey, but halfway home, **Nambi** said, *"Dear **Kintu**, I have forgotten grain for the chicken. I must return to the sky. I will hurry. "* Off she ran.
As **Nambi** was collecting grain from the fields of the sky, **Gulu** found her. *"I told you not to return*," he scolded.

Ashamed, **Nambi** turned to leave. As she was descending, **Walumbe** saw her. *"I am coming with you*," he told his sister.
And so together they traveled to Earth. There **Nambi** planted her garden with seeds and plantain trees. She and **Kintu** lived together happily, and she gave birth to many children.

For years **Walumbe** did not trouble them. But **Walumbe** is Death, After some time he took/killed one child, and then another. **Walumbe** started eating Nambi's children and **Kayikuzi** was sent from heaven to arrest **Walumbe** and take him back to heaven. But **Walumbe** ran and hid in a hole at **Tanda** along Kampala-Mityana road.

And since then, no matter how the people try to avoid **Walumbe**, he takes people away. Still, the family grew and prospered, and their descendants live to this day. The people say **Walumbe** did not take the great **Kintu**.

He left him on Earth to spread his goodness forever.

Lessons learnt from the Legend of the first Muganda.

- ❖ Forgetfulness is bad.
- ❖ To be determined/ to work hard in order to get what we want.
- ❖ Forgetfulness can lead to death.
- ❖ When you decide, never turn back.
- ❖ Poverty cannot stop one from succeeding.



Lesson Exercise.

1. What is a legend?
2. Mention any four common legends amongst the people in your community.
3. Who is believed to be the first Muganda on earth?
4. How was Nambi related to the first Muganda?
5. Who was the father of Nambi?
6. Name the creature that used to provide food to Kintu while on earth alone.
7. Name the two brothers of Nambi.
8. Where did the father of Nambi live according to the legend of the first Muganda?
9. Mention the four tests that were given to Kintu before he was allowed to marry Nambi.
10. Name the cruel brother of Nambi.
11. Mention any three things Gulu gave to Kintu and Nambi on their way to the earth.
12. Name the son of Gulu who was sent to take back Walumbe to heaven.
13. Give the meaning of the name Walumbe.
14. Mention any four districts that form Buganda kingdom
15. Name the place where Walumbe hid himself when Kayikuzi tried to take him back to heaven.
16. Mention any four lessons learnt from the legend of the first Muganda.

THE LEGEND OF THE BACHWEZI AND THE BATEMBUZI.

Once upon a time, so it is said, two kingdoms existed; one on the earth's surface and another beneath the earth(underworld). The earthly kingdom was inhabited by a tribe called '**Batembuzi**' which means the first inhabitants and was under the rule of **King Isaza**. The underground world kingdom was occupied by **Bachwezi** who were ruled by **Nyamiyonga.** The Bachwezi were believed to possess supernatural powers and could appear and disappear at will.

One day, so it is said, the Underworld king proposed a blood brotherhood with the Earthly counterpart **Isaza** like in most African cultures by exchanging coffee beans soaked in one another's blood which I**saza** refused and passed the seed to his servant.
This disrespectful act by **Isaza** disgraced the good willed **Nyamiyonga** who plotted to have his dis graceful counterpart pay for his ill-willed action. The legend has it that **Nyamiyonga** sent his most gorgeous and charmingly beautiful daughter known as **Nyamata** as a bride to **Isaza** who new less about this move. On seeing the conspicuous **Nyamata, Isaza** could not escape her splendid beauty and fell for her.

This however, surpassed **Nyamiyonga's** expectations of attracting **Isaza** to his palace as a son in law since **Isaza** refused to accompany his wife to Pay a visit to the wife's parents after having a son with her.
Fortunate enough for **Nyamiyonga**, her daughter had collected enough information about **Isaza's** key interest which was found out to be cows. **Nyamiyonga** quickly made another trap for **Isaza** by sending him very beautiful cows which he later found in his kraal one early morning.

After a good period of time, so it is said, these cows were reported to have left the herd which prompted the 'ignorant' **Isaza** to set out for them. He left his **gate keeper Bukuku** in charge of his palace, so the legend is told, for he wasn't sure when he would return. Legend has it that after a long search, **Isaza** finally set eyes on the cows but from a far distance. He followed to stop them but it is said they went into the lake and they later sunk as he followed suit. Not long enough, so it is said, **Isaza** discovered the cows and himself were in **Nyamiyonga's** kingdom. He was given a warm welcome of a typical African guest with plenty of drinks and eats. After introductions, **Isaza** was accommodated and assured of safety and departure at his own will.

Tradition has it that **Isaza** spent a few days and was later given his wife and son with the cows to start his journey back to his kingdom. Along the way, so it is said, **Isaza** lost all he had simultaneously with the family first and later the cows, a thing he couldn't bear. Attempts to go home were futile and so was going back to his host king since all the ways were blocked and he was only left with a standing space. It is upon this untimely incident, that **Isaza** began his never ending effort to find the way through back to Earth by stubbing his spear into the roof like ground above his head **causing earthquakes** that we always feel and hear, according to the legend.
Meanwhile as the people up waited for his return in vain, the **gate keeper-Bukuku** assumed power and took over the throne pronouncing himself the new king. Bukuku's era was full of mischief and fear of uncertainty which prompted him to consult a local prophet about his fate. It is said that news from the prophet were not worth hearing for the new king as it was said he would be killed by his own grandson.

In an attempt to avoid the unfortunate foretold fate, **Bukuku** was advised never to allow his only daughter **Nyinamwiru** to get married. He decided to lock her daughter up in one of the palace rooms and put a guard never to allow her meet any boy/man. As no power apart from God's has been known to challenge nature, **Nyinamwiru's** outstanding beauty and age, attracted one **Isimbwa** the son to **Isaza** and **Nyamata** who like other Bachwezi had super natural powers that enabled him to sneak into the palace unnoticed and impregnated **Nyinamwiru** who later gave birth to a baby boy.
Upon hearing the news of the birth of a grandson, **Bukuku** was greatly upset by his daughter and ordered the guards to cut off one of her breasts and pluck out one eye in order to distort her beauty and avert her admirers.

Like Moses of the bible, the fate of the young boy lied in the hands of those ordered to eliminate him. Lucky enough for him, he was dumped in a swamp in the neighborhood where he was later picked by a local potter who named him **Ndahura.**

Learning about the news of her son in the hands of a poor potter, **Nyinamwiru** sent a message to the potter to make a beautiful craft and present it as a present to the king which would in turn earn him an appreciation of a lactating cow which would help to provide milk to raise the child.

It was not long that **Nyinamwiru's** plan worked as anticipated and the potter was given the cow. The legend has it that the cut breast of **Nyinamwiru** was thrown in the present day cave area where it continued to leak milk and the potter often took the boy at regular intervals for breast feeding.
Days became month and month became years and the fateful boy **Ndahura** reached his youthful stage and was prominent for his courage that at one time he challenged the King's servants at the water point when he made his adopter's cows drink before those of the king, an act that was not only unheard of but also unbearable.

When the king received this embarrassing news, he vowed to face and eliminate that disrespectful son of a potter whom he hardly knew that he was his grandson. It was not long enough before the day break and the 'fire- spitting' old king took his cows himself to face the young man at the water point.
As the king brought forward his cows, the stubborn **Ndahura** gave a challenge which prompted the King to unleash his anger impatiently by throwing his spear at the young man who dodged it. Like the Biblical story of David Vs Goliath, Ndahura never missed but only Struck the king's heart and killed him with his own spear as the prophecy had been told.

Ndahula quickly pronounced himself king and started on the expansion of the kingdom which was later to be known as the **Bunyoro-Kitara empire** that spanned on the area between the Kagera and the Nile rivers. He was known as the **first Chwezi ruler** and founder of this great empire initiating the **Chwezi dynasty** that existed up to around the 15th century.



Lesson Exercise.

With your friend, discuss the lessons you learn from the above leaend.

1. Apart from the legend of the Batembuzi, mention any three other common legends among people in your community.
2. Who was the last king of the Bachwezi?
3. Name the group of people who founded the underground kingdom according to the legend of the Bachwezi.
4. How was Bukuku helpful to king Isaza during his rule?
5. Which group of people founded the Tembuzi dynasty?
6. Who was the first king of Bunyoro-Kitara empire?
7. Mention the group of people replaced the Batembuzi in Bunyoro-Kitara empire
8. Who was the king of the underground world according to the legend of the Bachwezi?
9. Who was the mother of Ndahura according to the legend of the Bachwezi?
10. How did the Tembuzi dynasty come to an end?

THE LEGEND OF RUHANGA AND HIS BROTHER.

This legend explains the origin of the people of **Ankole.**

In the beginning, **Ruhanga, the creator** lived in space with his brother **Nkya. Nkya** who was younger and restless complained he was bored with everything being so normal and mundane. **Ruhanga** created heaven and earth for his brother. He threw a stone in the air and it became the sun. **Nkya** was happy with this but soon started to complain again about the constant sun and no shade. **Ruhanga** moved the sun to the West and covered it with a cloud. He then threw another stone in the air and created the moon. He ordered **Nkya** to sleep and created the cock to crow to wake **Nkya** up when night had passed. He also created grasses and trees for more shade. He then ordered **Nkya** to stay on Earth while he returned to attend to matters in Heaven.

In heaven **Ruhanga** realized his hands were dirty and washed his hands which proceeded to pour down to Earth as rain. **Nkya** got drenched and complained to **Ruhanga.** He told **Nkya** to break off branches cut the grass and make shelter but **Nkya** had no tools. **Ruhanga** got a rock and threw it to the ground and it broke to make a knife, an axe and a hammer. **Nkya** went ahead to make a hut.



Beloved Cow Ruhanga gave to Nkya to kill his boredom on earth

He soon got bored again and demanded for something to look at. **Ruhanga** then created flowers, shrubs, goats and sheep. He also created cattle which pleased **Nkya** immensely. He made a bowl and showed **Nkya** how to milk the cows. He also created a creeper that provided more food for **Nkya.** This time **Nkya** has so many things to occupy him in the new world and he was impressed. He enjoyed his time on earth but tending to everything was a lot of work. **Ruhanga** gave him a son who Nkya called **Kantu.**

In time the work was still a bit hectic for **Nkya** and **Kantu**, so Ruhanga gave him 3 other sons. There was confusion because all of them were called **Kantu**. So Ruhanga devised means to test **Nkya's** sons and name them according to how they performed. For the first test, **Nkya** hid three items at a junction on a path far from home. He put a basket of sweet potatoes, strips of ox hide and the head of the ox. He then sent his sons on the same path.

On reaching the junction, the eldest son saw the basket of potatoes and immediately bullied his brothers and ate the food alone. The second born saw the stripes of hide and thought they would be important for tying the cows when milking. The youngest one didn't want to be left out so he carried the ox-head back home. When Nkya saw them return he gathered them and asked them what had happened. He was so angry at the first eldest son

for eating all the food and not sharing with his brothers. He made arrangements for the second test.



The elder brother rushed for the sweet potatoes and refused to share with his brothers

At night, he gave them pots of milk and ordered them to carry them through the night and not to spill any of it. The youngest boy fell asleep first and spilled all his milk. He woke up to the horror of the situation and pleaded with his brothers to help him. They each contributed a bit of their milk and the young boy filled his pot again. This time he stayed awake since he had rested enough and was alert.

Towards the morning, the older brother couldn't hold back the sleep and dozed off and spilled most of his milk. He pleaded with his brothers to help him too but since they had already shared with the younger brother, it was not enough to fill a pot and his brothers refused to give him more milk. Their father awoke and went to check on the boys.



A girl carrying a traditional milk pot, similar to those the boys were given for their test

He was so pleased with the youngest brother that he had managed to stay awake all night and present to him his pot of milk. The other brothers were filled with jealousy and told their father that he had spilled his milk first and they had shared some of theirs to help him refill his pot. **Nkya** was impressed how the youngest son had managed to convince his brothers to share the milk despite the repercussions. He recalled the way the young boy had carried back the heavy ox-head from their earlier journey, despite not knowing what he would use it for. He immediately named him **Kakama** and *gave him authority to rule over his brothers and everything on earth.*

For the second born, he recalled the love for cattle the boy had. He's the one who had carried back the ox-hide stripes so he could tie the cow's legs while he was milking. Nkya named him **Kahima**, *the cattle herder and gave him authority over all the cattle*. He was least pleased by the eldest son. First, he had shown his greed by eating all the sweet potatoes, then had also spilled all his milk and had nothing to present to his father in the morning. He called him **Kairu** and gave him the hardest responsibility of *cultivating the land to provide food for his brothers and their descendants.*

Till recent history this is how people of this region lived. The descendants of **Kakama (Omukama)** were royals who ruled over the people and inherited kingship from their great grandfather the smart and clever younger brother. **The Bahima** were cattle herders by lifestyle and descendants up-to date still have hundreds of herds of cattle which they

pride in and treasure. **The Bairu** were agriculturalists and peasants who did all the hard labour of providing for the kingdoms. They traded alot of food for little pieces of meat and pots of milk provided by the Bahima.
Today this system in this region is irrelevant but, in some places, deep in these regions people still refer to this system to show their authority over others.



A descendant of Kahima milking a cow.

Lessons learnt from the legend of Ruhanga.

- To be hardworking
- Not to be greedy.
- To share with other people.
- To have love for others.
- We learn to be considerate to others.



Lesson Exercise.

1. Give the meaning of the name Ruhanga.
2. Name the tribe which is related to the legend of Ruhanga.
3. How was Nkya related to Ruhanga?
4. Mention any four things Ruhanga created according to the above legend.
5. Name the first son who was given to Nkya by Ruhanga.
6. Name the sons of Nkya who were given each of the following responsibilities.
   (i) Authority to rule.
   (ii) Keeping cattle.
   (iii) Cultivating land.
7. Mention any four districts that are located in Ankole sub-region.
8. Draw the cow Ruhanga gave to Nkya in the space provided below.
9. Mention any three lessons learnt from the three sons of Nkya.
10. Apart from the legend of Ruhanga, mention any three other legends you know.

THE LEGEND OF THE SPEAR AND THE BEAD.

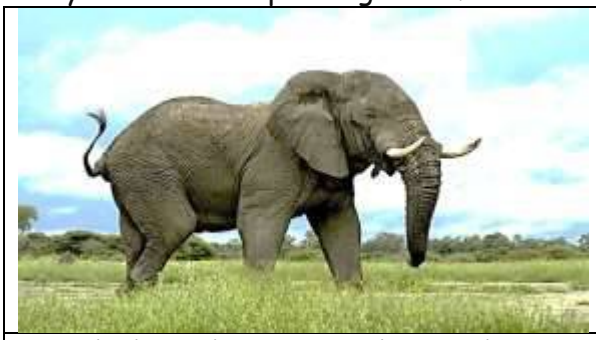
Once upon a time there was an old man who lived with his clan in a beautiful, fertile land, teeming with animals and birds in northern Uganda. This old man was called **Olum.** The land was gifted indeed, with a beautiful river, the Nile running through it, its blue waters bringing life to the land, sustaining the old man's clan, their plants and livestock. For a while the man, his family and his two teenage sons, Labongo and Gipir lived in peace in this paradise they had discovered when they moved south from the land called **Bahr-el Ghazel**. Days turned to weeks, weeks to months and months to years. **Olum's** health began to deteriorate. He called his elder son **Labongo** to speak to him.

He told them how he didn't have much time left. He turned to **Labongo** and gave him a special spear. The spear was the one that symbolised leadership in the clan and had been passed down from generation to generation. It was now **Labongo's** turn to lead and protect the clan. The spear was perfectly decorated with carvings. **Labongo** had always waited for this moment. It was finally his turn to rule and take over the clan. He promised his father never to let him down.

Labongo's ancestral Spear

A few days later **Olum** died and sadly the tribe had to move on without him. **Labongo** took over headship. Luckily there were no major wars and calamities befalling them. The boys grew into men, took on wives and had children. The fertile land always provided for them plenty of food and the Nile never dried up. There was plenty for man and livestock.

One late afternoon while **Labongo** was out hunting, an elephant strayed away from its herd and found its way to their maize garden. The women and children ran to their huts in fear. **Gipir** who was resting inside one of the huts awoke and ran out to see what was wrong. He saw the elephant destroying their precious crops. Without another thought, he ran to the hut where they kept their spears, grabbed one and threw it at the elephant. The elephant was injured and it ran away with the spear stuck into its side. Gipir had saved the day. Everyone came out praising him of his braveness.



An elephant that came to destroy the crops.



Gipir spearing the elephant.

Labongo came back to find the homesteads buzzing with excitement about the events that had happened. They narrated to him the story of how **Gipir** single handedly went against the massive elephant and managed to chase it away. He was stabbed with jealousy because it was he who was tasked with protecting the clan. He went to the hut where the spears were kept and Alas! He discovered his precious spear was missing. At that time of the confusion, **Gipir** had grabbed the royal spear and the elephant had run away with it still stuck to its side!

Labongo called upon his brother. He told him how that spear meant everything to the clan and he expected to hand it down to his son, just like their father had done to him. He accused his brother of jealousy and told him he must bring back the spear. **Gipir** couldn't believe what he was hearing. How was he expected to trail and injured elephant and recover the spear? The forest south of where they lived was known to harbour big herds of elephants, giraffes, buffaloes and predators like lions, leopards. But **Labongo** was adamant. He wanted his spear. **Gipir** had no alternative but to bid his wife and kids a

tearful goodbye. He didn't think he would make it back. But his brother was demanding for the spear and he had to leave.
So **Gipir** went into the forest. He searched for days and days sleeping under the sky and encountering many wild animals. He remained brave at first but his mission was almost impossible. Soon weeks were passing by, finally months. **Gipir** wasn't eating enough, wasn't sleeping well and he lived in constant fear for his life. His hands and legs were filled with wounds each passing day. With no one to talk to he was going mad. He cursed his brother, and cried for his children he would never see grow. He had reached to limit and couldn't push himself anymore. Wounded, diseased and starving he gave up- and prayed his ancestors would welcome him to the next life.

One day passed and **Gipir** wished a lion or a leopard, or even a hyena would come along and take him out of his misery. An old medicine woman who gathered her herbs in this particular part of the forest found him and he was saved! **Gipir** thought he saw his grandmother who had passed come to his rescue. The old lady realised he was desperate and in need for help. He could hardly talk or walk. She took him back to her small hut near the edge of the forest. She cared for him and nursed him. She treated his wounds, gave him plenty of fluids to rehydrate him and finally he was able to talk.

He told the lady of his story and she sympathised with him. She told him she would provide food and shelter for him while he went in search for his spear. Soon he was back on his feet and able to hunt and provide meat for them. Soon years came to pass. They lived together with the old lady. They would go into the forest together, with her searching for a special herb and him searching for the spear while the both gathered and hunted what they would feed on. Days went on and more years came by.

One day while they were deep in the forest, they discovered a pile of huge skeletons. They moved closer to investigate what exactly had happened. The old woman recognized the pile as elephant bones. **Gipir** moved in closer to identify what exactly happened to this elephant. And there it was! The Royal Spear! He had finally found it! **Gipir** couldn't believe his eyes. It seemed like the elephant he had speared had finally succumbed to its wounds and died. He was so happy he broke into dance. He had finally achieved his mission.

The old woman was glad he had finally found his spear, but she was sad to see him leave. She had got used to having him around. To show her appreciation, she gave him a number of special beads. This was something **Gipir** had never seen before. They had beautiful colors and they shone under the sun. He was so appreciative for the beads because they also reminded him of his times of trouble and how he survived. He gratefully thanked the woman and left her place the next morning.



The Beads Gipir got from an old woman

Gipir moved through the jungle for weeks until he made his way home. The homestead dwellers saw an unknown man and thought he was one of the nomads who was looking for some water. Until he came closer and they recognized him! A buzz set upon the village. **Gipir** had returned! Everyone excited. **Gipir** came forth and presented the spear to **Labongo.** He was glad he was alive. Festivities went on for days. The tribe was united.

Gipir loved the beads the old woman had given him. They symbolised his endurance and kindness of humanity. He liked stringing them into beautiful patterns. One day while he was stringing the beads, the children came to watch what he was doing. **Labongo's** last born and favorite daughter was among them and started playing with one bead. She put it into her mouth and accidentally swallowed it. One of the other children saw her doing this and called out to **Gipir**, told him that she had swallowed one of his beads.
Gipir, still filled with bitterness about what his brother had done, saw his chance for revenge. He went to **Labongo** and told him what had happened. He demanded for his precious bead. **Labongo** told him that the bead would soon pass and he would get it. But **Gipir** said he needed his bead at that moment exactly and **Labongo** had to find a way of getting it from his daughter's stomach. To cut up his 2 year old daughter and retrieve the bead!

Labongo pleaded for his brother to reconsider for hours but **Gipir** insisted that he needed his bead at that right moment, reminding him of how he made him suffer while in the forest looking for the spear. Labong had nothing to do but to give up his daughter to be cut up and they retrieve Gipir's bead. It was finally retrieved but the clan was never the same again. **Labongo** couldn't stand living with his brother and the grief of losing his precious daughter was too much. They decided to part ways. They buried an axe at a place presently called **Wang-Lei** in **Pakwach** on the banks of the Nile. Gipir and his family took the area West of the Nile and became the **Alur** in Northern Uganda, parts of Sudan and Eastern Democratic Republic of Congo. **Labongo** and his family went to the area East of the Nile moving south wards and then Eastwards into Kenya. **Gipir** and **Labongo** were the ancestral fathers of all **Luo speakers** and this legend explains why the **Acholi, Jopadhola, Alur** and the **Jaluo** have similar wording for different things and are related by their ancestry to **Gipir** and **Labongo.**

Wang-Lei, the place where the brothers parted ways is located near the town called **Pakwach**. Rituals and animal sacrifices are still performed in this area to pay homage to the ancestors. They pray for wisdom in leadership, justice, kindness and love.
<u>Lessons learnt from the legend of the spear and the bead.</u>

- ❖ Revenge is bad.
- ❖ Always seek for permission before using someone's property.
- ❖ Always forgive people who hurt you.
- ❖ We learn not to be quarrelsome.
- ❖ Failure to forgive can lead to permanent separation.
- ❖ Failure to forgive may lead to death.



Lesson Exercise.

1. What is a legend?
2. Who was the father of Gipir and Labongo?
3. Name the place in northern Uganda where Gipir and Labongo lived.
4. Mention the tool that symbolises authority of leadership which Olum gave to Labongo.
5. Name the animal that ran with the above tool according to the above legend.
6. Draw and name the two main objects involved in the legend of the Gipir and Labongo
7. Mention the three tribes that originated from the descendants of Gipir and Labongo
8. Name any three districts in Uganda in which the above tribes mainly settled.
9. State any three lessons learnt from the legend of the spear and the bead.
10. Name the two brothers involved in the legend of the spear and the bead.

LEGEND OF THE FIRST BAGISHU.

The history of the origin of the **Bamasaba** is one of the most intriguing pieces of oral literature. The Bagisu people prefer to be called **Bamasaba**, meaning *children of **Masaba***, their great ancestor.

There is common belief among the Bamasaba that their founding ancestors, **Mundu** and his wife **Sera**, originated from a cave on top of Mount Masaba (Elgon) about 500 years ago. Mundu and Sera had two sons; **Kundu** and **Masaba**. Kundu was a herdsman while Masaba was a hunter. Kundu is said to have left Mount Elgon in search for larger expanses on which to graze his cattle, and it is further said that he is the one who would later be called Kintu, the first king of the Baganda.

Masaba, who decided to stay behind with the father on the mountain, had three sons; **Mwambu**, **Wanale** and **Mubuuya**. Mwambu, the eldest son, is said to result into the clans of the northern part of Bugisu, Wanale was the forefather of clans of central Bugisu and Mubuuya was the forefather of clans of the southern parts.

Mwambu, while herding his father's cattle, was attacked by the Masaai who raided the area. He pursued the raiders and fought them and they surrendered all their cattle to him. They gave him a bull, known in Masaai language as **Ingisu** as a token of their respect for his bravery. His father gave him the nickname **Mugisu** after recounting the episode, in reference to the **Masaai Ingisu**.
From that time, all the descendants of Mundu and Seera are called **Bagishu**.

Lessons learnt from the legend of the first Bagishu.

- To be determined when doing something.
- To always protect your property.
- Stealing is bad.

Importance of legends.

- They promote morals among children.
- They enable children to know the lifestyle of their ancestors.
- They teach children about their origin.
- They promote culture in the community.



Lesson Exercise.

1. Where was the origin of Mundu and Sera?
2. Name the three sons of Masaba according to the above legend.
3. What does the word "Ingisu" mean?
4. Name the mountain in eastern Uganda which is related to the Bagishu.
5. Mention any three districts in Uganda in which the Bagishu are mainly found.
6. Give the meaning of the name "Bamasaba"
7. Mention ant two lessons learnt from the legend of the first Bagishu.
8. How is a Legend different from a Myth?
9. Give any three reasons why legends are taught to children.

ETHNIC GROUPS IN OUR DISTRICT.

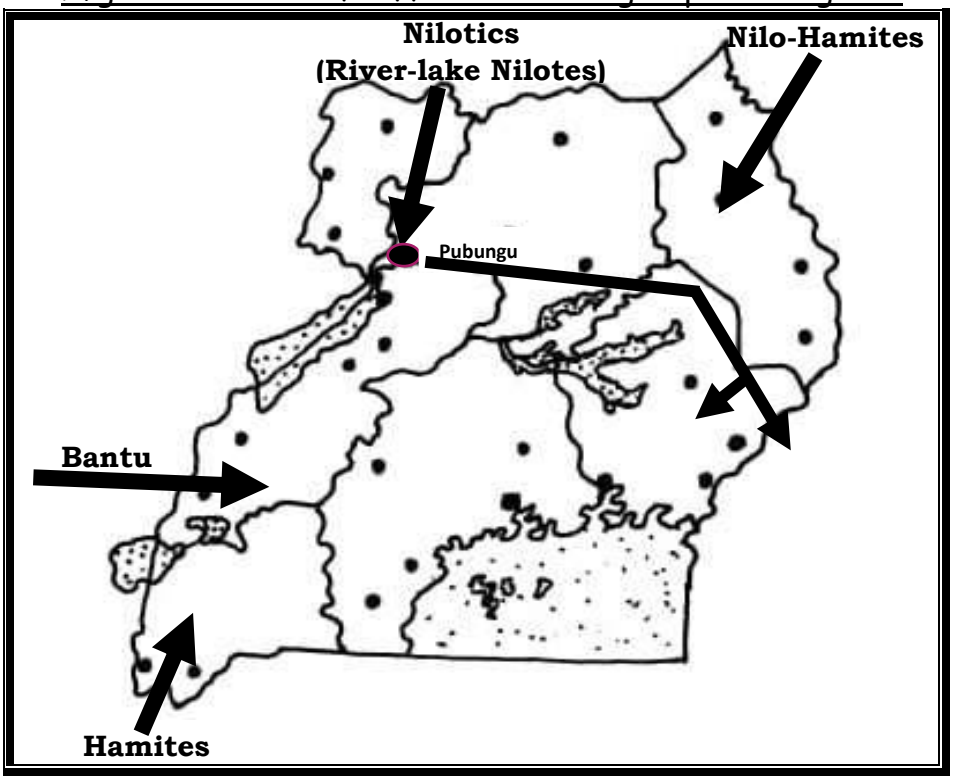
An Ethnic group is a large group of people with the same origin, traditional occupation and speak related languages.

A Tribe is a group of people with the same origin and speak the same language.

Examples of ethnic groups in our district.

- Bantu (the largest in Uganda)
- Nilotics
- Nilo-Hamites
- The Sudanic
- Hamites/ Cushites

Migration routes of different ethnic groups into Uganda



Characteristics of ethnic groups.

- People have the same origin.
- People have the same major/traditional occupation.
- People speak related languages.
- People have the same ancestor.

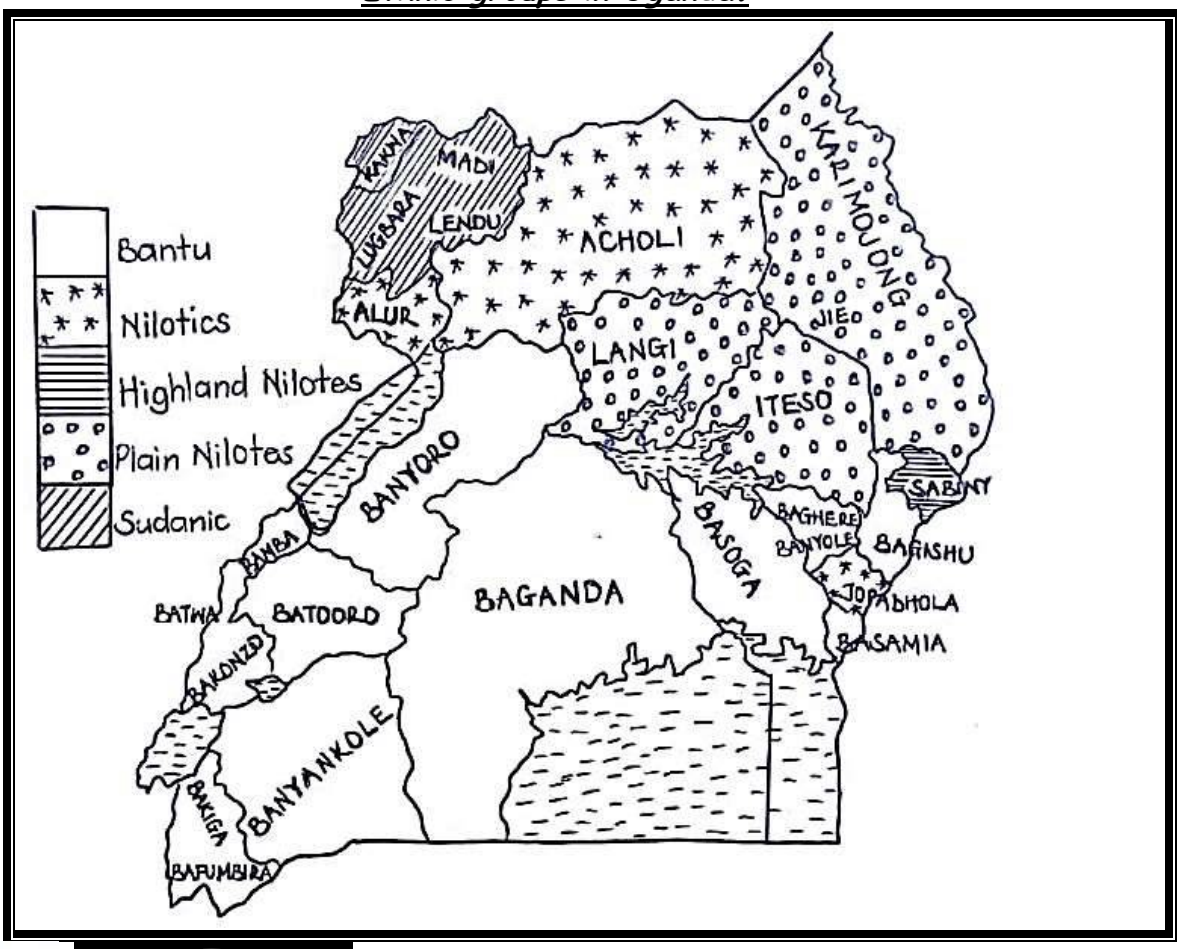
Tribes under the major ethnic groups in Uganda.

Ethnic group	*Origin /cradle land*	*Tribe*	*Language*
❖ Bantu	❖ Cameroon highlands	❖ Baganda ❖ Basoga ❖ Banyankole ❖ Banyoro ❖ Batooro ❖ Bakiga ❖ Bagisu ❖ Bakonjo ❖ Bamasaba ❖ Banyole ❖ Bafumbira	❖ Luganda ❖ Lusoga ❖ Runyankore ❖ Runyoro ❖ Rutooro ❖ Rukiga ❖ Lugisu/Lumasaba ❖ Lukonzo ❖ Lumasaba ❖ Lunyole ❖ Rufumbira
❖ Nilotics	❖ Bahr-el-Ghazal	❖ Acholi ❖ Langi ❖ Alur ❖ Jopadhola	❖ Luo ❖ Luo ❖ Luo ❖ Adhola
❖ Nilo Hamites	❖ Ethiopian highlands	❖ Sabiny ❖ Iteso ❖ Pokot ❖ Karimojong	❖ Kup sabiny ❖ Ateso ❖ Pokot ❖ Ngakarimojong
❖ Hamites	❖ Ethiopia	❖ Tutsi ❖ Bahima ❖ Bahinda	❖ Kinyarwanda ❖ Runyankole ❖ Runyankole

Note:

- ✓ *Tribes under the **Sudanic ethnic group** include; the Madi, Lugbara, Lendu, Okebu etc.*
- ✓ *The Sudanic people mainly settled in the West Nile sub-region of Uganda.*

Ethnic groups in Uganda.





Lesson Exercise.

1. What is an ethnic group?
2. Name the largest ethnic group in Uganda.
3. Mention the any four major ethnic groups in Uganda.
4. Mention any three tribes that belong to each of the following ethnic groups in Uganda.
   (i) Bantu
   (ii) Nilotics
   (iii) Hamites
   (iv) River-Lake Nilotes
5. Name the largest Bantu tribe in East Africa.
6. Which ethnic group entered into Uganda from the West.
7. How is Cameroon highlands important to the early Bantu?
8. Mention the ethnic group which occupies the largest part of West Nile.
9. Name the place where the Nilotics first settled in Uganda.
10. State any two characteristics of an ethnic group.
11. Mention any one ethnic group in Uganda which originated from Ethiopia.
12. What is a tribe?
13. Mention the largest tribe in your district.

KINGDOMS AND CHIEFDOMS IN UGANDA.

A kingdom is an area ruled by a king.

A chiefdom is an area ruled by a chief.

Examples of kingdoms in Uganda.

Kingdom	*Title*	*Name of the leader*
❖ Buganda	❖ Kabaka	❖ Ronald Muwenda Mutebi II
❖ Busoga	❖ Kyabazinga	❖ William Nadiope Gabula IV
❖ Bunyoro	❖ Omukama	❖ Solomon Gafabusa
❖ Tooro	❖ Omukama	❖ Oyo Nyimba Kabamba Iguru
❖ Rwenzururu	❖ Omusinga	❖ Charles Wesley Mumbere
❖ Ankole	❖ Omugabe	❖ No longer existing

Examples of chiefdoms.

Chiefdom	*Title*	*Name of the leader*
❖ Bugishu	❖ Umukuka	❖ Bob Mushikori
❖ Iteso	❖ Emori mori	❖ Osuban Augustine Lemukol
❖ Acholi	❖ Rwot	❖ David Onen Acana II
❖ Alur	❖ Rwoth Obino	❖ Valente Ker Oyoma Jobi II
❖ Bugwere	❖ Ikumbania	❖ Bishop John Weyabire

Characteristics kingdoms/ chiefdoms.

- ❖ They have royal regalia. eg.the royal spear, royal drum, royal crown, royal stool etc.
- ❖ They have hereditary rulers/ leaders.
- ❖ A kingdom/chiefdom has one leader at a time.
  - ➢ Note-*Some tribes in Uganda were able to form kingdoms because they lived a settled life.*

Importance of kingdoms and chiefdoms.

- ❖ They promote culture in the society.
- ❖ They help to unite people.
- ❖ They help to mobilise people for national tasks e.g. elections, immunisation.
- ❖ They promote development through provision of social services.

Disadvantages of kingdoms.

- ❖ They promote tribalism.
- ❖ They promote regional rather than national development.
- ❖ They promote dictatorship since the king is not elected.



Lesson Exercise.

1. What is a kingdom?
2. Mention any three tribes which formed kingdoms in Uganda.
3. Name the largest kingdom in Uganda.
4. Why were some tribes in Uganda able to form kingdoms?
5. What title is given to the kings of the following kingdoms?
   (i) Buganda
   (ii) Bunyoro
   (iii)Busoga

(iv) Tooro

6. State any two characteristics of kingdoms.
7. What title is given to the chief of Acholi?
8. Name the early kingdom in Uganda which is no longer in existence.
9. Mention any three examples of royal regalia.
10. State any two ways kingdoms are important to a country.

SOCIAL ORGANISATION AMONG THE PEOPLE IN OUR DISTRICT.

Long ago, the people in our district were socially organised under the following;

- ❖ They formed clan units
- ❖ They had families
- ❖ They had age groups
- ❖ They had rules and regulations.
- ❖ They offered traditional education.
- ❖ They carried out social activities.
- ❖ They had traditional ways of worship.
- ❖ They performed traditional practices.
- ❖ They had taboos. (beliefs that forbade people from certain acts)

Culture was highly respected by all people in the society.

A clan is an organized group of people under one ancestor / fore father.

Clans are formed by families that are related to each other.

A Lineage is a small group of people in a clan that share the same ancestor.

Each clan is headed by a **clan leader**.

Duties of a clan leader.

- ❖ To keep clan records.
- ❖ To settle disputes among clan members.
- ❖ To register clan members.
- ❖ To allocate land to clan members.
- ❖ To organise clan ceremonies and functions.
- ❖ To preside over clan meetings.
- ❖ To chair clan meetings.

Examples of clans in our community

- ❖ Lion clan
- ❖ Elephant clan
- ❖ Sheep clan
- ❖ Leopard clan
- ❖ Dog clan
- ❖ Goat clan

Symbols of a clan for identification.

- ❖ Clan name.
- ❖ Drumming
- ❖ A totem

Note:

- ✓ ***A totem*** *is a special animal, object or plant that is highly respected in a particular clan.*
- ✓ *Clan leaders organise meetings that bring different people together.*

EDUCATION.

Education is the process of acquiring knowledge and skills.

Informal education was the type of education that was provided to people of long ago.

People were taught different skills such as hunting, building, iron smelting, cooking, playing games like wrestling etc.

People who provided informal education.

- Parents
- Leaders
- Elders

Importance of informal/ traditional education.

- It enables children to learn history through stories.
- Children learn practical skills.
- It promotes morals in the society.
- It promotes culture in the society.

WORSHIP

Worship is an act of giving divine honour to God.

The people of long ago worshipped small gods.eg. Kiwanuka, Muwanga, Mukasa, Ddungu, Kibuuka.

African Traditional Religion (ATR) is the the religion that existed in Uganda before the introduction of foreign religions.

Names of God in different societies.

- Katonda-Baganda
- Ruhanga-Banyankole
- Were- Bagishu
- Kibumba-Basoga
- Rugaba- Banyoro
- Lokusuban-Iteso
- Nyulese-Kakwa

Ways in which people worshipped their gods.

- They offered drinks to them.
- By singing and drumming for gods.
- By praying to their gods.
- By roasting meat at fire places as offertories.
- By pouring some little drinks to the ground before taking them.

Places where people worshipped from.

- In shrines
- Under trees
- On hills
- In forests.

Reasons why people worshipped God.

- To get blessings
- To have children.
- To get rain.
- To get good harvests.
  - ***Note**: -Religious duties were performed by elders and medicine men.*

Examples of religions in our society today.

- African Traditional Religion (ATR)
- Islam
- Christianity
- Hinduism

- Buddhism

Taboos

***A* taboo** is a belief that forbids people from certain acts.

Examples of taboos.

- No whistling at night.
- No sitting on firestones.
- No eating your totem.
- No sitting on grinding stones.
- No sweeping at night.

Importance of taboos.

- They promote morals among children.
- They promote respect for elders.
- They promote safety.
- They promote unity among people.



Lesson Exercise.

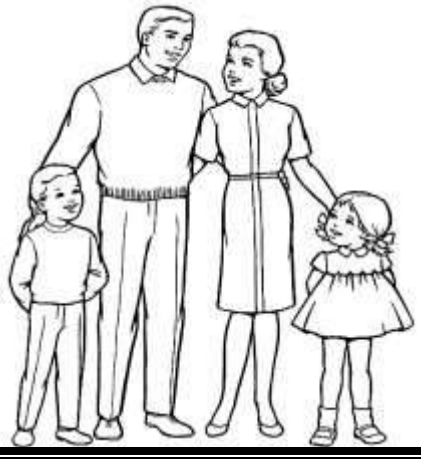
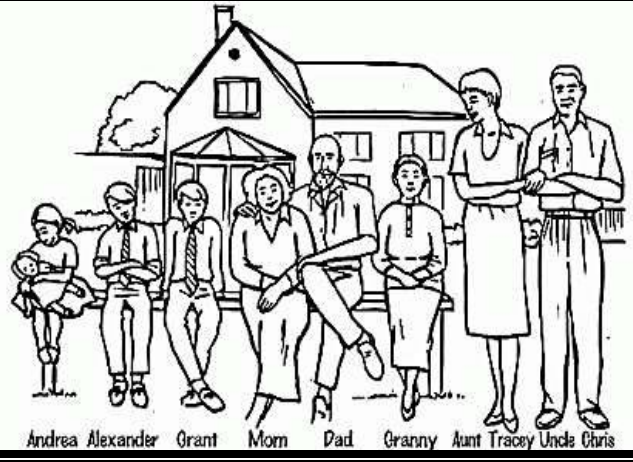
1. Give the meaning of a Clan.
2. Mention the tribe to which you belong.
3. Mention any four clans amongst people in your tribe.
4. Mention any three symbols of a clan.
5. Give any three ways a clan leader is important in your clan.
6. What is a totem?
7. Why should a clan head not miss to attend a meeting of the clan members?
8. Give any two ways the people of long ago in your district were socially organized.
9. Mention the religion which existed in your district long ago.
10. Mention any three local names that are given to God.
11. Give any three ways the people of long ago worshipped their gods.
12. Mention any two places where the people of long ago worshipped God from.
13. Which type of education existed in your district before the introduction of foreign religions?
14. Write ATR in full.
15. Give any two ways informal education is important in the society.
16. Mention any two places the people of long ago worshipped their gods.

FAMILIES.

***A* family** is a group of people related by blood, marriage or adoption.

Types of families.

- Nuclear family
- Extended family
- Foster family.

A Nuclear family	*An Extended family*
	

Nuclear Family

This is a type of family that is made up of father, mother and their biological children.

In most cases, nuclear family usually have very few members.

Advantages of a Nuclear family.

- ❖ It is easy to provide food to the family members.
- ❖ It is easy to provide medical care to the family members.
- ❖ It is easy to promote morals/ discipline among children in a nuclear family.
- ❖ Children get enough parental love in a nuclear family.
- ❖ It is easier to provide clothes to the family members.

Disadvantages of a nuclear family.

- ❖ There is limited security in a nuclear family.
- ❖ There is limited labour force in the family.
- ❖ Children may fail to know their relatives.
- ❖ Children may be left alone in case both parents die.
- ❖ Children may lack social skills of associating with other people.

Extended Family.

This is the type of family where we find mother, father, their biological children and other relatives.

In most cases, extended families usually have very many people.

Advantages of an extended family.

- ❖ There is enough security in the family.
- ❖ There is enough security in the family.
- ❖ Children learn more social skills from other relatives.
- ❖ There is limited boredom in an extended family.
- ❖ Children get a chance to know and interact with other relatives.

Disadvantages of an extended family.

- ❖ It is very expensive to provide food to family members.

- ❖ It is not easy to discipline children.
- ❖ It is expensive to provide better education to all family members.
- ❖ Communicable diseases can be easily spread from one person to another.

Foster Family.

This is a family which consists of adopted children ie. children are cared for by people who are not their biological/real parents.

A Family head is a person who is in control (charge) of the rest of the family members.

Roles of family heads.

- ❖ Provides shelter to family members.
- ❖ Provides security to family members.
- ❖ Allocates responsibilities to family members.
- ❖ Settles disputes among family members.
- ❖ Educating children.
- ❖ Provides proper medical care.
- ❖ Pays home bills.

Roles and responsibilities of children.

- ❖ Respecting parents and elders.
- ❖ Cleaning the houses.
- ❖ Sweeping the compound.
- ❖ Fetching water.
- ❖ Collecting firewood.
- ❖ Washing utensils.
- ❖ Cooking food.
- ❖ Washing clothes.



Lesson Exercise.

1. What is a family?
2. Mention any two types of families.
3. State the difference between a Nuclear family and an Extended family.
4. State any two benefits members in a nuclear family usually enjoy.
5. Give any two disadvantages of living in a nuclear family.
6. State any three roles that are performed by every head of the family.
7. Name the type of family which consists of parents, children and other relatives.
8. State any two advantages a nuclear family has over an extended family.
9. Give any two advantages an extended family has over a nuclear family.
10. State any three responsibilities of children in a home.

SOCIAL ACTIVITIES IN OUR COMMUNITY

Social activities are activities that bring people together in the community.

Such activities are performed by a large group of people found in a particular area.

Examples of social activities.

- ❖ Child naming ceremony.
- ❖ Burial ceremony
- ❖ Wedding ceremony.
- ❖ Birthday party.
- ❖ Last funeral rites.
- ❖ Circumcision ceremony.
- ❖ Graduation party.
- ❖ Initiation of the heir ceremony.

Importance of social activities.

- ❖ They promote unity among people.
- ❖ They promote culture.
- ❖ They strengthen clan norms.
- ❖ They promote morals among people.
- ❖ They promote love among people.

MARRIAGE

Marriage is a legal union between a man and a woman to become husband and wife.

Types of marriages.

- Religious marriage.
- Customary marriage (traditional marriage).
- Civil marriage.

Note:

- ✓ *Religious marriages are officiated by religious leaders.*
- ✓ *It is conducted in churches or mosques.*
- ✓ *Civil marriage is officiated by the **Chief Administrative Officer** (CAO) on behalf of the government.*
- ✓ *Customary marriage is witnessed by members from the family of the bride and the bridegroom.*
- ✓ ***Bride price** is the sum of money or property paid by the bridegroom to the bride's family.*
- ✓ ***Dowry** is the amount of money or property brought by a woman to her husband at marriage.*

Things that can be given as bride price.

- Money.
- Cattle.
- Alcohol.
- Sheep.
- Food items.
- Furniture.
- Goat.

Reasons why people marry.

- To produce children.
- To promote love.
- To get company
- To promote unity.
- To be respected in the society.



Lesson Exercise.

1. What are social activities?
2. Mention any four social activities that are commonly done in your community.
3. Why are wedding ceremonies referred to as social activities?
4. Give any three ways social activities are important to people in the community.
5. Give the meaning of the term Marriage.
6. Mention the three types of marriage.
7. Mention any three things that are paid to the girls' families as bride price.
8. Name the district official who officiates civil marriage on behalf of the government.
9. State the minimum age for one to get married in Uganda.
10. Give any three reasons why people marry.

CULTURE OF THE PEOPLE IN OUR DISTRICT

Culture is the way of life of the people in a given society.

It refers to the behaviours, beliefs, norms, values and practices that are passed on from one generation to another.

Types of culture.

- Material culture.
- Non-material culture.

Material culture.

These are physical things shared by people of the same community.

It includes tangible things/ items used by people in their daily life.

Examples of material culture.

- Clothes.
- Weapons.
- Drums.
- Crafts.
- Food.
- Spears.

Non-material culture.

These are thoughts and ideas shared by people of the same society.
It includes the beliefs and practices of people in their societies.
Non-material culture does not involve any physical objects.

Examples of non-material culture.

- Religion.
- Morals.
- Taboos.
- Dances.
- Language.

Ways of promoting culture.

- By allowing children to attend cultural ceremonies.
- By participating in cultural ceremonies.
- By teaching culture in schools.
- By preserving cultural institutions.
- By wearing cultural clothes.
- By organising cultural games.
- By organising cultural ceremonies.
- By telling stories and legends.

Terms related to culture.

- ✓ **A Taboo** is a belief that forbids people from certain acts.
- ✓ **Customs** are accepted practices of a given society.
- ✓ **Norms** are acceptable beliefs and behaviours in a given society.
- ✓ **Values** are beliefs taken to be right and important in the society.

Examples of cultural practices.

- Tattooing.
- Detoothing.
- Child naming.
- Cultural dances.
- Circumcision.
- Last funeral rites.

Dangers of some cultural practices.

- Some are painful eg. Female Genital Mutilation.
- Some cultural practices may cause injuries to the body.
- Some cultural practices transmit diseases.
- Some cultural practices lead to body deformity.

Importance of culture.

- Culture promotes unity among people.
- It promotes morals among people.
- It promotes identity.
- It promotes respect in the society.
- Cultural institutions promote development of areas.



Lesson Exercise.

1. Give the meaning of the term Culture.
2. Mention the two types of culture.
3. Write down any three examples of non-material culture.
4. Give any three ways culture is important in the community.

5. Mention any three examples of dangerous cultural practices amongst people in our community.
6. Give two ways the above practices are dangerous in the community.
7. Mention the common cultural practice amongst the Bagishu.
8. Give the meaning of the term Values.
9. State any two ways of promoting culture in the community.

MIGRATION OF PEOPLE IN OUR DISTRICT.

Migration is the movement of people with their property from one place to another looking for better settlement.

A migrant is a person who moves with his/ her property from one place to another looking for better settlement.

Types of migration.

- Internal migration.
- External migration.

EXTERNAL MIGRATION.

This is the movement of people with their property from one country to another looking for better settlement.

Forms of external migration.

- Emigration.
- Immigration.
  - ✓ **Emigration** is the process by which a person leaves his/ her own country and goes to live permanently in another country.
  - ✓ **An emigrant** is a person who leaves his/her own country and goes to live permanently in another country.
  - ✓ **Immigration** is the process by which a person comes to live permanently in a country that is not his/ hers.
  - ✓ **An immigrant** is a person who comes to live permanently in a country which is not his/hers.

Causes of immigration and emigration.

- Civil wars/ internal conflicts.
- Shortage of land.
- Need for better social services.
- Marriage bondage.
- Unemployment.
- To invest their excess capital.
- Job transfers.

Effects of immigration and emigration.

- It leads to population increase in areas of settlement.
- It leads to introduction of new languages.
- It leads to intermarriages among people.
- It leads to land shortage in areas of settlement.
- It leads to introduction of new culture.
- It leads to large labour force in new areas of settlement.

Reasons why people leave their own countries to settle in others permanently.

- To look for better paying jobs.
- To look for areas that are free from wars.
- To look for enough land.
- To look for better social services.
- To look for trade opportunities.



Lesson Exercise.

1. Give the meaning of the term Migration.
2. Mention the two types of migration.
3. Mention the two forms of external migration.
4. Give the meaning of each of the following;
   (i) Emigration
   (ii) Immigration
5. What terms refers to a migrant who has come to Uganda from South Sudan?
6. State any three reasons why people migrate from one country to another.
7. Give any four negative effects of the migration of people in our district.
8. How is an Immigrant different from an Emigrant?

INTERNAL MIGRATION.

Internal migration is the movement of people with their property from one part of a country to another for better settlement.

The migrant remains within his own country.

Forms of internal migration.

- Rural-urban migration.
- Urban-rural migration.
- Rural-rural migration.
- Urban-urban migration.

Rural-Urban migration.

This is the movement of people with their property from villages to towns looking for better settlement.





Village → *Town*

Causes of Rural-Urban migration.

- Unemployment in villages.
- Poor health services.
- Poor transport systems in villages.
- Poor education services in villages
- Job transfers.
- Internal conflicts.

- Insecurity in villages.

Reasons why people move from villages to towns.

- To look for better paying jobs.
- To look for better education services.
- To look for a large market for their goods.
- To get access to/enjoy social amenities like electricity and piped water.
- To look for better health services.
- To look for wider market for their goods.
- To run away from dangerous cultural practices.

Effects of Rural-Urban migration.

- It leads to depopulation in rural areas.
- It leads to shortage of labour in villages.
- It leads to low food production.
- It leads to high crime rate in towns.
- It leads to unemployment in urban areas.



Lesson Exercise.

1. Give the meaning of each of the following;
   (i) Migration
   (ii) Rural-Urban migration
2. Mention the four forms of internal migration.
3. State any four causes of the migration of people in your district.
4. Mention any two social amenities that attract human settlement in towns.
5. Give any four reasons why people migrate from villages to towns.
6. What term refers to the movement of people from villages to towns for settlement?
7. Give two ways rural-urban migration affects development of rural areas.
8. Mention any two reasons why many youths are migrating from villages to towns today.

Urban-Rural migration.

Urban-rural migration is the movement of people with their property from towns to villages looking for better settlement.



Causes of urban-rural migration.

- Insecurity in towns.
- High costs of living in towns.

- Retirement from jobs in towns.
- Outbreak of epidemic diseases in towns.
- Job transfers.
- Need for large vacant land for crop growing.
- Unemployment in towns.

Reasons why people move from towns to villages.

- To look for land for farming.
- To extend their businesses to villages.
- To get market for their goods.
- To look for areas which are free from natural disasters.
- To look for areas with low costs of living.

Effects of Urban-Rural migration.

- It leads to shortage of labour in towns.
- It leads to shortage of market for goods in towns.
- It leads to land shortage in villages.
- It leads to population increase in villages.

Ways the government can encourage Urban-Rural migration.

- By extending electricity to rural areas (Rural electrification)
- By setting up small scale industries in villages.
- By building better hospitals in villages.
- By constructing better schools in villages.
- By providing better security in villages.

Urban-Urban migration.

This is the movement of people with their property from one town to another looking for better settlement.



Causes of Urban-Urban migration.

- Job transfers.
- Low market for goods.
- Insecurity in some towns.
- High costs of living in some towns.
- Poor sanitation in some towns.
- Natural disasters in some towns eg.floods.

Reasons why people move from one town to another.

- To look for better jobs.
- To look for a large market for their goods.

- To look for better security services.
- To look for towns which are free from natural disasters.

Effects of Urban-Urban migration.

- It leads to population increase in areas they settle in.
- It leads to shortage of market where they have left.
- It leads to shortage of labour where they have left.
- It leads to shortage of land in the new areas of settlement.



Lesson Exercise.

1. What is Urban-Rural migration?
2. State any three causes of urban-rural migration.
3. Give any three reasons why some people migrate from towns to villages.
4. What is Rural electrification?
5. Give any three steps the government can take to encourage the migration and settlement of people from towns to villages.
6. Mention any two ways urban -rural migration affects the rural areas.
7. State any three causes for the migration and settlement of people from one town to another.
8. What term refers to the movement of people from one town to another for settlement?
9. Give any three reasons why some people migrate from Kampala to other cities in Uganda.
10. State any two effects of the migration of people from one town to another town.

Rural-Rural migration.

This is the movement of people with their property from one village to another looking for better settlement.



Village → *Village*

Causes of Rural-Rural migration.

- Social conflicts.
- Soil infertility in some villages.
- Insecurity in some villages.
- Shortage of water and pasture.
- Shortage of land.
- Outbreak of epidemic diseases.

Reasons why people move from one village to another.

- To look for fertile soils for crop growing.
- To look for water and pasture for animals.

- To run away from social conflicts.
- To look for areas with better security.
- To look for areas which are free from epidemic diseases.
- To look for areas which are free from natural disasters.

Effects of Rural-Rural migration.

- It leads to conflicts with the inhabitants of the places they migrate to.
- It leads to intermarriages.
- It leads to introduction of new cultures.
- It leads to low population in places where people migrate from.
- It leads to introduction of new languages where people settle.

How do people in **Urban areas** benefit from those living in **Rural areas.**

- Urban people get food from villages.
- People in villages provide market for goods produced in towns.
- Industries in towns get raw materials from villages.



A slum area in Kampala

Problems faced by people living in urban areas/ towns.

- Congestion of people in towns.
- High crime rate.
- Sound pollution.
- Development of slums.
- High cost of living.
- Traffic jam.
- Unemployment among people.

Possible solutions to the above problems.

- Deploying more security officers to improve security.
- By building storeyed houses.
- By constructing wider roads in towns.
- By building flyovers and foot paths.
- By teaching people, the dangers of poor sanitation.
- By installing/putting security cameras on houses and al



A storeyed house

Ways people in **Rural areas** benefit from people in **Urban**

- People in towns provide market for food from villages.
- They provide rural areas with goods produced in towns.
- People in towns provide farm inputs to farmers in villages eg.insecticides, fertilizers

Problems faced by people in rural areas.

- Poor health services.
- Poor transport system.
- Low electric power supply.
- Shortage of safe water.
- Poor education services.
- Poor housing facilities.

Possible solution to the problems faced by people in rural areas.

- By constructing better roads in rural areas.
- By starting up small scale industries.
- By extending electricity to rural areas.

- By setting up better health centres in villages.
- By building better schools in rural areas.



Lesson Exercise.

1. Give the meaning of Rural-rural migration.
2. Give any three factors that can force one to migrate from one village to another.
3. State any two ways people living in towns benefit from those who live in villages.
4. Give any two ways people living in villages benefit from those who live in towns.
5. Mention any three reasons why people migrate from one village to another.
6. State any four problems facing people living in towns.
7. Give any three ways people living in urban areas can solve the challenges they face.
8. State any three common problems facing people living in rural districts of Uganda.
9. Give any two steps the government can take to encourage toe migration of people from towns to villages.
10. State one way the problem of land shortage can be solved in urban areas.

POPULATION AND SETTLEMENT PATTERNS OF PEOPLE IN OUR DISTRICT.

SETTLEMENT PATTERNS IN OUR DISTRICT.

Settlement pattern is the distribution of people in an area.

The settlement patterns in our district vary from one area to another.

Some areas in our district have houses built close to one another, some have scattered houses while others have houses that were built following a line.

Types of settlement patterns.

(i) Linear settlement pattern

- ✓ Houses are built along a line eg.besides a major road, railway line.

  Factors that lead to linear settlement pattern.
  - Presence of a transport line eg. a road, railway etc
  - Presence of a river to provide water.
  - Presence of a coast line which has a fishing ground.

(ii) Nucleated settlement pattern/ Clustered settlement pattern

- ✓ Houses are built close to one another.
- ✓ It is common in areas where people own small pieces of land eg. in urban areas, housing estates and accommodation for workers.

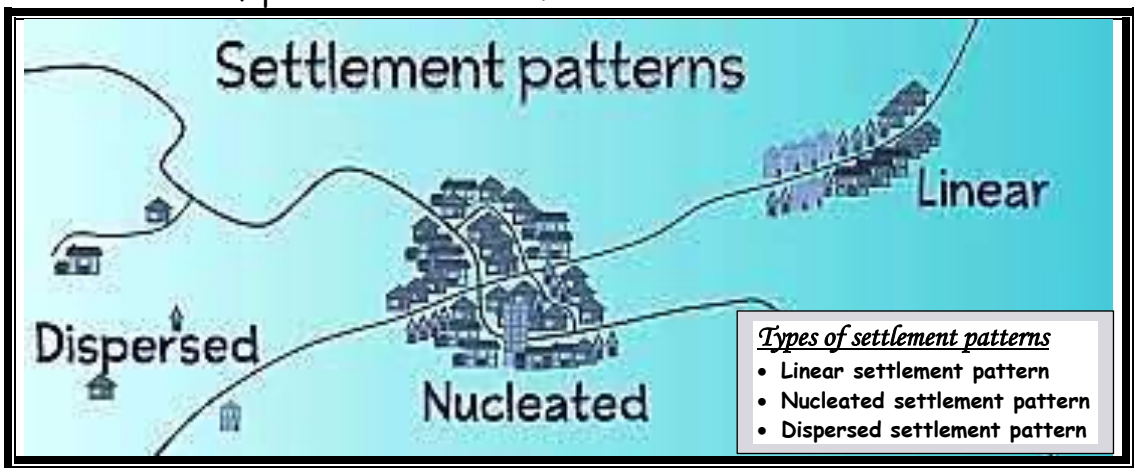
  Factors for a Nucleated settlement pattern.
  - Presence of better social services eg. health service, education service etc.
  - Shortage of land in an area.
  - Presence of fertile soils in an area.
  - Presence of natural resources eg. minerals
  - Improved peace and security.

(iii) Dispersed settlement pattern/ Scattered settlement pattern.

- ✓ Houses are scattered over a very large area.
- ✓ It is common in areas where people own big pieces of land eg. in rural areas.

  Factors that lead to a Dispersed settlement pattern.

- Presence of large land.
- Poor infertile soils.
- Presence of pests and diseases.
- Presence of disease vectors.
- Presence of steep slopes.



POPULATION DISTRIBUTION IN OUR DISTRICT.

Population is the number of people living in an area.

Population census is the official counting of people in a country.

Population distribution is the way people are spread in an area.

Some areas in our district have very many people (densely populated) while others have very few people (sparsely populated).

Enumerators are trained people who collect information about people in a country.

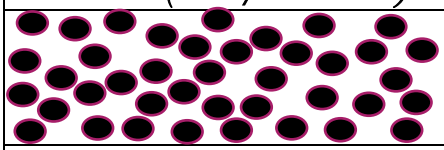
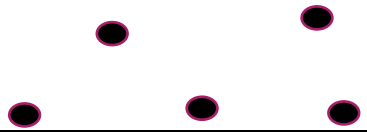
Dense population is the situation when an area has many people compared to the size of the land.

Sparse population is the situation when an area has very few people compared to the size of the land.

Optimum population is when the number of people living in an area can be well supported by the available resources.

Types of population distribution

- Dense population
- Sparse population.

Area A *(town/urban area)*	**Area B** *(village/rural area)*
	
Dense population	***Sparse population***

Examples of sparsely populated areas.

- **Forested areas**
  - They have many disease vectors
  - The government doesn't allow human settlement in such areas
- **Semi-arid areas**
  - They receive very little rainfall.
  - They have infertile soils.

- **Steep slopes.**
  - They have poor transport network.
  - They hinder mechanisation of agriculture.
- **Areas affected by civil wars.**
  - People run away from such areas in order to save their lives.
- **Rural areas.**
  - They have poor social services.
  - They have few job opportunities.
  - They have limited market for goods.
- **Areas affected by natural disasters eg.landslides, floods, volcanic eruptions etc.**
  - People run away from such areas in order to save their lives.

Factors that lead to low / sparse population in an area.

- Unreliable rainfall/drought.
- Outbreak of epidemic diseases in an area.
- Poor social service delivery.
- Poor/infertile soils
- Political instability/insecurity.
- Presence of natural disasters like floods, landslides



Lesson Exercise.

1. Give the meaning of each of the following.
   (i) Population
   (ii) Population distribution
2. What term refers to the general counting of people in a country?
3. Mention the three types of settlement patterns.
4. Give one reason why steep slopes of mountains have very few people settling there.
5. Mention any three examples of sparsely populated areas in your district.
6. Why are semi-arid areas of Uganda usually sparsely populated?
7. Mention any three natural disasters that reduce the number of people in an area.
8. Give any two reasons why most rural areas usually have very few people.
9. Give two ways floods affect people in an area.
10. Give the meaning of Sparse population.
11. State any one problem faced by people living near thick forests.
12. Give any three factors that lead to low population density in an area.

Examples of densely populated areas.

- **Lake shores**
  - They have fertile soils for crop growing.
  - They receive reliable rainfall which supports crop growing.
  - Presence of lakes promotes fishing.
- **River banks**
  - They have fertile soils for crop growing.

- They receive reliable rainfall which supports crop growing.
- Presence of rivers promotes fishing.

❖ **Urban areas**
- They have many job opportunities
- They have better social services.
- They have a large market for goods.

❖ **Plateau areas**
- They have fertile soils for crop growing.
- They receive reliable rainfall which supports crop growing.
- Plateau areas have lakes and rivers which promote fishing.

❖ **Mountain slopes**
- They have fertile soils for crop growing.
- They receive reliable rainfall which supports crop growing.
- They have plenty of minerals which promote mining.

❖ **Areas along the major roads.**
- Such areas usually have a large market for goods.
- There is easy access to social service centres.
- They have many trade opportunities.

Importance of having many people in an area.

❖ It creates a large market for goods.
❖ It leads to high revenue collection in form of taxes.
❖ It promotes proper utilisation of resources in area.

Problems faced by people living in densely populated areas.

❖ Shortage of land
❖ High crime rate.
❖ Easy spread of diseases.
❖ Shortage of food.
❖ High levels of unemployment.
❖ Traffic jam

Factors affecting settlement patterns/ population distribution.

❖ Rainfall distribution/ climate
❖ Provision of social services
❖ Availability of food.
❖ Nature of the soils/ soil fertility
❖ Relief of an area
❖ Water supply
❖ Government policy

How each factor influences settlement patterns/ population distribution.

❖ **Availability of food.**
- Areas with plenty of food have more people than areas with little food.

❖ **Job opportunities.**
- Areas with many job opportunities have more people than areas with less job opportunities.

❖ **Government policy.**
- The government may allow human settlement in as particular area and may sometimes discourage human settlement in other areas hence making them

have very few people eg. Government policy doesn't allow settlement in forested areas hence making them sparsely populated.

- **Water supply**
  - Areas near large water bodies usually have more people than those which are far away from large water bodies.
- **Nature/type of soil.**
  - Areas with fertile soil have many people while those that have infertile soils usually have few people.
- **Rainfall distribution/ climate.**
  - Areas which receive reliable rainfall have many people while those that receive little or no rainfall usually have very few people.
- **Provision of social services.**
  - Areas with good social service provision have more people than areas with poor social service delivery.
- **Relief of an area.**
  - Steep slopes of mountains usually have very few people while plateau areas attract large human settlement.



Lesson Exercise.

1. Give the meaning of the term Population distribution
2. Mention any four factors that influence population distribution.
3. How does climate affect population distribution in an area?
4. Give any two reasons why most rural areas are sparsely populated.
5. Mention any four examples of densely populated areas in your district.
6. Give any two factors that attract a large population on the shores of Lake Victoria.
7. Give any two reasons why the slopes of mountain Mufumbiro are densely populated.
8. How does the fertility of the soil affect the distribution of people in an area?
9. Mention any four problems faced by people living in densely populated areas.
10. Give one way a large population promotes development in an area.

ECONOMIC ORGANISATION AMONG THE PEOPLE IN OUR DISTRICT.

Economic organization involves the various economic activities done by the people in our district.

People in our district carry out different economic activities in order to earn a living.

Some people deal in provision of social services eg.teachers, doctors, nurses, police officers etc.

Other people in our district deal in production of different kinds of goods eg.carpenters, potters, farmers etc.

Economic activities are activities done by people in order to earn a living.

WORK.

Work is any productive activity done by people to earn a living.

Types/examples of work./economic activities carried out by people in our district.

- Fishing.
- Trading.
- Banking.
- Crop farming.
- Carpentry.
- Transportation.
- Weaving
- Pottery
- Iron working
- Animal rearing/pastoralism
- Craft work.
- Teaching.

Reasons why people work.

- To get money.
- To meet their needs.
- To serve other people.
- To break boredom.
- To promote development in their areas

Problems faced by people at work.

- Poverty.
- Low payment.
- Theft.
- Harsh supervisors.
- Poor transport and communication.
- Disease outbreak eg. Covid-19.
- Poor sanitation.
- Bad weather conditions.
- Poor accommodation.
- Walking long distances.
- Low levels of technology.

Possible solutions to the problems facing people at work.

- By increasing salaries of workers.
- By providing good accommodation to workers.
- By providing better means of transport to workers.
- By employing both skilled and unskilled labour force.
- By providing security to workers.
- By constructing good transport systems.
- By providing workers with soft loans.



Lesson Exercise.

1. What are Economic activities?
2. Mention ant three social services provided to people in your district.
3. Mention any three groups of people who provide social services to others.
4. Give the meaning of the term Work.
5. Mention any four economic activities that are commonly carried out by the people in your district.
6. Give any three reasons why people work.
7. Giving any two ways the government can improve the working conditions of people in your district.
8. Mention one type of work that enables people in your community to get basic needs.
9. State any three problems faced by people while carrying out their work.
10. Give any three ways the problems people face when carrying out their work can be solved.

TRADING.

Trading is the buying and selling of goods and services.

Examples of trade items/goods

- Coffee.
- Beverages.
- Clocks.
- Clothes.
- Cars.
- Fuel eg. petrol, paraffin
- Food.
- Crops.
- Animals.

Examples of trade services.

- Electricity services.
- Medical/health services.
- Transport services.
- Communication service.
- Education service.
- Water service.
- Housing service.

Places where trade takes place.

- Markets.
- Homes.
- Roadsides.
- Shops.
- Boutiques
- Supermarkets.
- Arcades
- Shopping malls.

Groups of people who bring goods nearer to people in the community.

- Shop keepers
- Hawkers
- Market vendors
- Retailers
- Fish mongers
- Wholesalers

Systems of trade.

- Barter trade system.
- Monetary trade system.

BARTER TRADE.

Barter trade is the exchange of goods for goods or services.

Barter trade was common amongst the people of long ago because there was no money by then.

Items commonly exchanged in barter trade.

- Food items.
- Domestic animals.
- Domestic birds.

Factors that promoted Barter trade long ago.

- Absence of currency.
- Unity among the people.
- Production of different kinds of goods by different communities.

Advantages of barter trade.

- It cheap since it doesn't involve the use of money.
- It creates friendship and unity among traders.
- It favours people without money.
- It creates chances of employment to people.
- It is easy for the illiterates.
- You use what you have to get what you don't have.

Disadvantages of barter trade.

- There was double coincidence of wants.
- It was hard to store wealth.
- There was no standard measure of value for goods.

- It does not favour people without physical goods.
- It was difficult to move with bulky goods over long distances.
- There is wastage of time to look for a person with what you want.



Lesson Exercise.

1. Give the meaning of the term Trade.
2. Mention any four examples of trade items in your community.
3. Mention any three places where buying and selling of goods is carried out.
4. State any two factors that favoured barter trade among the people of long ago.
5. Mention any three groups of people who bring goods nearer to people in your community.
6. Mention any two systems of trade that are commonly carried out in your community.
7. Give the meaning of Barter trade.
8. State any two advantages of barter trade.
9. Give any two disadvantages of barter trade.

MONETARY TRADE.

Monetary trade is the system of trade that involves the use of money as a medium of exchange.

Monetary trade is the exchange of goods and services for money.

Money is an acceptable medium of exchange of goods and services.

Qualities of money.

- ❖ It should be acceptable.
- ❖ It should be divisible.
- ❖ It should be durable.
- ❖ It should be portable.

Advantages of monetary trade.

- ❖ Money is easy to carry.
- ❖ Money is easy to store.
- ❖ It gives people power to bargain.
- ❖ Money has stock value.
- ❖ There is double coincidence of wants.

Disadvantages of Monetary trade.

- ❖ It does not promote friendship.
- ❖ There are very many chances of fraud.

Problems faced by traders.

- ❖ Shortage of trade items.
- ❖ High taxation. (high taxes on goods and services).
- ❖ Bad weather changes.
- ❖ Theft.
- ❖ Low market for goods.
- ❖ Poverty among customers.
- ❖ Poor transport system.
- ❖ Political instability in some areas.
- ❖ Use of fake money among people in the community

Possible solution to the problems facing traders.

- ❖ By providing security to traders.
- ❖ By searching for better market in other countries.
- ❖ By installing security cameras along the roads in towns.
- ❖ By reducing on taxes charged on trade items.
- ❖ By getting soft loans for development.



Lesson Exercise.

1. Give the meaning of Monetary trade.
2. Apart from monetary trade, mention one other system of trade used in your community.
3. Mention the two forms in which Uganda's money exists.
4. Mention any three qualities of money.
5. What name is given to Uganda's currency?
6. Give any three ways in which people in your community use money.
7. Mention the biggest currency value of Uganda's shillings.
8. Mention any three places where trade is carried out in your community.
9. State any three places faced by traders in your community.
10. Give any two ways commercial banks are useful ton traders.

FISHING.

Fishing is the extraction of fish from water bodies.

Fishing in our district is mainly carried out by the fishermen.

Fishing in Uganda is carried out in rivers, lakes, ponds and streams.

Lake Victoria is the largest inland fishing ground in Uganda.

Fish caught in Uganda is sold to the local people by the fish mongers while some is sold to people in other countries.

Fish species caught in our district.

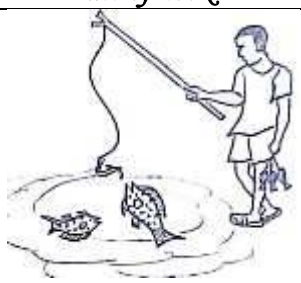
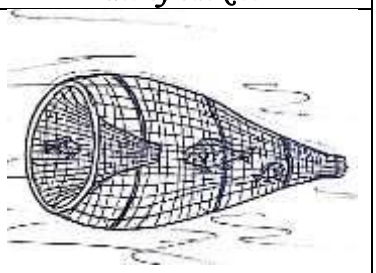
- Tilapia
- Lung fish
- Eel fish
- Mud fish
- Mukene
- Cat fish
- Nile perch

Note:

- ✓ *Tilapia fish is the commonest fish caught in Uganda.*
- ✓ *Nile perch is the biggest fish caught in Uganda.*
- ✓ *Mud fish is commonly caught from swamps.*

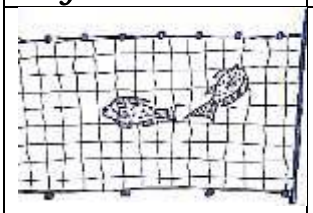
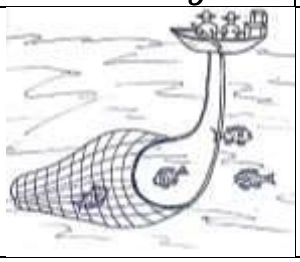
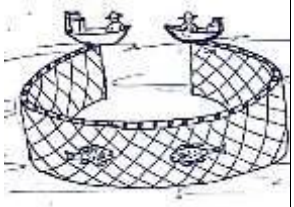
Traditional methods of fishing

- By using fishing baskets
- By using spears.
- By using fishing hooks
- By using bows and arrows.

use of spears	*use of hooks*	*use of bows and arrows*	*use of baskets*
			

Modern methods of fishing

- Trawling
- Purseining
- Drifting
- Gill net fishing method

Gill net method	*Trawling*	*Drifting*	*Line fishing method*
			

Fish preservation:

This is the act of keeping fish for a long period of time without going bad.

This is the act of keeping fish safe for a long time.

Traditional methods of fish preservation

- By smoking
- By salting
- By sun drying

Modern methods of fish preservation

- By refrigeration.
- By tinning/ canning

Fishing grounds (places where fishing is carried out in our district).

- Lakes.
- Rivers.
- Streams
- Swamps.

Factors that promote fishing in an area.

- Presence of large fishing grounds.
- Availability of large labour force.
- Availability of capital.
- Availability of both local and international market.
- High levels of technology.



Lesson Exercise.

1. What is Fishing?
2. Name the largest fishing ground in Uganda.
3. Mention any two physical features in which fishing is carried out.
4. Mention any two traditional methods of extracting fish from water bodies.
5. Name the biggest fish species caught in the water bodies of Uganda.
6. Which type of fish is commonly caught from the swamps?
7. Mention the commonest method of preserving fish used in your community.
8. Write down any two modern methods that can be used to preserve fish for a long time.
9. State any four factors that promote the development of fishing in Uganda.
10. Why is fish considered to be a perishable good?

Importance of the fishing.

- It is a source of job opportunities to people.
- It is a source of income to the government.
- It is a source of food to people.
- Fish is used as a raw material in industries. eg.the fish processing industries.
- Fish is a source of income when sold.
- Fish is used for making drugs e.g. Cod liver oil.
- Fish scales are used for decoration.

Problems faced by the fishermen.

- Over fishing.
- Water pollution which kills fish.
- Presence of water hyacinth.
- Limited capital.
- Poor fishing methods eg use of poison.
- Poor storage facilities.
- Presence of fish predators like crocodiles.
- Low levels of technology.
- Cultural beliefs which discourage some people from eating fish.
- Limited local market for fish. This is due to high levels of poverty among the people.

Possible solutions to the problems faced by the fishermen.

- By protecting fishing grounds from pollution.
- By encouraging foreign investors in Uganda.
- By enforcing laws against over fishing.
- By teaching the fishermen the dangers of using poor fishing methods.
- By encouraging people to practice fish farming.
- The government should provide fishermen with loans.
- By teaching the fishermen better fishing methods.

Dangers of floating vegetation on water bodies.

- It suffocates fish.
- It hinders water transport.
- It blocks fishing grounds.
- It breaks fishing nets.
- It harbours some disease vectors.

Possible solutions to the problems facing the Fishing industry.

- By improving on transport network in the country.
- By protecting fishing grounds from pollution.
- By encouraging foreign investors in the country.
- By training more people on how to carry out fishing.
- By enforcing people laws against over fishing.
- The government should provide soft loans to fishermen.
- By teaching the fishermen the dangers of poor fishing methods.
- By encouraging people to practice fish farming.



Lesson Exercise.

1. Mention any two traditional methods that can be used to preserve fish for a long time.
2. Mention the commonest type of fish caught in Uganda.
3. Give any three ways fishing is important to people in your community.
4. How has fishing promote industrial development in Uganda?
5. Mention any one poor method of fishing.
6. Name any one aquatic animal that feeds on fish.
7. State any three problems faced by the fishermen in your community.
8. Give one way water pollution affects fishing in an area.
9. State any two ways the water hyacinth affects people who carry out fishing.
10. Give any three ways the fishing industry can be improved in an area.

TRANSPORTATION

Transport is the movement of people and goods from one place to another.

Types of transport

- Road transport
- Pipeline transport
- Air transport
- Water transport
- Railway transport

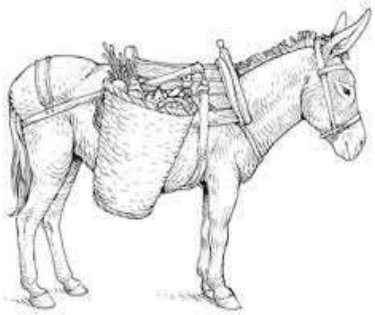
Note:

- ***Road transport*** *is the commonest type of transport used in Uganda.*
- ***Air transport*** *is the fastest type of transport while* ***water transport*** *is the slowest.*
- *Air transport is most suitable for transportation of perishable goods over long distances.*
- ***Perishable goods*** *are goods which can easily go bad. Such as flowers, vegetables, fresh fish etc.*
- *Very few people in our community use air transport because it is very expensive to pay for its service.*
- ***Entebbe airport*** *is the only international airport in Uganda.*
- *Road transport is the only type of transport which can deliver people and goods to their final places/ destinations.*

Means of transport

Traditional means of transport.

- Canoes
- Stepping stones
- Pack animals e.g. donkeys used in highland areas, camels used in desert areas, horses used in plain areas.
- Logs
  - **Note:**
    - ✓ *Most traditional means of transport are not commonly used because they are very slow.*
    - ✓ ***Pack animals*** *are animals which are used for transport.*

		
a camel	*a donkey*	*a horse*

Modern means of transport.

- Cars bicycles
- Buses
- Trains
- Boats
- Lorries
- Motorcycles
- Aeroplanes

Groups of people who provide transport service.

- Pilots
- Drivers
- Cyclists
- Motorists

Places where transport service is provided.

- Taxi parks
- Ports
- Airports
- Airfields
- Airstrips
- Railway stations

Importance of transport service.

- It creates job opportunities to people.
- It promotes trade.
- It is a source of income to the government.
- It eases movement of raw material to industries.
- It promotes the development of towns.



Lesson Exercise.

1. What is Transport?
2. Mention the four types of transport.
3. What are perishable goods?
4. Which type of transport is most suitable for transporting perishable goods over long distances?
5. Mention the commonest type of transport in your community.
6. Why are there very few people in your community who use air transport?
7. Mention any four modern means of transport commonly used in your locality.
8. What are pack animals?
9. Mention any three examples of pack animals.
10. Give any two ways a good transport system promotes development in an area.

Types of roads

- Tarmac roads
- Murram roads.
  - **Tarmac roads** are roads which are made up of tar and stones.
  - Some tarmac roads are also called **High ways** eg.Masaka highway, jinja highway, Bombo highway. etc.
  - **Murram roads** are roads that which are made up of soil and gravel.
  - Small roads that link remote/ rural areas to main roads are called **feeder roads**.
  - Feeder roads help farmers to transport their farm produce to market centres.

Examples of road users

- Pedestrians
- Cyclists
- Motorists
- Drivers.

Causes of road accidents.

- Overloading of vehicles.
- Speeding vehicles
- Careless road users
- Narrow roads
- Poor roads
- Driving vehicles in poor mechanical conditions.
- Drivers under the influence of drugs.

Ways of controlling road accidents.

- By constructing wider roads.
- By repairing the existing roads.
- By sensitising people about road safety.
- By driving vehicles which are in good mechanical conditions.
- By installing road signs along the roads. These road signs help to guide the road users.
- By following traffic rules and regulations.
  - **Note:**
    - ***A lollipop man/woman*** *is a man/woman hired to help children cross a road safely near a school.*



Lesson Exercise.

1. Name the road signs below





2. Why are road signs always installed along the roads?
3. Mention the two types of roads.
4. Mention any three examples of road users.
5. Give one way feeder roads are useful to farmers in your community.
6. State any three common causes of accidents along the roads today.
7. Give any three ways accidents can be reduced on Uganda's roads today.
8. How is a lollipop useful to children in your community?
9. Give one way roads promote trade in an area.

10. Why are drivers always encouraged to check the condition of their vehicles before driving?

FARMING.

Farming is the growing of crops and rearing of animals.

It is also referred to as **agriculture**.

Farming is the major economic activity carried out by most people in Uganda.

A farmer is a person who grows crops and rears animals.

Types of farming.

- Arable farming. This the practice of growing crops.
- Livestock farming. This is the practice of rearing animals.

Needs of a farmer.

- Land
- Capital
- Garden tools
- Market for farm produce.
- Seeds
- Labour

Systems of farming.

- Subsistence farming
- Plantation farming
- Livestock farming
- Dairy faming
- Ranching
- Nomadic pastoralism

Note:

- ***Dairy farming*** *is the rearing of cattle on a large scale for milk production.*
- *Examples of milk products include; cheese, butter, ghee, ice cream, yoghurt.*
- ***Ranching*** *is the rearing of cattle on a large scale for beef production.*
- *Examples of products obtained from a cattle ranch include; beef, skins and hides, hooves, horn tips.*
- ***Nomadic pastoralism*** *is the system of animal rearing where a farmer moves with animals from one place to another in search for pasture and water.*
- *Nomadic pastoralism in Uganda is mainly practised by the* ***Karimojongs.***

SUBSISTENCE FARMING.

This is the growing of crops and rearing of animals mainly for home use and the surplus is sold.

It is the commonest system of farming practiced in our community. This is because subsistence farming is very cheap to practice.

In this system of crop growing, annual crops are mainly grown eg. Beans, maize, cassava, peas, irish potatoes etc.

Advantages of subsistence farming.

- It is cheap to practice.
- It does not require a large piece of land.
- It promotes food security.
- It requires simple tools.
- It requires less labour force.
- It does not require a large piece of land.

Disadvantages of subsistence farming.

- A farmer earns less income.
- It leads to low productivity.
- It does not encourage economic development.

PLANTATION FARMING.

This is the growing of one perennial crop on a large scale.

Plantation farming is practised by very few people in our community because it is very expensive to practice.

Under plantation farming, perennial crops are mostly grown eg. coffee, tea, cocoa, sisal etc.

Advantages of plantation farming.

- It is a source of employment to people.
- It is a source of raw materials for industries.
- It is a source of income to the government through taxing plantation owners.
- It promotes the development of roads.
  - **Note**: -***Agro-based industries*** *are industries which use agricultural produce as their raw materials.*

Disadvantages of plantation farming.

- It is very expensive to carry out.
- It requires a large piece of land.
- Crops can easily be affected by drought.
- Pests and diseases can easily spread from one crop to another.
- It leads to soil infertility.

MIXED FARMING:

This is the growing of crops and rearing of animals on the same piece of land.

Advantages of mixed farming.

- Farmers get double income from crops and animals.
- Crops can be used as animal feeds.
- Animal wastes are used as manure for crops.
- Farmers get a balanced diet.
- In case of drought, a farmer can depend on animals.

Disadvantages of mixed farming.

- It is expensive to start and manage.
- Animals can easily damage the crops.
- It requires a large piece of land.
- It requires a lot of skilled labour.

Factors that promote farming in an area

- Presence of fertile soils.
- Presence of reliable rainfall.
- Availability of ready market for agricultural produce.
- Improved transport and communication network.
- Political stability in an area.
- Availability of ready market for agricultural produce.
- Presence of high labour force.

Importance of farming.

- ❖ It is a source of food to people.
- ❖ It is a source of raw materials for industries.
- ❖ It has promoted the development of roads and railways.
- ❖ It is a source of employment to people.
- ❖ It is a source of revenue to the government.

Problems faced by farmers.

- ❖ Shortage of funds/ limited capital.
- ❖ Prolonged drought.
- ❖ Crop pests and diseases.
- ❖ Limited market for agricultural produce.
- ❖ Poor transport network.
- ❖ Political instability in some parts of the country.
- ❖ Shortage of land for crop growing in some areas eg in towns.
- ❖ Changes in prices for agricultural produce.
- ❖ Rural-urban migration which reduces labour force on farms in rural areas.

Possible solutions to the problems faced by farmers.

- ❖ By giving soft loans to farmers.
- ❖ By spraying with insecticides.
- ❖ By teaching farmers better farming methods.
- ❖ By building better roads in the country.
- ❖ By encouraging the use of irrigation farming.



Lesson Exercise.

1. What is farming?
2. Mention any three crops that are commonly grown in your community.
3. Mention any three needs of a farmer.
4. Give the meaning of each of the following;
   (i) Plantation farming
   (ii) Subsistence farming
5. Give any three reasons why most people in your district practice subsistence farming.
6. How is Ranching different from Dairy farming?
7. Give any three factors that promote the activity of farming in an area.
8. State any three problems faced by crop farmers in your area.
9. Give any three ways the above problems can be solved.
10. State any three ways crop farming is important to people in your community.

MINING:

Mining is the extraction of minerals where they occur

A mineral is a valuable substance found below or on the earth's surface

Examples of minerals

- Crude oil
- Sand
- Gold

- Diamond
- Uranium
- Asbestos
- Salt
- Copper
- Silver
- Iron
- Limestone

Importance of some particular minerals.

Mineral	*Importance*	*Area(s) where it exist(s)*
Copper	❖ For making electric wires, copper coins, gun bullets.	• Kilembe in Kasese
Diamonds	❖ For making jewellery, drilling machines and equipment used for cutting glasses.	• Hoima • Kamwenge
Gold	❖ For making ornaments, jewellery, trophies, medals.	• Kotido in Karamoja. • Mubende
Limestone.	❖ For making cement, for making lime.	• Hima in Kasese • Osukuru hills in Tororo
Salt	❖ For preserving food and human consumption.	• Lake Katwe
Petroleum/ Crude oil	❖ For making fuels e.g. petrol, diesel, oil, paraffin.	• Shores of lake Albert (Albertine region)
Phosphates	❖ For making artificial fertilizers.	• In Tororo
Graphite	❖ For making pencil leads.	• Kitgum in Acholi

Importance of mining

- ❖ It is a source of income to people
- ❖ It is a source of employment to people
- ❖ It leads to development of towns.
- ❖ It is a source of revenue to the government
- ❖ It leads to development of roads.
- ❖ It leads to development of industries.

Problems facing the mining industry

- ❖ Shortage of capital
- ❖ Shortage of skilled Labour
- ❖ Poor transport system
- ❖ Limited market for minerals
- ❖ Presence of minerals in small quantities
- ❖ Competition from other sectors e.g. agriculture, fishing etc
- ❖ Political instability
- ❖ Over mining
- ❖ Low levels of technology.
- ❖ Unreliable power supply.

Possible solutions to the above problems

- ❖ The government should provide soft loans to the miners.
- ❖ By constructing better roads to the mining sites.
- ❖ By improving on security in the country.
- ❖ By training more miners.
- ❖ The government should invest more money in the mining industry.

Dangers caused by mining.

- It leads to pollution of the environment.
- It leads to displacement of people and animals.
- It leads to land degradation.
- It promotes soil erosion.
- It destroys vegetation in an area.



Lesson Exercise.

1. What is Mining?
2. Mention any three major minerals mined in your district.
3. Complete the table below.

Mineral	*Product obtained*
(i) Limestone	----------
(ii) ----------	Artificial fertilizers
(iii) Crude oil	----------
(iv) ----------	Coins and electric wires

4. Name the mineral which is mined from lake Katwe.
5. Give any three ways mining is important to people in your district.
6. Which mineral was discovered on the shores of lake Albert?
7. Mention any two problems caused by mining in an area.
8. State any three problems faced by people who carry out mining.
9. Name any one district where limestone is mined in Uganda.
10. Give any two ways the mining industry can be improved in your district.

FACTORS CONTRIBUTING TO PEOPLE'S WAY OF LIFE IN OUR DISTRICT

- Work.
- Communication.
- Food availability.
- Security.
- Transport.
- Poverty.
- Education.
- Trade.
- Unemployment.

Unemployment.

This is a state of not having a job.

Causes of unemployment.

- Laziness.
- Disunity.
- Increased population.
- Illiteracy.
- Corruption.
- Illness.
- Lack of knowledge and skills.

Dangers of unemployment.

- It leads to high crime rate.
- It leads to poverty.
- It leads to shortage of basic needs.
- It causes misery and suffering.
- It increases the dependence burden.

Poverty.

This is the state of being poor.

This is the state of having very little money to provide basic needs for oneself.

Causes of poverty.

- Laziness.
- Ignorance about benefit of work.
- Prolonged illness.
- Political instability.

Dangers of poverty.

- It leads to isolation.
- It leads to misery and suffering.
- It leads to shortage of basic needs eg.food, clothes, shelter etc.

Illiteracy

Illiteracy is the state when people in a country cannot read and write with understanding.

Causes of high levels of illiteracy in Africa

- Shortage of funds to invest in education
- Social injustice where girls are denied education
- Ignorance among people.

How illiteracy can be controlled

- By introducing Universal Primary Education (UPE)
- Government should introduce adult literacy programmes
- By constructing more schools in the country
- Laws should be put in place to make primary education compulsory
- By educating parents on the importance of education
  - Note: *-The government of Uganda introduced the Alternative Basic Education for Karamoja (ABEK) to reduce the high levels of illiteracy among the Karimojongs.*



Lesson Exercise.

1. Mention any four factors that contribute to the way of life of the people in your community.
2. Write down any one government programme that was introduced to solve illiteracy in Uganda.
3. Mention any one cause of illiteracy among people in your district.
4. Mention any two causes of poverty among people in our community.
5. Write these in full.
   (i) UPE
   (ii) USE
   (iii)ABEK
6. Give one way the government has tried to solve the problem of illiteracy in the country.
7. State any two effects of poverty to people in your community.
8. Mention any four types of work done by people in your community.
9. Mention two causes of the high levels of unemployment among people today.
10. State any two dangers of unemployment in the society today.

EXCEL STANDARD SOCIAL STUDIES

PUPIL'S BOOK 4

FIRST EDITION

BY

EXCEL PUBLISHERS

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means of electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

Copyright © Excel publishers



For Excellence in Social Studies

ACKNOWLEDGEMENT

Developing a book of this nature requires a lot of support from colleagues, friends and family. I would like to register my deep-rooted gratitude to the following people for their unlimited assistance offered towards the completion of this book.

All teachers of Social Studies in Victoria Mutundwe Primary School and Makindye Junior school with whom I worked at various levels for their positive advice and criticism.

All authors whose books we used and consulted during our research for some of the materials in this book.

We do sincerely regret any mistakes which may be found anywhere in this book. It is not intended to be part of this book but accidental.

However, any person who does any unauthorised act in relation to this publication without prior written permission from the original authors, may be liable to criminal prosecution and civil claims for damage.

Author: **Kimbugwe Apollo**

Typing: **Masiga Dan**

Namugenyi Janepher

Technical adviser: **Mary Flavia Namulindwa**

Cover design: **Excel Graphics**

Editing: **Excel Publishers Editorial Board**

PREFACE

Excel Standard Social Studies, Pupils' Book Four has been developed basing on the revised Primary Four Social Studies Syllabus as prescribed by the new curriculum of the National Curriculum Development Center (NCDC). The book contains accurate, relevant and current information covering all topics in all terms of the year in their order. It is intended to guide both teachers and learners.

The Pupil's book cares for the interests of the learners in terms of simple and concise language used, simplified content to cater for all learners with different abilities and clear illustrations to make learning enjoyable through observation. Key words for each topic have also been included in order to enrich the learner's vocabulary and mastery of concepts.

The topics have well organised, relevant, and easy to understand notes and facts. It is written in a simple language and is well aided with maps and illustrations/diagrams where necessary to ease understanding.

The book is remarkably precise but detailed in content with no fact left hanging. It has been mainly written for Primary Four in a language that is suitable for both rural and urban Pupils. The book can therefore be used with minimum teacher guidance. However, the content contained in this book is mostly developed around Kampala district, and this requires teachers outside Kampala to enrich it and include important features/ places in other districts

The book has inbuilt and continuous assessment activities at the end of topic. These questions are to help the learners to test their understanding of the concepts covered and are to enable the teacher to track progress as coverage goes on. This also makes the book convenient for individual and class learning by the pupils.

The content of the book has been enriched to enable learners get solutions to the three main levels of assessment at primary level that is to say: Knowledge, Comprehension and Application.

The book is intended to provide learners with knowledge, skills and the desired attitudes and values of Social Studies and the Environment that are important to prepare learners for final assessment of the primary level.

The book is written and developed by experienced teachers of Social Studies and Religious Education and we welcome all comments on the publication with an open mind for the improvement in the teaching and learning of Social Studies. Comments and orders can be communicated directly through the following contacts:

TEL: +256 771 623617  and +256 700 770630, KAMPALA.
Email address: apolokimbugwe504@gmail.com

THEME: LIVING TOGETHER IN OUR DISTRICT.

TABLE OF CONTENTS

TERM ONE

Topic 1: Location of our district in Uganda.

Maps and pictures.....6
Elements of a map.....7
How to locate places 10
Locating places using lines of longitude and lines of latitude.....16
Location of our district in Uganda
.....18
Regions that form Uganda 18
Kampala district 22
The history of our district
.....27
Important places in our district 28

Topic 2: Physical Features of Uganda.

Introduction to Physical Features 49
Mountains and Hills in our district 49
Valleys and the Rift Valley.....53
Plateaus and plains 53
Lakes in our district 55
Rivers in Uganda 58
General importance of Physical Features 61

TERM TWO

Topic 3: Vegetation in our district.

Introduction to vegetation 63
Forests in our district 64
Swamp vegetation 70
Grasslands 72
Crops as vegetation.....73
Vegetation conservation 76

Topic 4. People in our district.

Origin of people in our district 78
Legends about people in our district 82
Ethnic groups in our district 95
Kingdoms and Chiefdoms in Uganda 98
Social organisation among the people in our district 99
Families 101
Social activities carried out in our district 103
Culture of the people in our district 104
Migration of people in our district 106
Population and settlement patterns in oud district 112
Economic organisation among the people in our district 116
Trade 118
Fishing 120
Transportation 123
Farming 126
Mining 128
Factors contributing to people's way of life 130

TERM THREE

Topic 5. Our leaders in the district.

Introduction to leadership 132
Political leaders 133
Civic leaders 136
Religious leaders 139
Voluntary leaders 140
Cultural leaders 142
How leaders are chosen in our district 143
Qualities of a good leader 143
Elections 143
Rights and responsibilities of people in our district 146
Citizenship 149

Topic 5. How to meet people's needs in the district.

Introduction to social services.....151
Education service.....151
Health service 154
Transport service 155
Communication service 165
Security service 173
Banking service 178
Housing service 181
Electricity service
.....182
Water supply service 183
Problems faced in meeting people's needs
.....184
Social service centres 185
Social service providers 186
Caring for social service centres 186

TOPIC 5: OUR LEADERS IN THE DISTRICT.

INTRODUCTION TO LEADERSHIP

A leader is a person who has the authority to rule or manage a society

Or: A leader is a person who has the authority to manage and control other people.

Leadership is the ability to manage and control the society.

Decentralisation

This is the transfer of some powers from the central government to the local government.

Levels of government in Uganda.

- The Central government.
- The Local government (from LC1 to LCV).

Difference between the Central government and Local government.

Central government		***Local government***
▪ Cares the development of the whole nation.		▪ Cares for the development for the local areas.
▪ Central government is one	while	▪ Local governments are many.
▪ Controls all armed forces.		▪ Controls the local defence forces.
▪ Build and maintains major roads		▪ Builds and maintains feeder roads.
▪ Runs the major hospitals		▪ Controls health centres.

Levels of local government.

Area	*Local council level*
Village	Local council one (LC I)
Parish	Local council two (LC II)
Sub-county	Local council three (LC III)
District	Local council five (LC V)

Examples of decentralised sectors in Uganda.

- Primary Health Care
- Agricultural sector
- Primary education

Advantages of decentralisation.

- ❖ It brings services nearer to people
- ❖ It makes administration easy
- ❖ It promotes development in different areas.
- ❖ It creates job opportunities to people.

Disadvantages of decentralisation.

- ❖ It makes equal provision of services difficult.
- ❖ It increases the government expenditure.

By-laws

By-laws are laws made by the local councils.

Importance of by-laws

- ❖ They are used to settle disputes.
- ❖ They are used to promote order in the society.

- ❖ They are used to promote peace and security
- ❖ They promote respect for people's rights

Roles / duties of leaders in the society

(How leaders are important in the society)

- ❖ They help to settle disputes among people.
- ❖ They plan for the development of areas.
- ❖ They help to maintain law and order in society.
- ❖ They help to sensitise people about government programmes
- ❖ They implement government policies.
- ❖ They promote unity among the people.



Testing Exercise.

1. Give the meaning of each of the following;
   (i) Leadership.
   (ii) Decentralisation
2. Who is a leader?
3. Give any two difference between the central government and the local government.
4. Mention the highest level of local government in the district.
5. What name is given to the laws made by the local councils?
6. Give any three ways leaders are important in the society.
7. Mention any two decentralised sectors in Uganda.
8. Give any three ways leaders are important in the community.
9. State any two advantages of decentralisation.
10. Give any one way decentralisation affects the development of the country.

TYPES OF LEADERS

- Political leaders
- Voluntary leaders
- Civic leaders
- Religious leaders
- Cultural/Traditional leaders

POLITICAL LEADERS:

These are leaders elected by people in a given society.

Political leaders are got **through elections** /by voting for them.

In Uganda, political leaders are elected after every 5 years.

Examples of political leaders.

- President
- Members of parliament.
- Mayors
- Local council leaders.
- Councillors

Levels of local government.

Area	*Level*	*Political leader*
• Village	• Local council one	• Chairperson LC I
• Parish	• Local council two	• Chairperson LC II

• Sub-county	• Local council three	• Chairperson LC III
• District	• Local council five	• Chairperson LC V

LOCAL COUNCIL ONE (LC I) EXECUTIVE COMMITTEE.

The LCI executive committee is made up of 10 members.

They include;

Committee member	*Responsibility*
(i) Chairperson LCI	▪ He/ she chairs LCI meetings. ▪ He settles disputes among people. ▪ He signs official documents.
(ii) Vice chairperson	▪ He/she chairs LCI meetings in case the chairperson is not around. ▪ He/she is in charge of children's rights
(iii) General secretary	▪ He/ she writes minutes during the LC I meetings.
(iv) Secretary for information, education and mass mobilisation	▪ He/ she delivers information to the members of the village. ▪ He/ she is in charge of matters concerning education in the village.
(v) Secretary for defence	▪ He is responsible for maintaining peace and security in the village.
(vi) Secretary for finance	▪ He/ she is the treasurer of the council. ▪ He/she is in charge of financial matters of the local council.
(vii) Secretary for production and environmental protection.	▪ He/ she is responsible for the protection of the environment. ▪ He/ she is responsible for the improvement of agriculture.
(viii) Secretary for the youths	▪ He is responsible for all matters concerning the youths
(ix) Secretary for women and public health	▪ She is responsible for women affairs.
(x) Secretary for persons with disabilities	▪ He/she is in charge of people with disabilities

Duties of the Local Council committee in the village

- ❖ To settle disputes among people.
- ❖ To maintain law and order
- ❖ To implement government policies e.g.UPE, immunisation etc.
- ❖ To promote sanitation in the village.
- ❖ To unite people in the village.
- ❖ To protect people and their property.
- ❖ To sensitise people about the government programmes.

Problems faced by political leaders in implementing laws

- Shortage of funds.
- Poor transport network.
- Corruption.
- Ignorance among the people
- Negative attitude among the people

LOCAL COUNCIL V SYSTEM

The district council plans for developmental projects in the district
The district council governs all local councils
The Chairperson Local council V is the political leader of the district.
The political head of a Kampala city is the **Lord mayor**
In municipalities, the political leader is a **mayor.**
The political leader of a sub-county is the **Chairperson L.C III**
The L.C.V is made up of the following people

- Chairperson
- Vice chairperson
- Two councillors representing the youths
- Two councillors representing people with disabilities
- Two councillors representing sub-counties, divisions and towns
- Secretary
- Speaker
- Deputy speaker

Duties of the Chairperson L.C.V

- He/she coordinates the activities of the local government.
- He/she appoints other officials in the district.
- He/she supervises the work of other officials in the district
- He monitors the general administration of the district.

Duties of the District speaker.

- He/she presides over council meetings.
- He/she chairs district council meetings.

Resident District Commissioner (RDC)

He/she is the representative of the president in the district
He is appointed by the president.
The Resident District Commissioner (RDC) is the head of the security committee in the district.
The president's representative in Kampala is called **Resident City Commissioner (RCC)**

Roles of the RDC

- He/ she represents the president or the central government in the district
- To co-ordinate the activities of the central government in the district
- To advise the district chairperson on national matters.

- He/she chairs the security meetings in the district.
- To ensure that all government policies are implemented.
- To make sure that law and order is maintained in the district.
- To co-ordinate the provision of government services in the district.



Testing Exercise.

1. Mention any four types of leaders.
2. Mention any three examples of political leaders.
3. What title is given to the political head of a village?
4. How do political leaders attain leadership powers?
5. State any one role performed by the chairperson on the LC I executive committee.
6. How is the LCI vice chairperson useful to children in your community?
7. Apart from the chairperson, mention any three other members on the LC I executive committee.
8. State any three problems district leaders face when carrying out their duties.
9. Mention any three roles played by the LC I council in the village.
10. What title is given to the head of the municipality?
11. State any one role played by the district speaker.
12. Match the information in list A with that given in list B correctly.

List A	*List B*
(i) Chairperson LC III	Political head of a city
(ii) RDC	Records minutes during LCI council meeting.
(iii) Lord mayor	Political head of a sub-county.
(iv) General secretary	Chairs security meetings in the district.

13. Who is the president's representative in the district?
14. How is the Secretary for defense useful on the Local council I committee?
15. State any three roles played by the Resident District Commissioner (RDC) in the district.

CIVIC LEADERS

These are leaders who provide social services to people

They become leaders **through appointment.**

Examples of civic leaders.

- **District Internal Security Officer (DISO)**
  - He/she is responsible for spying in the district
  - He/she is responsible for internal security in the district
- **External Security Organisation (ESO)**
  - He spies for the country from outside the borders of the country.
- **Internal Security Organisation (ISO)**
  - He/she is responsible for spying with in the country.
- **Chief Administrative Officer (CAO)**
  - He/she is the highest civil servant in the district

- He/she heads all civil servants in the district.
- He/she ensures payment of salaries of all civil servants in the district.
- Implements government programmes in the district.
- He/she officiates civil marriages on behalf of the government.

❖ **District Director of Health services (DDHS)**

- He/she is responsible for all medical programmes and departments
- He/she makes a plan to control outbreak of epidemic diseases.
- He/she gives special instructions and guidelines to medical workers.
- He/she supervises all health centres.
- He/she supervises all medical workers in the district.

❖ **District Agricultural Officer (DAO)**

- He advises the farmers on the better methods of farming.
- He advises the farmers on how to take care of their crops and animals.
- He helps farmers to improve on their income.
- He encourages farmers to grow more food crops in the district.

❖ **District Education Officer (DEO)**

- He/she makes sure that all education programmes are carried out in the district.
- He/she improves the standards of education in the district.
- He/she heads all education departments and institutions in the district.

❖ **District Veterinary officer (DVO)**

- He teaches people on how to improve the quality of their livestock.
- He supervises all veterinary workers in the district.
- He advises farmers on how to look after their livestock.

❖ **The District Forestry Officer (DFO)**

- He/she is in charge of the conservation of forests.
- He encourages tree planting in the district.
- He controls lumbering in the district.
- He sensitizes people on the importance of forests.

❖ **District Fisheries Officer (DFO)**

- He /she is in charge of fisheries in the district
- He controls over fishing in the district
- He encourages people to dig up ponds for fish farming
- He teaches people proper methods of fishing
- Fights all forms of illegal fishing

❖ **The District Probation Officer (DPO)**

- He helps people with special needs in the district
- He/she is in charge of children's affairs.
- He/she helps to settle family disputes.

❖ **The District Planner (DP)**

- He/she plans for structural developments in the district

- He discourages unplanned buildings in the district

❖ **District Police Commander (DPC)**
- He/she controls the police force in the district
- He/she ensures law and order in the district
- He/she gives permission before public rallies take place in the district.

❖ **District Engineer (DE)**
- He/she is responsible for building of roads, bridges and houses

❖ **District Information Officer (DIO)**
- He/she spreads information to the people in the district.

❖ **District Water Officer (DWO)**
- He/she is responsible for the distribution of clean water in the district.

❖ **District Inspector of Schools (DIS)**
- He/she supervises schools and other institutions of learning in the district

❖ **District Chief Internal Auditor {DCIA}**
- He/she assesses books of account in the district.

❖ **District Chief Finance Officer (DCFO)**
- He/she controls the expenditure of public funds in the district.

❖ **District Sports Officer (DSO)**
- He/she is responsible for sports activities in the district.



Testing Exercise.

1. Apart from civic leaders, mention any three other types of leaders.
2. How does CAO attain leadership powers?
3. Apart from the CAO, mention any four other examples of civic leaders in your district.
4. How is a Veterinary officer different from an Agricultural officer?
5. Name the district officials who are in charge of the following;
   (i) Payment of salaries of all civil servants.
   (ii) Supervision of all health centres.
   (iii) Officiation of civil marriage.
   (iv) All education programmes in the district.
6. Give one way the District Probation Officer (DPO) is useful to children in your community.
7. State any one role played by the DPC in your district.
8. Who is the highest civil servant in the district?
9. Write the full forms of the following;
   (i) DEO
   (ii) DDHS
   (iii) CAO

RELIGIOUS LEADERS

A religious leader is a person who preaches the word of God.

Religious leaders become leaders **through ordination.**

Examples of religions in Uganda

- Christianity
- Islam
- Hinduism
- Bahai faith
- Buddhism
- African Traditional Religion (ATR)
- Judaism

Note:

- ✓ ***African Traditional Religion (ATR)*** *existed before the introduction of foreign religions in Uganda.*
- ✓ ***Islam*** *was the first foreign religion to be introduced in Uganda (in 1844)*
- ✓ ***Uganda Muslim Supreme Council (UMSC)*** *is the body that brings together all muslims in Uganda.*
- ✓ ***Christianity*** *is the largest religion in Uganda (was introduced in Uganda in 1877)*
- ✓ *Catholics, Anglicans/Protestants, Pentecostals, Seventh-day Adventists, Orthodox and the Baptists all belong to Christianity.*
- ✓ ***Uganda Joint Christian Council (UJCC)*** *brings together all churches in Uganda.*
- ✓ ***Inter-Religious Council of Uganda (IRCU)*** *is the body that unites all faith-based organisations in Uganda.*

Examples of religious leaders

Christian leaders	Reverend, Bishop, Pope, Pastor, Catechist, Cardinal
Islamic leaders	Imam, Sheikh, Muezzin, Khadis, Mufti

Roles of Religious leaders.

- ❖ They pray for people
- ❖ They guide and counsel people
- ❖ They convert people into God's family
- ❖ They lead people in church or mosque during prayers.
- ❖ They help to settle disputes among people/believers
- ❖ They set up developmental projects.

How religions have promoted development in Uganda.

- ❖ They have built schools eg. Mengo S.S, Kibuli S.S, King's College-Budo, St.Mary's College-Kisubi etc.
- ❖ They have built hospitals eg. Lubaga hospital, Nsambya hospital, Kibuli hospital etc.
- ❖ They have opened up radio stations eg. Radio Maria, Top radio, Impact FM, Kingdom FM, Bilal FM, Voice of Africa radio, Prime radio etc.
- ❖ They have opened up television stations eg. Dream TV, Top TV, KTV, HGTV, Salam TV etc.

❖ They have opened up banks eg.Centenary bank, Equity bank etc

❖ They have started orphanage centres.



Testing Exercise.

1. Name the first foreign religion to be introduced in Uganda.
2. Write the following in full.
   (i) ATR
   (ii) UJCC
3. Mention any four religions that were introduced by the foreigners to Uganda.
4. Which body unites all muslims in Uganda?
5. State any three roles played by the religious leaders in your community.
6. Which religion existed in Uganda before the introduction of foreign religions.
7. What title is given to the head of all muslims in Uganda.
8. Give any three ways foreign religions have promoted development in Uganda.
9. How do Christian religious leaders get powers to serve God?
10. Name the body that unites all Christians in Uganda.

VOLUNTARY LEADERS

Voluntary leaders are people who provide/ offer free services to other people.

A Volunteer is a person who offers free services to people.

Voluntary leaders become leaders **through volunteering.**

Voluntary organisations are groups of people who offer free services to other people.

Voluntary organisations are Non-Governmental Organisations (NGOs)

Examples of voluntary leaders.

- Scouts
- Girl guides.
- Leaders of voluntary organisations/ NGOs eg.TASO, UWESO etc.

Examples of Voluntary organisations

- The AIDS Support Organisation (TASO)
- Uganda Women's Effort to Save Orphans (UWESO)
- Uganda Red Cross Society.
- World Vision International
- Adventist Development and Relief Agency (ADRA)
- Compassion International
- Islamic Relief Agency (IRA)
- Carry American Relief Everywhere (CARE)

Voluntary organisation	***Roles***
UWESO	UWESO mainly cares for orphans. It was started by the first lady **Janet Museveni.** <u>Groups of people who benefit from UWESO</u> ▪ Orphans ▪ Widows ❖ It provides food to orphans. ❖ It provides accommodation to the widows. ❖ It provides education to the orphans ❖ It provides medical care to the orphans
TASO	TASO was started by **Noureen Kaleba.** TASO mainly cares for AIDS patients. ❖ It treats AIDS patients ❖ It counsels AIDS patients ❖ It provides food to AIDS patients
World vision International	❖ It builds schools ❖ It provides medical care to the needy ❖ It provides safe water in the community. ❖ It promotes the welfare of peasants ❖ It provides scholastic materials to the needy.
Uganda Red Cross Society	❖ It provides food to war victims ❖ It provides medicine to refugees. ❖ It caters for the wounded people in wars ❖ It provides first aid to injured people in wars.
ADRA	❖ It builds schools. ❖ It builds health centres ❖ It provides safe water sources. ❖ It caters for people affected by disasters eg landslides
Compassion international	❖ It provides clothes to needy children. ❖ It provides medical care to needy children ❖ It pays school fees for the needy children
IRA	❖ It builds schools. ❖ It provides facilities to medical centres ❖ It provides safe water sources to people
CARE	❖ It provides food to the needy. ❖ It provides medical care to the needy. ❖ It provides clothes to people suffering in war torn areas. ❖ It provides temporally shelter to displaced people

Scouts and girl guides	❖ They help to maintain order in the school ❖ They provide first aid to the injured people. ❖ They help to organise people on functions.



Testing Exercise.

1. What are Voluntary organisations?
2. Write NGOs in full.
3. Mention any four voluntary organisations operating in Uganda.
4. Mention any two examples of voluntary leaders.
5. Which group of people directly benefits from the work of UWESO?
6. Give any two ways UWESO is helpful to the above group of people.
7. How do voluntary leaders become leaders?
8. Write TASO in full.
9. Give any two ways TASO helps AIDs victims in your community.
10. How are scouts and girl guides important to people in your community?

CULTURAL LEADERS

Cultural leaders organise people in clans, lineages, chiefdoms, kingdoms.

Cultural leaders get leadership powers **through inheritance.**

A clan is an organised group of people under one forefather or ancestor

A chiefdom is an area ruled by a chief.

A lineage is a small group of people in a clan.

A kingdom is an area ruled by a king or a queen.

Examples of cultural leaders

- Kings
- Queens
- Chiefs
- Clan heads/ clan leaders

Roles of cultural leaders

- ❖ They allocate land to members in the community.
- ❖ They settle disputes among members in the community
- ❖ They register members in the community
- ❖ They promote morals among people.
- ❖ They help to unite people.
- ❖ They organise cultural functions.
- ❖ They preside over traditional ceremonies.

HOW LEADERS ARE CHOSEN IN OUR DISTRICT.

Ways of choosing leaders in our district

Type of leaders	*How they obtain leadership power*
▪ Political leaders	▪ Through elections
▪ Civic leaders	▪ Through appointment
▪ Cultural leaders	▪ Through inheritance
▪ Voluntary leaders	▪ Through volunteering
▪ Religious leaders	▪ Through inheritance

Qualities of a good leader.

A good leader should be;

- Able
- Kind
- Respectful
- Knowledgeable
- Approachable
- Responsible
- Hardworking
- Tolerant
- Obedient
- Careful
- Cooperative
- Exemplary
- Confident



Testing Exercise.

1. Name the type of leaders to which kings belong.
2. Apart from the kings, mention any two other examples of cultural leaders in your community.
3. Give any three roles played by cultural leaders in your community.
4. Give any four ways people in your district become leaders.
5. Mention any four qualities of a good leader.
6. What title is given to a person n who heads a chiefdom?
7. Give the meaning of a clan.
8. Give any two roles performed by clan leaders in your community.

ELECTIONS.

An election is the process of choosing leaders by voting for them.

Systems of elections.

- Secret ballot system
- Open election system

(i) Secret ballot system

This is a system where a voter is given a ballot paper and secretly selects a person he/she wants.

This is a modern way of voting in the whole world.

Advantages of secret ballot system

- It promotes friendship among people.
- Elections can easily be monitored by computers.

- A voter is free from interference.

Disadvantages of secret ballot system

- It is very expensive to conduct.
- Votes can easily be rigged.
- It is difficult to the illiterates and the blind.
- Election results take long to be declared/ known.

(ii) Open elections

These are elections held when everyone is seeing each step.

It is done by lining up behind the candidate or by putting up the hands.

This is the cheapest way of voting in many places.

This was common in the past.

Advantages of open elections

- They are very cheap to conduct.
- Results can not easily be rigged.
- It is simple for the illiterates.
- It discourages bribery during elections.
- Releasing of election results takes a short time.

Disadvantages of open elections

- It promotes hatred among people.
- It limits people's freedoms.
- Some people are easily influenced by others during voting.

Organisation of National elections.

The Independent Electoral commission is the body responsible for organising national elections in the country.

It is under the **Ministry of Justice and Constitutional affairs.**

Justice Simon Byabakama is the current chairperson of the Uganda electoral commission.

The chairperson Electoral commission is appointed by the president and approved by the parliament.

General elections in Uganda are conducted after every five years.

Roles of the Electoral commission

- To register voters and candidates.
- To prepare election materials
- To count votes and release election results.
- To carry out civic education concerning elections/ to carry out voter education.
- To demarcate polling stations and constituencies.
- To train the electoral officials

Challenges faced by the Electoral commission in Uganda.

- Shortage of funds.
- Poor response from the voters.
- Dishonest electoral officials.
- Delay of election materials

- ❖ Election malpractices.
- ❖ Voter bribery due to increased poverty among the electorate.

Importance of elections

- ❖ They promote democracy in the country
- ❖ They promote peaceful change of leaders.
- ❖ They enable people get rid of bad leaders
- ❖ They enable people to choose their own leaders.
- ❖ They promote respect for people's rights.

Materials used during the process of elections.

- Ballot paper. This is a sheet bearing names and photograph of a candidate standing to be elected on particular post.
- A ballot box. This is a box where ballot papers are kept after voting.
- Voter's register.This is a list of all the people who register to participate in voting.
- Ink. It is used to mark a voter who has finished to vote.
- Basins.They are used to provide a safe place for voters to cast his/her vote.

Terms used in elections

- ❖ A Polling station is a place where voting takes place.
- ❖ A Polling day is the day when voting takes place.
- ❖ A Polling officer is a person who is in charge of elections at a polling station. He issues out ballot papers, declares results and fills the declaration form.
- ❖ A Polling assistant is a person who assists a polling officer at a polling station. they check for voters' names, issue out ballot papers, marks voters who have finished voting.
- ❖ A Polling constable is a person who is in charge of security at the polling station
- ❖ The candidates' agent is a person who represents a candidate at a polling station.
- ❖ An eligible voter is a person who qualifies to vote. He/she must appear on the voters' register of that polling station.
- ❖ Returning officer is a person in charge of elections in the district or division.
- ❖ A candidate is a person who stands to be voted/contests in an election.
- ❖ A valid vote is a vote that has been ticked correctly.
- ❖ An invalid vote is a vote that has been ticked wrongly. It is counted on none of the candidates.



Testing Exercise.

1. Give the meaning of an election.
2. Apart from elections, give any three other ways leaders in your district are got.
3. Mention the two systems used during elections.
4. State any two advantages of choosing leaders using secret ballot system.

5. Give any two disadvantages of the secret ballot electoral system.
6. State any three advantages of open elections.
7. Give any one disadvantage of choosing leaders through open elections.
8. Name the body that is responsible for organising national elections in Uganda.
9. State any three roles played by the above body in Uganda.
10. Give any three challenges the electoral commission faces when carrying out its roles.
11. Mention the type of leaders who are got through elections.
12. Give any three ways elections are important in a country.
13. Mention any three materials used during elections.
14. Name any two electoral officials found at a polling station.
15. How is the work of a Polling officer different from that of a Polling constable?

RIGHTS AND RESPONSIBILITIES OF PEOPLE IN OUR DISTRICT.

CHILDREN'S RIGHTS.

Children rights are basic natural freedoms to which all children are entitled.

According to Uganda's constitution, A child is a person below 18 years of age.

Examples of children's rights

- A right to medical care
- A right to play.
- A right to protection.
- A right to have a name
- A right to food
- A right to education

Importance of children's rights

- ❖ They protect children from harm.
- ❖ They promote respect for children.
- ❖ They promote the welfare of children in the society

Note: ***The Vice chairperson*** *is the Local Council I committee member who is in charge of protection of children's rights.*

Child abuse

Child abuse is the violation of children's rights

Forms of child abuse

- Physical child abuse.
- Emotional child abuse.
- Psychological child abuse.

Examples of child abuse practices in our society today.

- Defilement
- Child labour
- Denial of food.
- Child sacrifice
- Child neglect
- Forced early marriage
- Child battering
- Kidnapping

Causes of child abuse

- ❖ Poverty
- ❖ Alcoholism
- ❖ Wars
- ❖ Parental neglect
- ❖ Death of parents
- ❖ Divorce or separation of parents
- ❖ Indiscipline of children

How children can lead to the abuse of their rights.

- ❖ By walking alone at night.
- ❖ By accepting gifts from strangers.
- ❖ By stealing property at home.
- ❖ By failing to do their duties at home.
- ❖ By staying in lonely places.

Groups of people who commonly abuse children's rights.

- Insane people.
- Drug addicted people.
- Parents of children.
- Step parents
- Fellow children
- Community members

Effects of child abuse

- ❖ It leads to death of children.
- ❖ It causes body deformity.
- ❖ It causes injuries to the body.
- ❖ It leads to early pregnancies.
- ❖ It can lead to disease infections

Ways of controlling children abuse

- ❖ By sensitising/ teaching children about their rights.
- ❖ By encouraging children to move in groups.
- ❖ By reporting cases of child abuse to elders.
- ❖ By educating the public on children's rights
- ❖ By encouraging children to behave well.
- ❖ By enforcing laws against child abuse.



Testing Exercise.

1. Give the meaning of Children's rights.
2. Who is a Child according to Uganda's constitution?
3. Mention any four examples of children's rights.
4. Which official on the LCI executive committee is directly responsible for the protection of children's rights?
5. Give any two ways children's rights are important to children in your community.
6. What is Child abuse?
7. Mention any two forms of child abuse.
8. Mention any three examples of child abuse practices in our society today.
9. Give any two causes of child abuse in our society today.
10. State any two ways children can lead to violation of their rights.
11. Mention any two groups of people who commonly abuse children's rights.
12. Give any two ways child abuse practices affect children in your community.
13. State any two ways child abuse practices can be reduced in the community.

HUMAN RIGHTS.

Human rights are basic natural freedoms to which all people are entitled.

These are natural freedoms that people must enjoy.

Examples of fundamental human rights

- The right to life
- Freedom from discrimination.
- Freedom from slavery.
- Freedom from unfair detainment.
- The right to trial.
- Freedom from torture.
- We are all equal before the law.
- Freedom to move.
- The right to seek a safe place to live in.
- Every grown up has the right to do a job.
- Every grown up has the right to marry.
- Right to a nationality.
- The right to own property.
- Freedom of thought.
- Freedom of expression.
- The right to democracy.
- Right to social security.
- The right to education.
- The right to food and shelter.
- The right to play.

Human rights violation

This is the denial of the basic natural freedoms people are entitled to.

Forms of human rights abuse

- Denial of food
- Torturing of political opponents.
- Raping of women.
- Kidnapping
- Denial of freedom of movement.
- Killing of political opponents.
- Slavery.
- Mob justice.
- Denial of the freedom of movement.
- Imprisonment without trial
- Death penalty.

Groups of people who abuse the rights of other people

- Murderers
- Drug addicts
- Terrorists
- Kidnappers
- Thieves
- Rebels

How the government can protect people against the human rights violation.

- ❖ By teaching people about their rights.
- ❖ By enforcing laws against human rights abuse.
- ❖ By promoting peace and security in the country.
- ❖ By forming organisations that ensure the protection of human rights.

Note: ***The Uganda Human Rights Commission (UHRC)*** *was set up in Uganda to ensure protection of human rights*

Roles that can be played by the citizens in preventing the human rights violation.

- ❖ By respecting other people's rights.
- ❖ By reporting the cases of human rights abuse.
- ❖ By helping the police in arresting people who violate human rights.
- ❖ By sensitising other people about their rights.

CITIZENSHIP:

Citizenship is the legal right of belonging to a particular country.

A citizen is a person who has the legal right of belonging to a particular country.

How one acquires citizenship of Uganda.

- **Through birth** (is the legal right of belonging to a country when one's parents are citizens in that particular country)
  -it is acquired by people born by parents who are Ugandans.
- **Through descent** (is the legal right of belonging to a country a person gets when his / her ancestors were citizens in that country)
- **Through registration**. (is the legal right of belonging to a country granted to a foreigner who has applied for citizenship in a particular country)
  -In Uganda, this registration is done under the Ministry of Internal affairs.
  eg.if a woman who is not a Ugandan gets officially married to a Ugandan, she can apply to become a citizen and she is registered.
- **Through naturalisation** (is the legal right of belonging to a country granted to a person after having spent a very long time in a particular country)
- **Through adoption**. (is the legal right of belonging to a country granted to foreigner who was brought up by a person who is a citizen in a particular country)
  -It is granted to children below 18 years of age whose parents are not known and have been adopted by citizens of Uganda.

Types of citizenship

- Single citizenship. This is the legal right of belonging to one particular country.
- Dual citizenship. This is the legal right of belonging to more than one country.

Responsibilities of people/citizens in the district

- Obeying laws
- To pay taxes promptly
- To help in maintaining law and order
- Doing productive activities
- Going to school
- To respect the rights and freedoms of other people.
- Maintaining proper sanitation
- Participating in community work
- Caring for the sick
- Participating in making laws
- Helping and caring for others



Testing Exercise.

1. Give the meaning of Human rights.
2. Mention any four examples of human rights.

3. Give any three ways human rights are abused in the society today.
4. Mention any three groups of people who commonly abuse human rights.
5. Write UHRC in full.
6. State any two ways the government can protect people against the violation of their rights.
7. Give any one role citizens can play towards protecting the rights of other people.
8. Who is a citizen?
9. Give any two ways one can become a citizen of Uganda.
10. Mention any three responsibilities of a good citizen.

TOPIC 6: HOW TO MEET PEOPLE'S NEEDS IN THE DISTRICT.

INTRODUCTION TO SOCIAL SERVICES

Social services are facilities that are provided to improve people's way of living. The various social services provided enable people to meet their basic needs. Social services are provided by private individuals, the government and non-government organisations.

Examples of social services in our district.

- Transport service.
- Banking service.
- Education service
- Water service.
- Security service.
- Health service.
- Housing service.
- Communication service.
- Electricity service.

EDUCATION SERVICE.

Education is the process of getting knowledge, skills, and values of life.

The Ministry of Education and Sports is responsible for education in Uganda. All learning institutions in Uganda are under this ministry.

Types of education.

- Informal education or indigenous education.
- Formal education.

Informal education.

- This is the type of education we get from home.
- It was the only type of education that was provided to people of long ago.
- Informal education was mainly to prepare boys and girls for future.
- Children were taught how to build houses, look after cattle, hunting, digging, proverbs, riddles, stories, dancing, cooking etc.

Formal education.

- It is the type of education which we get from school.
- It was introduced in Uganda by the early Christian Missionaries.
- Formal education is provided from learning institutions such as schools, colleges, universities etc.

*Note. **A missionary** is a person who spreads the word of God in a foreign land.*

Difference between formal education and informal education.

- Formal education has a syllabus while informal education has no syllabus.
- Formal education is got from schools while informal education is got from home.
- Formal education is taught by well trained teachers while informal education is taught by parents and other elders.
- Formal education is paid for while informal education is for free.
- In formal education, pupils do examinations while in informal education, there is no examination at the end of the learning process.

Levels of education in Uganda.

- Pre-primary schools/Nursery schools.
- Primary schools.

- Secondary schools eg.King's college Budo, Ntare school, Masaka S.S, Mengo S.S, school, Nabumali High school, Namilyango college school, etc.
- Technical colleges.
- Teacher training colleges eg.Shimoni, Busuubizi, Ndegeya, Kabulasoke Core PTC.
- Universities eg.Makerere university, Nkumba, Ndejje, Bugema, IUIU, KIU, Mbarara, Kyambogo, Muteesa I Royal university .

Groups of people who provide formal education.

- Teachers
- Tutors.
- Lecturers.
- Professors.

Importance of education.

- ❖ It creates job opportunities to people eg teachers, drivers, cooks.
- ❖ It promotes the development of social service centres.
- ❖ It has improved health care through training doctors.
- ❖ It has improved communication.
- ❖ It enables people to learn practical skills like carpentry, tailoring, etc
- ❖ Education promotes development.
- ❖ It helps communities to live in a clean environment through awareness.

Funding of schools in Uganda.

(Ownership of schools)

- Government aided schools.
  These are schools which are funded by the government.
- Private aided schools.
  These are schools which are owned and funded by individuals.

How the government helps schools in Uganda.

- ❖ By building classrooms.
- ❖ By providing furniture.
- ❖ By paying teachers.
- ❖ By providing textbooks.

Problems faced by some schools in Uganda.

- ❖ Shortage of land for expansion.
- ❖ Shortage of textbooks.
- ❖ Shortage of well trained teachers.
- ❖ Shortage of funds.
- ❖ Shortage of enough classrooms.
- ❖ Shortage of furniture.
- ❖ Too many pupils in the classrooms.
- ❖ Mismanagement of funds by school administrators.

Solutions to the problems facing schools.

- ❖ By training more teachers.
- ❖ By acquiring loans from banks for smooth running of schools.
- ❖ The government should provide enough furniture to schools.

- ❖ The government should provide more textbooks to schools.
- ❖ By constructing more classroom blocks.

Government programmes to provide free education in Uganda.

(i) Universal Primary Education (UPE).

- ➢ It was introduced in Uganda in 1997.
- ➢ it was introduced to reduce illiteracy in the country.
- ➢ It was introduced by the government to offer free education to all school going children in primary schools.

(ii) Universal Secondary Education (USE).

- ➢ It was introduced in Uganda in 2007.
- ➢ It was introduced by the government to offer free education to all school going children in secondary schools.

Reasons why the government introduced UPE and USE.

- ❖ To reduce illiteracy.
- ❖ To enable poor parents send their children to school.
- ❖ To save parents from the burden of paying school fees.
- ❖ To enable the needy to access education.

*Note: **Illiteracy** is the state of not knowing how to read and write.*

How the government is fighting against illiteracy in Uganda.

- It has introduced Universal Primary Education (UPE).
- Through adult education/ adult literacy programmes.
- Through the Alternative Basic Education for Karamoja. (ABEK)



Testing Exercise.

1. Give the meaning of Social services.
2. Mention any four social services that are provided to people in your community.
3. To which ministry do all learning institutions in Uganda belong?
4. Which group of foreigners introduced formal education in Uganda?
5. Give any two ways formal education is different from informal education.
6. Mention any three places where formal education is provided.
7. Mention any three groups of people who provide formal education in your district.
8. Give any two ways the education sector is important to people in your community.
9. State any two ways the government funds schools in your district.
10. Give any three problems facing schools in your district.
11. State any two ways the problems facing schools can be solved.
12. Name the biggest government university in Uganda.
13. Give any one reason why the government of Uganda introduced UPE.
14. Give the meaning of the term Illiteracy.
15. Mention any two government programmes that were introduced to reduce illiteracy in Uganda.

HEALTH SERVICE/ MEDICAL SERVICE.

Health service is a public service of providing medical care.

People of long ago used local herbs to care for their health.

Local herbs were obtained from plants leaves, barks of trees and plant roots.

Groups of people who provided herbal medicine.

- Medicine men.
- Herbalists.
- Witchdoctors.

Modern health services were introduced in Uganda by the early Christian Missionaries.

The early missionaries in Uganda built hospitals such as Mengo Hospital , Rubaga hospital, Nsambya hospital, Lacor Hospital.



Mulago hospital, the largest hospital in Uganda

Mengo hospital was the first missionary hospital to be built in Uganda.

Places where health services are provided.

- Clinics.
- Pharmacies.
- Dispensaries.
- Health centres.
- Hospitals.

Groups of people who provide health services.

- Doctors
- Nurses
- Health assistants
- Midwives

Groups of doctors.

- Dentists
- Opticians
- Oculists
- Surgeons
- Psychiatrists
- Gynaecologists.

People who provide modern health services.

▪ Doctors	▪ He/she treats sick people.
▪ Midwife	▪ He/she helps pregnant women to deliver.
▪ A surgeons	▪ He/she operates and treats sick people.
▪ A dentist	▪ Examines and treats people with sick teeth.
▪ A nurse	▪ He/she looks after sick people.
▪ An oculist	▪ He/she examines and treats sick eyes.
▪ Opticians	▪ Examine and recommend eye glasses.
▪ Psychiatrists	▪ Treat people with mental problems/ sick brains
▪ Gynaecologists	▪ Study and treats sexual reproductive diseases of women

Importance of health services.

- ❖ It reduces the death rate.
- ❖ It reduces the spread of diseases.
- ❖ It promotes healthy and energetic people.

❖ It makes people to live longer.



Testing Exercise.

1. Name the first missionary hospital to be built in Uganda.
2. Apart from the above hospital, mention any two other hospitals that were built by the missionaries in Uganda.
3. Mention any three places where health services is provided to people in your district.
4. Name the largest national referral hospital in Uganda.
5. Mention any three groups of people who provide health services in your district.
6. Give one way midwives benefit people in your community.
7. Which type of medicine is locally obtained from vegetation?
8. Give any two ways modern health services is important to people in your district.
9. How are doctors useful to people in your community?
10. Match the groups of doctors in list A with their work given in list B correctly.

List A	***List B***
Dentist	Treats sick eyes
Surgeon	Examines and recommends eye glasses.
Oculist	Treats people with sick teeth
Optician	Operates sick people

TRANSPORT SERVICE.

Transport is the movement of people, goods or services from one place to another.

Types of transport.

- Pipeline transport.
- Road transport.
- Railway transport.
- Air transport.
- Water transport.

Reasons why people move from one place to another.

- ❖ To sell their goods.
- ❖ To look for food.
- ❖ To get better social services .
- ❖ To visit their friends.

ROAD TRANSPORT .

Road transport is the movement of people, goods or services on a road.

Road transport is the commonest type of transport in Uganda.

Human transport is the use of human beings to carry goods.

A porter is a person who carries goods for others.

Animal transport is the use of animals to carry goods.

Traditional means of road transport.

- Human portage
- Hand carts
- Pack animals e.g. donkeys, horse, camels

Note:

- *Donkeys are mainly used in hilly and mountainous areas.*
- *People in Kapchorwa and Bundibugyo rear donkeys for use as means of transport.*
- ***Camels** are mainly used in desert areas while **horses** are mainly used in pain/flat areas.*

Disadvantages of traditional means of transport.

- *They carry limited goods.*
- *They are very slow.*
- *They are tiresome to use.*

Modern means of road transport.

- Buses
- Bicycles
- Trucks
- Lorries
- Motorcycles

bus	motorcycle	car	lorry
			

Types of roads

- Murram roads
- Tarmac roads



a murram road

(i) Murram roads.

- These are roads that are surfaced with soil called murram.
- They are commonly found in rural areas and serve as feeder roads.
- Feeder roads are roads that link remote areas to main roads.
- Feeder roads help farmers in rural areas to transport their farm produce to market centres.
- Murram roads are common in most parts of our district because they are cheap to construct and maintain.
- Murram roads can easily be spoilt by bad weather.
- Murram roads become muddy and slippery during rainy weather and become dusty in dry season.

(ii) Tarmac roads.



a tarmac road

- These are roads that are surfaced with tar and stones.
- Tarmac roads are also called **trunk roads**.
- Main roads/highways are roads that connect towns to towns.
- They are mainly found in urban areas/ developed countries.
- They are long lasting, good for use in all weather conditions. However, they are expensive to construct and maintain.

Advantages of road transport.

- It provides door to door services.
- Road transport is common.
- It takes people and goods to their destinations/ final places.
- It does not follow a fixed time table. ie.one can move any time.
- It cheaper for short distances.
- Roads are cheap and easy to construct.

Disadvantages of road transport.

- It is affected by traffic jam.
- Accidents are very common on roads.
- It is slower than air transport.
- It is greatly affected by weather changes.
- Roads need regular maintenance.

Common causes of road transport



a motor accident

- Speeding vehicles
- Over loading of vehicles
- Driving vehicles in dangerous mechanical conditions
- Driving under the influence of drugs eg. alcohol
- Poor roads with pot holes.
- Impatient drivers.
- Absence of road signs.

Ways of reducing/ controlling road accidents.

- By enforcing laws against over loading of vehicles.
- By teaching people about road safety rules.
- By repairing vehicles regularly.
- By putting road signs along the roads.

- By driving vehicles in good mechanical conditions.
- By fixing speed governors in vehicles.
- By constructing wide roads.
- By maintaining roads in good conditions.

Examples of road users.

- Pedestrians.
- Drivers.
- Cyclists.
- Motorists

Tips on good driving.

- Give signals to warn other road users.
- Drive on the left hand side of the road.
- Drive while you are sober.
- Follow road safety rules.
- Drive your vehicle at a standard speed.
- Have appropriate load on your vehicles.
- Service your vehicle regularly.

Tips for pedestrians.

- No playing on the roads.
- Use foot path/ sidewalks/pavements.
- Walk on the right hand side of the road so that you can see the vehicles coming.
- Pedestrians should cross busy roads at the zebra crossing.

Note. ***A Pedestrian*** *is a person who walks along the road.*

Safe ways of crossing roads.

- Crossing from the zebra crossing.
- Crossing under the guidance of elders or traffic police.
- Look right, left and right again before crossing.
- Not crossing between parked cars.
- Not to cross from the corners.

ROAD SIGNS

These are symbols/ features that are put along the roads to guide the road users.

They give information and instruction to the road users.

Types of road signs

- Prohibitory signs
- Mandatory signs
- Informative signs
- Warning signs

(i) Warning signs

Warning road signs are signs that tell road users the possible hazards/ dangers ahead of them.

They are always enclosed in triangle.

Examples of warning road signs

				
double bend	*humps ahead*	*accident ahead*	*round about*	*electric wires*

(ii) Mandatory road signs

These signs tell what you must do.

These are always enclosed in a circle.

				
no parking	*stop*	*no entry*	*speed limit*	*no pedestrian*

(iii) Informative road signs

These are for guiding purpose.

In most cases, these signs are enclosed in a rectangle.

			
bus stop	*traffic lights*	*zebra crossing*	*hospital*

(iv) Prohibitory signs

They tell what you are not allowed to do.



Testing Exercise.

1. Give the meaning of the term Transport.
2. Mention the commonest type of transport used by people in your district.
3. Mention any four means of road transport.
4. State any one challenge faced when using traditional means of transport.
5. Apart from transport, give one other way donkeys are useful to people in Kapchorwa.
6. Mention the two types of roads.
7. How are feeder roads useful to farmers in your community?
8. State any one advantage tarmac roads have over murram roads.
9. State any three advantages of road transport.
10. Mention any three disadvantages of road transport.
11. Mention any three causes of road accidents in Uganda today.
12. Mention any three examples of road users.
13. Give any three ways road accidents can be reduced in Uganda today.
14. Who is a pedestrian?
15. Give any one way a zebra crossing is useful to people who use busy roads.
16. Draw the road signs representing the following.

No entry	Humps ahead	A double bend	Round about	Parking

WATER TRANSPORT .

This is the cheapest and slowest type of transport.

It is suitable for carrying/ transporting bulky and fragile goods.

Water transport is possible on lakes, oceans, seas and some rivers.

A Port is a place where water vessels load and offload goods.

Modern means

- Ferries
- Motor boats
- Steamers
- Ships

Traditional means

- Canoes
- Boats
- Dhows
- Rafts
- Stepping stones

a ship	*a dhow*	*a boat*

Advantages of water transport.

- ❖ It is not affected by traffic jam.
- ❖ It carries more bulky goods than other types of transport.
- ❖ It is very cheap.
- ❖ It is suitable for transporting bulky and fragile goods.
- ❖ Accidents are not so common on water like on roads.

Disadvantages of water transport.

- ❖ It is very slow.
- ❖ It can be affected by storms.
- ❖ It is not flexible.
- ❖ It does not take people and goods to their final places.
- ❖ It can be blocked by floating vegetation.
- ❖ Facilities at the ports are very expensive to build.

Why some rivers are not used for transport.

- ❖ Some rivers have floating vegetation.
- ❖ Some rivers have dangerous water animals like crocodiles, hippopotamuses.
- ❖ They have waterfalls and rapids.
- ❖ Some rivers are very shallow.

Causes of water accidents.

- ❖ Overloading of water vessels.
- ❖ Water vessels in poor mechanical conditions.
- ❖ Presence of hard rocks that cause cracks on water vessels after hiting them.
- ❖ Strong winds and waves or storms on water.
- ❖ Dangerous wild animals.



Testing Exercise.

1. Which type of transport is most suitable for transporting fragile goods?
2. Mention any two traditional means of water transport.
3. State any two advantages of water transport.
4. Give any three disadvantages of water transport.
5. Which type of transport is used by most people who travel from other districts to Kalangala?
6. Give any two reasons why some rivers in Uganda are not navigable.
7. Mention any three causes of accidents on water bodies.
8. State any two advantages of water transport over road transport.

AIR TRANSPORT.

This is the movement of people, goods or services through air.

Air transport is the fastest and quickest type of transport.

Civil Aviation Authority (CAA) is the body responsible for managing air transport services in Uganda.

The international Airport in Uganda is **Entebbe International Airport** in Wakiso district.

A pilot is a person who operates and controls a plane.

The school for training pilots in Uganda is **Soroti Flying School**.

The instrument used by pilots to find the direction of places is a compass.

A wind sock is used at the airport to determine the strength of wind.

Means of air transport

- Aeroplanes
- Helicopters
- Parachute
- Rockets
- Jets

aeroplane	*helicopter*

Places where aircrafts can land and take off.

- Airport: A large flat cleared area where aeroplanes can land and takeoff.
- Airstrips. A narrow strip of land that aircrafts can land on. eg.Kololo airstrip.
- Airfields. An area of flat ground where private planes can land and take off. eg. Soroti airfield, Arua airfield, Mbarara airfield, Gulu airfield.

Advantages of air transport

- ❖ It is the fastest type of transport
- ❖ It connects distant places/ different regions of the world.
- ❖ It is reliable since it follows a time table.
- ❖ It is not affected by traffic jam.
- ❖ It is suitable for transporting perishable goods.
- ❖ It can be used to reach remote areas.
- ❖ It is more comfortable than other types of transport



Uganda airlines

Note:

- ✓ ***Perishable goods*** *are goods which can easily get spoilt/ go bad eg. fresh fish, flowers, fresh meat, milk and fruit.*
- ✓ *Air transport is most suitable for transportation of perishable goods because it is very fast.*

Disadvantages of air transport

- ❖ It is very expensive to pay for the service
- ❖ It can be affected by bad weather condition eg foggy, cloudy, rainy
- ❖ It is risky in case of accidents where by chances of survival are minimal
- ❖ Airports are very expensive to construct and maintain.
- ❖ It does not take people and goods to their destinations.
- ❖ Aeroplanes are very expensive to buy and maintain.



Testing Exercise.

1. Mention the fastest type of transport.
2. Name the body that is responsible for managing air transport services in Uganda.
3. Name the international airport of Uganda.
4. How is a compass useful to a pilot?
5. Mention any three means of air transport.
6. Apart from airports, mention two other places where aeroplanes commonly land.
7. Give the meaning of Perishable goods.
8. Mention any two examples of perishable goods.
9. Why is air transport most suitable for transporting perishable goods over long distances?
10. State any two advantages of air transport.
11. Give any two disadvantages of air transport.
12. Why are there very few people who use air transport?
13. State any two advantages of road transport over air transport.

RAILWAY TRANSPORT.

Railway transport is the movement of people, goods and services by train.
The train is the means of transport used in railway transport.
A railway is a track with rails on which trains move.

Types of trains

- Cargo trains (These are trains which carry goods)
- Passenger trains (These are trains which carry people with some of their belongings)

a train carrying cargo



Advantages of Railway transport

- Trains carry bulky goods.
- It is not affected by traffic jam.
- It is reliable since it works on a fixed time table.
- It is cheaper to pay for the service than air and road transport
- It has less accidents.
- Railway lines are not easily damaged by bad weather conditions .
- It is faster than water transport.

Disadvantages of railway transport

- Railway lines are expensive to construct.
- It is slower than road and air transport.
- It does not take people to their final places.
- It is difficult to construct railway lines in mountainous areas.
- It does not reach most parts of the country.

PIPELINE TRANSPORT.

It is the best type of transport for transporting liquids and gases.

A pipeline is a series of pipes used for transporting liquids and gases.

Pipeline transport is the movement of goods from one place to another through pipes.

Liquid goods eg.petrol, diesel, water, sewage are also transported through pipelines.

Uganda is building a pipeline for transporting petroleum from the shores of Lake Albert to Tanga port for refining and then exportation.



Pipeline transport

Advantages of pipeline transport

- It can reach door to door.
- It does not pollute the environment.
- It is not affected by traffic jam.
- It helps to reduce congestions and accidents on roads.
- It is quicker in transporting liquids than road and railway transport
- It reduces loss of petroleum products through thefts.

Disadvantages of pipeline transport

- Pipes are expensive to buy and install.
- Pipelines are costly to repair.
- There is a great loss in case of a leakage.

❖ It is difficult to construct pipelines in mountainous areas.

❖ Pipelines can be destroyed by miners.

❖ Pipelines transport only one type of goods ie.liquids goods.



Testing Exercise.

1. Mention the two types of trains.
2. State any two advantages of railway transport.
3. Mention any two disadvantages of railway transport.
4. Give any one advantage of air transport over railway transport.
5. Draw the following symbols in the space provided below.

A map symbol of a railway line	***A road sign showing of a railway line ahead***

6. Which type of transport is most suitable for transporting liquids and gas?
7. State any two advantages of pipeline transport.
8. Give any two disadvantages of pipeline transport.

COMMUNICATION SERVICE

Communication is the sending and receiving of messages.

Types of communication

- Verbal communication
- Non-verbal communication

Types of means of communication

- Traditional means of communication
- Modern means of communication

Examples of traditional means of communication

- Drums
- Horns
- Whistles
- Clapping
- Rock paintings.
- Smoke signals
- Bells
- Alarms
- Gestures
- Messengers

			
a bell	*a whistle*	*drums*	*smoke signal*

Uses of drums

❖ They are used for communication.

❖ They are used for entertainment.

❖ They represent people's culture.

Materials used to make drums.

- Animal skins and hides.
- wood

Challenges of traditional means of communication

❖ They are slow in delivering information.
❖ They are tiresome to use e.g. blowing a trumpet.
❖ They have a small coverage.
❖ Some are limited to particular societies.

Modern means of communication.

This is the sending and receiving of messages using the new modern technology.

Examples of modern means of communication

- Telephones
- Newspapers
- Radios
- Television set
- Bill boards
- Telefax
- E-mails
- News letters
- Magazines
- Telegram

				
radio	***television***	***telephone***	***a billboard***	***newspaper***

Advantages of modern means of communication

❖ They have a wider coverage.
❖ They are quick at delivering information
❖ They are not tiresome to use

Disadvantages of modern means of communication

❖ They are expensive to buy
❖ Some do not favour the illiterate.
❖ Some promote immorality.

Importance of communication

❖ It promotes unity among different people
❖ It promotes trade among people.

How communication promotes trade.

❖ It enables people to advertise their goods.
❖ It enables the buyers to know the prices of goods.
❖ It enables the buyers and sellers to be in touch.



Logo of UCC

Note:

- ***Uganda Communications Commission (UCC)*** *is responsible for regulating the communication sector in Uganda.*
- *UCC gives licence to media companies, regulates mass media communication and also promotes communications infrastructure development.*

Mass media communication

Mass media are means of communication that send or deliver information to many people at the same time.

Examples of mass media means of communication

- Radios
- Televisions
- Magazines
- Newspapers
- Newsletters



Testing Exercise.

1. Give the meaning of the term Communication.
2. Mention any four traditional means of communication.
3. State any two challenges one faces when using traditional means of communication.
4. Which traditional mean of communication represents people's culture in Uganda?
5. Mention any four modern means of communication.
6. Give any two advantages of using modern means for communication.
7. Give one way a drum is useful to people in your community.
8. State one way the communication sector is important to people in your community.
9. Write UCC in full.
10. Give one way communication promotes trade in your locality.
11. Give the meaning of Mass media.
12. Mention any three examples of mass media communication.

RADIO COMMUNICATION.

This is the most widely used means of communication in East Africa.

A radio is a piece of equipment for listening to programmes, music, advertisements etc which are broadcast to the public.

A radio station is a place where radio programmes are broadcast.

Radios only provide audio information.

Examples of government radio stations in Uganda

- Uganda Broadcasting Corporation (UBC) FM
- Bukedde FM
- Star FM
- Magic FM
- Radio West.

Private owned radio station Uganda

- KFM
- Top radio
- Radio Simba
- Baba FM
- Radio One
- Ddembe FM

- Capital FM
- Beat FM
- Central Broadcasting Services (CBS) FM
- Super FM

Reasons why most people in your community use radios

❖ They are cheap to buy.
❖ Radio communication broadcasts in many languages

Advantages of radio communication

❖ Radios have a wider range.
❖ Radios are cheap to buy.
❖ They favour both the blind and the illiterates.
❖ They entertain people through music.
❖ They are source of current news.
❖ They broadcast educative programmes.

Disadvantages of radio communication.

❖ It does not cater for the deaf.
❖ Some radio programs promote immorality.
❖ Radios are expensive to maintain in terms of buying dry cells.

NEWSPAPERS.

These are large printed sheets of paper containing news, articles and advertisements that are printed every day or weekly

Government owned Newspapers in Uganda.

- The New vision in English
- Etop in Ateso.
- Bukedde in Luganda.
- Orumuri in Runyankole
- Rupiny in Luo.

Private owned newspapers in Uganda.

- Daily monitor
- Red pepper
- The Observer
- Kamunye



Advantages of newspapers.

❖ They provide detailed information.
❖ They can store for future use.
❖ They entertain people through cartoons and stories.
❖ They create employment opportunities to people.
❖ They are source of educative information.
❖ They cater for the deaf and the dumb.

Disadvantages of newspapers.

- ❖ They are expensive to buy on a daily basis.
- ❖ They take long to reach remote areas.
- ❖ Some newspapers print pornographic pictures.
- ❖ They don't cater for the blind and the illiterates.

Reasons why most people in Uganda do not read newspapers.

- ❖ They have no money to buy newspapers daily.
- ❖ They do not know how to read and write.
- ❖ Newspapers are not written in all languages in Uganda.
- ❖ Newspapers take long to reach rural areas.

Roles played by newspapers in the development of a country.

- ❖ They create job opportunities to people.
- ❖ They promote communication.
- ❖ They are source of government revenue.
- ❖ They are used for advertisement in trade.



Testing Exercise.

1. Mention any two government radio stations in Uganda.
2. Which means of communication is mostly used when the government is communicating to people about its programmes?
3. State any two advantages of radio communication.
4. Give any two disadvantages of radio communication.
5. Mention any three private owned radio stations in Uganda.
6. Name the government newspapers which are printed in the following languages in Uganda;
   (i) English
   (ii) Luganda
   (iii) Ateso
   (iv) Runyankole
7. Give any two reasons why newspapers are not widely used for communication in your district.
8. Give any two advantages of using newspapers for communication.
9. State any two disadvantages of using newspapers for communication.
10. Give any one advantage newspapers have over radio communication.



Newspapers contain educative articles

TELEVISION.

A television is a piece of equipment with a screen on which one watches programmes with moving pictures and sound.

Television communication is audio-visual (one watches and hears at the same time).

Examples of television stations in Uganda.

Government owned	*Privately owned*
▪ Uganda Bropadcasting Corporation (UBC) TV ▪ Star TV ▪ Urban TV ▪ Bukedde TV ▪ TV West	▪ National Television (NTV) ▪ Top TV ▪ Spark TV ▪ National Broadcasting Services (NBS) TV ▪ Salt TV ▪ Record TV ▪ Life TV ▪ Dream TV ▪ Record TV

Advantages of television communication.

- ❖ It is audio-visual.
- ❖ Televisions broadcast educative programs.
- ❖ It favours the deaf and the dumb.
- ❖ Televisions entertain people through music and cartoons.

Disadvantages of television communication.

- ❖ Televisions are expensive to buy and maintain.
- ❖ Televisions are only used where there is electricity.
- ❖ Some television programs promote immorality.
- ❖ Television stations broadcast in few languages.

MAGAZINES.

A magazine is a thin book with large pages that contains articles and photographs and is published periodically.

It can be published every week, month or even a year.

Advantages of magazines.

- ❖ They provide detailed information.
- ❖ They can store information for future use.
- ❖ They entertain people through cartoons and stories.
- ❖ They create employment opportunities to people.
- ❖ They are source of educative articles.
- ❖ They cater for the deaf and the dumb.

Disadvantages of magazines.

- ❖ They are expensive to buy on a daily basis.
- ❖ They take long to reach remote areas.



A magazine

❖ Some magazines print pornographic pictures.
❖ They don't cater for the blind and the illiterates.



Testing Exercise.

1. Mention any two government television stations in Uganda.
2. State any two advantages of television communication.
3. Give any two disadvantages of television communication.
4. Name the body that regulates media companies in Uganda.
5. Why is a television grouped under mass media?
6. State any one advantage television communication has over radio communication.
7. Why are television not widely used for communication in most rural areas?
8. State any two advantages of using magazines for communication.
9. Mention any two disadvantages of using magazines for communication.
10. Give one way magazines and newspapers are important to school going children.

TELEPHONE.

This is the quickest means of communication in our district.

Telecommunication companies that provide telephone services in Uganda.

Mobile Telecommunication Network (MTN)
Africel Uganda
K2 Telecom
Airtel Uganda
Uganda Telecommunication Limited (UTL)

Mobile telephone companies that make telephones.

- Tecno
- Nokia
- Ericson
- Itel
- Huawei
- Samsung
- Alcatel
- Siemens
- Motorola

Advantages of telephone communication.

❖ It covers a wider area.
❖ Telephones are quick in sending and receiving messages.
❖ Telephone users get instant feedback.
❖ It is convenient when people are using mobile telephones.

Disadvantages of telephone communication.

❖ Telephones are expensive to buy.
❖ Telephones need regular loading of airtime for communication.
❖ Telephones require regular charging of batteries.
❖ Communication is impossible where there is no communication network.

Importance of mobile telephones.

❖ They are used for communication.
❖ They are used in money transfer.

❖ They are used to store money.
❖ They entertain people through music, games, movies etc.

POST OFFICE.

This is an organisation responsible for collecting and delivering letters and parcels.

A post office box is a lockable box with an address or number found at a post office that is used as a collection point for mails.

The biggest post office in Uganda is located in Kampala.

Postal services enable us to send letters, telegrams and parcels with in a country or outside the country.



Post bus provides transport service

Services offered by the Post office.

- Communication service.
- Transport service.
- Banking service.

Importance of a post office.

❖ It sends letters and parcels to the owners.
❖ It issues postage stamps.
❖ It provides employment opportunities.
❖ It offers banking services.

PostBank
EMPOWERING YOU

Problems facing communication in Uganda.

❖ Shortage of funds.
❖ Limited skilled labour force.
❖ High levels of poverty among people.
❖ Low levels of technology.
❖ Poor transport network in some areas.



Testing Exercise.

1. Mention any three telecommunication companies operating in Uganda.
2. Write down any three examples of telephone companies in Uganda.
3. Give any two ways telephones are useful to people.
4. State any two advantages of telephone communication.
5. How are hills useful to telecommunication companies in your district?
6. In which district is the biggest post office in Uganda found?
7. Mention any two social services provided at the post office.
8. Name the commercial bank in Uganda which is managed and run by the post office.
9. Give two ways a post office is important to people in your district.
10. Name the quickest means of transport to distant people in your district.

SECURITY SERVICE

Security is the state of feeling safe from dangers.

Armed forces/ security organs in Uganda

- Uganda People's Defence Forces (UPDF)
- Uganda Prisons force
- Uganda Police force
- Local Defence force
- Private Security guards

UGANDA POLICE FORCE.

Uganda Police force is responsible for maintaining law and order.

The Uganda Police force is under the **Ministry of Internal affairs.**

The top commander of the Uganda police is called **Inspector General of Police (IGP)**

The current Inspector General of Police in Uganda is **IGP Martin Okoth Ochola since** 2018.

The IGP is appointed by the president.



IGP Martin Okoth Ochola

Duties of the Uganda police

- It maintains law and order
- It protects people's life and property.
- It prevents crimes.
- It arrests suspects.
- It investigates crimes.
- To take suspects to courts of law.

DEPARTMENTS OF THE UGANDA POLICE.

- Criminal Intelligent Investigation Department (CIID)
- Fire brigade
- Signal and communication Department
- Department of community policies
- The Department of road safety and traffic
- The Department of children and family affairs
- The Passport department

Roles of the Police departments

(i) Criminal Investigation and Crime Intelligence Department(CICID)

- It investigates crimes like theft, murder, fraud, drug, trafficking etc.

(ii) Fire brigade

- It is in charge of emergencies and disasters
- It stops big fires.
- It rescues people trapped by floods, collapsed buildings, and those who have fallen in pits.

(iii) Signal and communication department

- It is in charge of the relationship between the members of the general public and the police force
- It educates people on how to fight crimes.
- It creates good working relationship between the police and the people
- It helps people to know and appreciate the problems facing the Uganda police.

(iv) The Department of Traffic and Road Safety

- It enforces traffic laws.
- It controls speeding of vehicles.
- It controls overloading.
- It also controls careless driving and dangerous loading.

(v) The Department of Children and Family affairs

- It handles issues regarding children and other family special problems e.g. family neglect

(vi) General Deputy Department

- It receives any kind of complaints from the public.
- It forwards complaints to the relevant departments of the police.

UNITS IN THE UGANDA POLICE FORCE

(i) Dog section

- It uses specially trained dogs to trace law beakers e.g. murderers, thieves etc.

(ii) Anti-riot police

- It deals with violent people e.g. demonstrators, striking people, striking students, striking workers etc.

(iii) Mobile Police Patrol Unit (MPPU)

- It moves around towns, highways to prevent crimes.
- It arrests suspected law breakers.

(iv) Civil Aviation Police

- It is in charge of security at airports and airfields.

(v) Marine police Unit

- It is in charge of security on large water bodies e.g. Lake Victoria

(vi) Rapid Response Unit

- It handles violent crimes.

(vii) Professional Standards Unit

- It is in charge of discipline/conduct in the police.

(viii) Police Air wing

- It is responsible for handling emergency cases like a plane crash.

(ix) Passport Unit

- It issues passports and other travel documents

(x) Anti-stock Theft Unit

- It is in charge of stopping cattle rustling in Karamoja

Roles of different Police officers

(i) District Police Commander (DPC)

- He/she controls the police force in the district
- He/she makes sure that people in the district keep law and order
- He/she gives permission for public gatherings to take place in the district

(ii) Officer in charge (O.C)

- He/she is in charge of a police station
- He/she makes sure that all crimes are investigated upon

(iii) Regional Police Commander (RPC)

- He/she is in charge of police in a region or division

How the police maintains law and order.

- By arresting suspected law breakers
- By putting off big fires.
- By escorting important people.
- By guarding public places like banks, schools
- By carrying out rescue operations
- By dispersing rioters
- By educating people on how to prevent crimes.
- By carrying out patrols in the community.
- By giving evidence to court as a witness
- By controlling the flow of traffic.

How the police can prevent people from committing crimes

- By educating the people on the laws of Uganda.
- By using patrols in the community.
- By guarding important people and buildings.
- By educating people on the ways of preventing crimes
- By encouraging the people to put marks of identification on their property

Roles of ordinary people in maintaining law and order

- By giving evidence against a criminal in courts of law.
- By arresting suspected law breakers and take them to the police
- By keeping away from illegal acts e.g. making fake money
- By reporting any criminal acts to the police.

Note:

- ✓ ***A crime*** *is an illegal behaviour or act which is punishable by the courts of law.*

Common crimes committed in our society today.

- ✓ *Murdering people.*
- ✓ *Fighting*
- ✓ *Defilement and rape*
- ✓ *Stealing*
- ✓ *Kidnapping*
- ✓ *Human sacrifice*

Common causes of crimes

- ✓ *Greed for riches*
- ✓ *Ignorance of the law*
- ✓ *Drug abuse*
- ✓ *Jealousy*
- ✓ *Uncontrolled anger*

Problems facing the Uganda police force

- ❖ Shortage of funds to run its work effectively.
- ❖ Corruption among police officers
- ❖ Shortage of police officers in some areas.
- ❖ Shortage of vehicles for the Uganda police
- ❖ Shortage of communication facilities
- ❖ Poor relations with the general public.

Possible solutions to the problems facing the Uganda Police force.

- ❖ By punishing corrupt police officers.
- ❖ The government should provide more funds to the police force.
- ❖ The government should train more police officers.
- ❖ By teaching the general public about the importance of the police force.



Testing Exercise.

1. Mention any three examples of security organs in Uganda.
2. Who is the current Inspector General of Police (IGP) in Uganda?
3. Under which ministry is the Uganda police?
4. State any three duties performed by the Uganda police.
5. Mention any four departments of the Uganda police.
6. Give any three ways the police maintains law and order in your community.
7. Which departments of the Uganda police are responsible for performing the following roles?
   (i) Controlling the flow of traffic.
   (ii) Stopping big fires.
   (iii) Carrying out investigations on crimes.
   (iv) Handling issues concerning children and other family problems.
8. Mention any four units of the Uganda police force.
9. What title is given to head of the police force in the district?
10. Give any two ways the police can prevent people from committing crimes.
11. State any three problems facing the Uganda police.
12. Give any two ways the problems facing the Uganda police can be solved.
13. Mention any three crimes that are commonly committed by people in your locality.

14. Mention any three common causes of crimes in our society today.
15. Give any three ways citizens can participate in maintaining law and order.

THE UGANDA PRISONS.

The main duty of the Uganda prisons is to transform the law breakers into law abiding citizens.

It works hand in hand with the Uganda Police force to maintain peace and security in our district

The Uganda prisons is under the **Ministry of Internal affairs.**

The most top person in the Uganda prisons is the **Commissioner General of Prisons**

The current Commissioner General of Prisons is **Dr. Johnson Omuhunde Rwashote Byabashaija** since 2005.

Duties of the Uganda prisons

- To keep law breakers/ prisoners.
- To train prisoners with vocational skills like carpentry, poultry keeping, brick making, building etc.
- To take suspects to courts for trial.

Why law breakers are kept in prisons.

- To make them transform into good citizens.

UGANDA PEOPLES' DEFENCE FORCES (UPDF).

Its main duty is to protect and defend the country against internal and external attacks

The president is the commander in chief of the Uganda's armed forces.

The president also appoints other army commanders.

UPDF is under the **Ministry of Defence**.



Duties of the UPDF

- To defend the country against internal and external attacks.
- To preserve the independence of Uganda.
- To cooperate with civilians during times of emergency and disaster.
- To promote harmony between the defence forces and the civilians.

Composition of UPDF

(i) Land force.

- These are soldiers trained to fight on land.
- It is also called infantry.

(ii) Navy force.

- These are soldiers who fight on water.
- It is also called marine forces.

(iii) Air force.

- These are soldiers who fight from air using fighter planes.

Note:

A Security guard *is a person whose job is to guard money, buildings and other valuables.*

Private owned security companies in Uganda.

- *Securex*
- *K.K security*
- *Security 2000 Limited*
- *Jag Security company*
- *Top Security*
- *Seracen*
- *G4s*
- *Securiko.*

Importance of peace and security

- It promotes development.
- It promotes safety of property.
- It promotes hard work among people.
- It reduces crime rate.
- It reduces conflicts among the people
- It promotes trade. Improved security ensures safe movement of people and goods.



Testing Exercise.

1. How is the work of the Uganda police different from that of the Uganda prisons?
2. Under which ministry is the Uganda prisons?
3. Mention any two practical skills that are taught to prisoners.
4. Why are law breakers always kept in prisons?
5. State any two roles performed by the Uganda prisons.
6. Write UPDF in full.
7. What name is given to Uganda's army?
8. State the main duty of UPDF.
9. Mention any three private owned security companies in Uganda.
10. Give any three ways improved peace and security is important in an area.

BANKING SERVICE.

Banking is the system of keeping money safe.

A bank is a financial institution that keeps people's money safely.

Financial institutions that provide banking services to people in the community.

- Commercial banks
- Savings and Credit Co-operative Organisations (SACCO).
- Forex bureaus.

Types of banks.

- Central bank.
- Commercial banks

Central bank.

In Uganda, it is also called the **Bank of Uganda.**

The title of the person who heads Bank of Uganda is **a Governor.**



Bank of Uganda

Functions of the Central bank.

- It manages the debts of the government.
- It prints new money.
- It lends money to other banks.
- It controls money in circulation.
- It gives licence to new banks.
- It gives technical assistance to all financial institutions.
- It keeps government's money and money from other banks.
- It keeps important minerals like gold.

Commercial banks.

These are banks where people keep their money.

They are business-oriented banks aiming at making profits.

Examples of Commercial banks in Uganda.

- Stanbic Bank
- Opportunity Bank
- Centenary Bank
- Barclays Bank
- Bank of Baroda
- Cairo International Bank
- Equity Bank
- Eco Bank
- Housing Finance Trust Bank
- Bank of Africa
- DFCU Bank
- Orient Bank
- Diamond Trust Bank etc.

Importance of commercial banks to people.

- They keep money safely.
- They give financial advice to business people.
- They keep important documents eg. land titles.
- They provide employment to people.
- They give loans to people for development.

Why people keep their money in banks.

- To keep it safe.
- To get access to bank loans.
- To accumulate interest.

MONEY.

Money is an acceptable medium of exchange for goods and services.

The money used in Uganda is called **Ugandan shilling**.

Forms of money used in Uganda.

- Coins.
- Paper notes.

Uganda's currency in coins.

				
Shs50	Shs100	Shs200	Shs500	Shs1000

Uganda's currency paper notes.

		
Shs1,000	Shs2,000	Shs5,000
		
Shs10,000	Shs20,000	Shs50,000

Uses of money.

- It is used to buy basic needs eg food, clothes, water.
- It is used to pay land.
- It is used to buy luxuries eg cars, bicycles.
- It is used to pay bills.
- It is used to pay taxes.
- It is used to pay dowry and brideprice.
- It is used to pay tithe and zakah.
- It is used to pay debts.



Testing Exercise.

1. Mention the two types of banks.
2. Which social service enables people to keep their money safely?
3. What name is given to the Central bank of Uganda?
4. Mention any three roles performed by the Bank of Uganda.
5. What title is given to the head of the Central bank in Uganda?
6. Mention any two examples of commercial banks operating in your district.

7. Give any three ways commercial banks are useful to people in your district.
8. How is the Bank of Uganda useful to commercial banks in Uganda?
9. Give any two reasons why people why people keep their money in banks.
10. Give any three ways money is useful to people in your district.

HOUSING SERVICE.

***A* house** is a building where people live.

Houses provide shelter to man.

Types of houses in our district.

- Permanent houses.
- Semi-permanent houses.
- Temporary houses.



A permanent house

Materials used to build a permanent.

- Cement
- Iron sheets
- Bricks
- Sand
- Iron bars
- Nails
- Timber
- Stones
- Roofing tiles

Materials for building temporary houses.

- Mud
- Grass
- Reeds
- Poles
- Ropes.
- Banana fibres

Note: *Many people in our district own semi-permanent houses. They build them using bricks, mud, poles, iron sheets etc.*

Examples of houses.

- Flats
- Tents
- Huts
- Bungalows
- Kiosks
- Unipots.

Why people should build storeyed houses/flats.

❖ To create more space for building.

❖ To prevent overcrowding of houses.

Uses of houses to people.

❖ Houses provide accommodation to people.

❖ They protect people from harsh weather conditions.

❖ They are used for storage of goods.

❖ They protect people's properties from thieves.

❖ They protect people from dangerous animals.



Testing Exercise.

1. Mention the basic need of man provided by houses.
2. Mention any two types of houses.
3. Mention any three materials used to build permanent houses.
4. Why is the government encouraging people to build storeyed houses in towns?
5. Mention any three materials commonly used when building temporary houses.

6. Give any two ways houses are useful to people in your community.
7. How can the problem of land shortage be solved in most urban areas?

ELECTRICITY SERVICE.

Most homes in Uganda use hydroelectricity.
Hydroelectricity is generated by the power of flowing water.
In Uganda, hydroelectricity is mostly generated from Nalubaale power dam, Kiira dam and Bujagali dam on river Nile.
Electricity is transmitted to people's homes through wires.
Umeme Limited is the largest energy distributor in Uganda

Types of electricity.

Type of electricity	*Source*
▪ Hydroelectric power (HEP).	• Fast flowing water.
▪ Solar electricity	• The sun.
▪ Thermal electricity	• Fossil fuels like crude oil.
▪ Bio gas electricity	• Garbage like cow dung and plant materials.
▪ Geothermal electricity	• Hot springs.

Uses of electricity.



- ❖ Electricity is used to run machines in industries.
- ❖ It is used for cooking food.
- ❖ It is used for lighting homes.
- ❖ It is used for lighting streets in towns.
- ❖ It is used to control traffic lights.
- ❖ It is used for ironing clothes.
- ❖ It is used for operating radios, televisions and refrigerators.
- ❖ It is used for charging phones.

Disadvantages of electricity.

- ❖ Electricity can spark off fire in our homes.
- ❖ It can shock people.
- ❖ It can blow electric appliances eg. radios, televisions, refrigerators etc
- ❖ It requires regular payment of bills which is costly.



Testing Exercise.

1. Which type of energy is generated from fast flowing water?
2. Give any two ways waterfalls are economically important.
3. Mention any three power dams that produce electricity used in Uganda.

4. Draw the map symbols of the following features.

A waterfall	*A dam*

5. Complete the table below correctly.

Energy generated	*Source*
(i) ----------	Fast flowing water
(ii) ----------	Garbage
(iii) ----------	Hotsprings
(iv) Solar energy	----------

6. Give any three ways electricity is useful to people in your community.
7. State any two disadvantages of electricity.
8. Give one way electricity is useful to industries.
9. Write HEP in full.
10. Mention any two electrical appliances found at your home.

WATER SUPPLY SERVICE

Water is one of the basic needs of people.

The main natural source of water in the environment is **rain.**

Sources of water.

- Rivers
- Streams
- Ponds
- Lakes
- Boreholes
- Wells
- Rain

Organisations that provide clean water in the community.

- National Water and Sewerage Corporation (NWSC) mainly in towns.
- Rural Water Supply and Sanitation Agency (*RUWASA)* mainly in villages.

Note.

- ✓ ***RUWASA*** *is responsible for construction of water dams and water wells in the villages.*
- ✓ ***Social amenities*** *are services and facilities that make life easy and better.*
  Examples of social amenities.
  - *Piped water.*
  - *Electricity.*
- ✓ ***A plumber*** *is a person who repairs and installs water pipes.*
- ✓ *Electricity is extended to people's homes through pipes.*

Uses of water.

- ❖ People and animals drink water.
- ❖ People use water for cooking.
- ❖ People use water for bathing.
- ❖ It is used to cool engines of vehicles.
- ❖ Water is used to wash utensils.
- ❖ Water is used for irrigation.

How water is useful to industries.

- ❖ Water is used to cool the machines in industries.
- ❖ Water is used in the manufacturing of some goods eg.soda, beer, juice, wine, bottled water etc.

How people can contaminate water.

- ❖ By defecating in water bodies.
- ❖ By urinating in water bodies.
- ❖ By dumping garbage in water bodies.
- ❖ Through dumping industrial wastes into water bodies.
- ❖ By allowing animals to enter water bodies when drinking water.

How to make water safe for drinking.

- ❖ By boiling water.
- ❖ By adding chemicals to purify it.



Testing Exercise.

1. Mention any three sources of water used by people in your district.
2. Write the following in full.
   (i) RUWASA
   (ii) NWSC
3. Name the body that is responsible for supplying clean water in urban areas.
4. What are Social amenities?
5. Mention any two examples of social amenities.
6. Give any three ways water is useful to people in your community.
7. Give any two ways people can make water safe for drinking.
8. How is a plumber useful to people in your district?
9. Give one way water is useful to industries.
10. Give any three ways people pollute water bodies in your community.

PROBLEMS FACED IN MEETING PEOPLE'S NEEDS.

BASIC NEEDS OF MAN.

Basic needs are things which man cannot live without.

Examples of human basic needs

- Food
- Clothes
- Shelter
- Medical care
- Security

Sources of man's basic needs.

- Gardens
- Markets
- Schools
- Hospitals
- Shops
- Houses

Activities done by people to get their basic needs.

An economic activity is the work done by people to get money.

Economic activities include;

- Crop growing.
- Pastoralism/ animal rearing

- Teaching
- Lumbering.
- Fishing.
- Tourism.
- Trading.
- Pottery.
- Iron smelting.
- Weaving.
- Basket making/weaving.

The problems faced in meeting people's needs in our district include;

- Poverty.
- Corruption.
- Theft
- Shortage of food/ famine
- Bad weather
- Irresponsibility.
- Laziness.
- Idleness
- Wars.
- High population.
- Poor attitude to work.
- Unemployment.
- Sickness/diseases.
- Accidents.

Possible solutions to the problems faced by people in meeting their needs.

- ❖ By creating more job opportunities.
- ❖ By teaching farmers better farming methods.
- ❖ By encouraging people to grow more food crops.
- ❖ By providing better medical services.
- ❖ By building more social services centres.
- ❖ By encouraging group farming.
- ❖ By controlling population growth.
- ❖ By improving on security in all parts of the country.
- ❖ By punishing corrupt officials in the government.



Testing Exercise.

1. What are basic needs?
2. Apart from food, mention any three other basic needs of man.
3. Why is food regarded as a basic need of man?
4. Mention any three sources of the basic needs of man.
5. Mention any four economic activities done by people in order to get their basic needs.
6. State any four problems people face when meeting their basic needs.
7. Give any four possible solutions to the problems faced when meeting people's needs.
8. Give one reason why some people in rural areas fail to access better social services.
9. State any two reasons famine can be reduced among people in our community.
10. Give one way the problem of corruption can be reduces in our society.

SOCIAL SERVICE CENTRES.

Social service centres are places where social services are provided.

Examples of social service centres.

- Schools
- Hospitals
- Police stations/ posts
- Banks
- Water source
- Petrol stations
- Post offices
- Churches and mosques.

SOCIAL SERVICE PROVIDERS.

Social service providers are groups of people who provide social services.

Examples of Social service providers.

- Local leaders.
- Veterinary doctors.
- Police.
- Army officers/soldiers.
- Teachers.
- Nurses.
- Parents
- Chiefs
- Shopkeepers
- Farmers.
- Carpenters.
- Doctors.
- Pilots.
- Plumbers
- Mechanics
- Drivers.
- Bankers.
- Farmers.

Things which destroy social service centres.

- Fire outbreaks.
- Wars.
- Strong winds.
- Floods.
- Rioters.
- Landslides

Ways of caring for social service centres.

- ❖ By respecting people who care for social services.
- ❖ By cleaning social service centres.
- ❖ By teaching people on proper use of social service centres.
- ❖ By painting the social service centres.
- ❖ By showing love for social service centres.
- ❖ By fencing the social service centres.





1. What are Social service centres?
2. Mention any three examples of social service centres in your community.
3. How are petrol stations important to people in your community?
4. Mention any four examples of petrol stations in your district.
5. Mention any three products sold at petrol stations found in your district.
6. What are Social service providers?
7. Mention any four groups of people who provide social services in your community.
8. Mention any two natural disasters that destroy the social service centres in an area.
9. Give any one way people destroy the social service centres found in their community.
10. State any four ways the social service centres in your community can be cared for.

EXCEL STANDARD SOCIAL STUDIES

PUPIL'S BOOK 5

FIRST EDITION

BY

EXCEL PUBLISHERS

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means of electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

Copyright © Excel publishers



For Excellence in Social Studies

ACKNOWLEDGEMENT

Developing a book of this nature requires a lot of support from colleagues, friends and family. I would like to register my deep-rooted gratitude to the following people for their unlimited assistance offered towards the completion of this book.

All teachers of Social Studies in Victoria Mutundwe Primary School and Makindye Junior school with whom I worked at various levels for their positive advice and criticism.

All authors whose books we used and consulted during our research for some of the materials in this book.

We do sincerely regret any mistakes which may be found anywhere in this book. It is not intended to be part of this book but accidental.

However, any person who does any unauthorised act in relation to this publication without prior written permission from the original authors, may be liable to criminal prosecution and civil claims for damage.

***Author*:** **Kimbugwe Apollo**

Typing: **Kasozi Deo**

Ssevvume Willy

Kamya Imelda

Technical adviser: **Mary Flavia Namulindwa**

Cover design: **Excel Graphics**

Editing: **Excel Publishers Editorial Board**

PREFACE

Excel Standard Social Studies, Pupils' Book Five has been developed basing on the revised Primary Five Social Studies Syllabus as prescribed by the new curriculum of the National Curriculum Development Center (NCDC). The book contains accurate, relevant and current information covering all topics in all terms of the year in their order. It is intended to guide both teachers and learners.

The pupil's book cares for the interests of the learners in terms of simple and concise language used, simplified content to cater for all learners with different abilities and clear illustrations to make learning enjoyable through observation. Key words for each topic have also been included in order to enrich the learner's vocabulary and mastery of concepts.

The topics have well organised, relevant, and easy to understand notes and facts. It is written in a simple language and is well aided with maps and illustrations/diagrams where necessary to ease understanding.

The book is remarkably precise but detailed in content with no fact left hanging. It has been mainly written for Primary Five in a language that is suitable for both rural and urban Pupils. The book can therefore be used with minimum teacher guidance.

The book has inbuilt and continuous assessment activities at the end of topic. These questions are to help the learners to test their understanding of the concepts covered and are to enable the teacher to track progress as coverage goes on. This also makes the book convenient for individual and class learning by the pupils.

The content of the book has been enriched to enable learners get solutions to the three main levels of assessment at primary level that is to say: Knowledge, Comprehension and Application.

The book is intended to provide learners with knowledge, skills and the desired attitudes and values of Social Studies and the Environment that are important to prepare learners for final assessment of the primary level.

The book is written and developed by experienced teachers of Social Studies and Religious Education and we welcome all comments on the publication with an open mind for the improvement in the teaching and learning of Social Studies. Comments and orders can be communicated directly through the following contacts.

TEL: +256 771 623617 and +256 700 770630, KAMPALA.
Email address: apolokimbugwe504@gmail.com

THEME: LIVING TOGETHER IN UGANDA

TABLE OF CONTENTS

TERM ONE

Topic 1: Location of Uganda on the map of East Africa.

Districts and Regions that form Uganda..... ...6
Maps and pictures..... 8
Locating Uganda using the grid reference system..... 12
Uganda's neighbours 16
Uganda as a land locked country..... 17

Topic 2: Physical Features of Uganda.

Introduction to Physical Features 20
Mountains in Uganda..... 20
The Rift Valley..... 26
Plateaus 27
Lakes in Uganda..... 27
Rivers in Uganda 32
The Influence of Physical Features 36

Topic 3: Climate of Uganda.

Weather 40
Climatic Zones of Uganda 42
Factors that Influence the Climate of Uganda 46
The Influence of Climate on Human Activities..... ...49
Farming in Uganda..... 50

Topic 4: Vegetation of Uganda.

Introduction to Vegetation 61
Vegetation Zones of Uganda ..... .62
Vegetation Distribution in Uganda 69
The Influence of Vegetation on Animals ..... .70
Game Parks in Uganda 71
Tourism industry in Uganda 74
Vegetation Conservation 75
Relationship between vegetation and population distribution..... 76

Topic 5: Natural resources of Uganda.

Introduction to natural resources..... 79
Land as a resource..... 79
Water resources 80
Minerals as a resource 82
Animal resources 84
Climate (wind, rainfall, sunshine) as a resource 85
Human resource 86

TERM TWO

Topic 6: The People of Pre-colonial Uganda.

Origin of the People of Uganda 89
Major Ethnic Groups in Uganda..... ..92
Migration of people today 99

Settlement patterns of the people of Uganda.....104
Political, Social and Economic Organisation among The People of Uganda.....105

Topic 7. Foreign Influence in Uganda.

Early Foreign Traders in Uganda 118
European Explorers in Uganda 123
Christian missionaries in Uganda 127
Colonial administrators in Uganda 135

Topic 8. How Uganda became a Nation.

Colonial agreements that were signed in Uganda.....143
Evolution of Uganda's boundaries 145
Colonial administrative systems used in Uganda 146

Topic 9. The Road to independence in Uganda.

Characteristics of colonial rule 149
Colonial resisters in Uganda 150
Formation of the LEGCO in Uganda 151
The struggle for independence in Uganda 152
Formation of political parties in Uganda 153
The influence of world wars on Uganda's independence 154
Uganda gains her independence 156

TERM THREE

Topic 10. Uganda as an independent nation.

Presidents of Uganda since independence.....159
Symbols of an independent nation 162
Democracy in Uganda 166
Elections 167

Topic 11: The Government of Uganda.

Levels of government in Uganda 174
Organs of the government 174
The National constitution 180
Sources of government revenue 182
Budgeting 184
Rights and responsibilities of citizens 187

Topic 12. Population size and Distribution

Introduction to population 194
Population growth 194
Population census 195
Population distribution 196
Population density 199
Effects of HIV/ AIDS on population 201

TOPIC 1: LOCATION OF UGANDA ON THE MAP OF EAST AFRICA.

DISTRICTS THAT FORM UGANDA.

A district is an administrative area at the level of Local Council Five (LC V)
Uganda is divided into districts mainly to ease administration.
Chairperson LC V is the political head of a district.
Districts in Uganda are grouped into regions, and each region is divided into sub-regions according to the customs of the people in that area.

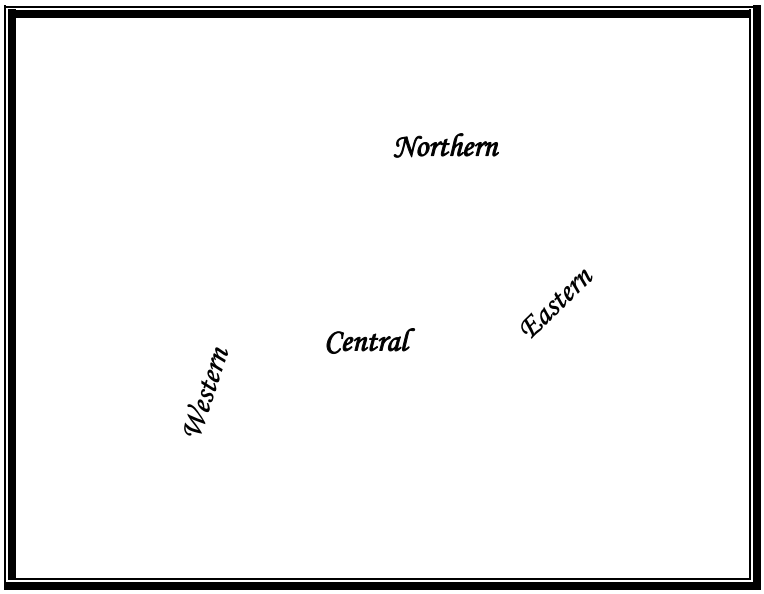
Regions that form Uganda.

- **Central region.**
- **Northern region**
- **Western region**
- **Eastern region**

Sub-regions found in each region of Uganda.

Region of Uganda	*Sub-region*	*Districts*
Central region	Buganda sub-region	-Kampala -Mpigi -Masaka -Mityana -Luwero -Kalangala -Nakasongola -Mubende -Rakai -Wakiso -Sembabule etc.
Northern region	Acholi sub-region	-Gulu -Kitgum -Agago -Pader
	Karamoja sub-region	-Kotido -Abim -Moroto -Kaabong -Nakapiripirit etc
	Lango sub-region	-Lira -Apac -Oyam -Dokolo etc
	West Nile sub-region	-Arua -Nebbi -Zombo -Yumbe -Adjumani -Koboko
Western region	Bunyoro sub-region	-Hoima -Buliisa -Kibaale -Masindi
	Tooro sub-region	-Kabarole -Kamwenge -Kyegegwa
	Rwenzori sub-region	-Kasese -Bundibugyo -Ntoroko
	Kigezi sub-region	-Kabale -Kisoro -Kanungu -Rukungiri
	Ankole sub-region	-Mbarara -Ibanda -Kiruhura
Eastern region	Busoga sub-region	-Jinja -Iganga -Mayuge -Luuka -Buyende
	Teso sub-region	-Soroti -Serere -Kumi -Amuria etc
	Bugishu sub-region	-Mbale -Sironko -Bududa -Bulambuli
	Sebei sub-region	-Kapchorwa -Bukwo -Kween
	Bukedi sub-region	-Pallisa -Kibuku -Budaka -Tororo -Busia

REGIONS THAT MAKE UP UGANDA.



Reasons why Uganda is divided into districts.

- **To ease administration.**
- **To extend social services nearer to people.**
- **To create more job opportunities to people.**

Disadvantages of creating more new districts.

- **It leads to separation of communities/ tribes.**
- **It leads to high administrative costs.**
- **It makes equal distribution of resources difficult.**

HIGHLAND DISTRICTS

These are districts which are located in areas of high altitude.
Such districts usually have many hills and mountains.
Altitude is the height above the sea level.

Examples of highland districts.

- **Mbale**
- **Kapchorwa**
- **Kabale**
- **Kisoro**
- **Bundibugyo**
- **Kasese**
- **Moroto**
- **Rukungiri**

Economic activities that are commonly carried out in highland districts.

- **Tourism**
- **Mining**
- **Crop growing**

Problems faced by people living in highland districts.

- **Landslides**
- **Severe soil erosion**
- **Poor transport network**
- **Difficulty in agricultural mechanisation.**

Possible solutions to the problems facing people living in highland districts.

- **By rearing donkeys to use them as means of transport.**
- **By constructing winding roads.**
- **By practising afforestation and reafforestation to control landslides.**
- **By terracing, contour ploughing and strip cropping to reduce soil erosion.**

Note:

- ✓ *Heavy rainfall is the major cause of landslides in highland areas.*
- ✓ *Landslides can be controlled in highland areas by planting more trees.*

- ✓ *Ground transport is very poor in highland areas because it is very difficult and expensive to construct roads in highland areas.*
- ✓ *Agricultural mechanisation is so poor in highland areas because the steep slopes make the use of tractors difficult.*
- ✓ *Road transport can be improved in highland areas by constructing winding roads.*
- ✓ *People living in Kapchorwa district rear donkeys mainly to use them as means of transport.*

ISLAND DISTRICTS.

An island is an area of land which is completely surrounded by a water body.

The island districts in Uganda are found in Lake Victoria.

Examples of Islands districts.

- ❖ **Kalangala**
- ❖ **Buvuma**

Economic activities that are commonly carried out in Island districts.

- ❖ **Fishing.**
- ❖ **Crop cultivation (oil palm growing, maize, banana, potatoes)**
- ❖ **Lumbering**
- ❖ **Trading.**
- ❖ **Tourism due to presence of Ssese forest, Ngamba island which is famous for Chimpanzees**

Benefits enyoyed by Island districts.

- ❖ **They get easy access to water.**
- ❖ **They have fertile soils.**
- ❖ **They receive plenty of rainfall.**

Problems facing people living in Island districts.

- ❖ **Poor road transport.**
- ❖ **Attacks from aquatic animals eg.crocodiles.**
- ❖ **Lack of hydro electricity**
- ❖ **Floods**
- ❖ **Poor social service delivery.**
  - ➢ **Note***: -There is no hydro electricity in Kalangala and because it is very expensive to fix electric poles in water of lake Victoria to these districts.*

Possible solutions to the problems facing Island districts of Uganda.

- ❖ **By using other sources of energy eg. solar energy**
- ❖ **By employing more social service providers.**
- ❖ **By providing better means of water transport.**
- ❖ **By building better social service centres in island districts.**
- ❖ **By paying attractive salaries to people who provide social services in island districts.**

MAPS AND PICTURES.

A map is a drawing/ representation of an object as seen from above.

Maps show how objects look like when viewed directly from above.

We use symbols to help us understand and interpret a map of a detailed area.

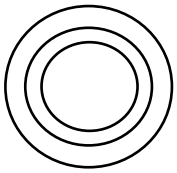
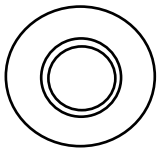
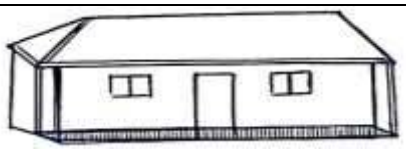
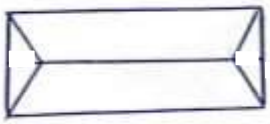
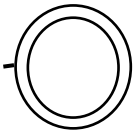
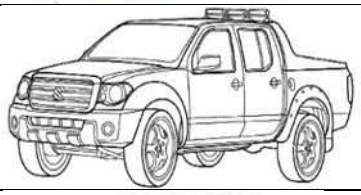
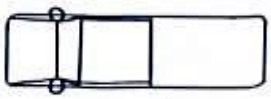
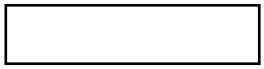
The boundary of a map determines the size and shape of the map.

A picture is a representation of an object as seen from above.

All features on a picture can be clearly seen as real objects.

Pictures are more detailed than maps.

Maps and Pictures of different objects

Object name	*Picture*	*Map*
a tree		
a plate		
a pot		
a house		
a chair		
a cup		
a hut		
a car		
a table		

Similarity between maps and pictures.

- **Both are representations of objects.**

Types of maps.

(i) Political maps. These maps show boundaries of villages, counties, districts and countries.

(ii) Topographic maps. These maps show physical features/ landforms of a given area.eg.mountains etc.

(iii) Flow-line maps. These show movement of people, goods, animals etc.

(iv) Thematic maps. These show various social and economic themes eg. trade, energy.

Importance of maps.

- They are used for locating places.
- They help travelers to plan for routes to take while on their journeys.
- They help people to know the relief, climate and vegetation of different areas.

ELEMENTS OF A MAP .

- A compass direction
- A scale
- A title/heading
- A frame
- A key

Importance of different elements of a good map.

Element	*Importance*
❖ A compass direction	❖ It helps to show the direction of places on a map. -A map reader may fail to know the direction of places shown on the map if he/she reads a map without a compass direction.
❖ A title/ heading	❖ It helps one to know what the map is all about. -One who reads a map without a title may fail to know what the map is all about.
❖ A key	❖ It helps a map reader to interpret symbols used on a map. -A key gives detailed information about the map. -A map reader may fail to interpret/ know the meaning of symbols used on a map if he/she reads a map without a key.
❖ A scale	❖ It helps a map reader to calculate the actual ground distance on a map. -A map reader may fail to calculate the actual ground distance between places on the map if he/she reads a map without a scale.
❖ A frame	❖ It shows the extent of the area represented by the map.

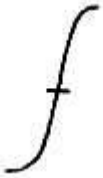
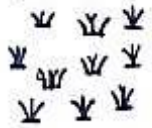
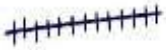
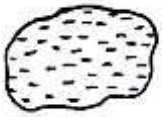
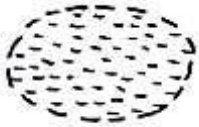
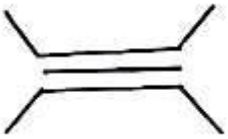
MAP SYMBOLS .

These are features that are used to represent real objects on a map.

Why symbols are used on maps.

- To avoid congestion on the map.
- To make map reading easy.
- To ensure neatness of a map.

Common symbols used on maps.

				
A rift valley	*waterfall*	*A dam*	*A canal*	*A swamp*
				
A quarry	*A hill*	*airport*	*contours*	*a factory*
				
Railway line	*A port*	*hospital*	*mountain peak*	*permanent lake*
				
Seasonal lake	*church*	*A bridge*	*Seasonal river*	*Compass direction*

A COMPASS DIRECTION

A compass is an instrument used to find direction of places.

A drawn compass is called *a compass rose.*

People who use a compass.

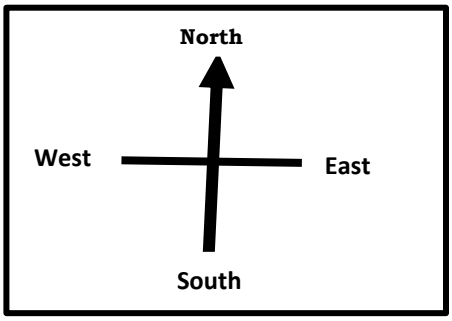
- **Rally drivers**
- **Tourists**
- **Pilots**
- **Mountain climbers**
- **Sailors**
- **Scouts and girl guides.**
- **Soldiers.**

A compass direction.

A compass direction is a symbol used on a map to show the direction of places.

The compass points are divided into the cardinal points,semi-cardinal points (secondary points) and tertiary points.

Cardinal points are the four major points of a compass.

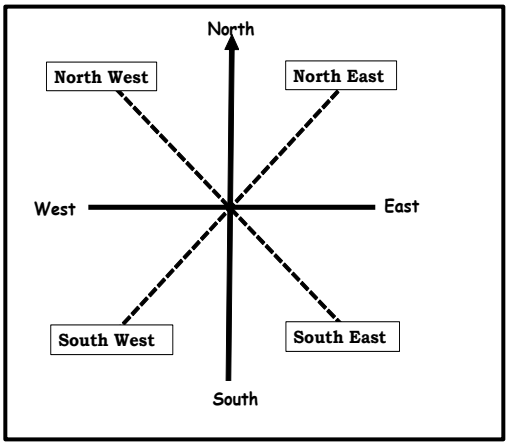


These include;

- **North**
- **South**
- **West**
- **East**

Secondary points are the directions that lie midway of cardinal poits.

Semi-cardinal points lie at 45° from the cardinal points.



These include;

- South East
- South West
- North East
- North West

A SCALE.

A scale helps a map reader to calculate the actual ground distance on a map.

A map reader who reads a map without a scale may fail to calculate the actual ground distance on a map.

A scale is only found on accurate maps.

A sketch map is a map which is not drawn to scale while **an accurate map** is a map which is drawn to scale.

Types of scales.

(i) Linear scale.

This is the type of scale drawn using lines that are divided into equal parts.

Example;

*Find the actual ground distance between town **Q** and town **S** if there is a distance of 6cm between the two towns on the map.*

Solution;

1cm = 100km

6cm = (6×100)km

= 600km.

*Therefore,the actual ground distance between Town **Q** and Town **S** is 600km.*

(ii) Representative scale/ fractional scale.

This is the type of scale written as a mathematical fraction.

It can also be written as a ratio.eg. $\frac{1}{100\text{km}}$ or 1:100km.

(iii) Statement scale.

This type of scale can be given as a statement or words.

Eg.1cm on a map represents 100km on the ground.

LOCATING UGANDA USING THE GRID REFERENCE SYSTEM

Ways of locating places.

- By using a compass.
- By using neighbouring places.
- By using landmarks.

Ways of locating places on a map

- Using a compass direction.
- Using neighbouring places.
- Using physical features.
- Using lines of latitude and lines of longitude (grid reference system)

GRID REFERENCE SYSTEM

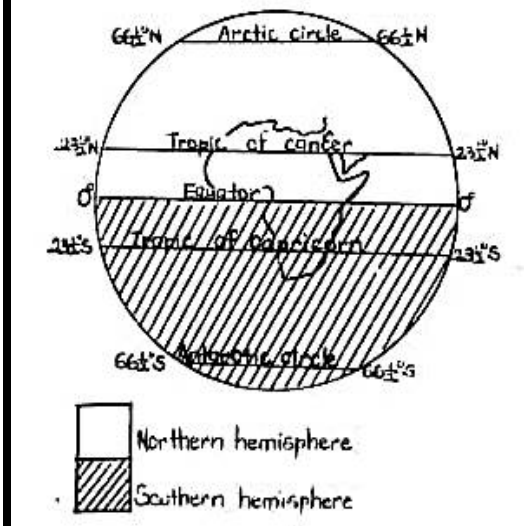
This is the method of locating places using lines of latitude and lines of longitude.
Grid refers to the network of horizontal and vertical lines used as references co-ordinates to locate places on a map.

(i) LINES OF LATITUDE.

These are imaginary lines drawn on maps or globe from East to West.
The general name for all lines of latitude is parallels because they do not meet at any point.
Latitude is the distance in degrees North or South of the equator.
Lines of latitude help in determining climate of places.
Lines of latitude help us to tell how far a place is North or South of the Equator.

Major lines of latitude.

- **The Equator (0^0)**
- **Tropic of Cancer ($23\frac{1}{2}^0$N)**
- **Tropic of Capricorn ($23\frac{1}{2}^0$S)**
- **Arctic circle ($66\frac{1}{2}^0$N)**
- **Antarctic circle ($66\frac{1}{2}^0$S)**



THE EQUATOR

The Equator divides the world into two equal parts (hemispheres)
The Equator is marked ***0^0*** *because it is the starting point for all latitude readings.*
The Equator is the most important line of latitude because it crosses the world at the centre.
All districts which are crossed by the equator lie in both the Northern and Southern hemisphere.
Note:
A globe *is the model of the earth*
The Equator crosses ***lake George*** *and* ***lake Victoria*** *in Uganda.*
A hemisphere *is a half part of the world as divided by the equator or prime meridian.*
The area between the Tropic of cancer and the Tropic of Capricorn is called the ***Tropical region.***

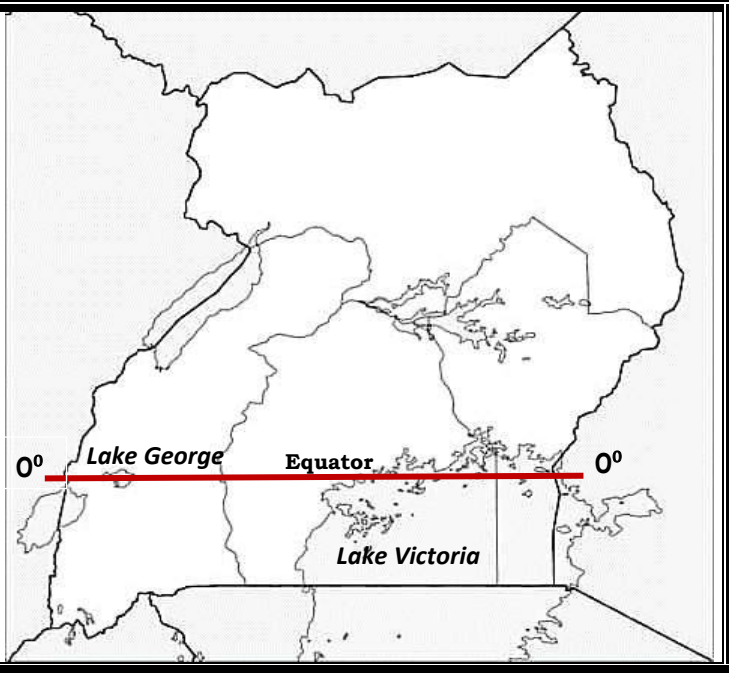
Districts crossed by the Equator in Uganda

- **Ibanda**
- **Kasese**
- **Mpigi**
- **Mukono**
- **Wakiso**
- **Namayingo**
- **Mayuge**
- **Kalungu**
- **Bukomasimbi**
- **Buvuma**
- **Sembabule**
- **Lyantonde**
- **Kamwenge**

Importance of lines of latitude

- **They help to determine the climate of a place.**
- **Lines of latitude and lines of longitude are used to locate places on a map.**

Location of the Equator on the map of Uganda





Location of the Equator at Kayabwe along Kampala-Masaka road

Practical activity;

Use the political map of Uganda and identify all districts that;

(i) Are crossed by the Equator.

(ii) Completely lie in the Northern hemisphere

(iii) Completely lie in the Southern hemisphere.

(iv) Lie in both the Northern and the Southern hemisphere

(ii) LINES OF LONGITUDE.

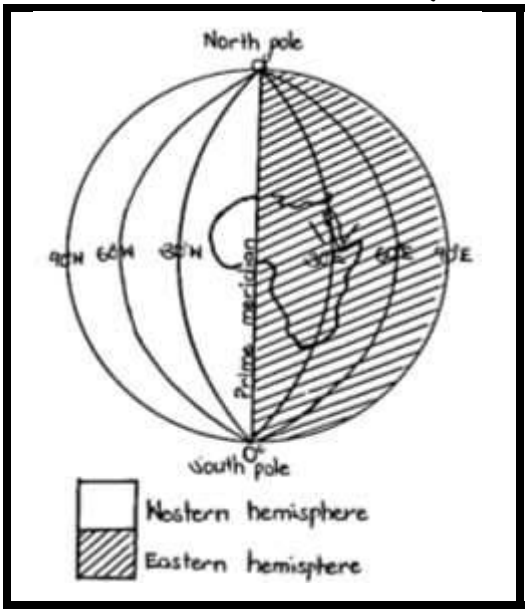
Lines of longitude are imaginary lines drawn on maps and globe from the North pole to the South pole

They are also known as meridians.

Lines of longitude meet at the poles of the earth.

Major lines of longitude.

- **The Prime meridian/ Greenwich meridian (0^0)**
- **The International dateline. (180^0E or W)**



The Prime Meridian/ Greenwich Meridian

*The Prime meridian is also called the **Greenwich meridian** because it crosses Greenwich town in London.*

*The Prime meridian is marked **0^0** because it is the starting point for all longitude readings.*

The Prime meridian divides the world into the Eastern and Western hemisphere.

All countries crossed by the Prime meridian lie in both the Eastern and Western hemisphere.

Note;

- ***The Prime meridian** helps in telling international time.*
- ***The International dateline** separates one day from the next day.*
  e.g. East of the International dateline may be Wednesday while West of it is Tuesday.

Using the Prime meridian to tell the international time.

A time zone is an area/region with the same standard time.

Different regions of the world have different time zones according to the distance from the Prime meridian.

Places which are in the same time zone have the same standard time.

e.g. Uganda, Kenya and Tanzania are in the same time zone, and so have the same standard time. (East Africa standard time)

East Africa lies at longitude 45º while Rwanda and Burundi are 30ºE of the Greenwich meridian.

- **Note:**
  - ✓ *The rotation of the earth on its axis causes days and nights.*
  - ✓ *The earth makes one complete rotation of 360^0 in one day (24hours). Therefore, it rotates through an angle of 15^0 in every 1hour (60min).*
  - ✓ *Every 15^0 E or W of the Greenwich meridian is a time zone.*
  - ✓ *When you travel 15^0 westwards, you lose an hour while travelling 15^0 eastwards makes you gain an hour.*
  - ✓ *We usually add (+) hours for places which are in the East and subtract (-) the time when finding the time for places which are in the West.*
  - ✓ *Changing of the time to and from 24hr clock (by either adding or subtracting 12 hrs) affects the units in which the time is given.(ie. From am to pm and viceversa).*
  - ✓ *Time in each time zone is calculated basing on the Greenwich mean time (GMT) which is at 0^0 longitude.*

Example 1:

1. Find the time in East Africa which is 45^0 if it is 1:00pm at GMT.

Solution,

15^0=1hr

45^0=($\frac{45}{15}$) hrs.

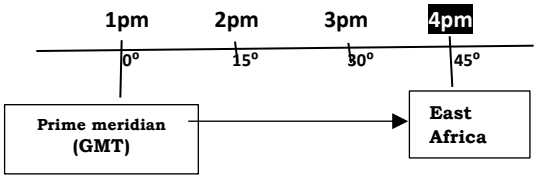
=3hrs

Time in East Africa=1:00pm

+3.00hrs

4:00pm

OR:



*Therefore, time in East Africa is **4:00pm***

*Therefore, time in East Africa is **4:00pm.***

Example 2.

2. What time will it be in country T which is 60^0W if it is 3:00pm in Ghana?

Solution,

15^0=1hr

60^0=($\frac{60}{15}$) hrs

=4hrs

Time in country T is = 3:00pm (+12hours)

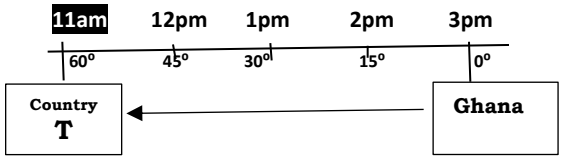
-4.00hrs

=15.00hrs

-4.00hrs

11:00am

OR:



*Therefore, time in country **T** will be **11:00am***

*Therefore, the time in country **T** will be **11:00am**.*

Locating Uganda using the grid reference system.

Uganda is located between latitude 4^0N and 1^0S and longitude 29^0E and 35^0E of the Greenwich meridian.

The farthest point in the North is Zulia while Kisoro is the farthest in the South.

Ishaka is the farthest town in the West while Amudat is the farthest in the East.

Location of Uganda using the grid reference system.



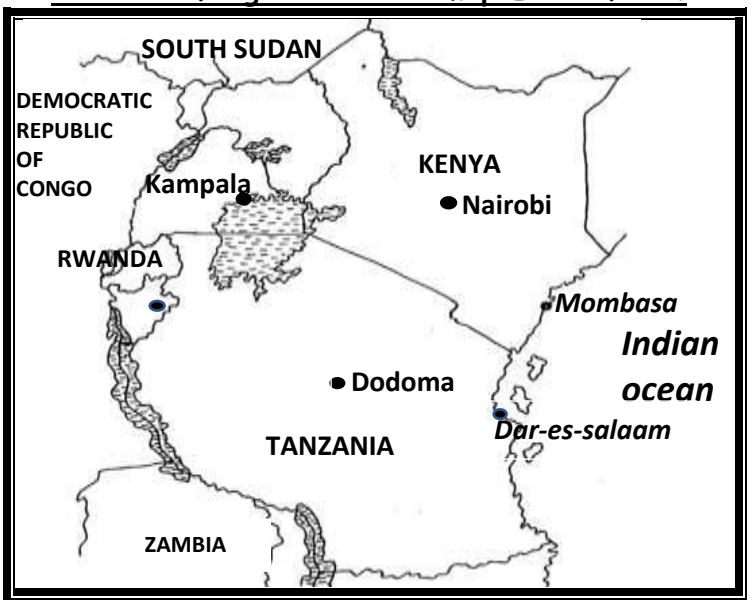
UGANDA'S NEIGHBOURS.

Uganda is bordered by five (5) countries.

These include;

- **Kenya in the East**
- **Tanzania in the South**
- **South sudan in the North**
- **Democratic Republic of Congo in the West**
- **Rwanda in the South West.**

Location of Uganda on the map East Africa.



Countries that neighbour Uganda.

Country	*Direction from Uganda*	*Direction to Uganda*	*Capital City*	*Current President*
Kenya	**East**	**West**	**Nairobi**	**H.E Uhuru Kenyatta**
Tanzania	**South**	**North**	**Dodoma**	**H.E John Pombe Magufuli**
DRC	**West**	**East**	**Kinshasa**	**H.E Felix Tshisekedi**
South Sudan	**North**	**South**	**Juba**	**H.E Salva Kiir**
Rwanda	**South West**	**North East**	**Kigali**	**H.E Paul Kagame**

UGANDA AS A LAND LOCKED COUNTRY

A land locked country is a country without a coastline.

Uganda is a land locked country because she has no coastline.

Uganda usually uses her neighbours' sea ports when importing and exporting her goods.

Land locked countries that border Uganda.

- **Rwanda**
- **South sudan**

Seaports that handle Uganda's imports and exports.

- **Port Mombasa in Kenya**
- **Port Dar-es-salaam in Tanzania**
- **Port Matadi in Democratic Republic of Congo**

Note:

- ✓ ***A Seaport*** *is a a place at the coast where ships anchor.*
- ✓ *Uganda mostly imports her goods through port Mombasa because port Mombasa is nearer to Uganda than other sea ports.*

Problems faced by land locked countries in Uganda.

- **High taxation on overseas goods/imports.**
- **Delay of overseas goods in transit.**
- **High transport costs when importing goods.**
- **There is limited trade with the rest of the world.**
- **High prices for imported goods.**
  - **Note:**
    - ✓ ***Smuggling*** *is the illegal importation and exportation of goods.*
    - ✓ *Smuggling reduces market for locally manufactured goods.*
    - ✓ *It may also lead to importation of low quality goods into the country.*
    - ✓ ***Imports*** *are goods that are brought in a country from other countries eg. Vehicles Uganda imports from Germany.*
    - ✓ ***Exports*** *are goods a country sells to other countries. eg.food Uganda sells to South Sudan.*

Steps land locked countries can take/ have taken to solve some of the above challenges.

(How Uganda can solve the problems she faces due to her location)

- **By using air transport when importing goods.**
- **By using various sea ports when importing goods.**
- **By promoting domestic industrial production.**
- **By joining common markets in the region.eg.East African Community (EAC)**
- **By improving security along the high ways.**

NON-LAND LOCKED COUNTRIES.

A Non-land locked country is a country which has a coastline.

Non-landlocked countries have their own sean ports that handle their imports and exports.

Non-landlocked countries that neighbour Uganda.

- **Kenya**
- **Tanzania**
- **Democratic Republic of Congo**

Major sea ports of Uganda's neighbours.

Non landlocked country	*Sea port*
Kenya	**Port Mombasa**
Tanzania	**Port Dar-es-salaam**
Democratic Republic of Congo	**Port Matadi**

Benefits enjoyed by Non-land locked countries.

- **They pay less taxes on their imported goods.**
- **They earn income through taxing goods for land locked countries that pass through them.**
- **They can easily trade with other countries.**

Note:

- ✓ *Hinterlands are areas in a country that are far away from the coast or main cities.*

Reasons why Uganda should cooperate with her neighbours

- **To widen market for her goods.**
- **To use her neighbours' sea ports to handle her exports and imports.**
- **To get goods which she cant produce locally.**





1. **Mention the four geographical regions that make up Uganda.**
2. **Give any two reasons why Uganda is divided into districts.**
3. **State any one problem a country faces as a result of having many districts.**
4. **Mention any two sub-regions found in each of the following regions of Uganda.**
   - **(i) Northern region**
   - **(ii) Western region**
   - **(iii) Eastern region**
5. **Mention any two economic activities that are commonly carried out in highland areas.**
6. **What is the major cause of landslides in highland areas?**
7. **Mention any two problems faced by people living in highland areas.**
8. **How can road transport be made possible in highland areas?**
9. **Mention any three elements of a good map.**
10. **What is an island?**
11. **Name the two island districts in Uganda.**
12. **State any one factor that hinders economic development in island districts.**
13. **How is a map different from a picture?**
14. **Which problem is a map reader likely to face when reading a map without;**
    - **(a) A key**
    - **(b) A title**
15. **Why are symbols always used on maps instead of real objects?**

16. **Draw the maps of the following objects.**

a hut	a tree	a table	a pot

17. **Give any two ways one can locate places on a map.**
18. **What general name is given to lines of latitude?**
19. **Name any one water body the equator crosses in Uganda.**
20. **Why is the equator marked 0^0 ?**
21. **How is a compass direction useful to a map reader?**
22. **Draw the map symbols for each of the following features.**

A rift valley	**A waterfall**	**A dam**	**A canal**

23. **How are lines of latitude and lines of longitude important?**
24. **Name the line of longitude that helps in telling the international time?**
25. **Find the time in East Africa which is 45^0 E if it is 3:00pm in Ghana.**
26. **Name the country which Uganda neighbours to the West.**
27. **Give the meaning of lines of Longitude.**
28. **Why are lines of latitude sometimes called Parallels?**
29. **Mention the three types of scales used on maps.**
30. **Why are maps drawn by P.5 pupils referred to as sketch maps?**
31. **Find the actual ground distance between Town Q and Town P which are 5cm apart on the map usiong the scale 1cm=100km.**
32. **State the standard measure for lines of longitude and lines of latitude.**
33. **Why is the Prime meridian sometimes called the Greenwich meridian?**
34. **Mention any three districts which are crossed by the equator in Uganda.**
35. **Musa was facing North East and he turned through an angle of 135^0 anto-clockwise. Which new direction did he face?**
36. **What causes days and nights?**
37. **Why is Uganda referred to as a land locked country?**
38. **Name the two land locked countries that border Uganda.**
39. **State any two problems Uganda faces due to her location.**
40. **How is Uganda different from Kenya in terms of location?**
41. **State the effect of the rotation of the earth on its axis.**
42. **Name the sea port that handles most of Uganda's imports and exports.**
43. **Why does uganda mostly use the above seaport to handle her imports?**
44. **Give any two ways uganda can solve the problems she faces due to her location.**
45. **Give any two reasons why Uganda should cooperate with her neighbours.**

TOPIC 2: PHYSICAL FEATURES OF UGANDA.

INTRODUCTION TO PHYSICAL FEATURES.

Physical features are land forms of the earth's surface that give it shape.

Examples of physical features.

- Mountains.
- Hills.
- Lakes.
- Rivers.
- Plateau.
- Plains.
- Rift valleys.
- Seas.
- Oceans.
- Valleys.

Types of physical features.

- Drainage features.
- Relief features.

Relief features.

Relief features are landforms identified by their altitude.

Relief is the physical appearance of the land scape.

Altitude is the height above the sea level.

Examples of relief physical features.

- Mountain.
- Plateau.
- Hills.
- Rift valley.
- Valleys.
- Plains.

Drainage features.

These are landforms that contain water.

Examples of drainage features.

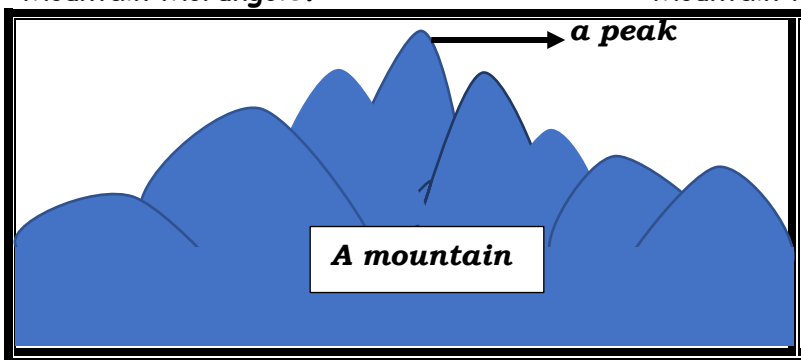
- Lakes.
- Rivers.
- Seas.
- Oceans.

MOUNTAINS IN UGANDA.

A mountain is a high large piece of land usually higher than a hill.

Examples of mountains in Uganda.

- Mountain Rwenzori.
- Mountain Zulia.
- Mountain Elgon.
- Mountain Morungole.
- Mountain Mufumbiro.
- Mountain Napak.
- Mountain Kadam.
- Mountain Moroto.



A map symbol of ***a mountain peak.***



Types of mountains in Uganda.

- Volcanic mountains.
- Block mountains.

(i) BLOCK MOUNTAINS

These mountains are also called horst mountains.

Block mountains were formed as a result of faulting.

Faulting is the cracking/ breaking of rocks in the earth's crust.

The central block between the two faults is lifted up by compressional forces forming a block mountain.

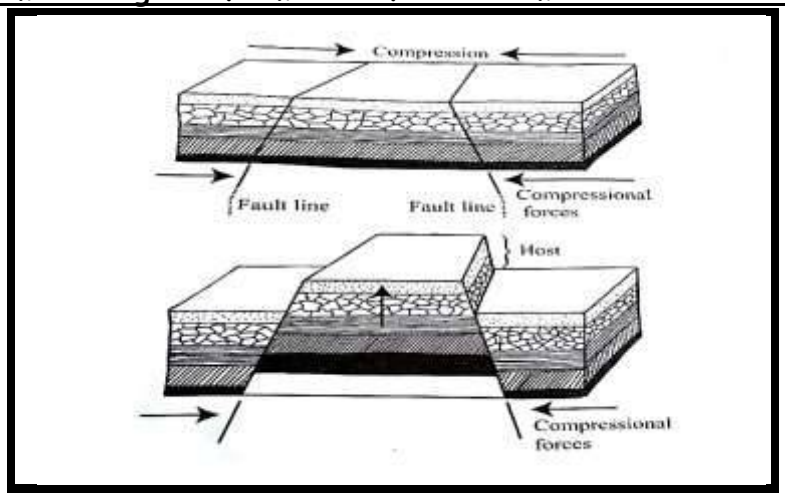
Forces that led to the formation of a block mountain

- **Compressional forces**
- **Tensional forces.**

Example of a block mountain in Uganda

- **Mountain Rwenzori**

A diagram showing the formation of a block mountain due to Compressional forces.



MOUNTAIN RWENZORI.

It is the highest mountain in Uganda.

Mountain Rwenzori is located in Western Uganda.

It is surrounded by districts like Kasese, Kabalore and Bundibugyo.

It forms a boundary between Uganda and Democratic Republic of Congo.

It has many peaks ie Margherita as the highest and Stanley as the second highest.

It is called a range because it has many peaks.

Margherita is snowcapped throughout the year because it is above the snow line.

Henry Morton Stanley was the first European explorer to see mountain Rwenzori.

He named it the "mountains of the moon" because of the snow on its peak which glitters like a moon.

Mountain Rwenzori is a source of rivers like River Mubuku, river Sebwe, River Nyamwamba, River Mpanga. These rivers flow frm molten snow on mountain rivers.

Tribes that live on the slope of mountain Rwenzori.

- **Bakonzo.**
- **Bamba**

Crops commonly grown on the slopes of mountains.

- **Arabica coffee**
- **Bananas.**

VOLCANIC MOUNTAINS.

These are mountains formed as a result of volcanicity.

Volcanicity is the process by which magma is forced onto the earth's surface through a vent.

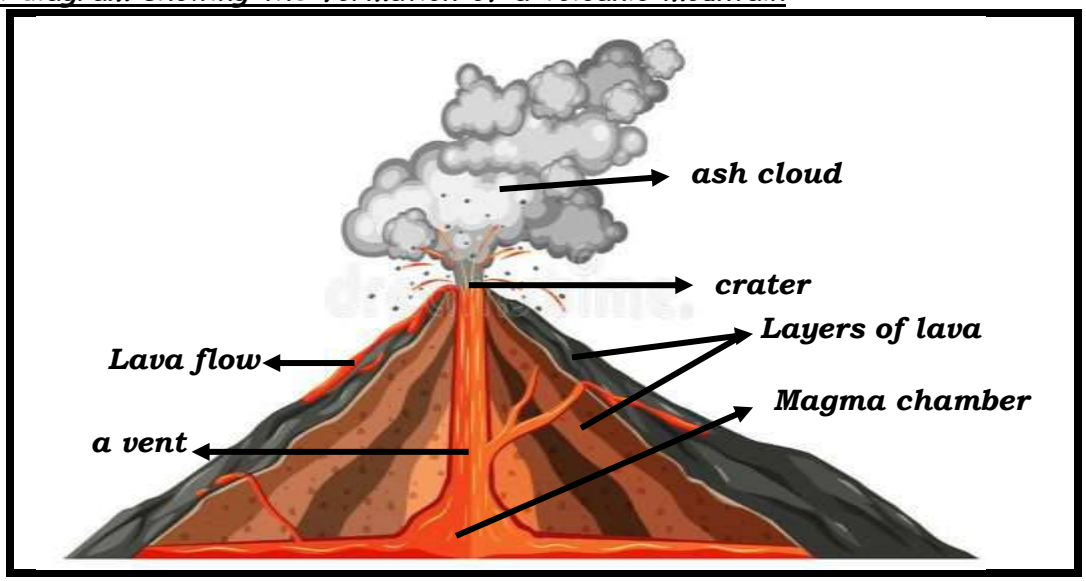
Volcanicity can also be called *volcanic activity* or *volcanic eruption.*

A volcano is a mountain with a vent through which magma is forced through the earth crust and onto the earth's surface.

Magma refers to the molten rock in the earth crust.

Lava refers to the molten rock on the earth's surface.

A diagram showing the formation of a volcanic mountain



Types of volcanoes

Type of volcano	*Description*	*Example(s)*
Active volcanoes	These are mountains that have erupted in the recent past and still show signs of erupting.	• Mountain Mufumbiro
Dormant volcanoes.	These are mountains that have not erupted in the recent past but still show signs of erupting.	• Mountain Moroto.
Extinct volcanoes	These are mountains that do not show any signs of erupting.	• Mountain Elgon • Mountain Napak • Mountain Morungole • Mountain Zulia • Mountain Kadam

Importance of volcanicity

- ❖ It leads to formation of fertile volcanic soils which are favourable for crop growing. eg.Arabica coffee is mainly grown on the slopes of mountain Elgon due to the presence of fertile soils.
- ❖ Volcanic mountains attract tourists who bring in income.

Dangers of volcanicity.

- **It leads to death of people and animals.**
- **It leads to destruction of property.**
- **It leads to air pollution.**

Other features formed as a result of volcanicity.

- **Crater lakes.**
- **Calderas**
- **Inselbergs**
  - ✓ ***An inselberg*** *is an isolated hill that stands above the general level of the surrounding land eg.Labwor hill in Karamoja, Musaijamukuru hill in Hoima, Osukuru hill in Tororo.*
  - ✓ *These inselbergs attract tourists who bring in income and are also a major source of minerals eg. The Osukuru hills which provide limestone used for making cement.*
- **Lava dammed lakes**
- **Hot springs /geysers eg. Kitagata hotsprings in Bushenyi, Sempaya hotsprings in Bundibugyo**
  - ✓ *Hot springs attract tourists and also help in generation of geothermal energy.*

MOUNTAIN ELGON.

It is located in Eastern Uganda.

It is the second highest mountain in Uganda.

It is locally known as mountain Masaba.

Its highest peak is Wagagai.

It forms a boundary between Uganda and Kenya.

The Bagishu and Sabiny live on slopes of mountain Elgon.

Joseph Thomson was the first European explorer to see mountain Elgon.

Mountain Elgon national park is located on mountain Elgon.

Crops commonly grown on the slopes of mountain Elgon.

- **Arabica coffee**
- **Bananas**
- **Wheat**
- **Maize**

Factors that favour the growth of arabica coffee on the slopes of mountain Elgon

- **Presence of volcanic fertile soils.**
- **Presence of heavy rainfall.**
- **Presence of cool temperature.**
  - **Note:**
    - ✓ *Kapchorwa district is the leading producer of wheat in Uganda.*
    - ✓ *People living in Kapchorwa rear donkeys mainly to use them as means of transport since their district experiences poor transport network.*

Districts that share part of mountain Elgon

- **Mbale**
- **Sironko**
- **Kapchorwa**
- **Manafwa**

Rivers that originate from mountain Elgon.

- **River Manafwa**
- **River Malaba**
- **River Mpologoma**
- **River Nzoia in Kenya**

MOUNTAIN MUFUMBIRO.

It is located in the South Western part f Uganda.

Its highest peak is Muhavura. Other peaks include mgahinga and Sabinyo.

It is shared by Uganda, Rwanda and Democratic Republic of Congo.

It forms a range of mountains in the Kigezi sub-region in South Western part of Uganda.

The Mufumbiro range is a home for the mountain gorillas in Bwindi and Mgahinga national park.

Mountain Mufumbiro mainly occupies Kabale, Kisoro and Kanungu districts.

The area around mountain Mufumbiro was referred to as "the Switzerland of Africa" by Winston Churchill because it has features which are similar to those of the Alps mountains in Switzerland.

Tribes that live on the slopes of mountain Mufumbiro.

- **Bakiga**
- **Bafumbira.**

Crops mainly grown on slopes of mountain Mufumbiro

- **Potatoes**
- **Vegetables**
- **Sorgum**
- **Pyrethrum**

- **Note:**
  - ✓ *The high population/ over population in Kigezi sub-region has led to the division of land into small plots in this area* ***(Land fragmentation)***
  - ✓ *Land fragmentation hinders agricultural mechanisation and also leads to low food production.*

MOUNTAIN MOROTO.

It is located in the North Eastern part of Uganda.

Its highest peak is called Sokdek.

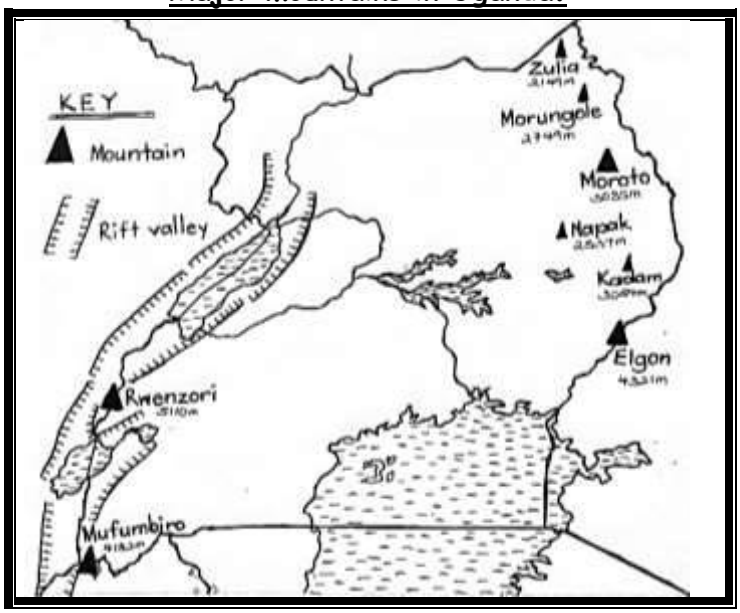
Sogolomon is the second highest peak of mountain Moroto.

The Karimojong tribe mainly lives on the slopes of mountain Moroto.

The Karimojong mainly carry out pastoralism.

The area around mountain Moroto receives very little rainfall because it receives dry winds from the North East.

Major mountains in Uganda.



Importance of hills and mountains

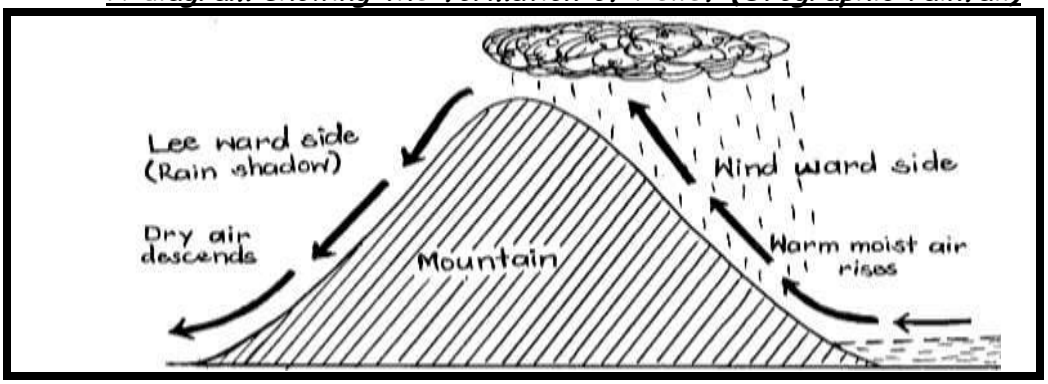
- ❖ **They help in rain formation ie.Relief rainfall.**
- ❖ **They have fertile soils which support crop cultivation.**
- ❖ **They attract tourists who bring in income.**
- ❖ **They have cool temperatures which favour dairy farming.**
- ❖ **They are used by telecommunication companies to place on masts.**
- ❖ **Some mountains are a source of rivers.**
- ❖ **Some mountains are a source of minerals eg.Osukuru hills in Tororo which provide limestone.**
- ❖ **They are a source of building materials eg.stones**
- ❖ **Some mountains form natural boundaries between countries.**

Eg-Mountain Rwenzori creates a natural boundary between Uganda and DRC.

-Mountain Elgon creates a natural boundary between Uganda and Kenya.

-Mountain Mufumbiro creates a natural boundary between Uganda and Rwanda.

A diagram showing the formation of Relief (Orographic rainfall)



Economic activities commonly carried out in mountainous areas.

- ❖ **Crop growing**
- ❖ **Lumbering**
- ❖ **Stone quarrying**
- ❖ **Tourism**
- ❖ **Mining**

Disadvantages of mountains.

- ❖ **They hinder agricultural mechanisation.**
- ❖ **They make road and railway construction difficult.**
- ❖ **Some volcanic mountains erupt and destroy property.**
- ❖ **They are greatly affected by landslides and soil erosion.**

Problems faced by people living on slopes of mountains.

- ❖ **Severe soil erosion.**
- ❖ **Much coldness.**
- ❖ **Landslides due to heavy rainfall.**
- ❖ **Poor agricultural mechanisation.**
- ❖ **Poor road transport.**

Why transport is very poor in highland areas.

It is difficult and expensive to construct roads in mountainous areas.

Note:

- ➢ *People living in highland areas (Kapchorwa) rear donkeys to use them as means of transport.*
- ➢ *Heavy rainfall received in highland areas is the major cause of landslides.*
- ➢ *Landslides can be reduced in highland areas through planting trees.*
- ➢ *Road transport can also be improved in highland areas by constructing winding roads.*

- *The government has relocated people of Bududa to safer plains and plateaus to save them from landslides.*

Why agricultural mechanisation is poor in mountainous areas.

The steep slopes make the use of tractors difficult and very expensive.

THE RIFT VALLEY.

A rift valley is a long and wide depression on the earth's surface with steep sides.

The steep sides of a rift valley are called *escarpments.*

The rift valley was formed as a result of *faulting.*

The width of the Great rift valley varies from 30 to 100km.

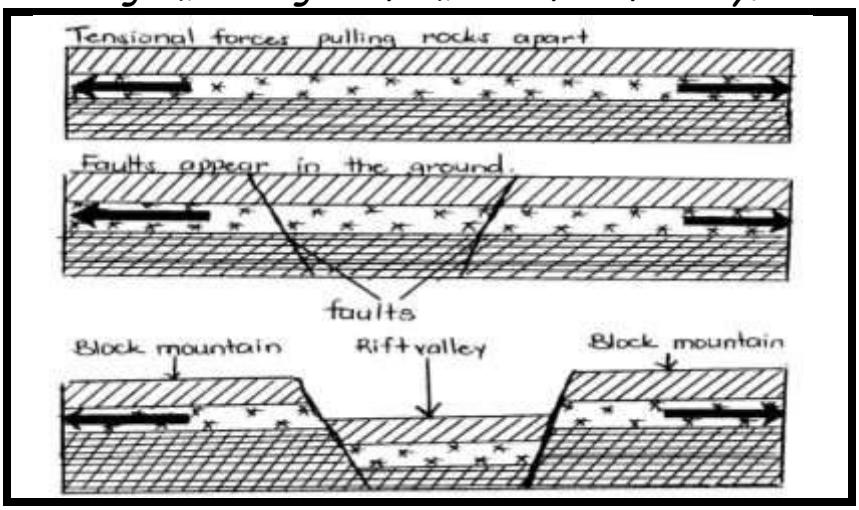
Arms of the rift valley.

- **Western rift valley (runs through Uganda)**
- **The Eastern rift valley (runs through Kenya and Tanzania)**

Note: -***Albertine escarpment*** *is the major escarpment of the Western rift valley.*

-***Crude oil*** *was discovered in the* ***Albertine region.***

A diagram showing the formation of a rift valley.



Features found in the rift valley.

- **Lakes eg,lake Albert, lake Edward and lake George.**
- **Rivers**
- **Hills**
- **Valleys**

Economic activities done in Rift valley areas

- **Crop cultivation**
- **Mining**
- **Tourism**
- **Fishing**
- **Animal rearing**

Importance of the rift valley.

- **It promotes tourism.**
- **It has lakes which promote fishing.**
- **It promotes wild life conservation.**
- **It has plenty of pasture for animal rearing.**
- **It forms natural boundaries between countries eg. The Western rift valley forms a natural boundary between Uganda and Democratic Republic of Congo.**
- **Lakes found in the rift valley are a source of minerals eg.lake Katwe which provides salt.**

Dangers / disadvantages of the Rift valley.

- ❖ It is affected by soil erosion.
- ❖ It hinders road and railway construction.
- ❖ Is is greatly affected by floods.
- ❖ It experiences very high temperatures due to low altitude.

PLATEAUS / PLATEAUX and PLAINS

A Plateau is a raised flat topped piece of land.

The plateau covers the largest part of Uganda.

It lies between 200m and 2000m above the sea level.

Features found on a plateau

- Lakes
- Rivers
- Streams
- Valleys
- Hills

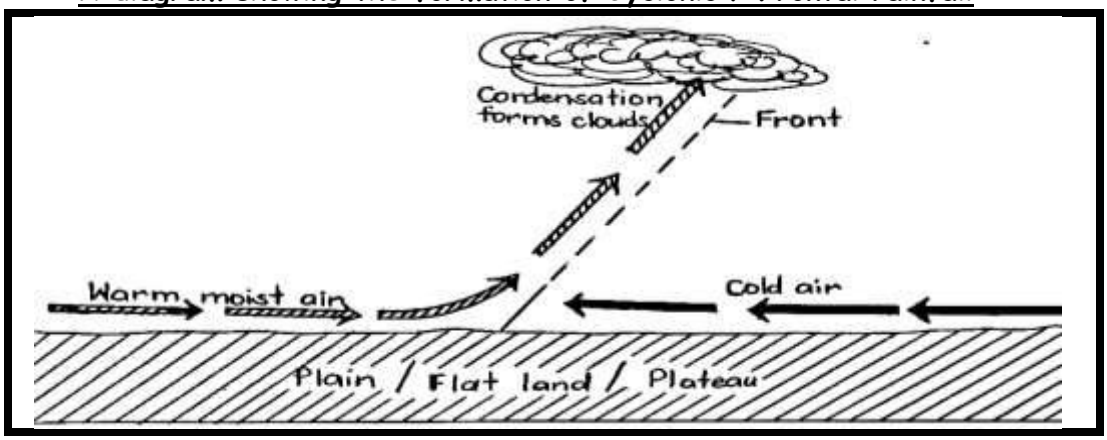
Economic activities carried out in plateau areas.

- Crop cultivation
- Tourism
- Fishing
- Mining
- Animal rearing
- Lumbering
- Industrialisation.

Importance of plateaus.

- ❖ They have fertile soils for crop growing.
- ❖ They promote wildlife conservation.
- ❖ They have plenty of pasture for animal rearing.
- ❖ They are promote tourism.
- ❖ The help in formation of cyclonic rainfall.

A diagram showing the formation of Cyclonic / Frontal rainfall



LAKES IN UGANDA.

A lake is a mass of non-flowing water on the earth's surface.

Or: A lake is a depression / hollow on the earth's surface in which water collects.

Or: A lake is a large area of water that is surrounded by land.

Examples of major lakes in Uganda.

- ❖ Lake Victoria.
- ❖ Lake Albert.
- ❖ Lake Mburo.
- ❖ Lake Bunyonyi.
- ❖ Lake Katwe.
- ❖ Lake Kyoga.
- ❖ Lake Edward.
- ❖ Lake George.
- ❖ Lake Wamala.
- ❖ Lake Kwania
- ❖ Lake Nakivali
- ❖ Lake Bisina
- ❖ Lake Kijanebalola
- ❖ Lake Opeta.

Types of lakes.

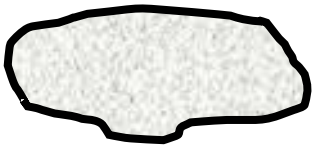
- **Permanent lakes.**
- **Seasonal lakes.**

Permanent lakes are lakes which contain water throughout the year.

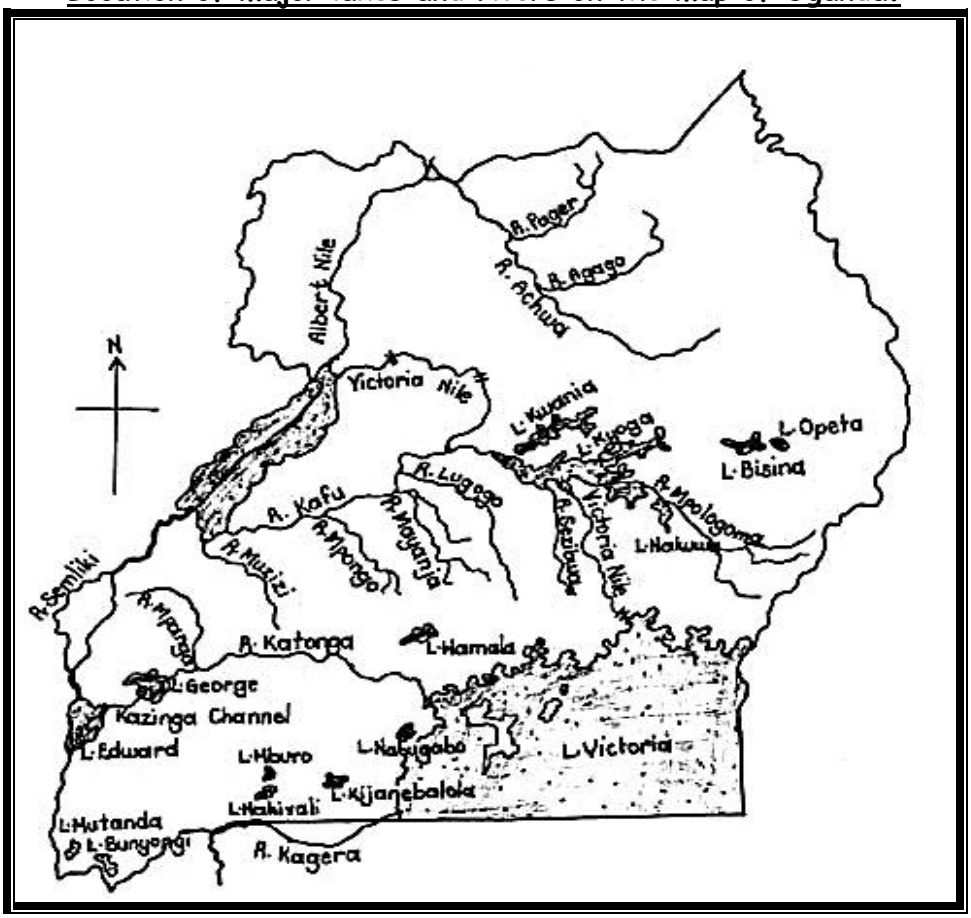
Examples of permanent lakes in Uganda.

- **Lake Victoria.**
- **Lake Mburo.**
- **Lake Albert.**
- **Lake Edward.**
- **Lake George.**
- **Lake Kyoga**

Seasonal lakes are lakes which dry up in the dry season and get water in the wet season.

	
*A map symbol of a **permanent lake***	*A map symbol of a **seasonal lake***

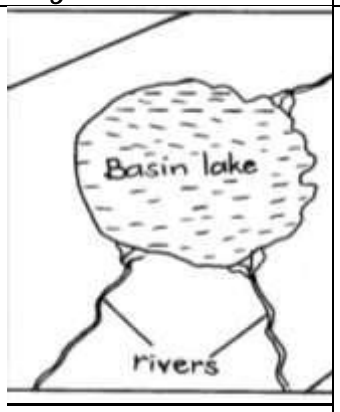
Location of major lakes and rivers on the map of Uganda.



TYPES OF LAKE FORMATIONS.

- **Basin lakes/depression lakes/down warped lakes.**
- **Rift valley lakes.**
- **Lava dammed lakes.**
- **Glacial lakes.**
- **Ox-bow lakes.**
- **Crater lakes.**
- **Man-made lakes.**
- **Lagoon lakes**

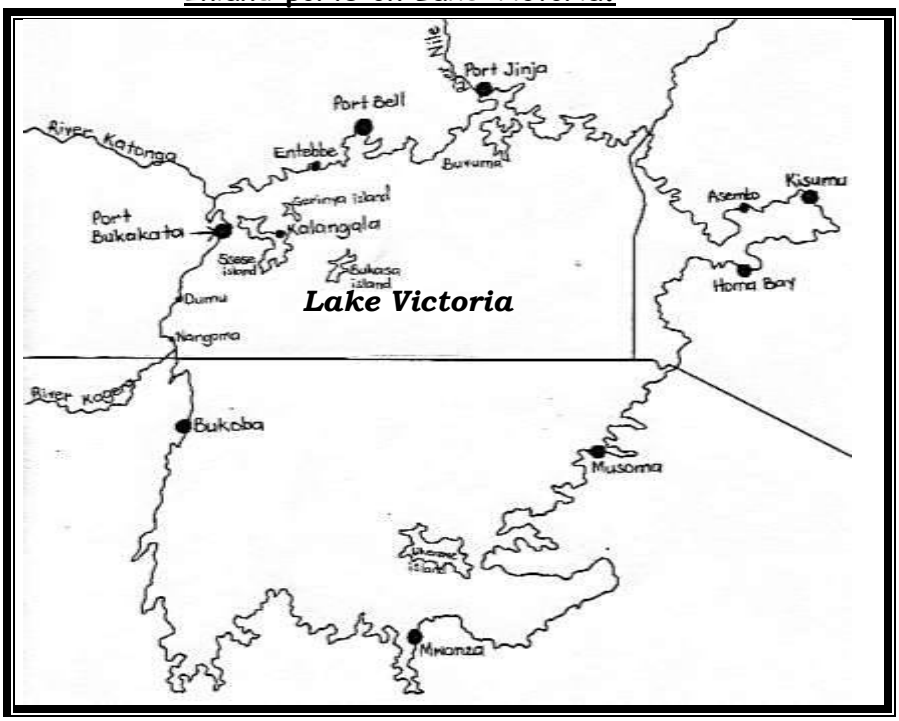
(i) BASIN LAKES.

Diagram	*Description*	*Examples*
	**These are also called basin lakes/ down warped lakes.** **Basin lakes were formed as a result of *down warping.*** **Characteristics of basin lakes** **They have irregular shapes.** **They are wide.** **They are usually shallow.** **They have inlet and outlet rivers.** **They have fresh water.**	• **Lake Victoria** • **Lake Kyoga** • **Lake Wamala** • **Lake Mburo** • **Lake Kwania** • **Lake Bisina** • **Lake Opeta** **Note: -***Basin lakes have fresh water because* ***they have outlet rivers.***

LAKE VICTORIA.

Its local name is Nalubaale (Home of gods) in Uganda.
It's locally known as Sango in Kenya and Nyanza in Tanzania.
It was formed as result of down warping.
It is the largest fresh water lake on the Central plateau of Uganda.
It is referred to as an inter-territorial lake because it is shared by three countries in East Africa.
It has inland ports which promote inter-territorial trade through handling the goods of the three East African countries.
***John Hanning Speke* was the first European explorer to see lake Victoria.**
John Hanning Speke named it lake Victoria after Queen Victoria of England by then.
Kalangala and Buvuma districts are completely surrounded by lake Victoria.

Inland ports on Lake Victoria.



Inland ports on lake Victoria in Uganda.

- **Port Bell.**
- **Port Bukakata**
- **Port Jinja**

NB. ***A port*** *is a place on a water body where water vessels load and off loads.*

LAKE KYOGA.

It is a fresh water lake.
It was formed by down warping.
It is located on the Central plateau of Uganda.
It is the swampiest lake in Uganda. This is because it is very shallow.
Lake Kyoga is shallow because it is highly silted.
The Victoria Nile flows from lake Victoria towards lake kyoga. This natural evidence proves that lake Victoria is on a higher altitude than lake Kyoga.

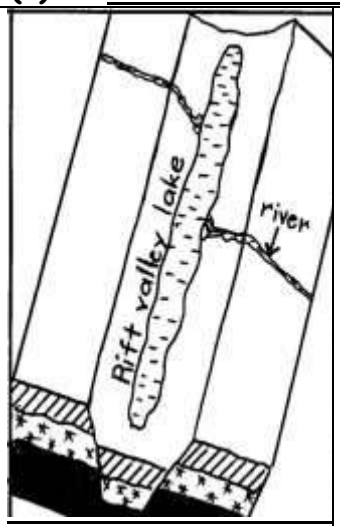
Inland ports of Lake Kyoga.

- **Port Lwampanga.**
- **Port Namasala.**

Inlets of lake Kyoga.

- **Victoria Nile.**
- **River Sezibwa.**
- **River Kafu.**

(ii) RIFT VALLEY LAKES.



Description.

Rift valley lakes are lakes which lie on the floor of the rift valley and were formed as a result of faulting.

Characteristics of rift valley lakes

- **They are long and narrow (oblong)**
- **They are deep.**
- **They are salty.**
- **They have steep sided shores.**
- **Most of them have no outlet rivers.**

Why rift valley lakes are salty.

- **They have salty basement rocks. (because they experience a lot of evaporation)**
- **They have no outlet rivers.**

Note:-*Lake Katwe* *lies on the floor of the riftvalley but it is not considered to be a riftvalley lake because it was formed as a result of* ***volcanicity.***

Examples

- **Lake Albert**
- **Lake George**
- **Lake Edward**

LAKE ALBERT.

It is the second largest lake in Uganda.
It was formed by faulting.
It forms a natural boundary between Uganda and Democratic Republic Congo.
Its local name is Mwitanzigye (killer of locusts).
Sir Samuel Baker was the first European explorer to see Lake Albert.

It was named Albert after Sir Albert who was the husband of Queen Victoria of England.

Crude oil was discovered on the shores of lake Albert.

Inland ports on Lake Albert.

- **Port Butiaba.**
- **Port Ntoroko.**
- **Port Wanseko.**

Note: ***Port Butiaba*** *is the main inland port on lake Albert.*

LAKE EDWARD.

It is a rift valley lake formed by faulting.

It forms a natural boundary between Uganda and Democratic Republic of Congo.

It is connected to Lake George by Kazinga channel.

Kazinga channel has the biggest population of hippopotamuses in Uganda.

Kazinga channel is located in Queen Elizabeth national park.

Henry Morton Stanley was the first European explorer to see Lake Edward.

LAKE GEORGE.

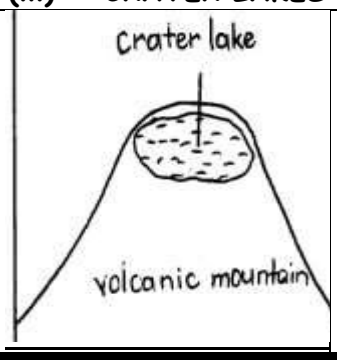
It is the swallowest lake in Uganda formed by faulting.

It is located in Western Uganda.

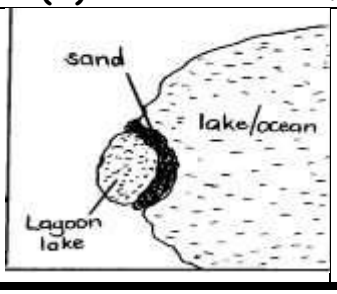
It crossed by the Equator.

It is connected to Lake Edward by Kazinga channel.

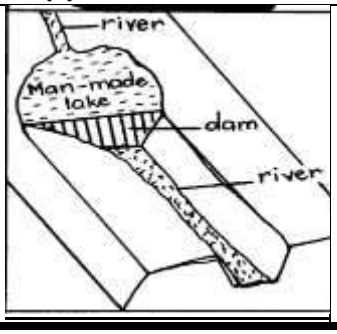
(iii) CRATER LAKES

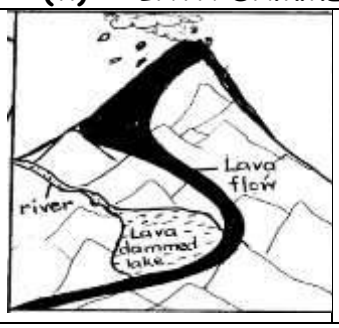
	*Description.* **These are formed on top of volcanic mountains.** **They are formed as a result of volcanicity.** **Note:-** *Most crater lakes are found in south western Uganda because this region experienced volcanicity for a long time.*	*Examples.* - **Lake Katwe** - **Lake Nyamunuka** - **Lake Nyakasura** **Note:-** *Lake Katwe is famous for salt production.*

(iv) LAGOON LAKES

	*Description.* **These are formed as a result of *marine deposition.*** **They are formed when sand or mud separates the sea water/ part of a lake.**	*Examples* - **Lake Nabugabo.**

(v) MAN-MADE LAKES

	*Description* **They are formed as a result of man's activities/ dam construction.** **They are formed when man constructs a dam along rivers.**	*Examples* - **Kabaka's lake**

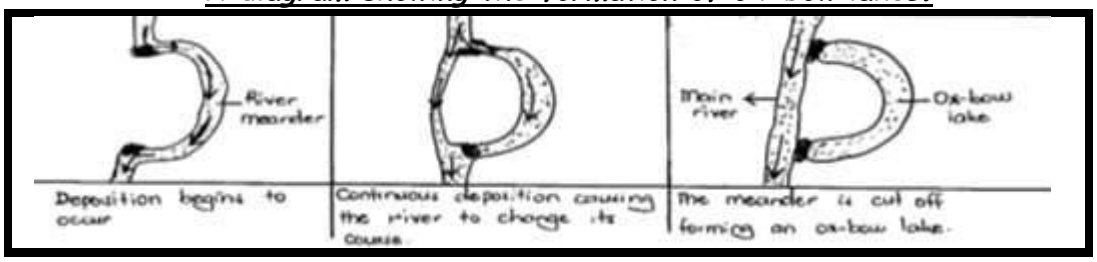
	They can also be formed as a result of digging valley dams in swamps. Most man-made lakes are usually small.	
(vi) LAVA DAMMED LAKES / VOLCANIC LAKES		
	*Description* They are formed when lava flows and blocks a flowing river.(as a result of volcanicity) Then water collects behind to form a river.	*Examples* • Lake Bunyonyi (the deepest in Uganda) • Lake Mutanda • Lake Bulela

(vii) OX-BOW LAKES

These are formed as a result of *river deposition.*

They are mainly formed on meandering rivers in the lower stage of a river.

A diagram showing the formation of ox-bow lakes.



RIVERS IN UGANDA.

A river **is a mass of flowing water on the earth's surface.**

Many rivers in Uganda originate from high plateaus and highlands because such areas receive plenty of rainfall which provides water to the rivers.

Rivers flow from areas of high altitude to areas of low altitude.

Rivers continuously get their water from rainfall, melting snow or underground springs.

Examples of major rivers in Uganda .

- **River Nile**
- **River Kafu**
- **River Mayanja**
- **River Kagera**
- **River Mpologoma**
- **River Achwa**
- **River Katonga**
- **River Sezibwa**
- **River Nkusi**
- **River Semliki**
- **River Manafwa**

Types of rivers

- **Permanent rivers.These are rivers which flow throughout the year**

Examples of permanent rivers.

- **River Nile**
- **River Kafu**
- **River Kagera**
- **River Mpologoma**
- **River Achwa**
- **River Katonga**

❖ **River Sezibwa**

<u>Seasonal rivers</u>.These are rivers that mainly flow during the wet season and dry up during the dry season.

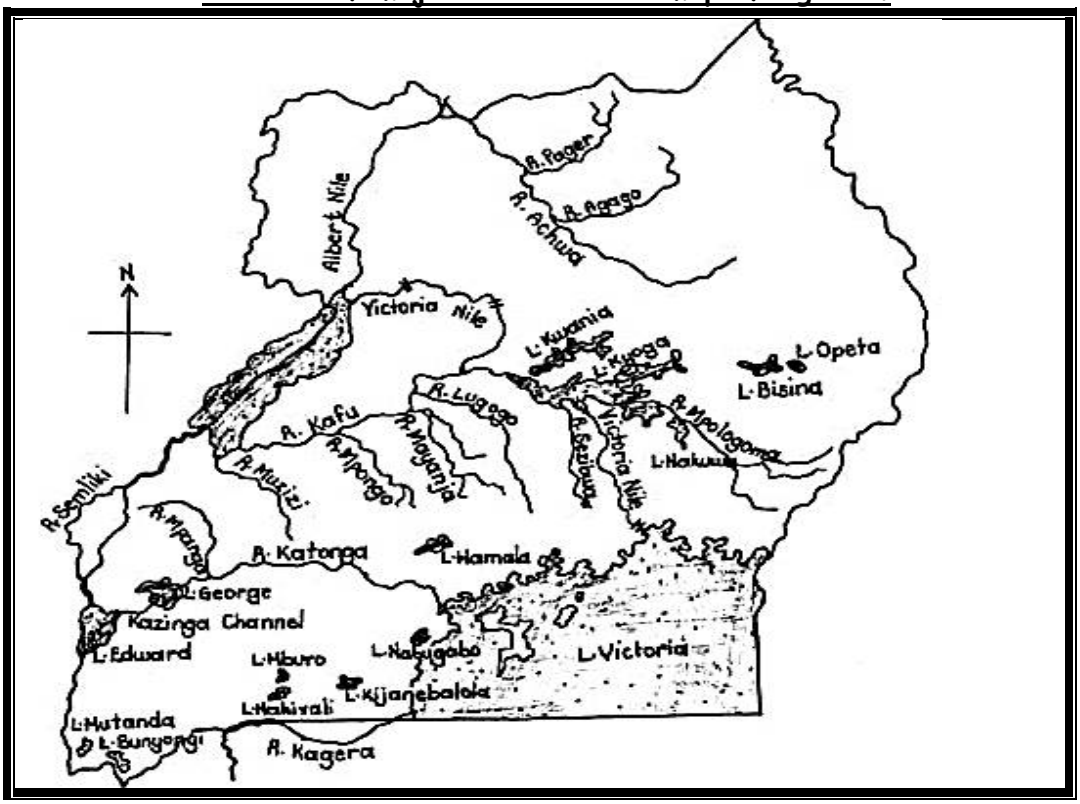
<u>Terms related to rivers.</u>

- ✓ **<u>A river source</u> is a point where a river begins to flow.**
- ✓ **<u>A river mouth</u> is a point where a river ends its flow.**
- ✓ **<u>A tributary</u> is a small river that joins the main river.**
- ✓ **<u>A distributary</u> is a small river that branches away from the main river.**
- ✓ **<u>A river confluence</u> is a place where two or more rivers meet.**
- ✓ **<u>An estuary</u> is a wide part of a river as it ends its flow.**
- ✓ **<u>A drainage basin</u> is an area of land drained by a river, its tributaries and distributaries.**
- ✓ **<u>A flood plain</u> is a flat area near a river that often floods when the water level rises.**
- ✓ **<u>A delta</u> is the place where a river forms several streams as it ends its flow eg.The Nile delta.**

Note:

- ✓ *Deltas are formed at the mouths of rivers, as a result of* ***river deposition.***
- ✓ *Deltas have rich fertile soil for crop growing.*
- ✓ *They also attract tourists who bring in income.*
- ✓ ***A waterfall*** *is a steep flow of a river.*
  Or.*It is a point where a river flows from high altitude to a low altitude.*
- ✓ *A Cataract is a series of waterfalls on a river.*
- ✓ *Waterfalls attract tourists who bring in income, and also help in generation of hydro electricity.*
- ✓ *However, waterfalls may cause water accidents and also block water transport.*

<u>Location of major rivers on the map of Uganda.</u>



Stages of River development

A river has three main stages/ courses.

These are;

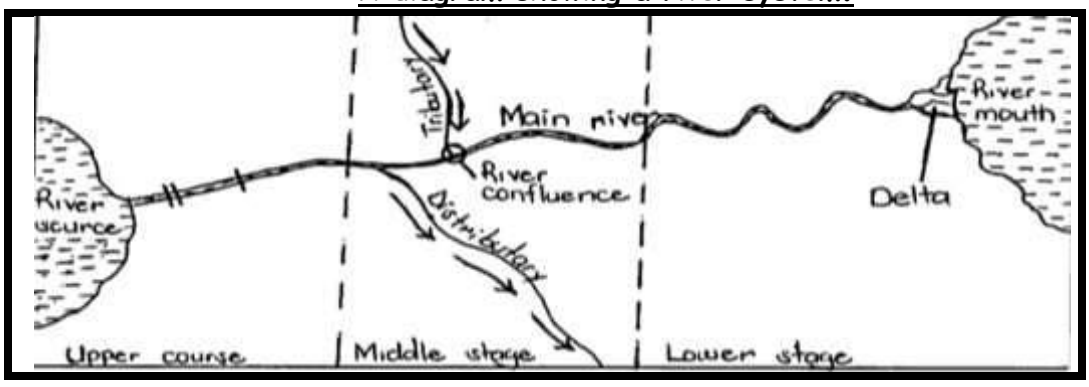
- **The Youth stage/Upper course**
- **The Old stage/ Lower stage (Senile)**
- **The Mature stage/ Middle stage**

Stage	*Characteristics*
The Upper course	• **It has waterfalls and rapids** • **The river flows very fast.** • **It forms a V-shaped valley (gorge).** • **The river flows over a steep slope.** • **There is a lot of vertical erosion.** **Note:** ➢ *This stage is suitable for generation of hydro electricity because it has many waterfalls.* ➢ *The upper stage is suitable for tourism because it has many waterfalls which attract tourists.*
The Middle stage	• **The river flows gently.** • **It forms a U-shaped valley.** • **There is lateral erosion in this stage.** • **It begins to form meanders.**
The Lower stage	• **The river flows slowly.** • **It forms meanders and ox-bow lakes.** • **It forms a delta or an estuary.** • **It forms alluvial plains.** • **The river deposits its load forming flood plains.**

Features found along river valleys.

- **Waterfalls**
- **Gorges**
- **Deltas**
- **Ox-bow lakes**
- **Estuaries**

A diagram showing a river system.



Case Study of Major Rivers in Uganda.

RIVER NILE.

✓ **River Nile is the longest river in the world.** ✓ **Its local name is Kiira.** ✓ **It flows northwards because the north is on a low altitude.**	**Source**	**-Lake Victoria**
	Mouth	**-Mediterranean sea**
	Countries drained	**-Uganda -Sudan** **-Ethiopia -Egypt** **-South Sudan**

✓ John Hanning Speke was the first European explorer to see the source of river Nile.  	Main tributaries	-River Achwa in Uganda
	Waterfalls	-Karuma falls -Murchison falls -Itanda falls
	Hydro electric power dams	-Nalubaale power dam -Kiira dam -Bujagali power dam -Karuma dam.
	Nile valley countries	-Uganda,-South Sudan, -Ethiopia, -Sudan, -Egypt. ***NB:-****The Nile valley is the area drained by river Nile, its tributaries and distributaries.*
	Sections of River Nile	-Victoria Nile (between lake Victoria and lake Albert) -Albert Nile (between lake Albert and Nimule) -White Nile (from Nimule northwards)

Reasons why some parts of River Nile are not navigable.

- ❖ Presence of waterfalls and rapids.
- ❖ Presence of floating vegetation/suds.
- ❖ Presence of dangerous aquatic animals.
- ❖ Some parts of river Nile are shallow and narrow.

River Katonga.

- ➢ It flows from lake George to lake Victoria.

River Kagera.

- ➢ It forms a natural boundary between Uganda and Tanzania.
- ➢ It flows from highlands in Burundi to lake Victoria in Uganda.

River Kafu.

- ➢ It flows from lake Albert to lake Kyoga.

River Semliki.

- ➢ It connects lake Edward to lake Albert.
- ➢ It forms a natural boundary between Uganda and Democratic Republic of Congo.

River Achwa.

- ➢ It is the main tributary of River Nile in Uganda.
- ➢ It joins river Nile near Nimule in South Sudan.

Activities carried out on and around lakes and rivers.

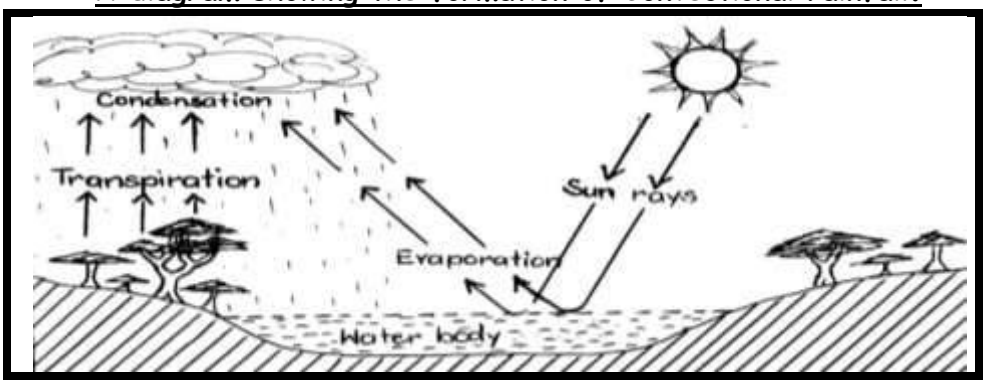
- ❖ Fishing.
- ❖ Crop growing
- ❖ Tourism
- ❖ Transportation.
- ❖ Trading.
- ❖ Industrialisation.

Importance of lakes and rivers

- ❖ They help in rain formation.
- ❖ They act as fishing grounds.
- ❖ Rivers help in generation of hydro electricity.

- ❖ They attract tourists who bring in income.
- ❖ They are homes for aquatic animals.
- ❖ They form natural boundaries between countries.
- ❖ They provide water for irrigation, domestic and industrial use.

A diagram showing the formation of Convectional rainfall.



Problems associated with lakes and rivers.

- ❖ Drowning
- ❖ Flooding
- ❖ They harbour dangerous aquatic animals.
- ❖ They harbour disease vectors.
- ❖ Rivers and lakes hinder road and railway construction.

Problems facing lakes and rivers

- ❖ Silting which reduces the depth of water bodies.
- ❖ Overuse of water from lakes and rivers for irrigation.
- ❖ Drought which lowers the water level.
- ❖ Dumping of wastes into water bodies.
- ❖ Over fishing.

Why some parts of rivers in Uganda are not navigable (not used for for transport)

- ❖ Some rivers have waterfalls and rapids.
- ❖ Some parts of rivers are shallow and narrow
- ❖ Some rivers have dangerous aquatic animals.
- ❖ Some rivers have floating vegetation.(suds)

Reasons why lake shores and river banks are densely populated.

- ❖ They have fertile soils for crop growing.
- ❖ They receive reliable rainfall.
- ❖ They have a lot of employment opportunities.

THE INFLUENCE OF PHYSICAL FEATURES:

a) On People

- ❖ The wind ward side of a mountain attracts very many people due to the presence of fertile soils for cultivation, and also receives plenty of rainfall.
- ❖ The lee ward side of a mountain has very few people because it receives very little rainfall.
- ❖ Plains favour pastoralism due to the presence of pasture.
- ❖ Road and railway transport is poor in highland areas due to the presence of steep slopes.
- ❖ Many people settle around lakes and rivers because such areas receive reliable rainfall and have fertile soils which support crop cultivation.

Factors which attract human settlement in;

i) Plateau areas

- ❖ **Presence of pasture for animals.**
- ❖ **Agricultural mechanisation is easy in such areas.**
- ❖ **Construction of houses, roads, railways and industries is easy.**
- ❖ **Natural hazards like floods are not common in these areas.**

ii) Highland areas

- ❖ **Presence of fertile soils.**
- ❖ **Availability of reliable rainfall.**

Common economic activities carried out in highland areas.

- **Crop farming**
- **Mining**
- **Dairy farming**

Reasons why there are very few people living in higher parts of mountains.

- ❖ **Transport is poor in higher parts of the mountains**
- ❖ **Highland areas experience very low temperatures which do not favour human settlement.**

b) On Plants

- ❖ **Areas around lakes and rivers have many plants due to plenty of rainfall received.**
- ❖ **Slopes of mountains have forests due to presence of fertile soils and reliable rainfall received.**
- ❖ **Mountain tops have few plants due to low temperatures and bare rocks.**

c) On Animals.

- ❖ **Plains have plenty of grass which attracts wild animals.**
- ❖ **Water bodies favour aquatic animals.**
- ❖ **Pastoralism in common on plateau areas due to the presence of pasture for animals.**
- ❖ **There are many climbing animals eg.mountain gorillas in highlands due to the presence of many fruit trees.**

d) On Climate.

- ❖ **Mountains receive plenty of relief rainfall.**
- ❖ **The wind ward side of a mountain receives plenty of rainfall because it receives warm moist air.**
- ❖ **The lee ward side of the mountain receives very little rainfall because it receives dry winds.**
- ❖ **Mountainous areas experience very low temperatures because they lie at a higher altitude.**
- ❖ **Riftvalleys and low lands experience very high temperature because they are of low altitude.**
- ❖ **Lake shores receive plenty of convectional rainfall.**



Testing Exercise.

1. Name the physical feature that covers the largest part of Uganda.
2. Mention the two types of mountains in Uganda.
3. Name one block mountain in Uganda.
4. Mention the two forces that lead to the formation of Block mountains.
5. Complete the table below correctly.

Mountain	*Formation*	*Highest peak*
(i) Rwenzori	----------	----------
(ii) ----------	----------	Sokdek
(iii) Mufumbiro	----------	----------
(iv) ----------	----------	Wagagai

6. Why was mountain Rwenzori named "the mountains of the moon" by Henry Morton Stanley?
7. Mention the three types of volcanic mountains.
8. How is volcanicity important to farmers?
9. Why is it not advisable for people to settle on slopes of active volcanic mountains?
10. Apart from volcanic mountains, mention any two other features formed by volcanicity.
11. State any one factor that favours the growth of arabica coffee on the slopes of mountain Elgon.
12. Give the meaning of the term Land fragmentation.
13. State the major cause of land fragmentation in Kigezi sub-region.
14. How are hills and mountains useful to telecommunication companies?
15. State any three ways mountains are ecomonically important.
16. Which type of rainfall is commonly received in mountainous areas?
17. What term name is given to the steep sides of a rift avlley?
18. Name the major escarpment of the Western rift valley.
19. Why do rift valley areas experience very high temperatures?
20. How is the western rift valley politically important to Uganda?
21. Mention any two economic activities that are commonly carried out on plateaus.
22. Name the largest fresh water lake in Uganda.
23. Compare lake Victoria and lake Albert in terms of their formation.
24. State any two characteristics of basin lakes.
25. Why is lake Victoria referred to as an inter-terriotorial lake?
26. Mention any two inland ports located on lake Victoria.
27. Why do basin lakes usually have fresh water?
28. Why does river Nile flow from lake Victoria towards lake Kyoga?
29. Why is lake kyoga very;
    (i) Swampy?
    (ii) Shallow?
30. Name any two rift valley lakes in Uganda.
31. State any two characteristics of rift valley lakes.
32. Why are most rift valley lakes salty?
33. How is Sir Samuel Baker related to lake Albert?
34. Name the water channel that connects lake Edward to lake George.

35. Mention the commonest animal species located at Kazinga channel.
36. Why is lake Katwe not considered as a rift valley lake yet it is located within the rift valley?
37. Name the deepest lake in Uganda.
38. Complete the table below correctly.

Type of lake formation	Process	One example
(i) Basin lakes	----------	----------
(ii) ----------	----------	Lake Edward
(iii) ----------	----------	Lake Katwe
(iv) ----------	Marine deposition	----------

39. State any two economic importance of waterfalls.
40. Give the meaning of each of the following.
    (i) A tributary
    (ii) A confluence
    (iii) A delta
41. Mention one factor that favours hydro electric power generation in the upper stage of a river.
42. Name any three physical features that form a natural boundary between Uganda and Democratic Republic of Congo.
43. Which type of rainfall is commonly received;
    (i) around lakes and rivers?
    (ii) in plateau areas/ plains?
    (iii) in mountainous areas?
    (iv) around large forests?
44. Why is the wind ward side of a mountain good for human settlement?
45. Why does the lee ward side ot the mountain receive very little rainfall?

TOPIC 3: CLIMATE OF UGANDA.

INTRODUCTION TO WEATHER:

Weather is the state of the atmosphere of a place at a given time.

Meteorology is the scientific study of weather.

A meteorologist is a scientist who studies weather.

Elements of weather are measured and recorded at a *weather station/ meteorological centre.*

The biggest meteorological centre/ weather station in Uganda is *Entebbe meteorological centre.*

Weather forecasting is the telling of the expected future weather conditions of an area.

Importance of weather forecasting.

- **It helps farmers to plan well their farm activities. e.g. Planting, harvesting etc.**
- **It helps travellers to prepare for their journeys.**
- **It helps pilots and sailors to avoid air and water accidents.**

Types and conditions of weather.

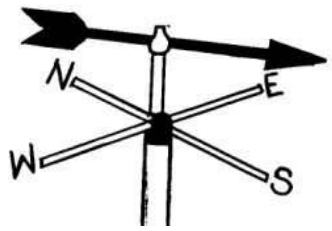
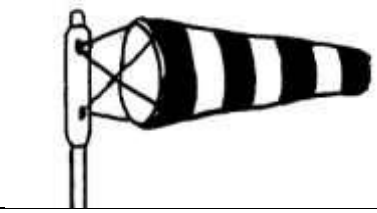
Type of weather	*Condition of weather*
Rainy weather	Rainy
Windy weather	Windy
Cloudy weather	Cloudy
Sunny weather	Sunny
Foggy weather	Foggy

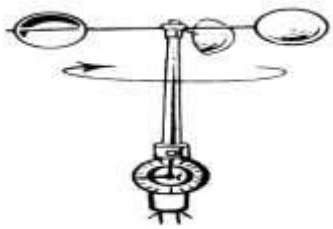
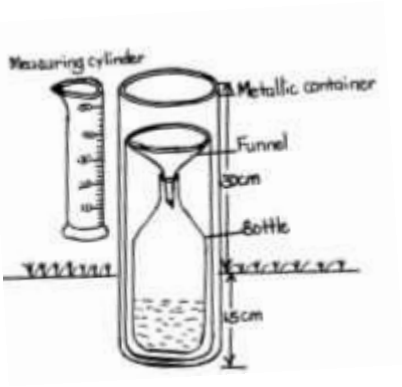
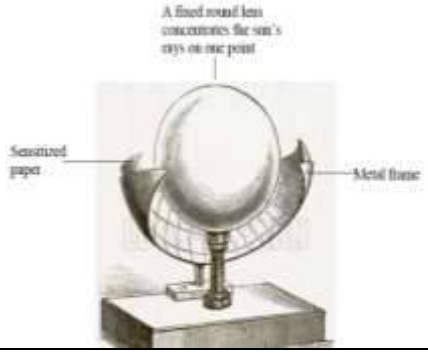
Elements of weather / factors of weather

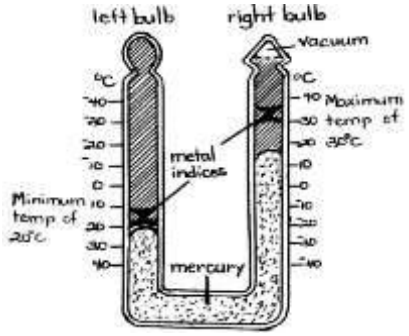
- **Rainfall**
- **Cloud cover**
- **Wind**
- **Humidity**
- **Sunshine**
- **Air pressure/atmospheric pressure**
- **Temperature**

WEATHER INSTRUMENTS

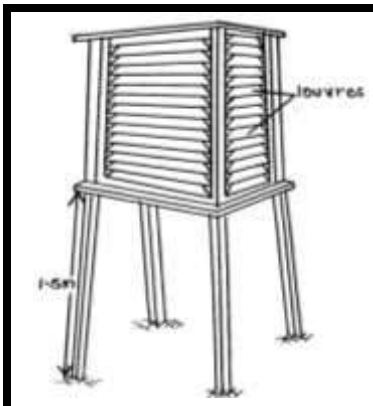
These are tools used in measuring and recording the atmospheric conditions.

Weather instrument	*Importance*
Wind vane / a weather cock 	❖ **It shows the *direction of wind.*** ❖ **A wind vane is placed in an open place or on top of buildings to prevent wind obstruction.** **Note:-***An arrow of a wind vane usually points to the direction from which wind is blowing.*
A Windsock 	❖ **It shows the *strength of wind.*** ❖ **It's usually found at the airports, air fields and at chemical plants.** **Note:-***A wind sock is* ***not*** *among the instuments of weather found at a weather station.*

An Anemometer 	❖ **It measures the *speed of wind.*** ❖ **It has cups which trap wind and rotate as wind blows into them.** ❖ **The speed of wind is measured in kilometres per hour (km/hr)**
A Rain gauge 	❖ **It is used to *measure the amount of rainfall received* in an area.** ❖ **It is always placed at least *30cm* above the ground to prevent splashes and flowing water on the ground from entering the rain gauge.** ❖ **It should be placed 15cm below the ground to prevent the evaporation of water collected and to make it firm.** ❖ **It is placed in an open flat place to prevent obstruction of rain drops from entering the funnel in order to take accurate measurements.** ***<u>Importance of different parts of a rain gauge.</u>*** ❖ ***<u>The funnel</u>*-it directs water into the bottle.** ❖ ***<u>Water bottle</u>*-it collects the amount of rain water received.** ❖ ***<u>Measuring cylinder</u>*-it is used for measuring the amount of water collected in the bottle.** **Note:-***Rainfall is measured in <u>millimetres</u> in order to know the depth of water into the soil.*
A Barometer 	❖ **It is used to measure *air pressure.*** ❖ **Air pressure is measured in millibars.** ❖ **Measuring air pressure enables experts to predict storms.**
A Sunshine recorder 	❖ **It shows the duration of sunshine in a day.**

Hygrometer 	❖ **It is used to measure *humidity.*** ❖ **<u>Humidity</u> *is the amount of water vapour in the atmosphere.***
Six's thermometer 	❖ **It measures the highest and lowest temperatures of the day.**

A STEVENSON SCREEN.

	➢ **This is a wooden box in which delicate weather instruments are kept at a weather station.** ➢ **It protects weather instruments from rainfall and direct heat.** ➢ **The Stevenson screen is made of louvres to allow free air circulation in the box.** ➢ **It is painted white to enable it reflect sunlight.** ➢ **It is raised 1.5m above the ground to keep it free from splash water.** ➢ **It is made of wood to prevent it from absorbing heat.**

<u>Weather instruments kept in a Stevenson screen.</u>

- **Barometer**
- **Hygrometer**
- **Six's thermometer (Maximum and thermometer).**

<u>Note</u>

- ✓ *The above instruments are kept in a Stevenson screen in order to protect them from being destroyed since they are delicate.*
- ✓ ***The Ministry of Water and Environment*** *is responsible for monitoring weather and climate, and giving advice to the public on weather conditions in Uganda.*

CLIMATIC REGIONS/ZONES OF UGANDA.

<u>Climate</u> is the average weather condition of a place recorded for a long time.

<u>Climatology</u> is the scientific study of climate.

<u>A climatologist</u> is a scientist who studies climate.

<u>Main aspects/ factors of climate.</u>

- **Rainfall**
- **Temperature.**

<u>Types of climate experienced in Uganda.</u>

- ❖ **Equatorial climate**
- ❖ **Tropical climate**
- ❖ **Semi-desert climate**
- ❖ **Montane climate**

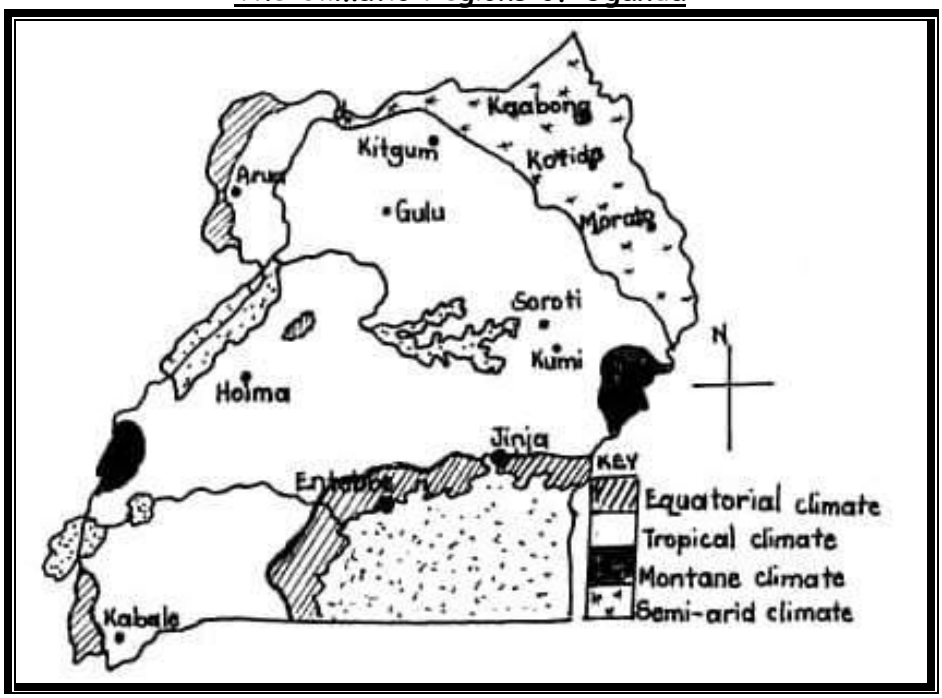
CLIMATIC REGIONS IN UGANDA.

A climatic region **is a large area that experiences the same / similar weather patterns.**

Climatic regions in Uganda.

- **Equatorial climatic region**
- **Tropical climatic region/ Savannah climatic zone**
- **Semi-desert climatic region/ savannah climatic zone.**
- **Montane climatic region/ mountain climatic zone**

The Climatic Regions of Uganda



THE EQUATORIAL CLIMATE

It is described as hot and wet throughout the year.

It is experienced in areas along the Equator

Characteristics of Equatorial Climate.

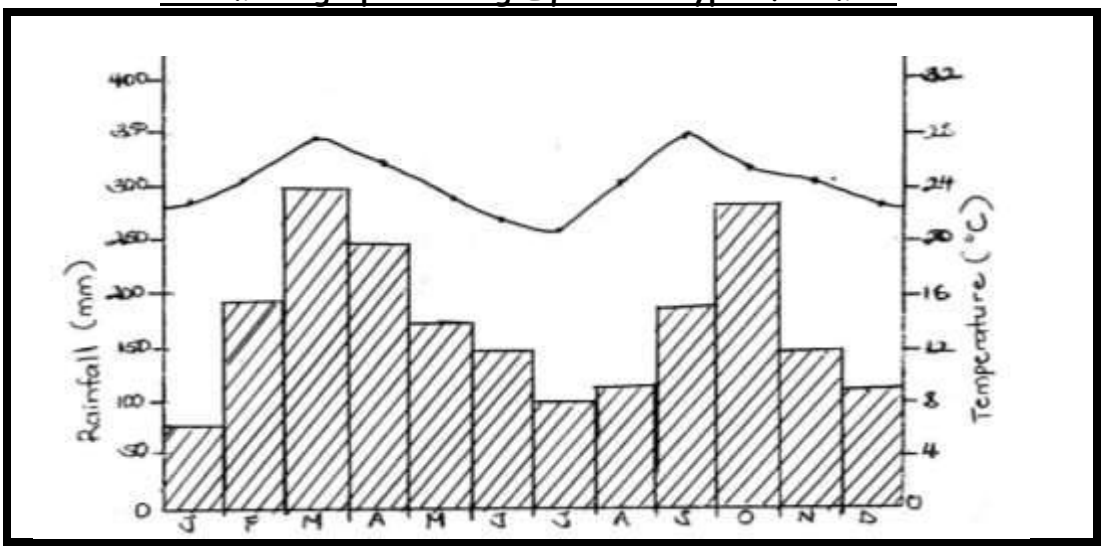
- **It is hot and wet throughout the year .**
- **It mainly receives convectional rainfall.(between 1500mm – 2000mm)**
- **Rainfall is accompanied by lightning and thunderstorms.**
- **It has no dry month.**
- **Temperatures are high especially during equinox .**

  The sun overheads the Equator twice a year on 21st March and 23rd September.
- **It has two heavy maximum rainfall seasons (double maxima).**

A climatic table showing Equatorial type of climate.

Months	J	F	M	A	M	J	J	A	S	O	N	D
Temp (^{0}C)	23	25	27	26	24	22	21	25	28	26	25	23
Rainfall(mm)	70	190	300	250	170	150	50	120	180	270	150	120

A climatic graph showing Equatorial type of climate



- **Note**:-*The increase in temperatures causes increase in the amount of rainfall received in the Equatorial climatic region.*

Areas in Uganda that experience Equatorial climate.

- **Shores of Lake Victoria**
- **The South Western part of Uganda.**

Districts that experience Equatorial climate.

- **Wakiso**
- **Buikwe**
- **Kalangala**
- **Jinja**
- **Mukono**
- **Mpigi**

Economic activities carried out in Equatorial climatic region

- **Crop growing**
- **Tourism**
- **Lumbering**

Crops grown in Equatorial climatic region.

- **Oil palm**
- **Coffee**
- **Cocoa**
- **Bananas**
- **Rubber**

Note:- *The above crops are commonly grown because they require plenty of rainfall for them to grow well.*

TROPICAL CLIMATE / SAVANNAH CLIMATE

Tropical climate is described as hot and wet.

Tropical type of climate is experienced in the largest part of Uganda.

This is because Uganda lies between the tropics (with in the tropical region).

Districts that experience Tropical climate in Uganda.

- **Mubende.**
- **Soroti**
- **Kibale.**
- **Gulu**
- **Mbarara**
- **Luwero.**
- **Kitgum**
- **Sembabule.**

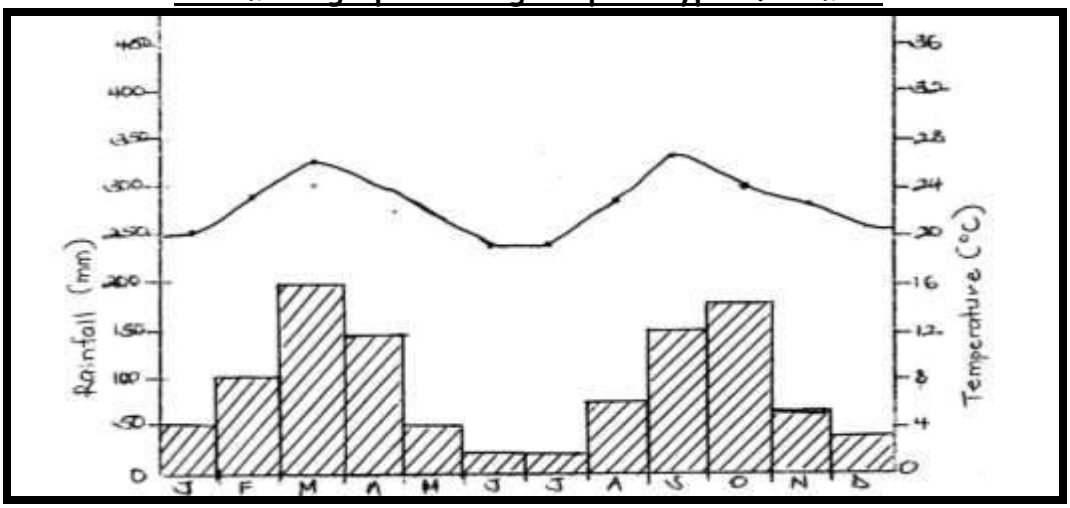
Characteristics of Tropical climate

- **Rainfall is mainly received when the sun is overhead the equator.**
- **It has two wet seasons and two dry seasons.**
- **Rainfall decreases as one moves far from the equator.**
- **Tropical type of climate is hot and wet.**

The climatic table showing Tropical type of climate.

Months	J	F	M	A	M	J	J	A	S	O	N	D
Temp. (°C)	20	23	26	24	22	18	19	23	27	24	23	21
Rainfall (mm)	50	110	200	140	50	25	25	75	150	175	60	40

A climatic graph showing Tropical type of climate



Economic activities commonly carried out in Tropical climatic region

- Crop growing
- Bee keeping
- Pastoralism
- Charcoal making.
- Tourism
- Lumbering

Common crops grown in Tropical climatic region

- Maize
- Sorgum
- Sorghum
- Cotton
- Simsim
- Ground nuts
- Beans
- Fruits like; jack fruits, oranges, mangoes, guavas

SEMI-DESERT CLIMATE/ SEMI-ARID CLIMATE.

It is described as hot and dry.

It is experienced in North Eastern part of Uganda.

Districts in Uganda that experience Semi-Desertclimate.

- Moroto
- Kaabong
- Kotido
- Nakapiripirit
- Abim

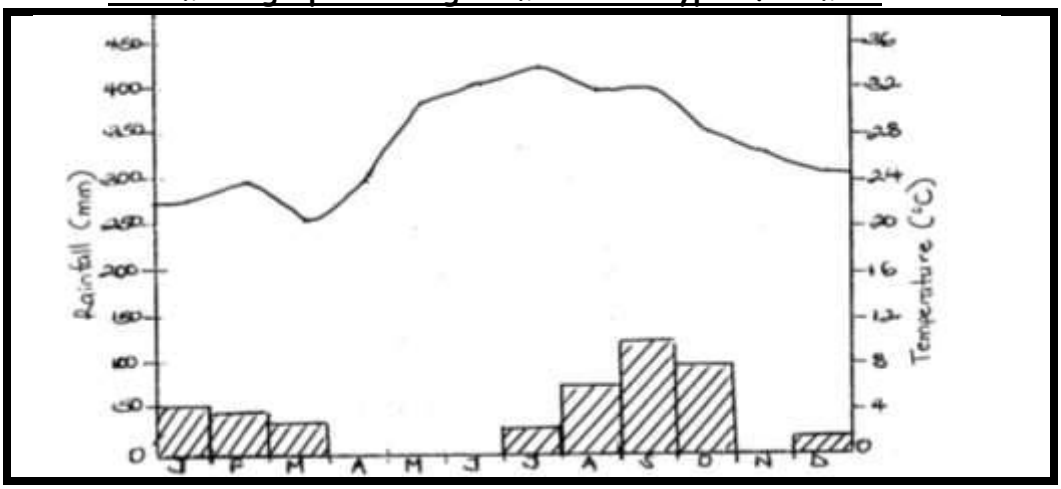
Characteristics of Semi-desert climate.

- It is hot and dry.
- There is low humidity.
- It has very hot days and cold nights.
- Skies are clear with little cloud cover.
- It receives low and unreliable rainfall.

A Climatic table showing Semi-desert type of climate.

Months	J	F	M	A	M	J	J	A	S	O	N	D
Temp (°C)	23	24	21	24	31	33	34	32	32	29	27	25
Rainfall (mm)	50	40	28	==	==	==	30	75	120	100	==	20

A climatic graph showing Semi-desert type of climate



Economic activities carried out in Semi desert climate.

- **Pastoralism.**
- **Crop cultivation.**
- **Tourism.**

MONTANE/MOUNTAIN CLIMATE.

Montane climate is experienced in highland areas.
Temperature reduces with the increase in altitude.
Temperature reduces by 1°C for every 100 metres above the sea level.
The wind ward side receives plenty of rainfall because it receives warm moist air.
The lee ward side receives very little rainfall because it receives dry winds.

***Some areas that experience Montane climate*.**

- **Areas around mountain Rwenzori**
- **Areas around mountain Mufumbiro**
- **Areas around mountain Elgon**

Districts in Uganda that experience Montane climate.

- **Kasese**
- **Mbale**
- **Kabale**
- **Kanungu**
- **Sironko**
- **Kisoro**
- **Bundibugyo**
- **Bududa**

Characteristics of Montane climate.

- **It has cool temperature.**
- **Relief rainfall is mostly received.**
- **The wind ward side receives more rainfall than the lee ward side.**

Economic activities commonly carried out in Montane climate.

- **Tourism.**
- **Lumbering**
- **Crop growing.**

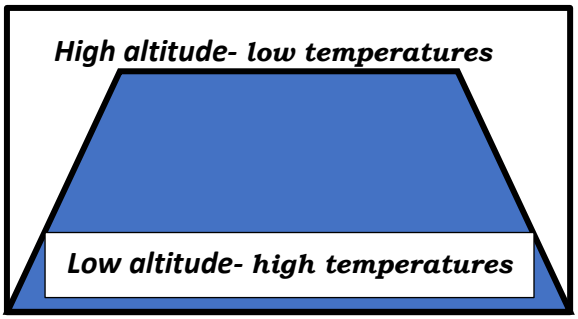
FACTORS THAT INFLUENCE/ AFFECT CLIMATE OF AN UGANDA.

- **Altitude.**
- **Nearness to water bodies/Drainage.**
- **Latitude.**
- **Wind movement.**
- **Vegetation cover.**
- **Human activities**

(i) Altitude

Altitude is the height above the sea level.

- **Temperature reduces with the increase in altitude.**



The lower parts of a mountain are warmer and have higher temperatures than the higher parts of the mountain.

The higher the altitude, the cooler the temperature,and the lower the altitude, the hotter the temperature eg. Mbale is cooler than Kampala because Mbale is on a higher altitude than Kampala.

(ii) Vegetation

- **Places with thick vegetation usually receive plenty of rainfall while those that have scanty vegetation usually receive very little rainfall.**

Note:-*Vegetation modifies climate of an area by helping in the formation of convectional rainfall through transpiration.*

(iii) Human activities

- **Some human activities affect climate positively while others affect climate of an area negatively.**

Human activities that affect climate of an area positively.

- **Afforestation**
- **Reafforestation**
- **Agro-forestry**

Human activities that affect climate of an area negatively.

- **Deforestation**
- **overgrazing**
- **Bush burning**
- **Swamp drainage**
- **Industrialisation**

(iv) Latitude.

Latitude is the distance in degrees North or South of the equator.

- **Areas which are near the Equator are hotter than those which are far away from the equator.**

Low latitude areas are areas which are near the equator, and are usually very hot.

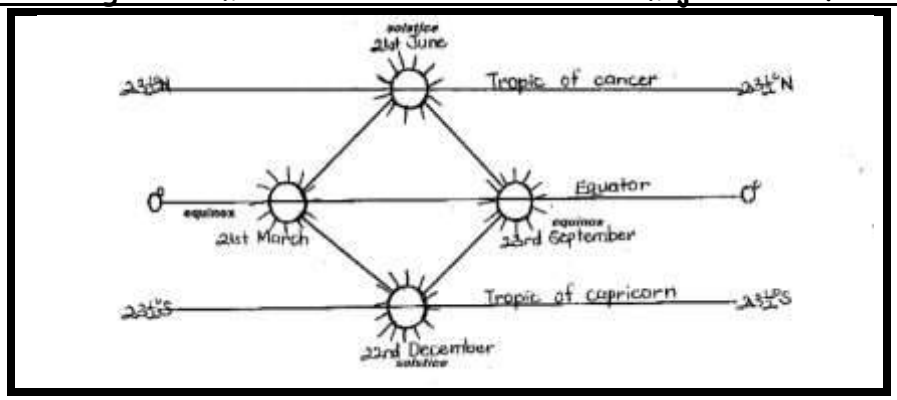
High latitude areas are areas which are far away from the Equator and are usually cool.

Areas which are far away from the Equator are usually very cool because they receive slanting sun rays which travel a very long distance to the earth.

Note;

- *Most parts of Uganda are always hot because the sun is overhead Uganda throughout the year.*
- ***The Revolution of the earth*** *(in 365days) causes changes in seasons. ie. wet season and dry season.*
- ***Tropical region*** *is the area of land lying between the Tropic of cancer and Tropic of capricorn.*
- ***Equinox*** *is the time of the year when the sun is overhead the equator.*
- *The days and nights are always equal whenever the sun is overhead the equator.*
- *Very high temperatures are experienced around equinoxes.*
- ***Solstice*** *is the time of the year when the sun is overhead the tropics.*

A diagram showing the time when the sun is overhead major lines of latitude.



(v) Nearness to water bodies (Drainage)

- **Areas near large water bodies usually receive more rainfall than those which are far away from large water bodies.**

Areas near large water bodies usually receive convectional rainfall.

Winds that blow over large water bodies pick a lot of moisture which rises and condenses to form convectional rainfall.

Note: *-Water bodies modify climate by helping in the formation of convectional rainfall through evaporation.*

Characteristics of convectional rainfall

- **It is mostly received in the afternoon.**
- **It is usually accompanied by lightning and thunderstorms.**
- **It is mostly received in areas that experience a lot of evaporation and transpiration.**

(vi) Prevailing winds.

- **Areas that receive warm moist air receive plenty of rainfallwhile those that receive dry winds usually receive plenty of rainfall.**

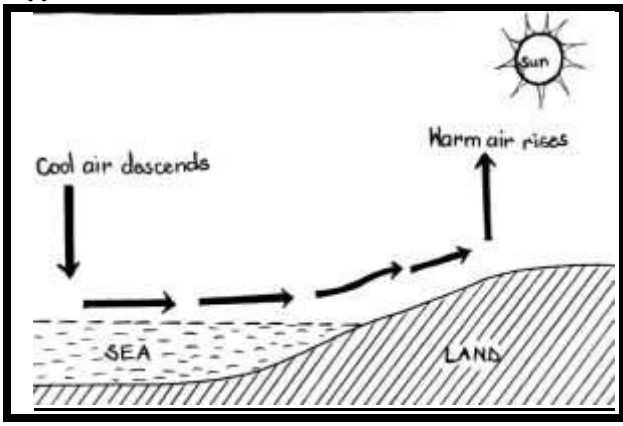
BREEZES.

A breeze is the movement of air from a cool region to a warm region.

Types of breezes.

- **Sea breeze**
- **Land breeze**

(i) Sea breeze



This is the movement of cool air from the sea towards land.

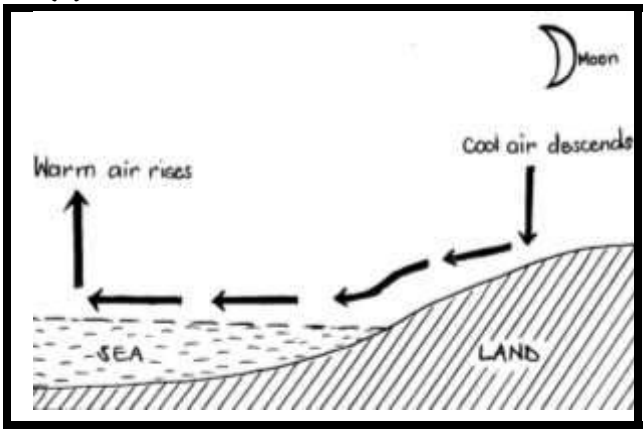
It takes place during the *day.*

During the day, the land is heated faster than water bodies.

The warm air on land rises and cold air from the sea moves towards land to replace it.

NB:- *Sea breezes help in formation of convectional rainfall.*

(ii) Land breeze



This is the movement of cold air from land towards the sea.
It takes place during the *night.*
At night, the land cools faster than the sea.
The warm air from the sea where pressure is low rises and the cooler air blows from land towards the sea to replace it.

THE INFLUENCE OF CLIMATE ON HUMAN ACTIVITIES

a) Semi-desert climatic region (Dry areas)

Economic activities commonly carried out in Semi desert climate.

- **Pastoralism.**
- **Tourism.**
- **Crop cultivation.**

The influence of Semi-arid climate on human activities.

- ❖ **People grow crops by irrigation.**
- ❖ **People grow fast maturing crops like maize, beans, millet, sorgum etc since their area receives short rainy seasons.**
- ❖ **People build simple huts.**
- ❖ **Pastoralism is mostly favour by the presence of a large vacant land.**

Problems faced by people living in semi-desert climatic region.

- ❖ **High temperatures during day time.**
- ❖ **Shortage of water.**
- ❖ **Poor transport.**
- ❖ **Shortage of pasture for animals.**

Possible solutions to the problems faced by people living in desert areas.

- ❖ **By digging valley dams to store water.**
- ❖ **By practising irrigation farming to increase food supply.**
- ❖ **By growing drought-resistant crops.**
- ❖ **By growing fast maturing crops.**
- ❖ **By painting houses with white in order to reflect sunlight.**
- ❖ **By dressing in light white clothes to reduce heat during day.**

b) Equatorial and Tropical climatic region (Wet areas).

Economic activities commonly carried out in Equatorial and Tropical climate.

- **Tourism.**
- **Crop growing.**
- **Lumbering**

The influence of Equatorial and Tropical climate on human activities.

- ❖ **Lumbering is done in the tropical rain forests.**
- ❖ **Tourism is favoured by the plenty of animals.**

- ❖ **Perennial crops are usually grown due to plenty of rainfall receive eg.coffee,oil palm,bananas,tea etc.**
- ❖ **People wear thick clothes to provide warmth during rainy and windy weather.**
- ❖ **People keep a variety of animals due to presence of pasture for animals.**
- ❖ **Houses are built with slanting roofs to allow easy flow of rain water off the roofs.**

Problems faced by people living in Equatorial and Tropical regions.

- ❖ **Floods**
- ❖ **Attacks from wild animals**
- ❖ **Poor ground transport.**
- ❖ **Presence of many disease vectors like tsetse flies, mosquitoes etc.**

Possible solutions to the problems faced by people living equatorial and tropical climatic region

- ❖ **By building houses with slanting roofs.**
- ❖ **By wearing rain coats and gum boots to safeguard against rainy weather.**
- ❖ **By creating more wildlife conservation areas.**

c) Montane climate

Economic activities commonly carried out in Montane climate.

- ❖ **Tourism.**
- ❖ **Crop growing.**
- ❖ **Lumbering**

The influence of the montane climate on people.

- ❖ **People build houses with slanting roofs.**
- ❖ **People rear donkeys for use as means of transport.**
- ❖ **People wear thick clothes to protect their bodies from much coldness.**
- ❖ **Thick forests promote lumbering in this climatic region.**
- ❖ **People grow perennial crops due to plenty of rainfall received.**

Problems faced by people living in Montane climatic region.

- ❖ **Poor transport network.**
- ❖ **Landslides.**
- ❖ **Severe soil erosion**
- ❖ **Much coldness**

Possible solutions to the problems faced by people living in montane climatic region

- ❖ **By building winding roads.**
- ❖ **By keeping donkeys for transport.**
- ❖ **By wearing thick clothes to overcome much coldness.**
- ❖ **By planting trees to reduce soil erosion and landslides.**

NB:- *Plant roots control landslides in highland areas by holding the soil particles firmly.*

FARMING IN UGANDA.

Farming is the growing of crops and rearing of animals.

It is also called agriculture.

Farming is the main economic activity carried out by most people in Uganda.

Types of farmng.

- ❖ **Arable farming.**
- ❖ **Livestock farming.**

Systems of crop farming.

- **Subsistence farming.**
- **Plantation farming.**

SUBSISTENCE FARMING.

This is the growing of crops and rearing of animals mainly for home use and the surplus is sold.

It is the commonest system of farming practiced in Uganda. This is because subsistence farming is very cheap to practice.

In this system of crop growing, annual crops are mainly grown eg. Beans, maize, cassava, peas, irish potatoes etc.

Advantages of subsistence farming.

- **It is cheap to practice.**
- **It does not require a large piece of land.**
- **It promotes food security.**
- **It requires simple tools.**
- **It requires less labour force.**
- **It does not require a large piece of land.**

Disadvantages of subsistence farming.

- **A farmer earns less income.**
- **It leads to low productivity.**
- **It does not encourage economic development.**

MIXED FARMING.

Mixed farming is the growing of crops and rearing of animals on the same piece of land.

Advantages of mixed farming.

- **Farmers gets double income.**
- **The farmer can get manure for his crops from animals.**
- **Animals can easily depend on crops for food.**
- **A farmer gets a balanced diet.**

Disadvantages of mixed farming.

- **It is expensive to start and manage.**
- **It requires skilled labour.**
- **Animals can easily escape and destroy the crops.**
- **It requires a large piece of land.**

PLANTATION FARMING.

This is the growing of one perennial crop on a large scale.

Plantation farming is practised by very few people in Uganda because it is very expensive to practice.

Under plantation farming, perennial crops are mostly grown eg. coffee, tea, cocoa, oil palm etc.

Advantages of plantation farming.

- **It is a source of employment to people.**
- **It is a source of raw materials for industries.**
- **It is a source of income to the government through taxing plantation owners.**
- **It promotes the development of roads.**
  - **Note: -*Agro-based industries*** *are industries which use agricultural produce as their raw materials.*

Disadvantages of plantation farming.

- **It is very expensive to carry out.**
- **It requires a large piece of land.**
- **Crops can easily be affected by drought.**
- **Pests and diseases can easily spread from one crop to another.**
- **It leads to soil exhaustion.**

Examples of plantation crops.

- **Tea.**
- **Coffee.**
- **Cloves.**
- **Sugarcane**
- **Cocoa.**
- **Cotton.**
- **Oil palm**
- **Sisal.**

TEA.

Tea is a beverage crop.

Examples of plantations for tea.

- **Kasaku tea plantation.**
- **Igara tea plantation.**
- **Nakigala tea plantation.**



Tea growing districts.

- **Mukono.**
- **Rukungiri.**
- **Kabalore.**
- **Bushenyi.**
- **Mubende.**

Conditions for growing tea.

- **Warm temperatures.**
- **Reliable rainfall.**
- **Acidic soils.**

COFFEE.

- **It is a beverage crop.**
- **It contains caffeine.**



Types of coffee.

- **Arabica coffee (grown in highlands).**
- **Robusta coffee (grown in low lands).**
- **Clonal coffee (improved robusta).**

Advantages of growing clonal coffee over other types of coffee.

- **It is more resistant to diseases than other types.**
- **It matures faster than other types.**
- **It gives more yields than other types.**

Factors tha favour the growing of arabica coffee on the slopes of mountain Elgon.

- **Presence of deep volcanic fertile soils.**
- **Presence of heavy rainfall received.**

Note:

- ✓ *Coffee is harvested by hand picking of berries.*
- ✓ *Arabica coffee is mainly grown by the Bagishu on the slopes of mountain Elgon and the Bakonzo on the slopes of mountain Rwenzori.*

SUGARCANE

- **Sugarcane stems are crushed to get juice which makes sugar crystals.**

Sugarcane plantations in Uganda.

- **Kakira sugarcane plantation in Jinja.**
- **Lugazi sugarcane plantation in Buikwe.**
- **Kinyara sugar works in Masindi.**
- **Sango bay in Rakai.**

WHEAT.

It is a cereal crop which requires low temperature and heavy rainfall.

Grain provide flour used in baking.

Districts that grow wheat.

- **Kapchorwa.**
- **Kisoro.**
- **Bundibugyo.**

COTTON.

It is a fibre crop used in textile industries.

It is grown using seeds and harvested by hand picking.

It is taken to ginneries to remove seeds and remain with lint.

The lint is processed into threads by spinning.

Kenneth Borup was a missionary who introduced the fast growing cotton seeds in Uganda in 1903.

Sir Hesketh Bell encouraged cotton growing in uganda.

Why the British colonialists encouraged cash crop growing in uganda.

- **They wanted to get raw materials for their home industries.**
- **They wanted the natives to get income and pay taxes.**
  - **Note:**
    - ✓*The introduction of synthetic fibres eg.Nylon has reduced the market for cotton hence leading to reduction in cotton production.*
    - ✓Textile industries areindustries that use cotton as their raw material eg. Nyanza Textile Imdustries Limited (NYTIL)

Cotton growing districts in Uganda.

- **Kasese.**
- **Iganga.**
- **Kamuli.**

Uses of cotton.

- **It is used for making threads.**
- **It is used for making clothes.**
- **It is used making cotton wool.**
- **Cotton seeds are used to make animal feeds.**

Problems faced by cotton growers.

- **Cotton pests and diseases.**
- **Harsh climate changes.**
- **Fluctuation of cotton prices.**
- **Competition from cotton growers.**

TOBACCO.

It is grown in West Nile.

It is used to make cigarettes.

British America Tobacco (BAT) is the body responsible for marketing and processing tobacco.

The introduction of the tobacco control bill has led to the reduction in tobacco production in West Nile.

OIL PALM.

Oil palm is mainly grown in Kalangala by BIDCO oil company.

Oil palm is used to get palm oil.

Products got from palm oil.

- **Palm Wine**
- **Soap**
- **Cooking Oil**
- **Margarine**
- **Candles**

Factors that favour oil palm growing.

- **Presence of heavy rainfall.**
- **Presence of high temperature.**
- **Well drained fertile soils.**

Note:

- *Harvested oil palm nuts are transported to Jinja for processing and Bidco cooking oil, Bidco washing soap and other products are obtained.*

TYPES OF CROPS.

- **Traditional cash crops.**
- **Non-traditional cash crops.**

(i) TRADITIONAL CASH CROPS.

Traditional cash crops are crops which were originally grown for sale.

Examples of traditional cash crops.

- **Coffee**
- **Cotton**
- **Tobacco**
- **Tea**
- **Cocoa**
- **Oil palm**
- **Sisal**
- **Rubber**

Why people are encouraged to grow traditional cash crops.

- **To promote export trade.**
- **To get raw materials for industries.**

Products obtained/ made from different cash crops

Crop	*Product(s)*
➢ Cotton	• Clothes, cotton wool, threads
➢ Pyrethrum	• Insecticides
➢ Oil palm	• Palm oil used for making cooking oil, soap, margarine etc.
➢ Tea	• Tea leaves
➢ Tobacco	• Cigarettes
➢ Sun flower	• Cooking oil
➢ Sisal	• Ropes, strings, sacks
➢ coffee	• Coffee powder, gun powder.
➢ Maize	• Maize flour
➢ Rubber	• Latex for making gloves,balls, shoe soles, car tyres, erasers etc

(ii) NON-TRADITIONAL CASH CROPS.

Non-traditional cash crops are crops which were originally grown for food but can now be sold.

Why the government is encouraging people to grow more non-traditiional cash crops.

- They have a large market.
- To promote food security in the country.

Examples of Non-traditional cash crops.

- Beans
- Maize
- Cassava
- Banana
- Yams
- Rice
- Ground nuts
- Soya beans
- Vegetables like cabbage

PERENNIAL CROPS.

These are crops which take a long time to mature and are harvested several times.
Most of the traditional cash crops are perennial.

Examples of perennial crops.

- Coffee
- Tea
- Rubber
- Cocoa
- Mango plants
- Oil palm
- Sisal

ANNUAL CROPS.

These are crops which take a short time to mature and are harvested once.

Examples of annual crops.

- Maize
- Beans
- Rice
- Cotton
- Tobacco
- Millet
- Sorghum
- Cassava
- Peas

IRRIGATION FARMING IN UGANDA.

Irrigation is the artificial supply of water on land to support plant growth.

Irrigation farming is the system of crop growing in which land is supplied with water by human means to support crop growth.

Irrigation scheme is an area of land which is supplied with water by human means to support crop growth.

Irrigation schemes are mostly set up in areas that do not receive reliable rainfall (dry areas).

These areas must be having reliable permanent sources of water.

Irrigation farming is not well developed in North Eastern uganda because the area has few reliable permanent sources of water.

Irrigation schemes in Uganda.

- Doho irrigation scheme for rice
- Tilda (Kibimba) irrigation scheme.
- Kiige irrigation scheme for citrus fruits.
- Ongom irrigation scheme in Lira for citrus fruits.
- Olweny swamp irrigation scheme in Lira for rice
- Nsimbe and Rosebud irrigation schemes for flowers.

Irrigation scheme	*Source of water*	*District / country*	*Crops grown*
Doho	**R. Manafwa**	**Butaleja**	**Rice.**
Mubuku	**R. Mubuku And R. Sebwe**	**Kasese**	**Vegetables, maize**
Tilda (Kibimba)	**R. Mpologoma**	**Bugiri**	**Rice**
Sango Bay	**L. Victoria**	**Rakai**	**Sugarcanes and Maize**
Kakira	**L. Victoria**	**Jinja**	**Sugarcanes**
Lugazi	**L. Victoria**	**Buikwe**	**Sugarcanes**
Pabo	**R. Achwa**	**Kitgum**	**Rice**
Kiige	**L. Nabigaga**	**Kamuli**	**Citrus fruits**
Agoro	**R. Agago**	**Lamwo**	**Tomatoes, Okra, Maize**

Common methods of Irrigation.

- **Gravity flow method**
- **Overhead sprinkler method**

Advantages of Irrigation farming.

- **Crops are grown at any time of the year.**
- **It promotes food security in the country.**
- **Irrigation farming helps to put idle dry land into use.**
- **Crops grow well without being affected by sunshine.**

Disadvantages of Irrigation farming.

- **It is very expensive to practice.**
- **It is not possible where there is no reliable source of water.**
- **It leads to soil leaching.**

Note:-*Leaching* *is the sinking of soil nutrients to deeper layers where plant roots can not reach.*

Ways of caring for crops in the garden.

- **By weeding them.**
- **By thinning.**
- **By pruning them.**
- **By watering the crops.**

Factors that have promoted farming in Uganda

- **Presence of fertile soils.**
- **Presence of reliable rainfall.**
- **Availability of ready market for agricultural produce.**
- **Improved transport and communication network.**
- **Political stability in an area.**
- **Availability of ready market for agricultural produce.**
- **Presence of large labour force.**

Importance of farming.

- **It is a source of food to people.**
- **It is a source of raw materials for industries.**
- **It has promoted the development of roads and railways.**
- **It is a source of employment to people.**
- **It is a source of revenue to the government.**

Problems faced by farmers.

- **Shortage of funds/ limited capital.**
- **Prolonged drought.**
- **Outbreak of crop pests and diseases.**
- **Limited market for farm produce.**

- **Poor transport network.**
- **Political instability in some parts of the country.**
- **Shortage of land for crop growing in some areas eg in towns.**
- **Changes in prices/unstable prices for agricultural produce.**
- **Rural-urban migration which reduces labour force on farms in rural areas.**

Possible solutions to the problems affecting agricultural development in Uganda.

- **By giving soft loans to farmers.**
- **By spraying the crops with insecticides.**
- **By teaching farmers better farming methods.**
- **The government should set minimum prices for crop products.**
- **By building better roads in the country.**
- **By encouraging the use of irrigation farming.**

Note:

- ✓ *The government introduced developmental programmes such as National Agricultural Advisory Services (**NAADs)** and Operation wealth creation to help farmers to improve their lives.*
- ✓ *NAADs is working under the Ministry of Agriculture, Animal industry and Fisheries.*
- ✓ *The government also set up the National Agricultural Research Organisation **(NARO)** to carry out research on how to improve farming activities.*

LIVESTOCK FARMING IN UGANDA.

Pastoralism is the rearing of cattle on a large scale.

Livestock farming is also called pastoralism.

Systems of livestock farming.

- **Dairy farming.**
- **Nomadic pastoralism.**
- **Cattle ranching.**

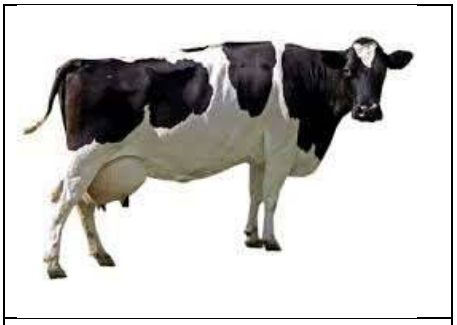
DAIRY FARMING.

Dairy farming is the rearing of cattle on a large scale mainly for milk production.

Cows are mainly reared in this system of pastoralism.

It is commonly carriedout in the cool mountainous areas.

Dairy farms in Uganda commonly found in Kisoro and Kabale.



A Dairy cow

Products from a dairy farm.

- **Milk.**
- **Meat (beef).**
- **Hooves**
- **Hides.**

Milk products.

- **Cheese.**
- **Ice cream.**
- **Butter.**
- **Yoghurt.**
- **Ghee.**

RANCHING.

Ranching is the rearing of cattle on a large scale mainly for beef production.

Bulls are mainly reared in this system of livestock farming.

Products obtained from a ranch.

- **Beef.**
- **Hooves.**
- **Horn tips.**

Examples of ranches in Uganda.

- **Kisozi ranch (Gomba district).**
- **Singo ranch**
- **Zziwa ranch**
- **Kabula ranch in Sembabule.**
- **Nyabushozi in Kiruhura.**
- **Buruli in Nakasongola.**



A bull on a ranch

NOMADIC PASTORALISM.

Nomadic pastoralism is the system of animal rearing where farmers move with their animals from one place to another in search for pasture and water.

It is mainly carried out in semi-arid areas.

Nomadism is commonly practiced by Karimojongs in the North Eastern Uganda.

Examples of pastoral tribes in Uganda.

- **Karimojongs.**
- **Bahima.**

Districts where nomadic pastoralism is practiced.

- **Moroto district.**
- **Kotido district.**
- **Nakapiripirit district.**



A Karimojong herdsman

Reasons why pastoralists move from one place to another.

- **To look for pasture for their animals.**
- **To look for water for their animals.**
- **To break the lifecycle of disease vectors.**

Problems faced by the pastoralists in Uganda.

- **Cattle rustling.**
- **Poor breeds of cattle.**
- **Shortage of water for animals.**
- **Shortage of pasture.**
- **Outbreak of animal diseases.**
- **Poor veterinary services**

Possible solutions to the problems facing pastoralists in Uganda.

- **Disarming cattle rustlers.**
- **Constructing valley dams to provide water for animals.**
- **Growing fodder crops to provide food to animals.**
- **By extending veterinary services to the pastoral tribes.**
- **By encouraging pastoralists to keep a limited number of animals.**



Testing Exercise.

1. Give the meaning of each of the following;
   (i) Climate
   (ii) Weather
2. Mention any four elements of weather.
3. Match the weather instruments in list A to their uses in list B correctly
   (i) Wind vane measures humidity.
   (ii) Rain gauge measures the speed of wind.
   (iii) Hygrometer shows the direction of wind.
   (iv) Anemometer measures the amount of rainfall.
4. When Sarah went to a weather station, she saw an arrow of a wind vane pointing to the North. From which direction was wind blowing?
5. Mention any four types of climate experienced in Uganda.
6. Which aspect of climate mainly influences the settlement of people in an area?
7. How is the Equatorial type of climate described?
8. State any two characteristics of each of the following types of climate.
   (i) Equatorial climate.
   (ii) Tropical climate.
   (iii) Semi-desert climate.
9. Mention any two economic activities that are commonly done in the Equatorial type of climate.
10. State the major economic activity carried out by most people in North Eastern Uganda.
11. Mention any four factors that influence the climate of Uganda.
12. Give the meaning of the term Altitude.
13. How does altitude influence the climate of an area?
14. Mention any three human activities that negatively affect the climate of an area.
15. State the effect of the revolution of the earth.
16. Mention the two months of the year when equinox is experienced.
17. How do lakes and rivers help to improve climate of an area?
18. State any two characteristics of convectional rainfall.
19. How can crop growing be made possible in semi-arid areas of Uganda?
20. Mention any two economic activities that are commonly carried out in Montane climatic region.
21. How does climate affect people's way of dressing?
22. Ho does climate affect the style of building in Equatorial climatic region.
23. Mention any two problems facing people living in montane climatic region.
24. Give any two ways crop production can be improved in Semi-arid areas of Uganda.
25. How are donkeys useful to people of Kapchorwa district?
26. Mention the best way of controlling landslides in mountainous areas.
27. Why do most farmers in Uganda practice subsistence farming? Give any two reasons?
28. state any two advantages of subsistence farming.
29. Name the major cash crop grown in West Nile sub-region.
30. Mention any two products obtained from Latex.
31. Name the crop raw material used for making insecticides.
32. State any two factors that favour oil palm growing in Kalangala district.

33. What is Irrigation farming?
34. Complete the table below correctly.

Irrigation scheme	Crop	Water source.
Kiige	----------	----------
Doho	----------	River Manafwa
----------	Rice	River Mpologoma
Mubuku	----------	----------

35. State any two advantages of irrigation farming.
36. How has crop cultivation promoted industrial development in Uganda?
37. State any three problems facing farmers in Uganda.
38. Give one way the government can help to improve the lives of farmers in our locality.
39. Write NAADs in full.
40. Mention one tribe that carries out out pastoralism as its major occupation.
41. Give any two reasons why the above tribe lives a nomadic way of life.
42. State any two problems faced by pastoralists in Uganda.
43. How are valley dams useful to people of North Eastern Uganda?
44. Mention any two products obtained from a dairy farm.
45. Give one way the government has helped the Kariomojongs to live a settled life.

TOPIC 4: VEGETATION OF UGANDA.

INTRODUCTION TO VEGETATION

Vegetation is the plant life cover of an area.

Types of vegetation.

- **Natural vegetation**
- **Planted vegetation**

(i) PLANTED VEGETATION.

Planted vegetation is the plant life cover of an area that is planted by man.

Examples of planted vegetation.

- **Planted forests**
- **Planted grass eg.paspalum**
- **Planted flowers**
- **Crops**

Planted forests

A forest is a group of trees growing together on the same piece of land.

Planted forests are groups of trees that grow by the help of man.

Planted forests are usually planted by man.

Examples of planted forests.

- **Magamaga forest in Mayuge**
- **Katuugo forest in Nakasongola**
- **Butamira in Jinja**
- **Bugamba in Mbarara.**
- **Mafuga forest in Rukungiri**
- **Lendu forest in Nebbi (the largest in Uganda)**
- **Nyabyeya forest in Masindi**

Characteristics of planted forests.

- **Trees are planted in rows**
- **Trees mainly produce soft wood.**
- **Trees are well spaced.**
- **Trees are of the same species.**
- **Tees mature almost at the same time.**

Examples of tree species that commonly grow in planted forests.

- **Pine**
- **Cedar**
- **Spruce**
- **Fir**
- **Eucalyptus**
- **Cypress.**

Uses of some tree species that are commonly planted

- ✓ **Ficus tree (mutuba tree)- it is used for making bark cloth.**
- ✓ **Rubber tree-it provides latex used for making rubber balls, erasers, car tyres, shoe soles, gum boots, gloves, elastic bands etc.**
- ✓ **Grape tree-it provides grapes used for making wine.**
- ✓ **Oil palm-it provides palm oil used for making cooking oil, margarine, soap, candles etc.**
- ✓ **Wattle tree-it provides tannin used for softening leather/ animal skins.**
- ✓ **Mulberry-it is used for making drugs eg. quinine**

Products commonly obtained from soft wood

- **Match boxes**
- **Match sticks**
- **Papers**
- **Pencils**
- **Ply wood**
- **Wooden rulers**
- **Toilet papers**
- **Soft boards.**

Importance of flowers.

- **They are a source of income when sold.**
- **They are used for decoration.**
- **They are used to give respect to the dead.**
- **They are used TO express love.**

(ii) NATURAL VEGETATION.

Natural vegetation **is the plant life cover of an area that grows on its own.**

It includes all plants in the environment that grow without the influence of man.

Examples of natural vegetation.

- **Natural forests**
- **Swamp vegetation**
- **Bushes**
- **Grasslands**
- **Thickets**
- **Shrubs**
- **Natural flowers**

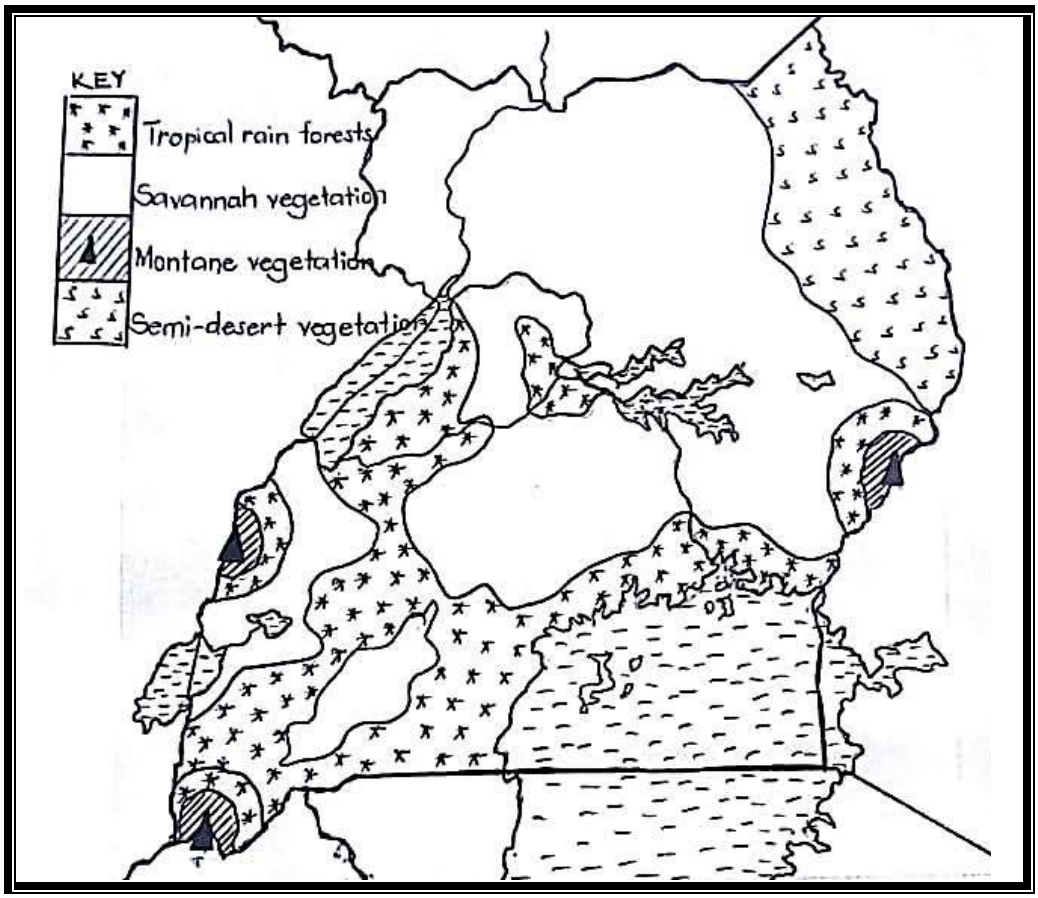
TYPES OF NATURAL VEGETATION/VEGETATION ZONES IN UGANDA.

A vegetation zone is an area under the same kind of plant life cover.

Examples of vegetation zones in Uganda.

- **Equatorial rain forests/tropical rain forests.**
- **Savannah vegetation.**
- **Semi-desert vegetation.**
- **Montane vegetation.**

VEGETATION ZONES IN UGANDA.



a) EQUATORIAL RAIN FORESTS

Equatorial type of vegetation is described as ever green.

These forests are ever green because they grow in areas that receive plenty of rainfall.

Equatorial rain forests are also called the <u>Tropical rain forests.</u>

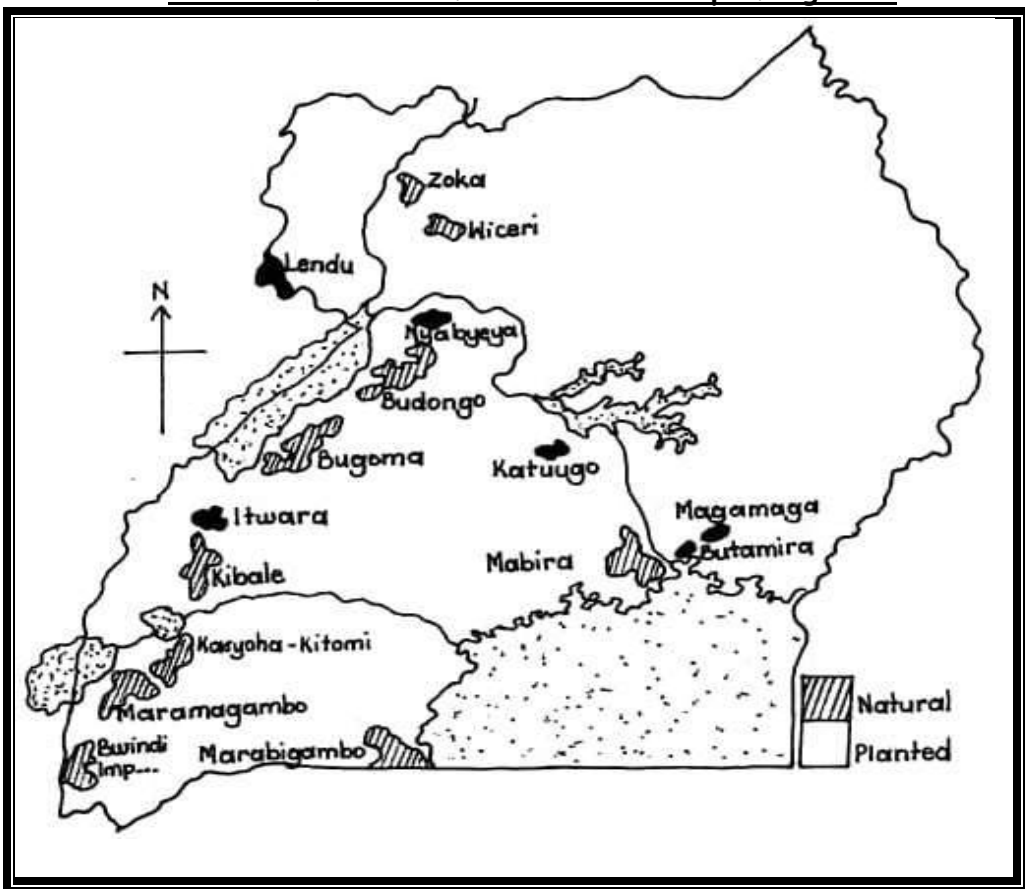
They are called rain forests because they grow in areas that receive plenty of rainfall.

Tropical rain forests mainly grow in areas which experience Equatorial climate, on the shores of Lake Victoria and in the South Western part of Uganda.

<u>Examples of natural forests in Uganda</u>

Forest	*District*
❖ Budongo (the largest)	❖ Masindi
❖ Mabira	❖ Buikwe
❖ Malabigambo	❖ Rakai
❖ Maramagambo	❖ Rubirizi and Mitooma
❖ Bugoma	❖ Hoima
❖ Mountain Rwenzori forest	❖ Kasese
❖ Kibale forest	❖ Kibale
❖ Ssese forest	❖ Kalangala
❖ Wiceri forest	❖ Amuru

<u>Location of natural forests on the map of Uganda.</u>



Characteristics of natural forests.

- **Trees are ever green. (they don't shed their leaves).**
- **Trees are of different species.**
- **Trees have broad leaves.**
- **Trees grow very tall due to phototropism (to get sunlight).**
- **Trees have buttress roots.**
- **Trees have hard wood.**
- **Trees take a long time to mature.**
- **Trees form a canopy (a layer of branches and leaves that form a cover to the ground).**
- **They have a thick undergrowth. This makes them impenetrable.**

Note:

- ✓ ***Deciduous trees*** *are trees that shed their leave during the dry season.*
- ✓ ***A canopy*** *is an umbrella-like structure formed by trees in tropical rain forests.*

Common tree species in Equatorial rain forests.

- **Mahogany**
- **African walnut**
- **Ebony**
- **Teak**
- **Green heart**
- **Rose wood**
- **Mvule trees (Iroko)**

Economic activities commonly done in Equatorial rain forests.

- **Lumbering**
- **Charcoal making.**
- **Herbal medicine collection**
- **Fruit gathering.**
- **Tourism**

Products obtained/ got from hard wood.

- **Wooden tables**
- **Wooden desks**
- **Wooden chairs**
- **Benches**
- **Wooden windows**
- **Wooden doors**
- **Cupboards**

Importance of forests.

- **Forests help in formation of convectional rainfall through transpiration.**
- **They are source of income through tourism.**
- **They act as a habitat for wild animals.**
- **They are source of herbal medicine.**
- **They help to reduce soil erosion.**
- **They are source of timber.**

Problems facing forests

- **Deforestation.**
- **Oubreak of bush fires.**
- **Human encroachment on forests.**

DEFORESTATION

Deforestation is the massive cutting down of trees without replacement.

Lumbering is the cutting down/felling of mature trees for production of timber.

Reasons why people cut down trees/ carry out deforestation.

- **To get land for settlement**
- **To get land for crop growing.**
- **To get land for constructing roads.**
- **To get land for building industries.**
- **To get timber.**
- **To get wood fuel.**
- **To get land for constructing flat play grounds.**

Dangers / effects of deforestation.

- **It leads to soil erosion.**
- **It leads to desertification/ drought.**
- **It destroys the natural habitat for animals.**
- **It leads to displacement of wild animals.**
- **It leads to extinction of some tree species.**
- **It reduces the amount of rainfall received in an area.**

FOREST CONSERVATION.

Forest conservation is the act of protecting forests from extinction.

Ways of conserving forests.

- **By practising afforestation.**
- **By practising reafforestation.**
- **By practising agro-forestry**
- **By teaching people on the importance of forests.**
- **By educating people about the dangers of deforestation.**
- **Through rural electrification. (extension of electricity to rural areas)**
  - **Note:**
    - ***Afforestation*** *is the planting of trees on a large scale where they have never been/ existed.*
    - ***Reafforestation*** *is the planting of trees on a large scale where they have ever been/ existed.*
    - ***Agro-forestry*** *is the growing of crops together with useful trees on the same piece of land.*
    - ***Forestry*** *is the practice of planting and caring for forests.*
    - ***National Forestry Authority (NFA)*** *is the body that is responsible for conservation of forests in Uganda.*
    - ***National Environment Management Authority (NEMA)*** *is the body responsible for conservation of the environment in Uganda.*

Roles of NFA.

- **It teaches people about the importance of forests.**
- **It enforces laws against deforestation.**
- **It creates forest reserves.**
- **It evicts people settling in forest reserves.**

b) SEMI-DESERT VEGETATION

A desert **is a large dry area of land with few plants growing on it.**

Semi-desert vegetation is mainly found in some parts of North Eastern Uganda.

It grows in an area that experiences semi-desert type of climate.

Plants that survive in very dry conditions mainly grow in this climatic region.

Semi-desert vegetation has few trees because it receives very little rainfall.

Trees in semi-desert vegetation have thick barks and thin leaves to reduce the rate of transpiration.

Some plants in this area shed leaves to reduce on the rate of transportation.

***Cactus* is able to survive in semi-desert conditions because it stores water in its stem.**

Characteristics of Semi-desert vegetation

- **Trees have thick barks.**
- **Trees are scattered.**
- **It has very short grass.**
- **Trees are short and thorny.**
- **Trees have long roots to tap underground water.**
- **Trees have thin leaves that reduce the rate of transpiration.**
- **Vegetation is scanty and resistant to drought.**

Common plants in Semi-desert vegetation.

- **Cactus**
- **Baobab**
- **Poppies**
- **Acacia**

Districts in Uganda that have Semi-desert vegetation

- **Kotido**
- **Moroto**
- **Kaabong**
- **Abim**
- **Nakapiripirit**
- **Napak**
- **Karenga**

Note: *-**Pastoralism** is the major economic activity carried out in Semi-desert vegetation.*

c) MOUNTAIN VEGETATION

It is also called montane vegetation

It is found in mountainous areas

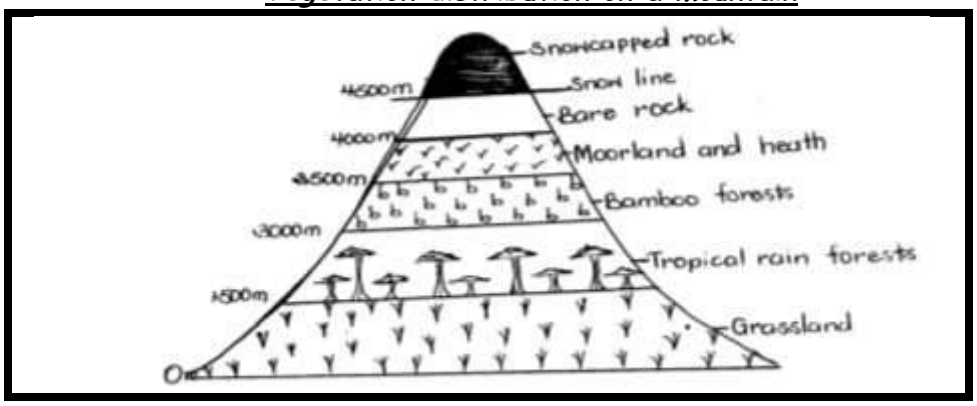
Vegetation changes with increase in altitude.

Montane vegetation is mainly found on the slopes of mountains Rwenzori and Elgon.

Factors that cause vegetation variation in mountainous areas.

- **Altitude**
- **Temperature**
- **Rainfall distribution.**

Vegetation distribution on a mountain



Note;-*Heath is the low evergreen rough grass.*

*-**Moorland** is an area of highland covered with heath.*

Characteristics of montane vegetation.

- **Trees are ever green**
- **Trees grow tall and straight.**
- **The mountain tops have few plants due to low temperatures.**

- **The foothills have savannah grasslands.**
- **Vegetation grows in zones according to altitude.**

Economic activities commonly carried out in montane vegetation.

- **Lumbering**
- **Cattle keeping/ pastoralism.**
- **Bee keeping**
- **Herbal medicine collection.**
- **Fruit gathering**
- **Charcoal making.**

d) SAVANNAH VEGETATION

Savannah vegetation is the name given to the Tropical grasslands of Uganda.
Savannah vegetation covers the largest part of Uganda.
Savannah vegetation is located in the Tropical climatic region of Uganda.

Savannah vegetation is divided into;

- **Savannah grasslands / dry savannah vegetation**
  It has short grass and few scattered trees.
- **Savannah woodland / wooded savannah / wet savannah vegetation**
  It has tall grass and many trees.

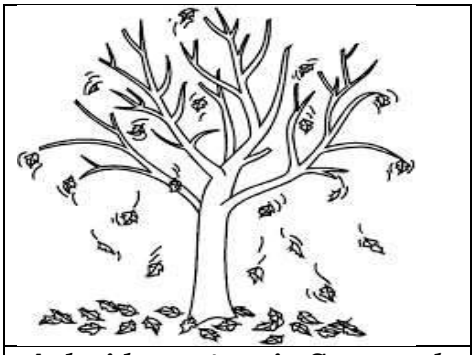
Note;

- ✓ *Most parts of Uganda are covered by* ***savannah grasslands.***
- ✓ *Most game parks in Uganda are located in savannah grasslands because there is plenty of pasture for animals.*

Characteristics of Savannah vegetation

- **It has tall grass.**
- **It has scattered trees.**
- **Trees have long roots which they use to tap underground water.**
- **Grass appears green during the wet season.**
- **Trees usually shed their leaves during the dry season. (in order to reduce the rate of transpiration)**

Note: -***Deciduous trees*** *are trees that shed their leaves during the dry seasons.*



A deciduous tree in Savannah vegetation

Districts in Uganda that have Savannah vegetation.

- **Gulu**
- **Kitgum**
- **Mubende**
- **Soroti**
- **Mbarara**
- **Luwero**
- **Nakasongola etc.**

Common tree species in savannah vegetation.

- **Acacia**
- **Baobab**

Economic activities commonly done in savannah vegetation

- **Tourism**
- **Pastoralism**
- **Bee keeping**

Note:

- ✓ *Tourism is favoured by a big number of game parks.*
- ✓ *Animal rearing is favoured by the plenty of pasture for animals.*

SWAMP VEGETATION

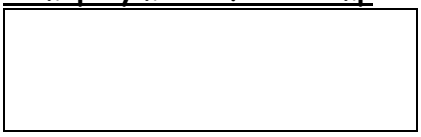
A swamp is a water logged area with vegetation.

Or. A swamp is an area that has vegetation and plenty of water.

Swamps are sometimes referred to as wetlands.

Swamps are found along rivers, lakes and valleys.

A map symbol of a swamp



Examples of swamp vegetation

- **Papyrus**
- **Palm trees**

Economic activities commonly carried out in swampy areas.

- **Crop growing**
- **Fishing**
- **Mining**
- **Tourism**
- **Pottery**
- **Brick making .**

Swamp resources/ craft raw materials got from swamps.

- ✓ **Papyrus reeds-used for making baskets, mats, hats etc**
- ✓ **Palm leaves-used for making mats etc.**
- ✓ **Clay-used for making products like cups, plates, pots etc**
- ✓ **Sand-used for building.**

Common crops grown in swamps

- **Rice**
- **Yams**
- **Vegetables**
- **Sugarcane.**

Importance of swamps.

- **They are a source of water.**
- **They are a source of fish eg. Mud fish.**
- **They are a source of minerals eg. Sand**
- **They are habitats for aquatic animals eg. Crocodiles, hippopotamuses, frogs etc.**
- **They help in formation of convectional rainfall.**
- **They help to filter water. (they have spongy-like roots which help to filter water)**
- **Swamps help to control floods.**
- **They are a source of raw materials for craft work eg. Papyrus reeds, palm leaves etc.**
- **They attract tourists who bring in income.**

Ways people misuse swamps.

- **By dumping industrial wastes in swamps.**
- **Through uncontrolled harvesting of papyrus reeds.**
- **By burning swamp vegetation.**
- **Through swamp drainage.**

Note:

- ✓ ***Swamp drainage*** *is the removal of water from swamps.*
- ✓ ***Swamp reclamation*** *is the act of changing a swamp from its natural state for other uses.*
- ✓ ***Swamp encroachment*** *is the illegal settlement in swamps.*

How people drain swamps.

- ❖ By adding murram in swamps.
- ❖ By digging channels in swamps.

Reasons why people drain swamps.

- ❖ To get land for crop growing.
- ❖ To get land for settlement.
- ❖ To get land for constructing industries.
- ❖ To construct roads.

Dangers of draining swamps.

- ❖ It leads to drought/ desertification.
- ❖ It leads to death of aquatic animals.
- ❖ It leads to floods.
- ❖ It leads to displacement of aquatic animals.
- ❖ It leads to reduction in craft raw materials.

Problems faced by people living near swamps.

- ❖ Floods during the rainy season.
- ❖ Attacks from disease vectors that live in swamps.
- ❖ Attacks from aquatic animals.
- ❖ Poor road transport.

VEGETATION DISTRIBUTION IN UGANDA.

Vegetation distribution is the way plant life is spread in an area.

Some parts of Uganda have thick vegetation while others have scanty / scattered vegetation.

Factors that influence/ affect vegetation distribution in Uganda.

- Altitude
- Drainage system
- Rainfall distribution / climate.
- Human activities
- Nature of soils

How the above factors affect vegetation distribution in Uganda.

Climate / Rainfall distribution

Areas which receive plenty of rainfall have thick vegetation while those that receive very little rainfall have scanty vegetation.

Drainage system

Areas near large water bodies have thick vegetation while those that are far away from large water bodies have scanty vegetation.

Altitude.

Areas of low altitude have thick vegetation while those of high altitude have very little vegetation.

Nature of soils / Soil fertility.

Areas with fertile soils have thick vegetation while those with infertile soils have scanty vegetation.

Human activities

Some human activities promote the growth of vegetation while others destroy vegetation of an area.

Human activities that destroy vegetation.

- Deforestation
- Overcultivation
- Swamp drainage.
- Overgrazing
- Bush burning

Note:

- ✓ *Deforestation, bush burning and over grazing cause soil erosion.*
- ✓ *Deforestation and bush burning lead to displacement of wild animals, prolonged drought and also destroy the natural beauty of the environment.*

Qn: ***How does deforestation cause soil erosion?***

- *It leaves the land bare exposing it to agents of soil erosion.*

Human activities which promote the growth of vegetation.

- **Afforestation**
- **Reafforestation**
- **Agro-forestry**
- **Rotational grazing**

THE INFLUENCE OF VEGETATION ON ANIMALS.

ANIMAL DISTIBUTION IN DIFFERENT VEGETATION ZONES.

a) Equatorial Rain Forests.

- ❖ **There are tall trees that provide shelter to climbing animals.**
- ❖ **There are few herbivorous animals due to little grass.**
- ❖ **There are many climbing animals which feed on fruits in this zone.**

Common animals in Equatorial rain forests.

- **Baboons**
- **Mountain gorillas**
- **Monkeys**
- **Chimpanzees**

Why climbing animals are common in Tropical rainforests.

- ❖ **They have many fruits which climbing animals feed on.**
- ❖ **There are many trees which provide a natural habitat to climbing animals.**

b) Savannah Vegetation

- ❖ **Grass eating animals (herbivorous animals) are common in this region.**
- ❖ **Flesh eating animals (carnivorous animals) also live in savannah vegetation in order to feed on herbivorous animals.**

Why most animals live in Savannah vegetation zone.

- ❖ **There is plenty of pasture for animals.**
- ❖ **Carnivorous animals live in savannah to hunt other animals.**

Common animals in Savannah vegetation.

- **Zebras**
- **Leopards**
- **Lions**
- **Warthogs**
- **Hyenas**
- **Buffaloes**
- **Antelopes**
- **Kobs**

c) Swamp Vegetation

- ❖ **Animals that live both in water and on land are common in swamp vegetation.**

Common animals in swamp vegetation

- **Crocodiles**
- **Hippopotamuses/Hippopotami**
- **Frogs**
- **Snakes**
- **Tortoises**

d) Semi-Desert Vegetation.

- ❖ **There are few animals in semi-desert vegetation due to limited grass and water for animals.**
- ❖ **Burrowing animals are common in this zone.**

Common animals in Desert vegetation.

- **Squirrels**
- **Ostriches**
- **Camels**
- **Newts**

e) Mountain Vegetation

- **It has many animals with a lot of fur.**
- **It has many climbing animals that feed on fruits.**
- **It has many gorillas that feed on bamboo shoots.**

Common animals in montane vegetation.

- **Mountain gorillas**
- **Chimpanzees**
- **Monkeys**
- **Baboons**

PLACES FOR WILDLIFE CONSERVATION.

- **National parks**
- **Game reserves**
- **Zoos**
- **Marine parks**
- **Sanctuaries**

NATIONAL PARKS IN UGANDA.

A Game park is a large area of land gazetted by the government for wildlife conservation.

Wildlife refers to animals, birds, plants and insects that live on their own in the natural habitat.

Major national parks in uganda.

- **Murchision falls national park.**
- **Lake Mburo national park.**
- **Kidepo valley national park**
- **Mgahinga national park.**
- **Mountain Rwenzori national park.**
- **Mountain Elgon national park.**
- **Bwindi impenetrable national park.**

A Game reserve is a large area of land gazetted by the government for future expansion of game parks.

Controlled hunting can be allowed in a game reserve after seeking permission.

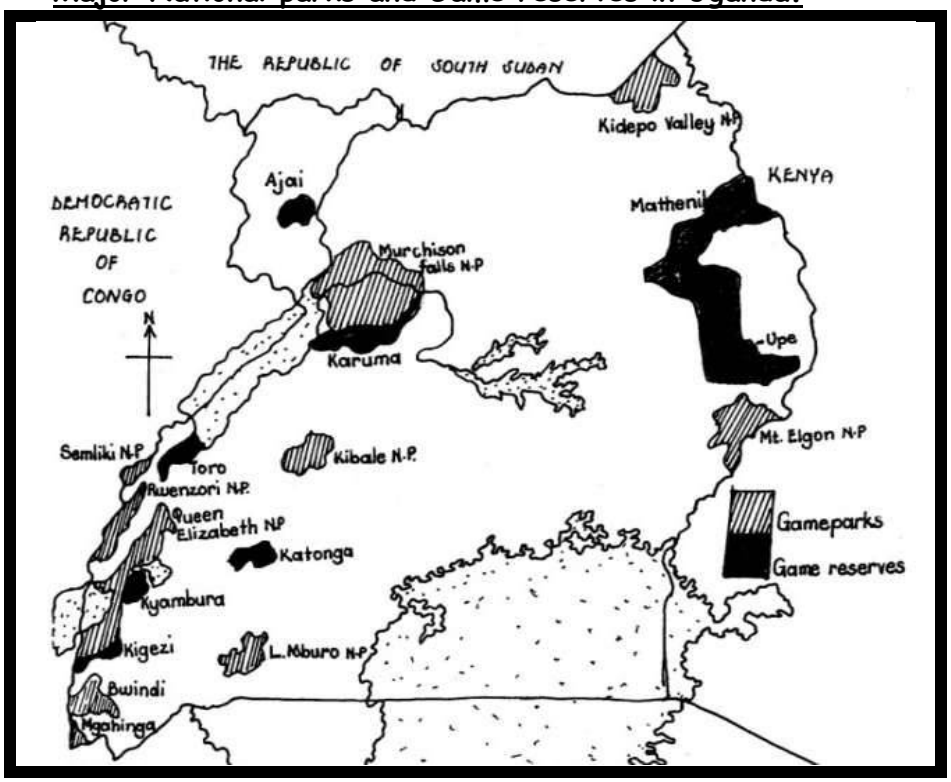
Examples of game reserves in Uganda.

- **Pian-upe game reserve.**
- **Bokora game reserve**
- **Ajai game reserve**
- **Kigezi game reserve**
- **Matheniko game reserve**
- **Karuma game reserve**
- **Katonga game reserve**

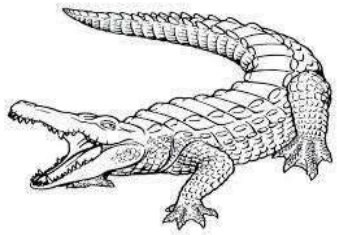
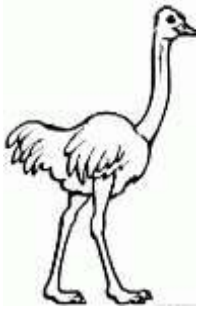
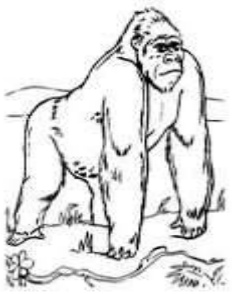
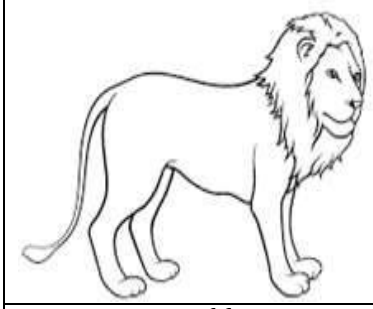
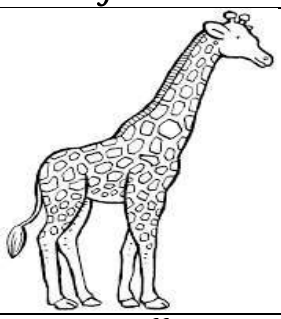
Major tourist attractions in selected Uganda's national parks.

National park	*Major tourist attraction*	*Area (in km²)*	*Type*
Murchison falls national park	Crocodiles / Murchison falls	3,840	Savannah
Kidepo valley national park	Ostriches	1,442	Savannah
Queen Elizabeth national park	Hippopotamuses	1,978	Savannah
Lake Mburo national park	Flamingo birds/ Zebras	370	Savannah
Bwindi national park	Mountain gorillas	321	Forest
Mgahinga national park		33.7	Forest
Rwenzori national park		996	Forest
Mountain Elgon national park		1,121	Forest
Semliki national park		220	Forest
Kibale national park		795	Forest

Major National parks and Game reserves in Uganda.



Major tourist attractions in Uganda's national parks.

			
Lion	*Hippopotamus*	*Ostrich*	*Gorilla*
			
Crocodile	*Flamingo birds*	*Zebra*	*Giraffe*

Importance of national parks.

- They create job opportunities to people.eg.The game rangers
- They earn income through attracting tourists.
- They promote the development of infrastructure e.g. Hotels, roads.
- They are used for education and scientific research.
- They help to preserve wildlife for the future generation to see.
- They promote international relationships.

Activities that commonly take place in Uganda's national parks.

- **Animal tracking**
- **Mountain climbing**
- **Game drives**
- **Boat rides**
- **Nature walks**
- **Bird watching**

Prohibited/ unauthorised activities in national parks.

- **Animal grazing**
- **Crop cultivation**
- **Hunting**
- **Human settlement.**

Problems facing national parks in Uganda.

a) Poaching

Poaching is the illegal hunting of animals in national parks.

- ✓ **It leads to extinction of animal species in national parks.**
- ✓ **Poaching reduces the number of animals in national parks.**

Why people carry out poaching.

- ❖ **To get meat.**
- ❖ **To get horns and ivory from them.**
- ❖ **To get hides and skins.**

b) Prolonged drought

- ❖ **It dries pasture on which animals feed.**
- ❖ **It also destroys the natural habitat for animals.**

c) Bush fires.

- ❖ **They destroy habitats for animals.**
- ❖ **They destroy pasture for animals.**
- ❖ **They lead to death of animals.**
- ❖ **They lead to displacement of wild animals.**

d) Outbreak of animal diseases.

- ❖ **Diseases lead to death of animals in national parks.**

e) Human encroachment on national parks.

- ❖ **It leads to displacement of wild animals.**

f) Political instability in some parts of Uganda.

- ❖ **It leads to death of animals in national parks.**
- ❖ **It leads to displacement of wild animals.**
- ❖ **It leads to destruction of the natural habitat for animals.**

Possible solutions to the problems facing national parks in Uganda.

- ❖ **By enforcing laws against poaching.**
- ❖ **By sensitising people about the importance of wild animals**
- ❖ **By improving on security in areas near national parks.**
- ❖ **By extending veterinary services in game parks.**
- ❖ **By enforcing laws against human encroachment on national parks.**

Ways of caring for animals.

- ❖ **By protecting them.**
- ❖ **By feeding them on nutritious feeds.**
- ❖ **By treating sick animals.**
- ❖ **By treating sick animals.**

Note: -*Game wardens protect wildlife in national parks, and also control fire from destroying plants and animals.*

Importance of caring for animals.

- ❖ It promotes tourism.
- ❖ It promotes education and research.
- ❖ It reduces death of animals.

TOURISM INDUSTRY IN UGANDA.

Tourism is the movement of people to places of interest for pleasure, enjoyment or study purpose.

A tourist is a person who travels to places of interest for pleasure, enjoyment and study purposes.

Tourism is called an industry because;

- It generates income.
- It creates job opportunities to people.

Tourism is called *an invisible trade* because it generates income without exchanging physical goods.

Tourism is called *an invisible export* because it generates foreign exchange without exporting physical goods.

Types of tourists.

- Local tourists
- Foreign tourists.

Local tourists move from one part of the country to another for tourism while foreign tourists move from one country to another for tourism.

Major tourist attractions in Uganda.

- Wildlife
- Vegetation
- Culture
- Historical sites
- Beautiful beaches
- Physical features
- Climate

Importance of the Tourism industry.

- ❖ It creates job opportunities to people.
- ❖ It promotes the development of infrastructure like roads, lodges, hotels.
- ❖ It promotes international relationship.
- ❖ It creates market for locally manufactured goods.
- ❖ It is a source of revenue to the government.
- ❖ It promotes conservation of wildlife.

Problems facing the Tourism industry in Uganda.

- ❖ Political instability in some parts of Uganda.
- ❖ Poor transport and communication network.
- ❖ Poor accommodation facilities.
- ❖ Shortage of funds to promote the tourism industry.
- ❖ Limited tourist attractions in some parts of Uganda.
- ❖ Limited advertisement of tourist attractions on international media.

Possible solutions to the problems facing Uganda's Tourism industry.

- ❖ By improving on security in all parts of Uganda.
- ❖ By enforcing laws against poaching.
- ❖ By constructing better roads in all parts of Uganda.
- ❖ By advertising Uganda's tourist attractions on international media.
- ❖ By importing new species of wildlife in Uganda.

- By training more game wardens.
- By building better accommodation facilities in Uganda.
- By gazetting more wildlife conservation areas.

Dangers of Tourism.

- Some tourists come as spies.
- Tourism can bring about spread of diseases in the country.
- Tourism can bring about change of culture.
- Some tourists teach people anti-social behaviours.

General importance of vegetation.

- It is a source of food to people and animals.
- It is a source of herbal medicine.
- It acts as a natural habitat for animals.
- It helps in formation of rain.ie. Convectional rainfall through transpiration.
- It is a source of building materials eg.spear grass.
- It controls soil erosion.
- It is a source of income through attracting tourists.
- It is a source of raw materials for crafts industry.eg.papyrus reeds, palmleaves.
- It is a source of wood fuel ie.charcoal and firewood.
- It purifies air by absorbing carbondioxide and releasing oxygen to the atmosphere.

Dangers of some vegetation.

- Some vegetation is poisonous to people and animals.
- It creates breeding places for disease vectors.
- It harbours dangerous animals to man.
- It creates hiding places for wrong doers.

Effects of population / people on vegetation.

- People clear vegetation to get land for settlement.
- People clear vegetation to construct industries.
- People cut down trees in order to get wood fuel.
- People clear vegetation to construct roads.

VEGETATION CONSERVATION.

This is the protection of plant life from being destroyed.

It is the act caring for and protecting plants in the environment.

Human activities which destroy vegetation in an area.

- Deforestation
- Swamp drainage.
- Brick making
- Bush burning
- Over cultivation.
- Over grazing

Ways how man destroys vegetation in an area.

- Through bush burning
- Through deforestation.
- Through swamp drainage.
- Through uncontrolled wetland harvesting.
- Through overgrazing.
- Through overcultivation.

Note: *-Deforestation and bush burning leave the land bare exposing it to agents of soil erosion.*

Ways of conserving vegetation.

- **By afforestation.**
- **By reafforestation.**
- **By agro-forestry.**
- **By establishing game parks and game reserves.**
- **By establishing forest reserves.**
- **Through rural electrification.**
- **By using energy saving cooking stoves.**
- **By enforcing laws against deforestation.**
- **By teaching people about the importance of vegetation.**
- **Through rotational grazing.**
- **Through controlled harvesting of plants in the environment.**

Ways of caring for vegetation in the environment.

- **By watering plants during the dry season.**
- **By adding manure to the soil.**
- **By weeding the crops.**
- **By thinning vegetation.**
- **By pruning plants.**
- **Through rotational grazing.**

Bodies that promote conservation of vegetation in Uganda.

- ✓ **National Environment Management Authority (NEMA)**
  This conserves and protects wetlands/environment in Uganda.
  NEMA is under the *Ministry of Water and Environment.*
- ✓ **National Forestry Authority (NFA)**
  This conserves forests in Uganda.
- ✓ **Uganda Wildlife Authority (UWA)**
  This conserves wildlife in national parks in Uganda.

How NEMA conserves the environment/ roles of NEMA.

- **It teaches people about the importance of forests and swamps.**
- **It creates forest reserves.**
- **It enforces laws against wetland degradation.**
- **It evicts people settling in wetlands.**

Importance of conserving vegetation.

- **It reduces soil erosion.**
- **It conserves the natural beauty of the environment.**
- **It promotes constant supply of wood fuel.**
- **It conserves the natural habitat for animals.**
- **It promotes tourism.**
- **It promotes constant supply of craft raw materials.**
- **It controls drought.**

RELATIONSHIP BETWEEN VEGETATION AND POPULATION DISTRIBUTION.

Population is the number of people living in an area at a given time.

Population distribution is the way people are spread in an area.

Some vegetation zones have sparse population while others have dense population.

Population distribution per vegetation zone.

Vegetation zone	*Population distribution*	*Reason for population distribution*
• Equatorial rain forests	• They are sparsely populated.	❖ Presence of disease vectors. ❖ Poor transport . ❖ Presence of many thick forests. ❖ Presence of many wild animals. ❖ Presence of soggy soils due to heavy rainfall.
• Semi-desert vegetation	• They are sparsely populated.	❖ They are hot and dry throughout the year. ❖ They receive very little rainfall.
• Savannah vegetation zone	• It is densely populated.	❖ The areas receives reliable rainfall for crop growing. ❖ Presence of fertile soils which support cultivation. ❖ It is not greatly affected by disease vectors. ❖ They have plenty of pasture for animals.
• Mountain vegetation	• Slopes of mountains are densely populated.	❖ Presence of fertile soils. ❖ They receive reliable rainfall which favours crop growing.
	• The tops of mountains have very few people.	❖ They experience very cold climate. ❖ Some have rocks and snow.
Swamp vegetation	• It is sparsely populated.	❖ Swampy have dangerous aquatic animals. ❖ Swamps are greatly affected by floods. ❖ There are many disease vectors in swampy areas.



Testing Exercise.

1. Give the meaning of the term Vegetation.
2. Mention any two examples of each of the following types of vegetation
   (i) Natural vegetation.
   (ii) Planted vegetation.
3. State any two characteristics of planted forests.
4. Mention any three tree species that are common in planted forests.
5. Which type of wood is mostly obtained from planted forests?
6. Give one reason why people plant flowers in their compounds.
7. Mention the four vegetation zones of Uganda.
8. Why are tropical rain forests called the rain forests?
9. Name the largest natural forest in Uganda.
10. Which natural forest is found along Kampala-Jinja highway?
11. State any three characteristics of natural forests.
12. Mention any three tree species that commonly grow in natural forests.
13. What are Deciduous trees?
14. Why do some trees shed their leaves during the dry season?
15. How do herbalists benefit from the natural forests in their locality?
16. Give any two ways forests are useful to wild animals.
17. State any two problems facing forests.

18. State any two ways the activity of deforestation is dangerous to the environment.
19. Write the following in full.
(i) NFA
(ii) NEMA
(iii) UWA
20. Give any two ways NFA conserves forests in Uganda.
21. State any two characteristics of semi-desert vegetation.
22. Name any two districts in uganda that have Semi-desert vegetation.
23. State any two characteristics of montane vegetation.
24. Which type of natural vegetation covers the largest part of Uganda?
25. Why are most game parks in Uganda located in Savannah grasslands?
26. Mention any two economic activities that are commonly done in Savannah grasslands.
27. Give any two reasons why people drain swamps.
28. State any two problems that are commonly faced by people living in swampy areas.
29. Mention any four factors that influence vegetation distribution in Uganda.
30. What is a Game park?
31. Name the largest game park in Uganda.
32. Which game park in Uganda would you advise a foreign tourist who wants to see mountain gorillas to visit?
33. Give any two ways game parks promote the development of a country.
34. Mention any any two man's activities that are prohibited in national parks.
35. State any three problems facing game parks in Uganda.
36. Why is tourism called an Industry?
37. Mention any three major tourist attractions in Uganda.
38. State any two problems facing the tourism industry in Uganda.
39. Name the major tourist attraction found in Queen Elizabeth national park.
40. How do hotels promote tourism in a country?
41. Name the body that is responsible for conservation of the environment in Uganda.
42. How is poaching a threat to the tourism industry?
43. Mention any two human activities that destroy vegetation in an area.
44. How does deforestation lead to soil erosion?
45. Give any two ways the tourism industry in Uganda can be improved.

TOPIC 5: NATURAL RESOURCES IN UGANDA.

INTRODUCTION TO RESOURCES IN UGANDA.

A Resource is any component of the environment that can be used to satisfy man's needs.

Resources are classified into natural resources and man-made resources

Examples of resources.

- **Land**
- **Wind/ air**
- **Water**
- **Minerals**
- **People**
- **Cars**
- **Sunshine**
- **Animals**
- **Computers**
- **Telephones.**
- **Buildings**

Natural resources are things in the environment that exist on their own and can be used to satisfy man's needs.

Types of natural resources.

- **Renewable resources.**
- **Non-renewable resources.**

(i) Renewable resources are things which are used to satisfy man's needs that cannot get exhausted when used.

These resources cannot get used up whenever people use them.

Renewable resources can be replaced naturally after use.

Renewable resources are also referred to as inexhaustible resources.

Examples of renewable resources.

- **Land**
- **Plants/ vegetation**
- **Wind**
- **Sunshine**
- **Water**
- **People**
- **Animals**

(ii) Non-renewable resources are things which are used to satisfy man's needs that can get exhausted when used.

These resources can get used up when people use them.

Non-renewable resources cannot be replaced naturally after use.

Non-renewable resources are also referred to as exhaustible resources.

Examples of non-renewable resources.

- **Fossil fuels**
- **Minerals eg.petroleum, sand, gold etc.**

Note:-*Man made resources* *are things made by man and are used to satisfy man's needs.eg cars, aeroplanes, telephones, computers, trains etc.*

LAND AS A RESOURCE.

Land is the surface of the earth's surface that is not covered by water.

Land is the most important resource because;

- **Most resources are found on land. eg.plants, animals, minerals etc.**
- **Most economic activities are carried out on land.**

Uses of land.

- **Land is used for crop growing.**
- **Land is used for construction of houses, markets, roads, factories etc.**

- Land is used for grazing animals.
- Land is used as a mining ground.
- Land is sold to get money.

LAND DEGREDATION.

Land degredation is the misuse of land lowering its quality and productivity.

Ways people degrade land.

- Through deforestation.
- Through dumping wastes on land.
- Through over grazing.
- Through brick making.
- Through bush burning.

Land conservation.

This is the protection of land from being destroyed.

Ways of conserving land.

- Through afforestation / planting trees.
- Through bush fallowing.
- Proper disposal of waste materials.
- Through contour ploughing.
- By terracing.
- By applying fertilizers.
- Through agro-forestry.

WATER RESOURCES.

These are important things got from water sources.

Sources of water resources include;

- Rivers
- Lakes
- Streams
- Swamps
- Ponds

Importance of water sources.

- They promote fishing.
- They are a source of raw materials for industries.
- They promote tourism.
- They are used as a medium of water transport.
- They create job opportunities to people.
- Rivers help in generation of hydro electricity.

How man misuses water sources.

- Through dumping garbage in water sources.
- Through over fishing.
- Through over use of water from water sources.
- By bathing in water sources.
- By defecating in water bodies.
- By urinating in water sources.

Dangers of water pollution.

- It leads to death of fish in water bodies.
- It leads to outbreak o water borne diseases.
- It reduces the depth of water bodies.

Ways of conserving water sources.

- By fencing wells.
- By planting trees near water sources.
- By using better fishing methods.
- By dredging wells.

FISHING IN UGANDA.

Fishing is the extraction of fish from water bodies.

Fishing in Uganda is carried out in rivers, lakes, ponds and streams.

Lake Victoria is the largest inland fishing ground in Uganda..

Nile perch is the largest fish species caught in Uganda while Tilapia is the commonest type caught.

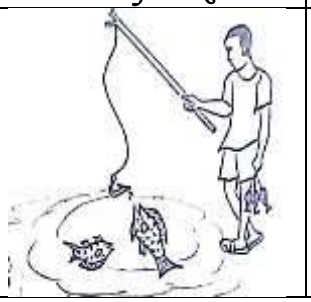
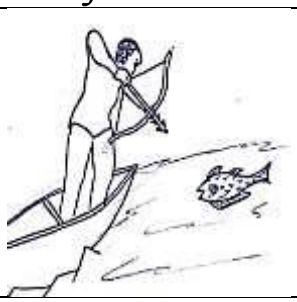
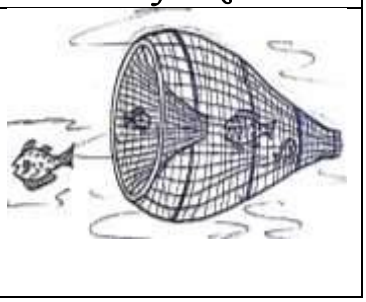
Other fish species caught in Uganda.

- **Mud fish (mostly got from swamps)**
- **Lung fish**
- **Cat fish**
- **Sprat fish**
- **Sardine fish**
- **Eel fish**

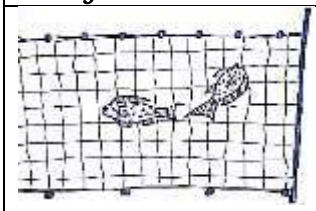
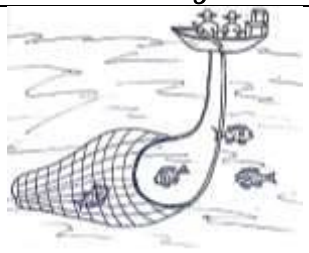
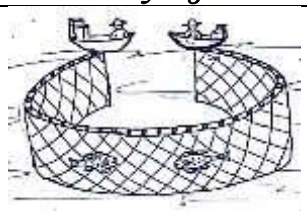
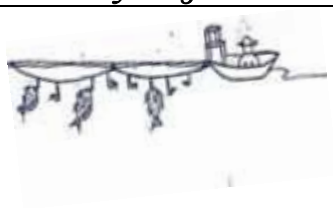
Fish caught in Uganda is sold locally to the consumers while some is exported to other countries.

Traditional fishing methods used in Uganda include;

Use of baskets, hooks, spears and using bows and arrows.

use of spears	*use of hooks*	*use of bows and arrows*	*use of baskets*
			

Modern methods of fishing such as, gill net method, trawling, line fishing method and drifting are also used.

Gill net method	*Trawling*	*Drifting*	*Line fishing method*
			

Fish is preserved locally by smoking it, sun drying it and salting it.

Refrigeration and tanning/canning are the commonly used modern methods of fish preservation in Uganda.

Importance of the fishing industry.

- **It is a source of employment opportunities to people.**
- **Exported fish earns foreign exchange to the government.**
- **It is a source of food to people.**
- **Fish is used as a raw material in fish processing industries.**
- **Fish is a source of income when sold.**
- **Fish is used for making drugs e.g. Cod liver oil.**
- **It promotes the development of ports and landing sites.**

Problems facing the Fishing industry in Uganda.

- ❖ **Indiscriminate fishing (catching of young fish) which leads to extinction of fish species. The use of undersized fishing nets leads to catching of young fish.**
- ❖ **Water pollution which kills fish.**
- ❖ **Presence of water hyacinth.**
- ❖ **Limited capital.**
- ❖ **Poor fishing methods eg use of poison.**
- ❖ **Poor storage facilities.**
- ❖ **Presence of fish predators like crocodiles.**
- ❖ **Fluctuation/changes of fish prices.**
- ❖ **Cultural beliefs which discourage some people from eating fish.**
- ❖ **Limited local market for fish. This is due to high levels of poverty among the people.**

Dangers of water hyacinth.

- ❖ **It suffocates fish.**
- ❖ **It breaks fishing nets.**
- ❖ **It hinders water transport.**
- ❖ **It harbours some disease vectors.**
- ❖ **It blocks fishing grounds.**

Ways of controlling water hyacinth.

- ❖ **By spraying it with chemicals.**
- ❖ **By using manual methods to remove it.**
- ❖ **By using machines to remove it.**
- ❖ **By introducing beetles to feed on it.**

Possible solutions to the problems facing the Fishing industry.

- ❖ **By protecting fishing grounds from pollution.**
- ❖ **By encouraging foreign investors in Uganda.**
- ❖ **By enforcing laws against over fishing.**
- ❖ **By teaching fishermen the dangers of using poor fishing methods.**
- ❖ **By encouraging people to practice fish farming.**
- ❖ **The government should provide fishermen with loans to invest in the fishing industry.**

MINERALS AS RESOURCES.

Mining is the extraction of minerals from the earth's crust.

A mineral is a valuable substance found on or below the earth's surface.

A mineral deposit is a place where a particular mineral exists naturally in large amount.

A mineral ore is a rock that contains the mineral.

Types of minerals.

- **Metallic minerals e.g. copper, iron ore, lead, zinc.**
- **Non-metallic minerals e.g. Limestone, phosphates, diamonds.**
- **Fuel minerals e.g. Coal, crude oil, uranium.**

Types of mining.

- **Traditional mining**
- **Modern mining.**

Methods of mining.

- **Open cast mining e.g. salt, soda ash, limestone, gold.**
- **Underground mining e.g. copper, cobalt**
- **Drilling method e.g. crude oil**
- **Quarrying method e.g. stones, sand.**

Importance of some particular minerals.

Mineral	*Importance*	*Area(s) where it exist(s)*
Copper	❖ **For making electric wires and copper coins, gun bullets.**	• **Kilembe in Kasese**
Diamonds	❖ **For making jewellery, drilling machines and equipment used for cutting glasses.**	• **Hoima** • **Kamwenge**
Gold	❖ **For making ornaments, jewellery, trophies, medals.**	• **Kotido in Karamoja.** • **Mubende**
Limestone.	❖ **For making cement, for making lime.**	• **Hima in Kasese** • **Osukuru hills in Tororo**
Salt	❖ **For preserving food and human consumption.**	• **Lake Katwe**
Petroleum/ Crude oil	❖ **For making fuels e.g. petrol, diesel, oil, paraffin.**	• **Shores of lake Albert (Albertine region)**
Phosphates	❖ **For making artificial fertilizers.**	• **In Tororo**
Graphite	❖ **For making pencil leads.**	• **Kitgum in Acholi**

Other minrals mined in Uganda.

- ❖ **Soda ash**
- ❖ **Iron ore**
- ❖ **Tin**
- ❖ **Wolfram**
- ❖ **Asbestos**
- ❖ **Graphite.**
- ❖ **Gypsum**
- ❖ **Cobalt etc**

Note:

- ✓ ***Crude oil*** *was discovered in the Albertine region around the shores of lake Albert.*
- ✓ *An oil refinery is planned in* ***Kaiso-Tonya*** *in Hoima district. Oil will be transported to the coast by the planned* ***Hoima-Tanga crude oil pipeline****.*
- ✓ ***An oil refinery*** *is a place where crude oil is processed.*
- ✓ *In East Africa, oil is refined at Mombasa and Dar-es-salaam.*

Examples of oil wells in the Albertine region.

- *Kingfisher oil well on the shores of lake Albert.*
- *Ngege, Kigogole and Kasememe oil wells in Buliisa.*
- *Mputa, Nzizi and Ngasa oil wells in Kaiso-Tonya, Hoima.*
- *Jobi and Lyec oil wells in Nwoya district.*

How Ugandans will benefit from oil mining in the Albertine region.

- ➢ *Oil mining will create job opportunities to people.*
- ➢ *It will promote the development of roads.*
- ➢ *Ugandans will get oil products at a relatively cheaper cost.*
- ➢ *It will lead to development of towns.*
- ➢ *It will promote the development of roads in the region.*

Contributions of the Mining industry to Uganda's development.

- ❖ **It is a source of foreign exchange to the government.**
- ❖ **It is a source of employment opportunities to people.**
- ❖ **It has promoted the development of roads and railway lines.**
- ❖ **It leads to urbanisation.**
- ❖ **It is a source of raw materials for industries.**

Problems facing Uganda's Mining industry.

- ❖ **Shortage of capital.**
- ❖ **Low levels of technology.**
- ❖ **Shortage of skilled labour force.**

- ❖ **Unreliable power supply.**
- ❖ **Mineral exhaustion in some areas.**
- ❖ **Competition from other sectors e.g. agriculture, fishing etc**
- ❖ **Poor transport network in different parts of Uganda.**

Possible solutions to the problems facing the Mining industry in Uganda.

- ❖ **By constructing better roads to the mining sites.**
- ❖ **By training more miners.**
- ❖ **The government should invest more money in the mining industry.**
- ❖ **By borrowing money from international institutions to invest in the mining industry.**
- ❖ **By giving tax benefits to foreign investors who invest in the mining industry.**

Dangers caused by mining.

- ❖ **It leads to pollution of the environment.**
- ❖ **It leads to displacement of people and animals.**
- ❖ **It leads to land degradation.**
- ❖ **It promotes soil erosion.**
- ❖ **It promotes devegetation.**

ANIMAL RESOURCES.

Types of animals.

- **Wild animals.**
- **Domestic animals.**

(i) Domestic animals are animals kept at home.

Examples are;- rabbits, sheep, cattle, dogs, goats, camels, donkeys etc.

Importance of keeping domestic animals.

- ❖ **They provide milk eg.cattle, camels, goats**
- ❖ **Some provide meat eg. Goats, camels, cattle.**
- ❖ **Some domestic animals provide security/ guard our homes eg.dogs.**
- ❖ **Some are used for ploughing our gardens eg.oxen**
- ❖ **Some are used for carrying goods eg.donkeys, camels,horses.**
- ❖ **Some provide hides and skins.**
- ❖ **Some domestic animals are used as pets at home.**
- ❖ **They are a source of income when sold.**
- ❖ **Some are used for paying brideprice eg cattle, goats.**

Note: -***Pack animals*** *are animals which are used for transport.*

		
a camel	*a donkey*	*a horse*

(ii) Wild animals are animals that live on their own in their natural habitat.

Examples are;- snake, lion, zebra, elephant,kob, tiger etc.

Importance of wild animals.

- ❖ **Some wild animals provide meat.**
- ❖ **Some wild animals provide hooves.**
- ❖ **Some wild animals provide materials used to make crafts.**

- They are used for scientific research
- Some wild animals are used for cultural purposes.
- Wild animals attract tourists who bring in income.
- Some wild animals provide skins and hides.

Dangers of animals.

- They destroy farmers' crops.
- Wild animals like lions, tigers can attack and kill people.
- Some animals spread diseases to man.
- Some animals pollute water sources.

How people mistreat animals.

- By denying them food.
- By overloading pack animals.
- Through bestiality
- By denying them water.
- Through poaching.

Ways of caring for animals.

- By feeding animals.
- By treating sick animals.
- By giving them shelter.
- By cleaning their homes.

CLIMATE AS A RESOURCE.

WIND AS A RESOURCE.

Wind is air in motion/ moving air.

Importance of wind.

- Wind helps in rain formation.
- Wind helps farmers in winnowing seeds.
- Winds helps in driving some boats.
- Wind can be turned into power by wind mills. Wind mills are mainly used in Karamoja to pump water and mill grains.
- Wind helps in flying kites and balloons.
- Wind helps our clothes to dry faster.
- Winds helps in pollution.
- Wind drives away bad smell.

Dangers of wind.

- Strong wind can blow off roofs of our houses.
- Wind causes soil erosion.
- Strong wind may force boats to capsize on lakes and rivers.
- Wind pollutes the atmosphere by raising dust.
- Wind drives away clouds that would bring rainfall.

RAINFALL AS A RESOURCE.

Rain is the main source of water in the environment.

Types of rainfall.

- Convectional rainfall (received mostly around forests and large water bodies)
- Cyclonic rainfall/ Frontal rainfall (received mostly in plateau areas)
- Relief/Orographic rainfall (received mostly in highland areas)

Importance of rainfall.

- **Rainfall provides water for domestic use.**
- **Rainfall helps plants to grow well.**
- **Rainfall reduces dust in the environment.**
- **Rainfall increases water volume in water bodies.**
- **Rainfall cools the environment.**
- **Rainfall softens the soil for easy cultivation.**

Dangers of much rainfall.

- **Much rainfall causes floods.**
- **Heavy rainfall causes landslides.**
- **It leads to soil erosion.**
- **It makes murram roads muddy and slippery.**
- **Heavy rainfall leads to destruction of property.**
- **Heavy rainfall destroys farmers' crops.**

SUNSHINE AS A RESOURCE

The sun is the main natural source of light in the environment.

Uganda has receives abundant sunshine throughout the year.

This sunshine is tapped and utilized by many people in Uganda in form of solar energy.

Importance of sunshine.

- **It dries harvested crops.**
- **It provides light.**
- **It is a source of Vitamin D.**
- **It dries our clothes.**
- **It helps in generation of solar energy.**

Solar energy projects in Uganda.

- **Kabulasoke solar plant in Gomba.**
- **Soroti solar plant at Opuyo-Soroti.**
- **Tororo solar plant**

Dangers of sunshine.

- **Strong sunshine leads to drought.**
- **It dries up water bodies.**
- **It dries pasture for animals.**
- **It causes high temperatures in the environment.**
- **It causes dust in the envioronment.**
- **It dries crops in the garden before they are ready for harvesting.**

HUMAN RESOURCE (MAN AS A RESOURCE)

Human resource refers to people who are important/ useful to others.

Types of humal labour.

Skilled labour.

This refers to trained workers who provide labour to others.

Forexample;

- **Teachers**
- **Bankers**
- **Pilots**
- **Doctors**
- **Nurses**
- **Tailors**
- **Engineers**
- **Mechanics**

Unskilled labour

This refers to untrained workers who provide labour to other people.

Forexample,

- **Hawkers**
- **Potters**
- **Market vendors**

Importance of people as a resource.

- **People provide services to other people eg.teachers, doctors etc**
- **People help in management of other resources.**
- **People provide market for goods and services.**
- **People provide labour on farms.**
- **People pay taxes to the government.**

Problems facing man as a resource.

- **Poor payment/ low salaries.**
- **Poor transport network.**
- **Poverty**
- **Accidents**
- **Illiteracy**
- **Bad weather**
- **Diseases**
- **Political instability.**

Ways of improving human resource.

- **By providing training to workers.**
- **By paying attractive salaries to workers.**
- **By building better health cenres in the country.**
- **By encouraging people to go to school to acquire skills.**
- **By building better transport routes in the country.**

Problems affecting utilisation of natural resources in Uganda.

- **Limited capital.**
- **Low levels of technology.**
- **Shortage of skilled labourforce.**
- **Insecurity in some parts of the country.**
- **Poor transport and communication.**
- **Some natural resources exist in scattered places.**

Ways people misuse natural resources.

- **Through over bush burning.**
- **Through over fishing.**
- **Through over grazing.**
- **Through over cultivation.**
- **Through swamp drainage.**
- **Through dumping wastes in water bodies.**
- **Through uncontrolled harvesting of swamp resources.**

Ways of protecting natural resources.

- **By encouraging people to plant more trees.**
- **By teaching farmers better farming methods.**
- **By teaching people the dangers of misusing the environment.**
- **By enforcing laws againt wastage of resources.**
- **By encouraging people to use other sources of energy.**



Testing Exercise.

1. Give the meaning of each of the following;
(i) A resource
(ii) Natural resources
2. Mention the two types of natural resources.
3. What are Non-renewable resources?
4. Mention any four examples of renewable resources in the environment.
5. Why is land regarded as the most important resource?
6. Mention any three examples of man-made resources in the environment.
7. Give any three ways people use land in your community.
8. Give any two wys people degrade land in the environment.
9. Which type of electricity is generated from fast flowing water?
10. State any two ways people misuse water bodies in their community.
11. Give any two ways one can care for a water source in his/ her community.
12. Name the largest fish species caught in Uganda's water bodies.
13. Mention any two modern fishing methods.
14. Give any three ways the fishing industry is important.
15. State any two problems facing the fishing industry in Uganda.
16. Give any two ways the water hyacinth affects the fishing industry in Uganda.
17. Give any two ways the fishing industry can be improved.
18. Mention any two types of minerals.
19. Mention any two methods of mining used in Uganda.
20. Which major mineral is mined from the Osukuru hills in Tororo district?
21. Mention the mineral that is used for making electric wires and coins?
22. Which mineral was discovered on the shores of lake Albert recently?
23. Name the mineral that is mainly used for making artificial fertilizers.
24. Mention any three oil wells found in the Albertine region.
25. Give any three ways Ugandans will benefit from the extraction of crude oil in the Albertine region.
26. State any two problems facing the mining industry in Uganda.
27. Give any two ways mining has promoted development in Uganda.
28. State any two economic values of keeping animals.
29. Give one way people can serve as resources.
30. Give any two ways wind promotes farming activities inan area.
31. State any two dangers caused by strong wind in the environment.
32. Mention the three types of rainfall.
33. How is the sun useful in the rain cycle?
34. Give any two ways sunshine acts as a resource.
35. State any two factors hindering effective resource utilisation in Uganda.

EXCEL STANDARD SOCIAL STUDIES

PUPIL'S BOOK 5

FIRST EDITION

BY

EXCEL PUBLISHERS

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means of electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

Copyright © Excel publishers



For Excellence in Social Studies

ACKNOWLEDGEMENT

Developing a book of this nature requires a lot of support from colleagues, friends and family. I would like to register my deep-rooted gratitude to the following people for their unlimited assistance offered towards the completion of this book.

All teachers of Social Studies with whom I worked at various levels for their positive advice and criticism.

All authors whose books we used and consulted during our research for some of the materials in this book.

We do sincerely regret any mistakes which may be found anywhere in this book. It is not intended to be part of this book but accidental.

However, any person who does any unauthorised act in relation to this publication without prior written permission from the original authors, may be liable to criminal prosecution and civil claims for damage.

***Author*:** **Kimbugwe Apollo**

Typing: **Kasozi Deo**

Ssevvume Willy

Kamya Imelda

Technical adviser: **Mary Flavia Namulindwa**

Cover design: **Excel Graphics**

Editing: **Excel Publishers Editorial Board**

PREFACE

Excel Standard Social Studies, Pupils' Book Five has been developed basing on the revised Primary Five Social Studies Syllabus as prescribed by the new curriculum of the National Curriculum Development Center (NCDC). The book contains accurate, relevant and current information covering all topics in all terms of the year in their order. It is intended to guide both teachers and learners.

The pupil's book cares for the interests of the learners in terms of simple and concise language used, simplified content to cater for all learners with different abilities and clear illustrations to make learning enjoyable through observation. Key words for each topic have also been included in order to enrich the learner's vocabulary and mastery of concepts.

The topics have well organised, relevant, and easy to understand notes and facts. It is written in a simple language and is well aided with maps and illustrations/diagrams where necessary to ease understanding.

The book is remarkably precise but detailed in content with no fact left hanging. It has been mainly written for Primary Five in a language that is suitable for both rural and urban Pupils. The book can therefore be used with minimum teacher guidance.

The book has inbuilt and continuous assessment activities at the end of topic. These questions are to help the learners to test their understanding of the concepts covered and are to enable the teacher to track progress as coverage goes on. This also makes the book convenient for individual and class learning by the pupils.

The content of the book has been enriched to enable learners get solutions to the three main levels of assessment at primary level that is to say: Knowledge, Comprehension and Application.

The book is intended to provide learners with knowledge, skills and the desired attitudes and values of Social Studies and the Environment that are important to prepare learners for final assessment of the primary level.

The book is written and developed by experienced teachers of Social Studies and Religious Education and we welcome all comments on the publication with an open mind for the improvement in the teaching and learning of Social Studies. Comments and orders can be communicated directly through the following contacts.

TEL: +256 771 623617 and +256 700 770630, KAMPALA.
Email address: apolokimbugwe504@gmail.com

THEME: LIVING TOGETHER IN UGANDA

TABLE OF CONTENTS

TERM ONE

Topic 1: Location of Uganda on the map of East Africa.

Districts and Regions that form Uganda..... ...6
Maps and pictures..... 8
Locating Uganda using the grid reference system..... 12
Uganda's neighbours 16
Uganda as a land locked country..... 17

Topic 2: Physical Features of Uganda.

Introduction to Physical Features 20
Mountains in Uganda..... 20
The Rift Valley..... 26
Plateaus 27
Lakes in Uganda..... 27
Rivers in Uganda 32
The Influence of Physical Features 36

Topic 3: Climate of Uganda.

Weather 40
Climatic Zones of Uganda 42
Factors that Influence the Climate of Uganda 46
The Influence of Climate on Human Activities..... ...49
Farming in Uganda..... 50

Topic 4: Vegetation of Uganda.

Introduction to Vegetation 61
Vegetation Zones of Uganda ..... .62
Vegetation Distribution in Uganda 69
The Influence of Vegetation on Animals ..... .70
Game Parks in Uganda 71
Tourism industry in Uganda 74
Vegetation Conservation 75
Relationship between vegetation and population distribution..... 76

Topic 5: Natural resources of Uganda.

Introduction to natural resources..... 79
Land as a resource..... 79
Water resources 80
Minerals as a resource 82
Animal resources 84
Climate (wind, rainfall, sunshine) as a resource 85
Human resource 86

TERM TWO

Topic 6: The People of Pre-colonial Uganda.

Origin of the People of Uganda 89

Major Ethnic Groups in Uganda..... ..92
Migration of people today 99
Settlement patterns of the people of Uganda.....104
Political, Social and Economic Organisation among The People of Uganda.....105

Topic 7. Foreign Influence in Uganda.

Early Foreign Traders in Uganda 118
European Explorers in Uganda 123
Christian missionaries in Uganda 127
Colonial administrators in Uganda 135

Topic 8. How Uganda became a Nation.

Colonial agreements that were signed in Uganda.....143
Evolution of Uganda's boundaries 145
Colonial administrative systems used in Uganda 146

Topic 9. The Road to independence in Uganda.

Characteristics of colonial rule 149
Colonial resisters in Uganda 150
Formation of the LEGCO in Uganda 151
The struggle for independence in Uganda 152
Formation of political parties in Uganda 153
The influence of world wars on Uganda's independence 154
Uganda gains her independence 156

TERM THREE

Topic 10. Uganda as an independent nation.

Presidents of Uganda since independence.....159
Symbols of an independent nation 162
Democracy in Uganda 166
Elections 167

Topic 11: The Government of Uganda.

Levels of government in Uganda 174
Organs of the government 174
The National constitution 180
Sources of government revenue 182
Budgeting 184
Rights and responsibilities of citizens 187

Topic 12. Population size and Distribution

Introduction to population 194
Population growth 194
Population census 195
Population distribution 196
Population density 199
Effects of HIV/ AIDS on population 201

TOPIC 6: THE PEOPLE OF PRE-COLONIAL UGANDA.

Pre means before.

Therefore, Pre-colonial Uganda is a period of time before Uganda was under the control of the colonialists.

Colonialism is a state where a nation or a country is under the control of a more powerful state.

ORIGIN OF THE PEOPLE OF UGANDA

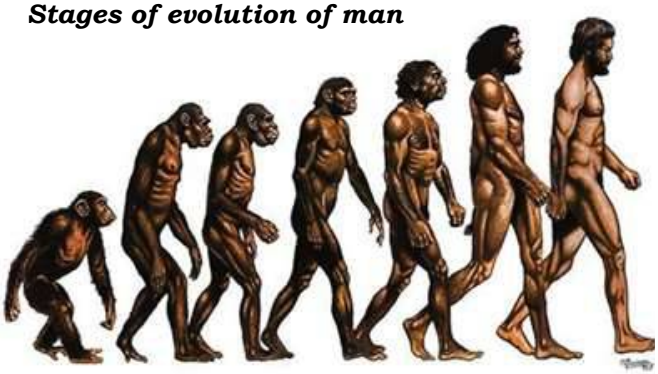
STONE AGE

Stone age was the time when man used stones to make his tools.

The stone age period was called so because early man made his tools out of stones.

Man was called the stone age man because man made his tools out of stones.

Stages of evolution of man



Stages of stone age

- **The Old stone age/ Early stone age/ Palaeolithic**
- **The Middle stone age/ Mesolithic**
- **The New/Late stone age/Neolithic**

THE OLD STONE AGE

It was the first stage of stone age.

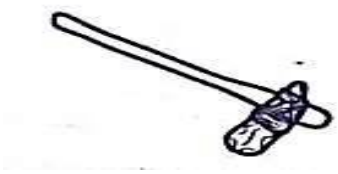
It is also called the Early stone age.

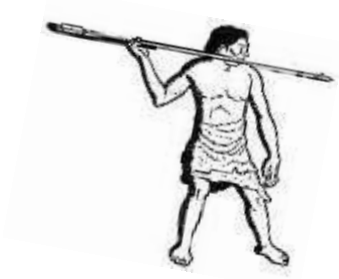
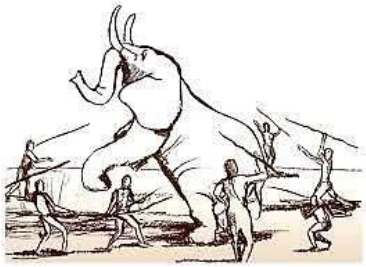
Characteristics of Old stone age

- **Early man had a hairy body.**
- **Man used to eat raw meat.**
- **Man lived a wild and unsettled way of life./**
- **Man had no permanent homes.**
- **Man used simple tools made out of stones.**
- **Man slept under big trees and stones.**

Tools used by early man in the Old stage age.

Old stone age man

Name of the tool	*Drawing*	*Use of the tool to early man*
Bolas		❖ **It was used to trap fast running animals during hunting**
Hand axe		❖ **It was used for skinning animals.**

Hand spears		❖ **It was used for hunting** 
Bone needle		❖ **It was used for stitching animal skins and hides to make clothes**
Cleaver		❖ **It was used for chopping meat**
Wooden club		❖ **It was used for killing trapped animals**
Bow and arrow		❖ **It was used for hunting and fishing**

Examples of early man's food.

- ❖ **Raw meat**
- ❖ **Insects**
- ❖ **Fish**
- ❖ **Wild honey**
- ❖ **Plant roots**
- ❖ **Fruit**
- ❖ **Barks of trees**

Ways early man obtained food.

- ❖ **By hunting.**
- ❖ **By fishing.**
- ❖ **By gathering wild berries (fruit).**
- ❖ **Collecting wild honey.**

Places where early man used to live.

- ❖ **Caves**
- ❖ **Along river banks**
- ❖ **Under big trees.**
- ❖ **On lake shores**

Note:-*The discovery of fire* *marked the end of Old stone age and marked the beginning of Middle age.*

MIDDLE STONE AGE

This was the second stone age of early man's development.
It is also called the Mesolithic period.
The discovery of fire marked the beginning of the Middle stone age.

Characteristics of man in the Middle stone age.

- **Man started living in caves.**
- **Man started eating roasted meat.**
- **Man started hunting using traps.**
- **Man started using animal skins as blankets.**
- **Man tamed the first animal (a dog).**
- **Man had less hairy body than in old stone age.**

How early man discovered fire.

He rubbed a dry stick into a hole in a dry piece of wood.
As a result of friction, fire was produced.

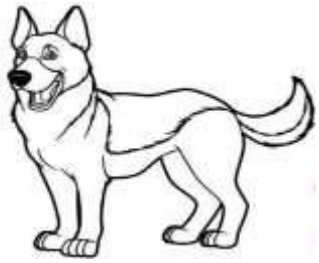


How fire was important to early man.

- **It was used for roasting meat.**
- **It was used to boil poison.**
- **It was used for hardening his tools. eg.pots**
- **It provided light in caves.**
- **It provided warmth to early man in caves.**
- **It was for protection (scaring away wild animals).**

Ways how fire helped man to live in caves.

- **It provided light in caves.**
- **It provided warmth in caves.**
- **It scared away wild animals.**



Importance of a dog to early man.

- **It helped early man during hunting.**
- **It protected early man from wild animals.**

Note: ***The discovery of farming*** *marked the end of Middle stone age and marked the beginning of New stone age period.*

THE NEW STONE AGE.

This stone age is also referred to as the Late stone age/ Neolithic.
Man started it with the discovery of farming.

Characteristics of man in the New stone age.

- **Man started to live in small organised communities.**
- **Man started growing crops (this made man to start living a settled life).**
- **Man tamed many domestic animals.**
- **Man started living in simple huts.**

Note: ***The discovery of Iron smelting*** *marked the end of Stone age and the beginning of Iron age.*

Ways farming helped early man to live a settled life.

- **Man had enough food for eating.**
- **Man needed to settle and take care of his crops and animals.**

IRON AGE.

This is a period when early man started using tools made of iron.
Black smithing is the act of making iron tools.

A black smith is a person who shapes and repairs iron tools.

Iron smelting was started by the Cushites/ Hamites at Meroe in Ethiopia and was introduced in Uganda by the Bachwezi.

Examples of iron tools that were made and used by early man.

- **Panga**
- **Saucepans**
- **Arrows**
- **Hoe**
- **Spear**
- **Knife**

				
a panga	***a knife***	***a sickle***	***a spear***	***a gun***

How the discovery of iron smelting improved early man's life.

- **Man was able to make better tools for farming.**
- **Man was able to make better tools for hunting.**
- **Man made strong weapons for protection.**
- **Man has made better means of transport.**
- **Man made better fishing tools.**

ETHNIC GROUPS IN UGANDA.

An ethnic group is a large group of people with the same origin, same major occupation and almost the speak the same language.

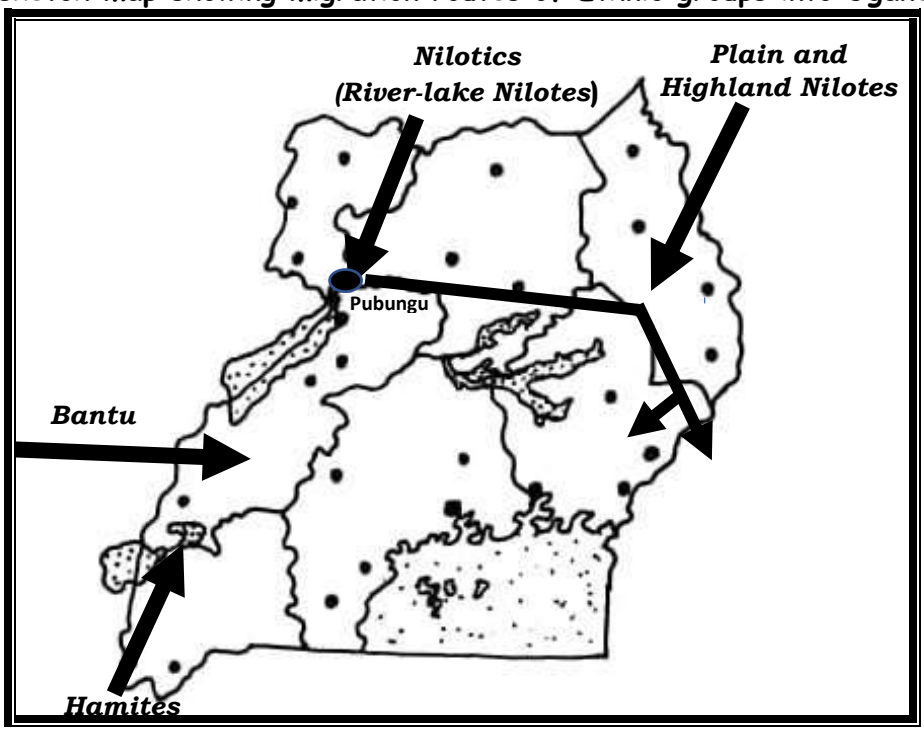
Characteristics of Ethnic groups.

- **People have the same origin.**
- **People have the same major/ traditional occupation.**
- **People speak almost the same language.**
- **People may have the social and political organisation.**

Examples of Ethnic groups in Uganda and their origin.

Ethnic group	*Origin*	*Traditional occupation*
❖ Bantu	❖ Cameroon highlands	❖ Crop growing/ cultivation
❖ Nilotics/River-Lake Nilotes	❖ Bahr-el-Ghazal	❖ Pastoralism/ animal rearing
❖ Hamites/Cushites	❖ Ethiopia	❖ Pastoralism
❖ Plain Nilotes/Nilo-Hamites	❖ Ethiopian Highlands	❖ Pastoralism
❖ Highland Nilotes	❖ Ethiopian Highlands	❖ pastoralism
❖ The Sudanic	❖ Juba in South Sudan	❖ Mixed farming

A sketch map showing migration routes of Ethnic groups into Uganda.



THE BANTU.

The Bantu was the first Ethnic group to come to Uganda.

The cradle land of the Bantu was Cameroon highlands.

The Bantu are called so because they speak related languages with the suffix "ntu" meaning people, something or things.

The major occupation of the Bantu is cultivation.

The Bantu is the largest Ethnic group in Uganda while Baganda is the largest tribe.

The Bantu settled in the interlacustrine region when they entered into Uganda.

Interlacustrine region refers to the land or area between the great lakes of East Africa.ie. Lake Victoria, Lake Albert, Lake Kivu, Lake Tanganyika and Lake Edward.

Reasons why the Bantu settled in the interlacustrine region.

The region had fertile soils for crop growing.

The region had received reliable rainfall which supported crop growing.

Note.

- ✓ ***A tribe*** *is a large group of people who have the same origin and speak the same language.*
- ✓ *The interlacustrine region was originally inhabited by the* ***Bushmen.***
- ✓ *The migration of the Bantu into Uganda led to the displacement of the Bushmen.*
- ✓ *The Bushmen moved southwards and finally settled in the Kalahari desert in Southern Africa.*

Bantu tribes in Uganda.

- **Banyoro**
- **Basoga.**
- **Baganda**
- **Bakiga**
- **Banyankole**
- **Bagishu**
- **Bakonzo**
- **Bagwere**
- **Bafumbira**
- **Batooro**

Bantu tribes that settled on slopes of mountains in East Africa.

Mountain	*Bantu tribe*
❖ Mountain Rwenzori	❖ Bakonzo
❖ Mountain Mufumbiro	❖ Bafumbira , Bakiga
❖ Mountain Elgon	❖ Bagishu

Causes of the Bantu migrations.

- ❖ Outbreak of epidemic diseases in their cradleland.
- ❖ Internal and external conflicts.
- ❖ The need for fertile land for cultivation.
- ❖ Outbreak of famine.
- ❖ Shortage of land.
- ❖ Over population in their cradle land.
- ❖ Prolonged drought.

Reasons for the migrations of the Bantu into Uganda.

- ❖ They were looking for water and pasture for their animals.
- ❖ They were escaping from external attacks.
- ❖ They were escaping from epidemic diseases which attacked them.
- ❖ To look for areas that received reliable rainfall. .
- ❖ To look for enough land to carry out crop growing.
- ❖ To look for fertile soils for crop cultivation.

Effects of Bantu migrations into Uganda.

a) **Positive effects.**

- ❖ They introduced new crops.
- ❖ They introduced new systems of farming.
- ❖ They introduced new languages.
- ❖ They introduced new cultures.
- ❖ They formed kingdoms and chiefdoms in Uganda.

b) **Negative effects.**

- ❖ They displaced people where they settled ie. The Bushmen.
- ❖ Population decreased where they left.
- ❖ Their intermarriages led to loss of culture of the early inhabitants.
- ❖ Population increased in areas where they settled.
- ❖ They caused wars and conflicts in areas where they settled.

THE NILOTES.

The Nilotes are called so because they had their origin along the Nile valley. Examples of Nile valley countries include; Uganda, South Sudan, Sudan, Ethiopia, Egypt etc.

The Nilotes are divided into three sub groups

Namely;

- **The River-Lake Nilotes/ Nilotics**
- **The Highland Nilotes.**
- **The Plain Nilotes/Nilo-Hamites.**

THE RIVER- LAKE NILOTES.

They are also called the Nilotics/Luo speakers.

They are called Luo speakers because they speak Luo as their language.

They migrated from Bahr-el -Ghazal in South Sudan.

The Nilotics are sometimes referred to as River-Lake Nilotes because they settled near lakes and rivers.

The Nilotics entered into Uganda from the North.

The Nilotics first settled at Pubungu when they entered into Uganda.

Pubungu currently is known as Pakwach.

The Nilotics were led by Olum and his two sons Gipir and Labongo.

The two brothers separated at Pubungu due to misunderstandings over the spear and the bead.

The Legend of The Spear and the Bead.

Refer to Excel Standard Social Studies pupil's book 4.

Lessons learnt from the Legend of the Spear and the Bead.

- ***We should forgive those who hurt us.***
- ***Refusing to forgive can cause suffering and death.***
- ***Permanent separation can occur as a result of unforgiveness.***
- ***We should not be quarrelsome.***
- ***We should always seek permission before using someone's property.***

The Separation of the River-Lake Nilotes.

- ✓ **The first group led by Gipir settled in the West Nile. They intermarried with the Lendu leading to the rise of the Alur tribe.**
- ✓ **The second group moved to areas North of lake Kyoga and settled there and these form the Acholi tribe.**
- ✓ **Another group moved southwards to Bunyoro. They were led by Isingoma Rukidi Mpuga. They intermarried with the Babiito clan and formed the Luo- Babiito dynasty.**
- ✓ **The last group moved eastwards, they formed the Jopadhola tribe in Tororo district.**
- ✓ **Another group continued to Western Kenya forming the Jaluo tribe.**

Tribes under the River-Lake Nilotes in Uganda.

- **Acholi (the largest tribe under the Nilotics).**
- **Alur**
- **Jopadhola**

Districts occupied by the River-Lake Nilotes in Uganda.

- **Gulu**
- **Amuru**
- **Omoro**
- **Kitgum**
- **Pakwach**
- **Agago**
- **Pader**
- **Nwoya**

Effects of the migration of the Nilotes.

a) Positive effects.

- ❖ **They introduced Luo language where they settled.**
- ❖ **The number of domestic animals increased in East Africa.**
- ❖ **They formed chiefdoms where they settled.**

- ❖ They introduced new crops such as millet, sorghum, and sweet potatoes in East Africa.
- ❖ They founded the Luo-Biito dynasty.
- ❖ They introduced new culture like pet names and luo languages.

b) Negative effects.

- ❖ They displaced people where they settled.
- ❖ The Luo invasion led to collapse of Bunyoro-Kitara empire.
- ❖ Population increased where they settled which resulted into shortage of land.

THE PLAIN NILOTES/ NILO-HAMITES.

They originated from the Ethiopian highlands.

They were originally called the Nilo-Hamites because of a mixture of culture with the Cushites (Hamites).

They settled in plains hence the source of their name.

Their traditional occupation is pastoralism.

They entered Uganda through the North East.

They mainly settled in the North Eastern part of Uganda.

Districts occupied by the Plain Nilotes in Uganda.

- Nakapiripirit
- Moroto
- Soroti
- Katakwi
- Kumi
- Abim
- Kaabong
- Amolatar
- Otuke
- Alebtong
- Lira
- Oyam
- Kole
- Dokolo
- Apac
- Amuria Etc.

Reasons why the Plain Nilotes settled in plain areas.

- The areas were large without people.
- The areas were free from vectors like tsetse flies.
- The areas were free from tsetse flies.

Tribes under the Plain Nilotes in Uganda.

- Karimojong
- Langi
- Iteso
- Jie
- Kumam

Reasons why some tribes of the plain Nilotes changed to mixed farming.

- ❖ They had settled in areas with fertile soils good for growing.
- ❖ The areas where they settled received reliable rainfall.
- ❖ They were influenced by the Bantu cultivators who were their neighbours.

THE HIGHLAND NILOTES.

They were originally pastoralists.

They are called the Highland nilotes because they settled in highland areas.

They originated from Ethiopian highlands and they settled around Mountain Elgon.

Tribes under the Highland Nilotes in Uganda.

- Sabiny /also known as the Sebei (on the slopes of mountain Elgon in both Uganda and Kenya).
- Pokot

Districts occupied by the Highland Nilotes.

- Kapchorwa
- Bukwo
- Kween etc.

Cause of the migrations of the Nilotes into Uganda.

- **Shortage of pasture for animals.**
- **Internal and external attacks.**
- **Outbreak of epidemic diseases.**
- **High population which led to shortage of land.**
- **Prolonged drought in their cradle land.**
- **Outbreak of famine in their cradle land.**

Reasons for the migrations of the Nilotes into Uganda.

- **They were looking for water and pasture for their animals.**
- **They were escaping from external attacks.**
- **Over population in their cradle land.**
- **They were escaping from epidemic diseases which attacked them.**
- **To look for enough land to carryout pastoralism..**
- **Outbreak of animal diseases.**

HAMITES / CUSHITES.

The Hamites are also called Cushites.
The Hamites form the smallest ethnic group in Uganda.
They are mainly pastoralists.
The Hamites originated from Asia and settled in the Horn of Africa.
The Hamites who came to Uganda mainly came from Ethiopia.
They are believed to have entered Uganda from the South Western direction through the present day Rwanda.

Countries found in the Horn of Africa.

- **Somalia.**
- **Ethiopia.**
- **Eritrea.**
- **Djibouti.**

Tribes under Hamites.

- **Bahima.**
- **Tutsi.**
- **Bahinda.**

Reasons for the migration of the Hamites.

- **Shortage of land in their cradle land.**
- **They were looking for water and pasture for animals.**
- **They were looking for areas which are free from epidemic diseases..**
- **To escape from internal conflicts.**
- **Some were running away from natural disasters eg. floods and drought.**

Effects of the migration of the Hamites.

- **It led to loss of culture through intermarriages.**
- **It led to introduction of new languages.**
- **The number of domestic animals increased in Uganda.**
- **Population increased in East Africa.**

THE SUDANIC PEOPLE.

Sudanic people are a group of people who came from South Eastern Sudan.
They are called the Sudanic because they came into Uganda from Sudan.
It is believed that their origin started in Juba.
They are mainly found in West Nile sub-region of Uganda.

They are crop cultivators and pastoralists.

Sudanic tribes in Uganda.

- Lugbara.
- Okebu
- Madi.
- Lendu.

Reasons why the Sudanic people migrated.

- ❖ They were running away from civil wars.
- ❖ Outbreak of famine.
- ❖ They were searching for fertile land for crop growing.

Problems faced by early migrants.

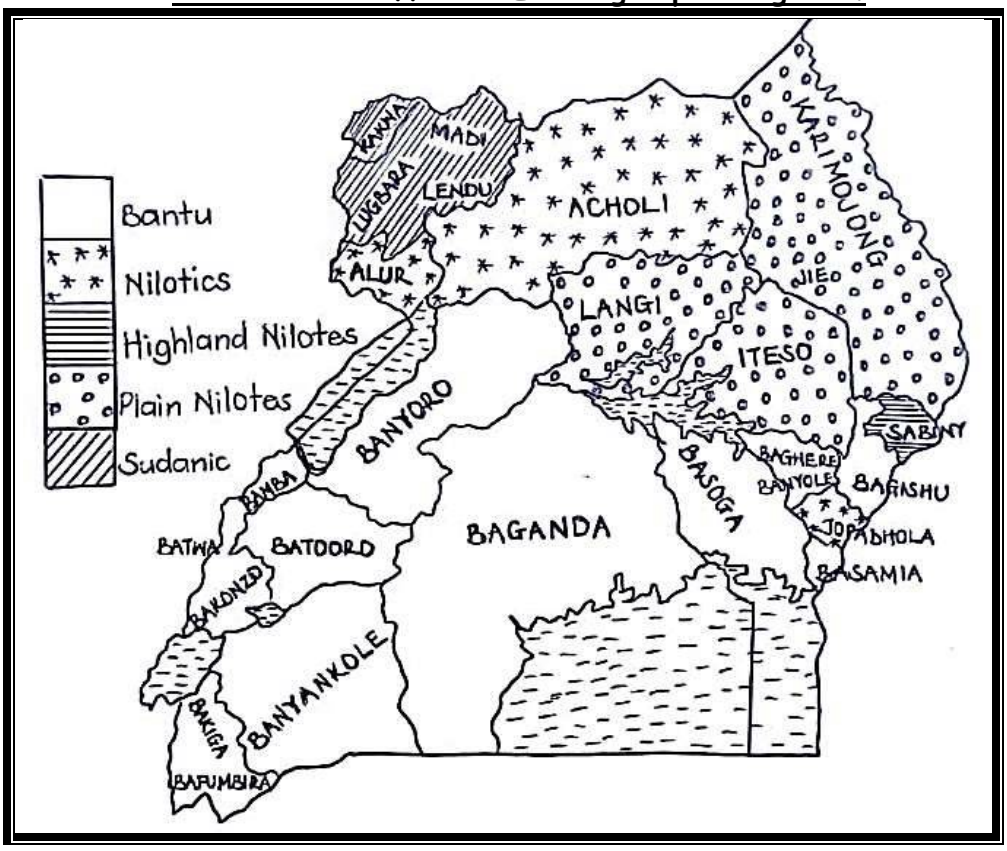
- ❖ Attacks from hostile people.
- ❖ They were attacked by tropical diseases.
- ❖ They were attacked by fierce wild animals.
- ❖ Shortage of food and water.
- ❖ Difficulty in crossing some physical features such as rivers.

How occupation influenced the settlement of the ethnic groups in Uganda.

- ➢ *The settlement of the pre-colonial people was influenced by the occupation they carried out. forexample;*

- ✓ The Bantu cultivators chose to settle in areas around the great lakes where the soils are fertile and rainfall was reliable.
- ✓ The River-lake Nilotes were pastoralists which made them to settle in areas that had plenty of pasture for animals.
- ✓ The Plain Nilotes (Nilo-Hamites) chose to settle in open grasslands which were suitable for grazing livestock.
- ✓ The Hamites were pastoralists which made them to settle in areas with large grazing land with plenty of pasture.

Tribes under different Ethnic groups in Uganda.



MIGRATION OF PEOPLE TODAY.

Migration is the movement of people with their property from one place to another looking for better settlement.

A migrant is a person who moves with his/ her property from one place to another looking for better settlement.

Types of migration.

- Internal migration.
- External migration.

EXTERNAL MIGRATION.

This is the movement of people with their property from one country to another looking for better settlement.

With external migration, a migrant moves from one country to another.

Forms of external migration.

- Emigration.
- Immigration.
  - ✓ **Emigration** is the process by which a person leaves his/ her own country and goes to live permanently in another country.
  - ✓ **An emigrant** is a person who leaves his/her own country and goes to live permanently in another country.
  - ✓ **Immigration** is the process by which a person comes to live permanently in a country that is not his/ hers.
  - ✓ **An immigrant** is a person who comes to live permanently in a country which is not his/hers.

Causes of immigration and emigration.

- Civil wars/ internal conflicts.
- Shortage of land.
- Need for better social services.
- Marriage bondage.
- Unemployment.
- To invest their excess capital.
- Job transfers.

Effects of immigration and emigration.

- It leads to population increase in areas of settlement.
- It leads to introduction of new languages.
- It leads to intermarriages among people.
- It leads to land shortage in areas of settlement.
- It leads to introduction of new culture in other countries..
- It leads to large labour force in new areas of settlement.

Reasons why people leave their own countries to settle in others permanently.

- To look for better paying jobs.
- To look for areas that are free from wars.
- To look for enough land.
- To look for better social services.
- To look for trade opportunities.

INTERNAL MIGRATION.

Internal migration is the movement of people with their property from one part of a country to another for better settlement.

The migrant remains within his own country.

Forms of internal migration.

- **Rural-urban migration.**
- **Urban-rural migration.**
- **Rural-rural migration.**
- **Urban-urban migration.**

RURAL-URBAN MIGRATION.

This is the movement of people with their property from villages to towns looking for better settlement.





Village → *Town*

Causes of Rural-Urban migration.

- **Unemployment in villages.**
- **Poor health services.**
- **Poor transport systems in villages.**
- **Poor education services in villages**
- **Job transfers.**
- **Internal conflicts.**
- **Insecurity in villages.**

Reasons why people move from villages to towns.

- **To look for better paying jobs.**
- **To look for better education services.**
- **To look for a large market for their goods.**
- **To get access to social amenities like electricity and piped water.**
- **To look for better health services.**
- **To look for a wider market for their goods.**
- **To run away from dangerous cultural practices.**

Effects of Rural-Urban migration.

- **It leads to depopulation in rural areas.**
- **It leads to shortage of labour in villages.**
- **It leads to low food production.**
- **It leads to high crime rate in towns.**
- **It leads to unemployment in urban areas.**

URBAN-RURAL MIGRATION.

Urban-rural migration is the movement of people with their property from towns to villages looking for better settlement.



Causes of urban-rural migration.

- **Insecurity in towns.**
- **High costs of living in towns.**
- **Retirement from jobs in towns.**
- **Outbreak of epidemic diseases in towns.**
- **Job transfers.**
- **Need for large vacant land for crop growing.**
- **Unemployment in towns.**

Reasons why people move from towns to villages.

- **To look for land for farming.**
- **To extend their businesses to villages.**
- **To get market for their goods.**
- **To look for areas which are free from natural disasters.**
- **To look for areas with low costs of living.**

Effects of Urban-Rural migration.

- **It leads to shortage of labour in towns.**
- **It leads to shortage of market for goods in towns.**
- **It leads to land shortage in villages.**
- **It leads to population increase in villages.**

Ways the government can encourage Urban-Rural migration.

- **By extending electricity to rural areas (Rural electrification)**
- **By setting up small scale industries in villages.**
- **By building better hospitals in villages.**
- **By constructing better schools in villages.**
- **By providing better security in villages.**

URBAN-URBAN MIGRATION.

This is the movement of people with their property from one town to another looking for better settlement.





Town → *Town*

Causes of Urban-Urban migration.

- **Job transfers.**
- **Low market for goods.**
- **Insecurity in some towns.**
- **High costs of living in some towns.**
- **Poor sanitation in some towns.**
- **Natural disasters in some towns eg.floods.**

Reasons why people move from one town to another.

- **To look for better jobs.**
- **To look for a large market for their goods.**
- **To look for better security services.**
- **To look for towns which are free from natural disasters.**

Effects of Urban-Urban migration.

- **It leads to population increase in areas they settle in.**
- **It leads to shortage of market where they have left.**
- **It leads to shortage of labour where they have left.**
- **It leads to shortage of land in the new areas of settlement.**

RURAL-RURAL MIGRATION.

This is the movement of people with their property from one village to another looking for better settlement.





Village → *Village*

Causes of Rural-Rural migration.

- Social conflicts.
- Soil infertility in some villages.
- Insecurity in some villages.
- Shortage of water and pasture.
- Shortage of land.
- Outbreak of epidemic diseases.

Reasons why people move from one village to another.

- To look for fertile soils for crop growing.
- To look for water and pasture for animals.
- To run away from social conflicts.
- To look for areas with better security.
- To look for areas which are free from epidemic diseases.
- To look for areas which are free from natural disasters.

Effects of Rural-Rural migration.

- It leads to conflicts with the inhabitants of the places they migrate to.
- It leads to intermarriages.
- It leads to introduction of new cultures.
- It leads to low population in places where people migrate from.
- It leads to introduction of new languages where people settle.

How do people in Urban areas benefit from those living in Rural areas.

- Urban people get food from villages.
- People in villages provide market for goods produced in towns.
- Industries in towns get raw materials from villages.

Problems faced by people living in urban areas/ towns.

- Congestion of people in towns.
- High crime rate.
- Sound pollution.
- Development of slums.
- High cost of living.
- Traffic jam.
- Unemployment among people.

Possible solutions to the above problems.

- Deploying more security officers to improve security.
- By building storeyed houses.
- By constructing wider roads in towns.
- By building flyovers and foot paths.
- By teaching people the dangers of poor sanitation.
- By installing/putting security cameras on houses and along the roads.

Ways people in Rural areas benefit from people in Urban areas.

- People in towns provide market for food from villages.
- They provide rural areas with goods produced in towns.
- People in towns provide farm inputs to farmers in villages eg.insecticides, fertilizers

Problems faced by people in rural areas.

- Poor health services.
- Poor transport system.
- Low electric power supply.
- Shortage of safe water.
- Poor education services.
- Poor housing facilities.

Possible solutions to the problems faced by people in rural areas.

- By constructing better roads in rural areas.
- By starting up small scale industries.
- By extending electricity to rural areas.

- By setting up better health centres in villages.
- By building better schools in rural areas.

SETTLEMENT PATTERNS OF THE PEOPLE OF UGANDA.

Settlement pattern is the distribution of people in an area.

The settlement patterns in Uganda vary from one area to another.

Some areas of Uganda have houses built close to one another, some have scattered houses while others have houses that were built following a line.

Types of settlement patterns.

(i) Linear settlement pattern

- ✓ Houses are built along a line eg.besides a major road, railway line.

  Factors that lead to linear settlement pattern.
  - Presence of a transport line eg. a road, railway etc
  - Presence of a river to provide water.
  - Presence of a coast line which has a fishing ground.

(ii) Nucleated settlement pattern/ Clustered settlement pattern

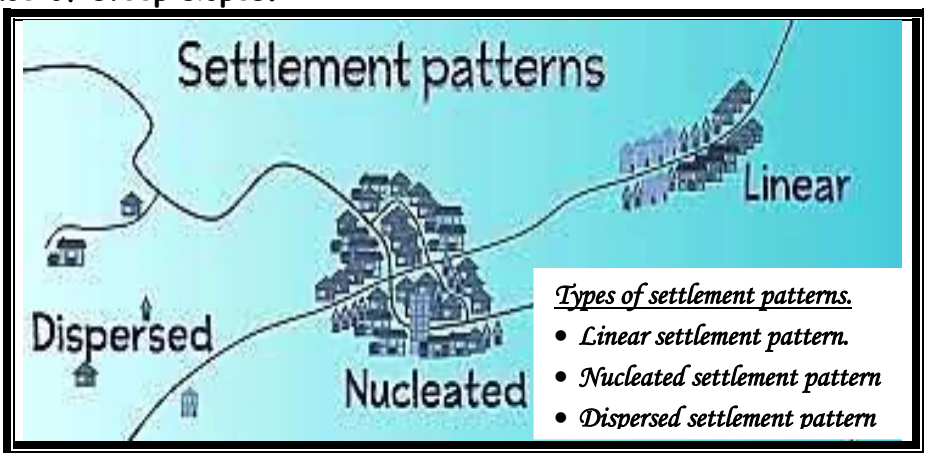
- ✓ Houses are built close to one another.
- ✓ It is common in areas where people own small pieces of land eg. in urban areas, housing estates and accommodation for workers.

  Factors for a Nucleated settlement pattern.
  - Presence of better social services eg. health service, education service etc.
  - Shortage of land in an area.
  - Presence of fertile soils in an area.
  - Presence of natural resources eg. minerals
  - Improved peace and security.

(iii) Dispersed settlement pattern/ Scattered settlement pattern.

- ✓ Houses are scattered over a very large area.
- ✓ It is common in areas where people own big pieces of land eg. in rural areas.

  Factors that lead to a Dispersed settlement pattern.
  - Presence of large land.
  - Poor infertile soils.
  - Presence of pests and diseases.
  - Presence of disease vectors.
  - Presence of steep slopes.



POLITICAL ORGANISATION OF THE PEOPLE OF THE PRE-COLONIAL UGANDA.

Political organisation refers to the way people governed themselves.

Political units during the pre-colonial Uganda included;-

- **Empires.**
- **Kingdoms.**
- **Chiefdoms.**
- **Principalities.**

BUNYORO-KITARA EMPIRE.

This was the earliest kingdom to be formed in Uganda. It was called an empire because it was too large, covering a large area.

The founders (first occupants) of Bunyoro-Kitara empire were the Batembuzi.

It was founded by Ruhanga and his brother Nkya.

The Batembuzi formed a ruling dynasty called the Tembuzi dynasty.

The Batembuzi were believed to be demi-gods because they could perfom miracles.

Isaza was the last ruler of the Batembuzi.

The Tembuzi dynasty came to an end after king Isaza was locked underground by the underground king Nyamiyonga.

The Batembuzi were succeeded by the Bachwezi.

The Chwezi dynasty.

It was formed by the Bachwezi.

The Bachwezi are believed to have originated from Ethiopia into Uganda.

Ndahura was the first king of the Bachwezi.

Ndahura founded the Chwezi dynasty.

Wamala was the last king of the Bachwezi.

Note:-***A dynasty*** *is a series of leaders who belong to the same family.*

Contributions of the Bachwezi in Uganda.

a) Political contributions.

- **The Bachwezi introduced a centralised monarchy.**
- **The Bachwezi introduced the idea of building reed palaces.**
- **The Bachwezi introduced royal regalia.**

b) Social contributions.

- **They introduced local chess (mweso game).**
- **They introduced the building of grass-thatched houses.**
- **They introduced the digging of ditches for protection against enemies.**

c) Economic contributions.

- **They started salt mining at lake Katwe.**
- **They introduced the knowledge of iron smelting.**
- **They introduced long-horned cattle in Uganda.**
- **The introduced coffee growing.**



Long horned cattle introduced by the Bachwezi

- **They introduced bark cloth making.**

<u>Ways iron smelting strengthened the Chwezi empire</u>.

- **The Bachwezi started making strong tools for cultivation.**
- **The Bachwezi made strong weapons for defence and expansion.**

<u>Reasons/ causes for the collapse of the Chwezi dynasty</u>.

- **The empire was too large to be controlled by one ruler.**
- **Death of their beloved cow (Bihogo).**
- **Outbreak of drought and famine in the empire.**
- **Disunity among the people.**
- **Outbreak of epidemic diseases in the empire.**
- **Rebellions by distant princes.**
- **The Luo invasion. This led to the final collapse of the Chwezi dynasty.**

Note:

- ✓ ***Luo-Babiito dynasty*** *replaced the Chwezi dynasty. This was founded by Isingoma Rukidi Mpuga.*
- ✓ ***Bunyoro kingdom*** *replaced Bunyoro-Kitara empire and* ***Isingoma Mpuga Rukidi*** *was the first omukama of Bunyoro.*

<u>Examples of kingdoms that were formed after the collapse of Bunyoro kitara empire</u>.

- **Buganda kingdom**
- **Bunyoro kingdom**
- **Ankole kingdom**
- **Wanga kingdom in Kenya**
- **Karagwe kingdom in Tanzania.**
- **Tooro kingdom**

EARLY KINGDOMS IN UGANDA.

<u>A kingdom</u> is an area ruled by a kind/queen.

Kingdoms in Uganda were formed in the interlacustrine region.

<u>Tribes that formed kingdoms in Uganda</u>

Tribe	*Kingdom*	*Title of the leader*
Banyankole	**Ankole**	**Omugabe**
Baganda	**Buganda**	**Kabaka**
Batooro	**Tooro**	**Omukama**
Banyoro	**Bunyoro**	**Omukama**
Bakonzo	**Rwenzururu**	**Omusinga**

<u>Reasons why some of the Bantu tribes were able to form kingdoms.</u>

- **They lived a settled life.**
- **They were united.**
- **They were organised.**

<u>Reasons why some tribes were unable to form kingdoms.</u>

- **They never lived in settled life.**
- **They were disunited.**

<u>Characteristics of kingdoms</u>.

- **They have hereditary rulers.**
- **They have established social and cultural institutions.**
- **They have a single supreme king at a time.**
- **The kings have obsolute powers over their subjects.**
- **They have royal regalias as instruments of authority.**

Examples of Royal regalia.

- **The royal crown.**
- **The royal stool.**
- **The royal spear.**
- **The royal drum.**

Note:-Royal regalia *are symbols and emblems of a kingdom.*

Advantages/importance of kingdoms.

- **They promote unity among people.**
- **They promote culture of the society.**
- **They easily mobilise people for national duties e.g. elections.**
- **They promote morals among the people.**
- **They offer scholarships to students.**

Disadvantanges of kingdoms.

- **They promote dictatorship.**
- **They promote the interests of the minority over the majority.**
- **They promote regional rather than national development.**
- **There is unequal distribution of wealth among the people.**
- **They promote tribalism.**

LOCATION OF THE ANCIENT AND CURRENT KINGDOMS IN UGANDA.



BUGANDA KINGDOM.

There are two traditions that explain the founder of Buganda kingdom.

According to the Banyoro (Nyoro tradition), Kato Kimera is believed to be the founder of Buganda kingdom. Kato Kimera was the twin brother to Isingoma Rukidi Mpuga the founder of Bunyoro kingdom.

According to the Baganda (Ganda tradition), Kintu is believed to be the founder of Buganda kingdom and this is explained by the Legend of the first Muganda.

Buganda kingdom is located in the North West of lake Victoria and currently occupies districts like Kampala, Mukono, Mpigi,Luwero, Mityana, Masaka, Bukomansimbi, Kalungu, Mubende, Nakaseke Wakiso,etc.

The title given to the king of Buganda is kabaka. The king in Buganda had obsolute powers over his subjects.

Buganda kingdom grew stronger and expanded in the 18th century.

The Legend of The First Muganda.

Excel Standard Social Studies Pupil's book 4

Lessons learnt from the Legend of Kintu (first Muganda).

- Forgetfulness is bad and it can lead to death.
- Poverty can not stop success.
- We learn to be kind to others.
- Determination leads to success.
- Cruelity leads to hatred.
- We should have faith and hope.
- Never to turn back after making a decision.



Kabaka Ronald Muwenda Mutebi II

Factors for the expansion and growth of Buganda kingdom.

- Buganda had strong and able leaders.
- Buganda had a strong standing army.
- Unity among the people of Buganda.
- Buganda was strategically located near Lake Victoria. This helped to safeguard Buganda against her enemies.
- Buganda had plenty of food for the growing population.
- Buganda acquired guns from the Arabs. These were used in the expansion of the kingdom.
- Buganda kingdom had fertile soils which increased food production.

Famous kings of Buganda and what they are remembered for.

			
Kabaka Muteesa I	*Kabaka Mwanga*	*Daudi Chwa*	*Sir Edward Muteesa II*

King (kabaka)	*What he is known for.*
Kabaka Ssuuna II	❖ He welcomed the first Arab traders to Buganda kingdom.
Kabaka Muteesa I	❖ He invited Christian missionaries to Uganda through Henry Morton Stanley. ❖ He welcomed the first christian missionaries to Uganda.
Kabaka Mwanga	❖ He ordered for the killing of the Christian converts in Buganda. ❖ He was exiled to Seychelles islands where he died.

Kabaka Daudi Chwa	❖ He was an infant king of Buganda during the signing of the 1900 Buganda agreement. ❖ He ruled Buganda kingdom with the help of the regents.
Kabaka Edward Muteesa II	❖ He rejected the proposed idea of forming the East African federation. ❖ He was exiled to Britain by sir Andrew Cohen in 1953.
Kabaka Ronald Muwenda Mutebi II	❖ He is the current king of Buganda.

How the kabaka was important to Buganda kingdom.

- **He was the commander in chief of the army.**
- **He was the chief decision maker.**
- **He was the chief judge**

BUNYORO KINGDOM.

Bunyoro kingdom started after the collapse of the Chwezi empire.
The kingdom was founded by the Luo migrants from Northern Uganda.
Bunyoro kingdom was founded by Isingoma Rukidi Mpuga under the Luo-Babiito dynasty.
The title given to the king of Bunyoro is omukama.
Bunyoro grew and expanded during the reign of omukama Kamurasi. After his death, his son called Kabalega succeeded him as a new king.
Currently Bunyoro kingdom covers districts like Kibale, Masindi, Buliisa, Kiryandongo, Hoima etc.
The current king of Bunyoro kingdom is Solomon Gafabusa Iguru
Kabalega organized Bunyoro kingdom by building a strong army called Abarusura.

Duties of the Abarusura.

- **To promote peace and security in Bunyoro kingdom.**
- **To raid the neighbouring communities for expansion.**
- **To enforce law and order.**

Factors that led to the expansion/ growth of Bunyoro kingdom.

- **Bunyoro had able and strong leaders.**
- **Bunyoro had a strong standing army.**
- **Unity among the Banyoro.**
- **Bunyoro was strategically located around Lake Albert.**
- **Bunyoro had plenty of food for the growing population.**



Omukama Kabalega



Omukama Solomon Gafabusa Iguru

Note:

- *Bunyoro kingdom faced many challenges when their king Kabalega was invaded and exiled by the British to* ***Seychelles islands*** *in the Indian ocean by the help of* ***Semei Kakungulu*** *for resisting against colonial rule.*
- *After the death of Kabalega at Jinja, his son Yosia Kitahimbwa succeeded him.*
- *Omukama Kamurasi welcomed Sir Samuel Baker in Bunyoro kingdom.*
- *During the reign of omukama Kyebambe Nyamutukura, his son called* ***Prince Kaboyo*** *left the palace and started* ***Tooro kingdom****.*

Factors that led to the decline of Bunyoro kingdom.

- **The kingdom was too big to be ruled by one person.**
- **The rise of Bunyoro's neighbours eg. Tooro, Buganda.**
- **The kingdom had internal conflicts.**
- **The coming of the colonialists.**



Omukama Oyo Nyimba Kabamba Iguru

TOORO KINGDOM

The title given to the king of Tooro is omukama.

The current king of Tooro is Oyo Nyimba Kabamba Iguru IV.

Currently,Tooro covers districts like Kabarole, Kyenjojo, Kyegegwa, Kamwenge.etc.

- **Note:-** *When omukama Kabalega overthrew and exiled omukama Kasagama,* ***Capt. Frederick Lugard*** *restored omukama Kasagama of Tooro back to his throne.*

Reasons why Tooro broke away from Bunyoro kingdom.

- **The Batooro felt that they were not adequately protected by the king of Bunyoro from their enemies.**
- **The Batooro felt that they were very far from the capital of Bunyoro since they would take long to see the king.**
- **Prince Kaboyo was very greedy and impatient for power since he had been appointed as a clan leader which had reduced his chances of becoming a king.**

ANKOLE KINGDOM.

Ankole kingdom is believed to have been founded by Ruhinda the son Wamala, the last king of the Bachwezi.

Ankole kingdom is located in the South Western part of Uganda.

The title given to the king of Ankole was Omugabe.

Famous kings of Ankole.

- **Omugabe Ntare.**
- **Omugabe Kahaya.**
- **Omugabe Charles Gasyonga.**

DECENTRALISED SOCIETIES OF UGANDA.

Decentralised societies are societies that had no central rulers.

These societies did not form kingdoms in Uganda.

Examples of tribes that did not form kingdoms in Uganda.

- **Bakiga.**
- **Bagwere.**
- **Bagisu.**
- **Basamia.**
- **Bamba.**
- **Acholi.**
- **Alur.**
- **Iteso.**
- **Karimojong.**

Reasons why some tribes in Uganda did not form kingdoms.

- **They never lilved a settled life.**
- **They were disunited.**
- **They wre not organised.**

ECONOMIC ORGANISATION OF PEOPLE OF PRE-COLONIAL EAST AFRICA.

Pre-colonial socities in Uganda organised themselves in trade communities.

Ways the people of pre-colonial Uganda were economically organized.

- **Through practising their traditional occupation.e.g. cultivation, pastoralism, fishing etc.**
- **Through iron smelting.**
- **Through carrying out trade. The main system of trade was barter trade because there was no medium of exchange during that time.**

Economic activities that were carriedout by people in different societies.

- **Crop Growing**
- **Fishing**
- **Trade**
- **Iron Smelting**
- **Pottery**
- **Salt Mining**
- **Pastoralism**
- **Hunting**

TRADE.

Trade is the buying and selling of goods and services.

Systems of trade.

- **Barter trade.**
- **Monetary trade.**

BARTER TRADE.

Barter trade is the exchange of goods for goods or services.

It was the commonest system of trade amongst the people of pre-colonial Uganda because there was no money by then.

Items of trade that were exchanged during barter trade in Uganda.

-Salt, -matooke, -slaves, -bark cloth, -ivory, -hides and skin, -animals, -iron tools, -herbal medicine.

Factors that enabled barter trade to be carried out.

- **Absence of currency.**
- **Production of different goods by communities.**
- **Unity and friendship among people.**

Advantages of barter trade.

- **It cheap since it doesn't involve the use of money.**
- **It creates friendship and unity among traders.**
- **It favours people without money.**
- **It creates chances of employment to people.**
- **It is easy for the illiterates.**
- **You use what you have to get what you don't have.**

Disadvantages of barter trade.

- **There is double coincidence of wants (difficult to get people with the same wants.)**
- **It was hard to store wealth.**
- **There was no standard measure of value for goods.**
- **It does not favour people with out physical goods.**
- **It was difficult to move with bulky goods over long distances.**
- **There is wastage of time to look for a person with what you want.**

Effects of barter trade on the people of pre-colonial people of East Africa.

- **It promoted peace and unity.**
- **It enabled people get new items of trade.**
- **It promoted friendship among people.**

- **It led to development of trade routes.**

MONETARY TRADE.

This is the system of trade that involves the use of money as a medium of exchange.
When the Arabs came to East Africa, they changed the medium of exchange when they brought cowrie shells from Maldive islands.
Cowrie shells was form of currency to be introduced by the Arabs in East Africa.
Indian rupees was the second form of currency to be introduced in East Africa by the Indians.

Forms of money.

- **Coins.**
- **Notes.**

Uganda's currency in coins.

- **Shs50**
- **Shs100**
- **Shs200**
- **Shs500**
- **Shs1,000**

Uganda's currency notes

- **Shs1,000**
- **Shs2,000**
- **Shs5,000**
- **Shs10,000**
- **Shs20,000**
- **Shs50,000**

Qualities of money.

- **It should be portable.**
- **It should be durable.**
- **It should be divisible.**
- **It should be acceptable.**

Uses of money.

- **It is used as medium of exchange.**
- **It helps consumers to buy goods and services.**
- **It helps in payment of debts.**
- **It is a common measure of value.**
- **It promotes local and international trade.**
- **It helps in buying assets e.g. land house etc.**

Ways in which people misuse money.

- **Through drinking alcohol excessively.**
- **Through murdering people.**
- **Through bribing people.**
- **Through prostitution.**

Advantages of monetary trade.

- **There is a standard measure of value.**
- **It discourages cheating.**
- **It is easy to carry money than physical goods.**

Disadvantages of monetary trade.

- **Money can easily be lost.**
- **It doesn't not promote friendship among people.**
- **It encourages stealing.**
-

SOCIAL ORGANISATION AMONG THE PEOPLE OF PRE-COLONIAL UGANDA.

Social organisation refers to people's way of life,
Long ago, the people of Uganda were socially organised under the following;

- **They formed clan units**
- **They had families.**
- **They had age groups.**

- **They had rules and regulations.**
- **They offered traditional education.**
- **They carried out social activities.**
- **They had traditional ways of worship.**
- **They performed traditional practices.**
- **They had taboos. (beliefs that forbade people from certain acts)**

Culture was highly respected by all people in the society.

CLANS

A clan is an organised group of people under one ancestor / fore father.

Clans are formed by families that are related to each other.

A Lineage is a small group of people in a clan sharing the same ancestor.

Each clan is headed by a clan leader.

Duties of a clan leader.

- **To keep clan records.**
- **To register clan members.**
- **To allocate land to clan members.**
- **To organise clan ceremonies and functions.**
- **To settle disputes among clan members.**
- **To preside over clan meetings.**
- **To chair clan meetings.**

Examples of clans in our community

- **Lion clan**
- **Leopard clan**
- **Elephant clan**
- **Dog clan**
- **Sheep clan**
- **Goat clan**

Symbols of a clan for identification.

- **Clan name.**
- **A totem**
- **Drumming**

Note:

- ✓ ***A totem*** *is a special animal, object or plant that is highly respected in a particular clan.*
- ✓ *Clan leaders organise meetings that bring different clan members together.*

EDUCATION.

Education is the process of acquiring knowledge and skills.

Informal education was the type of education that was provided to the people of pre-colonial Uganda.

People were taught different skills such as hunting, building, iron smelting, cooking, playing games like wrestling etc.

People who provided informal education.

- **Parents**
- **Leaders**
- **Elders**

Importance of informal/ traditional education.

- **It enables children to learn history through stories.**
- **Children learn practical skills like iron smelting etc.**
- **It promotes morals in the society.**
- **It promotes culture in the society.**

WORSHIP

Worship is an act of giving divine honour to God.

The people of pre-colonial Uganda worshipped small gods.eg. Kiwanuka, Muwanga, Mukasa, Ddungu, Kibuuka.

African Traditional Religion (ATR) is the the religion that existed in Uganda before the introduction of foreign religions.

Names of God in different societies.

- **Katonda-Baganda**
- **Ruhanga-Banyankole**
- **Were- Bagishu**
- **Kibumba-Basoga**
- **Rugaba- Banyoro**
- **Lokusuban-Iteso**
- **Nyulese-Kakwa**

Ways in which people worshipped their gods.

- **They offered drinks to them.**
- **By singing and drumming for gods.**
- **By praying to their gods.**
- **By roasting meat at fire places as offertories.**
- **By pouring some little drinks to the ground before taking them.**

Places where people worshipped from.

- **In shrines**
- **Under trees**
- **On hills**
- **In forests.**

Reasons why people worshipped God.

- **To get blessings**
- **To have children.**
- **To get rain.**
- **To get good harvests.**

➢ ***Note:-****Religious duties were performed by elders and medicine men.*

Examples of religions in our society today.

- **African Traditional Religion (ATR)**
- **Islam**
- **Bahai faith**
- **Christianity**
- **Hinduism**
- **Buddhism**

TABOOS

A taboo is a belief that forbids people from certain acts.

Examples of taboos.

- **No whistling at night.**
- **No sitting on firestones.**
- **No eating your totem.**
- **No sitting on grinding stones.**
- **No sweeping at night.**

Importance of taboos.

- **They promote morals among children.**
- **They promote respect for elders.**
- **They promote safety.**
- **They promote unity among people.**

SOCIAL ACTIVITIES.

Social activities are activities that bring people together in the community.

Such activities are performed by a group of people found in a particular area.

Examples of social activities.

- **Child naming ceremony.**
- **Burial ceremony**
- **Wedding ceremony.**
- **Birthday party.**
- **Last funeral rites.**
- **Circumcision ceremony.**

- Graduation party.
- Initiation of the heir ceremony.

Importance of social activities.

- They promote unity among people.
- They strengthen clan norms.
- They promote culture.
- They promote morals among people.
- They promote peace and security in the community.
- They promote love among people.

CULTURE OF THE PEOPLE OF UGANDA.

Culture is the way of life of the people in a given society.

It refers to the behaviours, beliefs, norms, values and practices that are passed on from one generation to another.

Types of culture.

- Material culture.
- Non-material culture.

Material culture.

These are physical things shared by people of the same community.

It includes tangible things/ items used by people in their daily life.

Examples of material culture.

- Clothes.
- Weapons.
- Drums.
- Crafts.
- Food.
- Spears.

Non-material culture.

These are thoughts and ideas shared by people of the same society.

It includes the beliefs and practices of people in their societies.

Non-material culture does not involve any physical objects.

Examples of non-material culture.

- Religion.
- Morals.
- Taboos.
- Dances.
- Language.

Ways of promoting culture.

- By allowing children to attend cultural ceremonies.
- By participating in cultural ceremonies.
- By teaching culture in schools.
- By preserving cultural institutions.
- By wearing cultural clothes.
- By organising cultural games.
- By organising cultural ceremonies.
- By telling stories and legends.

Terms related to culture.

- ✓ **A Taboo** is a belief that forbids people from certain acts.
- ✓ **Customs** are accepted practices of a given society.
- ✓ **Norms** are acceptable beliefs and behaviours in a given society.
- ✓ **Values** are beliefs taken to be right and important in the society.

Examples of cultural practices.

- Tattooing.
- Detoothing.
- Child naming.
- Cultural dances.
- Circumcision.
- Last funeral rites.

Dangers of some cultural practices.

- Some are painful eg. Female Genital Mutilation.
- Some cultural practices may cause injuries to the body.
- Some cultural practices transmit diseases.
- Some cultural practices lead to body deformity.

Importance of culture.

- Culture promotes unity among people.
- It promotes morals among people.
- It promotes identity.
- It promotes respect in the society.
- Cultural institutions promote development of areas.

VALUES.

✓ **Values** are beliefs taken to be right and important in the society.

Types of values.

- Personal values.
- Family values.
- Community values.

Examples of values.

- God fearing.
- Respect.
- Obedience
- Cooperation
- Patience.
- Cleanliness.
- Faithfulness.
- Honesty.
- Trust.
- Law abiding.
- Love for work.
- Helpfulness.

Importance of values.

- They promote morals among people.
- They promote respect in the community.
- They promote hardwork.
- They promote love among people.
- They promote cooperation and unity among people.
- They help to promote security in an area.

RELATIONSHIPS.

Relationships refers to the way people interact with one another.

Relationships enable people to live in peace with others.

Types of relationships.

- Blood relationship. eg. father, mother, grand parents, sister, brother.
- Peer relationship. eg. age groups, classmates etc.
- Marriage relationship eg. wife, father-in-law, mother-in-law etc.

Importance of having relationships.

- They promote peace and security.
- They promote unity among people.
- They promote problem solving.
- They promote hard work and development through cooperation.
- They promote love among people.
- They promote development.

Dangers of some relationships.

- Some relationships lead to laziness.
- Some relationships lead to early pregnancies.
- Some relationships lead to enmity among members of families and communities.
- Some relationships lead to insecurity in the community.
- Some relationships lead to immorality.





1. Mention the three stages of stone age.
2. Which important discovery enabled early man to sleep in caves?
3. State any two characteristics of old stone age man.
4. Give two ways the discovery of fire helped early man to live in caves.
5. Give any two ways a dog was useful to early man.
6. Which important discovery marked the end of the early stone age?

7. State any two ways the discovery of iron smelting helped to improve early man's life.
8. What is an Ethnic group?
9. Mention the largest ethnic group in Uganda.
10. Give any two reasons for the settlement of the Bantu in the interlacustrine region.
11. Complete the table below.

Ethnic group	*Cradle*	*Any two tribes*
(i) ----------	----------	-Baganda ----------
(ii) ----------	Bahr-el-Ghazal	-------- ----------
(iii) ----------	----------	-Sabiny ----------
(iv) Plain Nilotes.	----------	--------- Iteso
(v) ----------	----------	Bahima ----------
(vi) The Sudanic	----------	--------- ----------

12. State any three reasons for the migration and settlement of the Bantu.
13. Give any two positive effects of the Bantu migration into Uganda.
14. How did the migration of the Bantu into Uganda affect the Bushmen?
15. Why are the Nilotes called so?
16. Mention the three sub-groups of the Nilotes.
17. How did the Alur tribe come into existence in Uganda?
18. Give any two reasons why some tribes under the Nilo-Hamites changed from pastoralism to mixed farming after settling in Uganda.
19. From which direction did the following ethnic groups enter into Uganda?
    (i) Bantu
    (ii) Hamites
    (iii) River-Lake Nilotes
    (iv) Nilo-Hamites.
20. Give any two effects of the migration of the Nilotics into Uganda.
21. State any two problems that were faced by the early migrants into Uganda.
22. How is Emigration different from Immigration?
23. Give any two reasons why many youths migrate from rural areas to towns today.
24. Give any two ways the migratyion of people from villages to towns affects the development of rural areas.
25. State any two steps the government of Uganda can take to encourage the migration and settlement of people from towns to villages.
26. State any two causes of urban-rural migration.
27. Give one way the people living in villages benefit from those who live in towns.
28. Mention the three types of settlement patterns.
29. Give two ways the pre-colonial societies in Uganda organized themselves.
30. State any two political contributions of the Bachwezi in Uganda.
31. Why did the Bachwezi dig ditches in Bunyoro-Kityara?
32. Mention the earliest empire to be formed in Uganda.
33. State any three socio-economic contributions if the Bachwezi in Uganda.
34. Mention any three factors that led to the collapse of Bunyoro-Kitara empire.
35. Why were some tribes in Uganda able to form kingdoms?
36. Give any two ways kingdoms are important in a country.
37. Mention any three factors that led to the growth and expansion of Buganda kingdom.
38. Mention the system of trade that was common amongst the people of pre-colonial Uganda.
39. Mention any three ways the people of pre-colonial Uganda were socially organised.
40. Give the meaning of the term Culture.
41. Give any two ways of promoting culture in our society today.
42. Mention any two types of relationships.
43. Write down any three examples of values observed by people in our society today.
44. Which cultural practice is common amongst the Bagishu?
45. State any three ways culture is important in the society.

TOPIC 7: FOREIGN INFLUENCE IN UGANDA.

A foreigner is a person who comes and lives in a country that is not his/her own.
A foreigners usually come from foreign countries.
Foreign influence refers to the different changes that took place in Uganda as a result of the coming of the foreigners.

Groups of foreigners who came to Uganda.

- **Traders.**
- **Explorers.**
- **Christian missionaries.**
- **Colonial administrators/ The Colonialists**

EARLY FOREIGN TRADERS IN UGANDA.

This group of foreigners mainly came to trade.
Traders who came to Uganda came in three main groups.
These include;-

- **Arab traders.**
- **Indian traders.**
- **European traders.**

THE ARAB TRADERS.



A dhow

This was the first group of foreigners to come to Uganda.
The Arab traders came from Arabia.
The Arabs used special boats called dhows to sail across the Indian ocean.
The dhows were driven to and from the coast of East Africa by the monsoon winds.
The settled along the coast of East Africa and formed the Zenj empire.
The coast of East Africa was named the "Land of zenj" meaning "the land of black people" because the East African coast was occupied by black people..
Ahmed Bin Ibrahim was the first Arab trader to come to Uganda.
He was welcomed by kabaka Ssuuna II.

Reasons for the coming of the Arab traders to Uganda.

- **To carry out trade.**
- **To spread the Islamic faith.**
- **Some were running away from religious wars and persecution in their home country.**

Examples of trade items the Arabs brought to Uganda by the Arabs.

-Guns - mirrors - gun powder -ornaments - beads -glasses - jewellery - carpets - clothes etc.

Note:

- ✓ *The Arabs exchanged their goods with the people of Uganda through a trade called Long distance trade.*
- ✓ ***Long distance trade*** *was the trade carried out between the people in the interior and those at the coast of East Africa.*
- ✓ *It was called Long distance trade because it involved moving long distances.*
- ✓ *The Arab traders moved in caravans for protection against their enemies.*
- ✓ *Long distance trade led to expansion of kingdoms in uganda eg. Buganda.*
- ✓ *Many towns also developed along the Long distance trade routes. These routes later became major roads.*

Tribes in Uganda which participated in the Long distance trade.

- ➢ *Baganda.*
- ➢ *Banyoro.*

Examples of trade items the Arabs got from Uganda.

-Ostrich feathers - ivory - gold - local salt - slaves - hides -wax -iron ore -copper etc.



Cowrie shells



Zebu cattle

Effects for the coming of Arab traders in Uganda.

a) Positive effects/contributions.

- **They introduced new trade items.**
- **They introduced Islamic faith.**
- **They introduced Swahili culture. (through the intermarriages of the coastal Bantu and the Arabs.)**
- **They introduced new crops like rice, cloves etc.**
- **They introduced zebu cattle.**
- **They introduced cowrie shells. (the first form of money to used in Uganda.)**
- **They introduced the Arab styles of dressing.**
- **They introduced new styles of building houses.**

Negative effects for the coming of the Arabs into Uganda.

- **The exploited Uganda's resources.**
- **They started slave trade in Uganda.**
- **They increased poaching of elephants for ivory.**
- **They led to loss of culture of the people of Uganda.**

Reasons why the Arabs took long to enter the interior of East Africa/ Uganda.

- **They attacks from hostile people in the interior.**
- **There were no clear routes to the interior of East Africa.**
- **They feared attacks from dangerous wild animals.**

Reasons why the Arabs took long to spread Islam in Uganda.

- **The Arabs were more interested in trade than spreading islam.**
- **There were very few Islamic preachers in Uganda.**
- **The people of Uganda hated the Arabs for being slave traders.**
- **Arabic language was so difficult for the people of Uganda to understand.**
- **The people of Uganda feared some Islamic practices such as circumcision, fasting etc.**

Problems that were faced by the Arab traders in Uganda.

- **Attacks from hostile people.**
- **Attacks from wild animals.**
- **Attacks from tropical diseases.**
- **They walked long and tiresome journeys.**
- **Difficulty in communication with the natives.**

SLAVE TRADE IN UGANDA.

Slave trade is the buying and selling of human beings.

A slave is a person who is owned and controlled by another person.

Slavery is the state of being owned by another person.

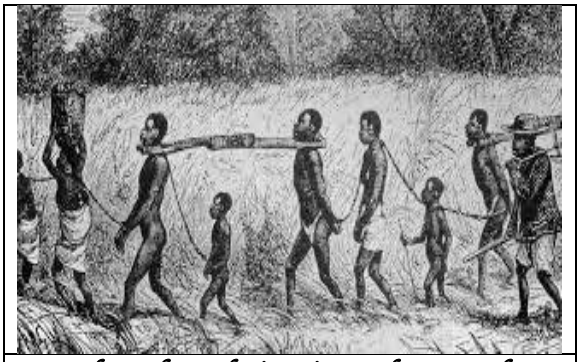
Slave trade was introduced in Uganda by the Arab traders.

Reasons why slave trade was introduced.

- **Slaves were needed to carry goods from the interior to the coast of East Africa.**
- **There was need for labour on plantations and in mines.**
- **Slaves were needed to do domestic work abroad.**
- **Kings and chiefs wanted to sell their war captives.**

Ways slaves were got/ obtained.

- **Through raiding villages.**
- **Through buying war captives from African chiefs and kings.**
- **Through capturing lonely people.**



Slaves from the interior to the coast of East Africa

Most famous slave traders in East Africa.

- **Abu Said**
- **Fundikiri**
- **Msri**
- **Hamed Bin Muhammed (Tippu Tip)-He was the most powerful slave trader in East Africa.**

Note:

- ✓ ***Baganda*** *and* ***Banyoro*** *were actively involved in slave trade in Uganda.*
- ✓ *The largest slave market in East Africa was at* ***Zanzibar.***
- ✓ ***Khartoumers*** *were the worst slave traders from Egypt and Sudan. They raided people of Northern Uganda i.e. Acholi, Alur and Lugbara for slaves.*
- ✓ ***Sir Samuel Baker*** *built* ***Fort Patiko*** *which protected the people of Northern Uganda from the Khartoumers who were slave traders.*

  Qn. *Why was Sir Samuel Baker liked by most people in Acholi land?*

  Qn. *How did Sir Samuel Baker help to end slave trade in Northern Uganda?*

Abolition of slave trade.

The move to stop slave trade was started by Dr. David Livingstone who wrote negative reports about the evils of slave trade to his home government.

This led to the coming of the missionaries who decampaigned slave trade.

Steps which were taken to end slave trade.

- **Slave markets were closed.**
- **By signing treaties.**
- **Britain made slave trade illegal.**
- **Through writing articles about the evils of slave trade.**
- **Through use of military force.**
- **Through decampaining by the missionaries.**
- **By constructing the Kenya–Uganda railway. This enabled traders to use trains in transporting goods instead of using human beings.**

Treaties that were signed to abolish/ stop slave trade in East Africa.

- **Moresby treaty: It was signed between Fairfax Moresby and Sultan Seyyid Said in 1822.**
- **Hamerton treaty: It was signed between colonel Hamerton and Seyyid said in 1845.**
- **Frere treaty: It was signed by Bartle Frere and Sultan Barghash in 1873.**

People who participated in the abolition of slave trade in East Africa.

- ❖ **Dr. David livingstone.**

  He wrote negative reports about the evils of slave trade to his home country.

  This led to the coming of the missionaries who decampaigned slave trade.
- ❖ **Sir Samuel Baker.**

  He built fort Patiko to protect the people of Northern Uganda from slave traders.
- ❖ **Sir William Wilberforce**

He decampained the evils of slave trade through the British parliament.

- **Seyyid Said**

  He helped the British army to fight slave traders in the Indian ocean.
- **Adam Smith**
- **Granville Sharp**
- **Thomas Clarkson**

Note:*After the abolition of slave trade in East Africa, Zanzibar and Bagamoyo were made a home of freed slaves.*

Reasons why it was difficult to stop slave trade.

- **Kings and chiefs were supporting it.**

  This was because they were getting a lot of wealth from it because it was profitable.
- **There was still need for cheap labour on plantation farms and in mines.**
- **The Arabs opposed the abolition of slave trade.**
- **Britain thought stopping slave trade would weaken its naval power.**

Effects of slave trade in Uganda.

a) **Positive effects of slave trade.**
   - **It led to introduction of Islamic religion in East Africa.**
   - **It led to development of Kiswahili language and culture.**
   - **It led to expansion of kingdoms.**
   - **It to introduction of new trade items.**
   - **Uganda was known to the outside world.**

b) **Negative effects of slave trade.**
   - **It led to death of people.**
   - **Families broke up.**
   - **It led to destruction of property.**
   - **It led to hatred between traditional rulers and natives.**
   - **It led to exploitation of Uganda's resources.**
   - **Many people were displaced from their homes.**
   - **It led to decline of agriculture as people were always at run.**
   - **It increased famine as energetic people who would carryout farming were taken as slaves.**

THE INDIAN TRADERS IN UGANDA.

These came from India.

They came into groups i.e.Banyans and Indian coolies.

The Banyans was the major group of Indian traders.

The Banyans used to lend money to the local traders in Uganda.

The Indian coolies were brought to build the Kenya-Uganda railway.

Reasons for the coming of the Indians to Uganda.

- **They came to find new trade items.**
- **They came to find market for their processed/ manufactured goods.**
- **The Indian coolies came to construct the Uganda railway.**

Contributions of the Indians to the economic development of Uganda.

- **They opened up shops in Uganda e.g.Allidina Visram who started up the first shop in Kampala.**
- **The Indian coolies built the Kenya–Uganda railway.**
- **They introduced rupees as a new form of currency.**
- **The Banyans lent money to the local traders.**
- **The Indians started sugarcane plantations in Uganda.**
- **They introduced Rupees as a form of currency.**
- **They built industries in East Africa e.g. Kakira sugar factory by Madhivan and Lugazi sugar factory by Mehta.**

Note:-

- ✓ ***The Rupees*** *was the second form of currency to be used in Uganda.*
- ✓ *It replaced the Cowrie shells.*

EUROPEAN TRADERS.

This group of traders came from Europe.

European traders carried out their work through the Imperial British East Africa Company (IBEACO).

IBEACO was formed by Sir William Mackinnon.

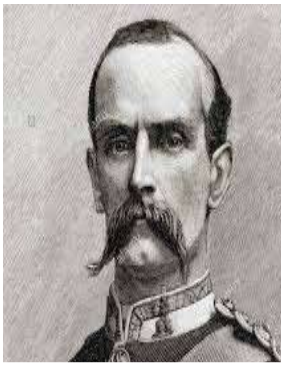
It carried out its work in East Africa (in both Uganda and Kenya)

Captain Frederick Lugard was the representative of IBEACO in Uganda.

Reasons why IBEACO was formed.

- ❖ **To carry out trade.**
- ❖ **To protect the missionaries.**
- ❖ **To maintain British influence in Uganda.**
- ❖ **To improve communication and transport network in Uganda.**





Sir William Mackinnon. Capt. Frederick Lugard

Responsibilities of IBEACO in Uganda.

- ❖ **It collected taxes on behalf of the British government.**
- ❖ **It protected the missionaries.**
- ❖ **It appointed administrators.**
- ❖ **It set up a British commercial empire in East Africa.**

Note:

- ✓ *Time came and IBEACO withdrew its activities in Uganda. This was because IBEACO had run bankrupt.*
- ✓ ***Bishop Alfred Tucker*** *asked for funds from the Church Missionary Society (CMS) to support the work of IBEACO in Uganda.*
- ✓ *Before IBEACO withdrew its activities in Uganda, Sir Gerald Portal was sent to write a report on its activities.*
- ✓ *On* ***31 March 1893,*** *the IBEACO formally ended its involvement in Uganda.*
- ✓ *Missionaries, led by* ***Alfred Tucker,*** *requested the British government to take over the administration of Uganda in place of the IBEACO, arguing that British withdrawal would lead to a continuance of the religious civil war.*

Reasons why IBEACO ran bankrupt.

- ❖ **It lacked a reliable source of income.**
- ❖ **It employed many personnel who needed big pay.**
- ❖ **It got involved in political administration which was costly.**
- ❖ **It controlled a too large territory.**

EUROPEAN EXPLORERS IN UGANDA.

An explorer is a person who goes to a place of interest to find out more about it.

Most Explorers who came to Uganda came from Europe.

Most European explorers who came to Uganda wanted to find the source of River Nile

Most European explorers who came to Uganda were sponsored by by the Royal Geographical Society (RGS).

Most Explorers who came to Uganda used the route through Bagamoyo in Tanzania.

Why most European explorers who came to Uganda entered through Bagamoyo.

- **There was a direct route from Bagamoyo to Uganda.**
- **The route through Bagamoyo had friendly people.**

Qn: *Why was it difficult for explorers who travelled to Uganda to pass through Kenya?*

Why most European explorers who came to Uganda first went to Zanzibar.

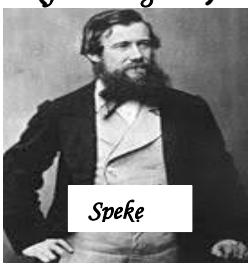
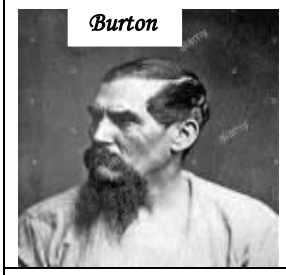
- **To learn Kiswahili language.**
- **To get permission from the sultan of Zanzibar.**
- **To get porters to carry their supplies.**

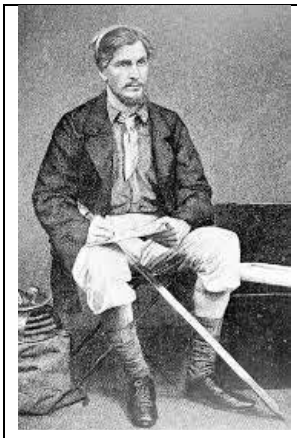
Reasons for the coming of Explorers to Uganda.

- **They wanted to find the source of River Nile.**
- **They wanted to study the geography of Uganda.**
- **They wanted to pave way for the coming of the colonialists.**
- **They wanted to open up away for the missionaries.**

Famous Explorers who came to Uganda.

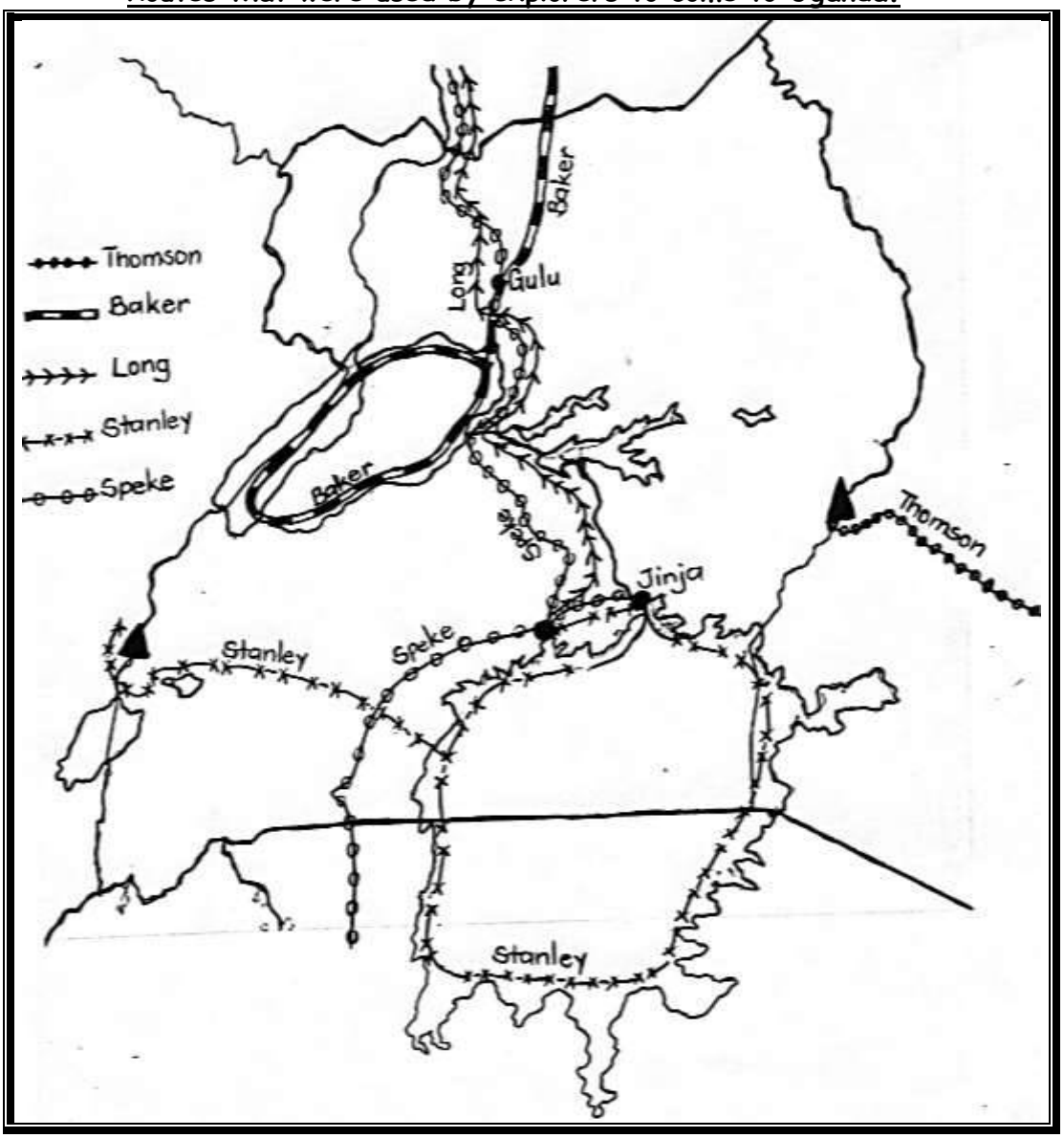
- **John Speke.**
- **James Grant.**
- **Henry Morton Stanley.**
- **Sir Samuel Baker.**
- **Joseph Thomson.**

John Speke and Richard Burton. (in 1856) (*from England*)  *Speke*  *Burton*	❖ **John speke was the first European explorer to come to Uganda. He made two journeys to Uganda.** ❖ **In the first journey, he travelled with Richard Burton. They were welcomed by the Sultan of Zanzibar.** ❖ **They were sent by the Royal Geographical Society to search for the source of river Nile.** ❖ **They left Zanzibar, via Bagamoyo to Tabora.** ❖ **From Tabora, they continued westwards and saw lake Tanganyika.** ❖ **After realizing that they ahd taken a wrong route, Speke and Burton returned to Tabora.** ❖ **While in Tabora, Richard Burton fell sick and John Speke left him there. When Speke left Burton at Tabora,he moved northwards and saw a big water body (lake Victoria) which he believed to be the source of river Nile.** ❖ **When he returned to Tabora, he told Burton about his findings but Burton disagreed and the two returned to Europe as enemies.**
John Speke and James Grant (in 1860) (*from England*)	❖ **Due to the misunderstandings between John Speke and Richard Burton, Speke was sent back to search for the source of the Nile.** ❖ **John Speke made the second journey with James Grant.**

 *James Grant*	❖ **When they reached Karagwe, they were welcomed by king Rumanika. Unfortunately,Grant fell sick and he was left at Karagwe.** ❖ **John Speke continued to move northwards until and he reached the palace of Kabaka Muteesa I at Banda.** ❖ **Kabaka Muteesa I welcomed him.** ❖ **John Speke gave Muteesa I gifts which included;** - **Rifle (gun).** - **Knives.** - **Cloths.** ❖ **On 25th July,1862, John Speke saw the source of River Nile.** ❖ **He also named the the <u>Ripon falls</u> at the source of River Nile after Lord Ripon who was the president of Royal Geographical Society (RGS) by then.** ❖ **He was later joined by James Grant and the two moved northwards.** ❖ **Omukama Kamurasi of Bunyoro stopped them from crossing his kingdom because he thought that they were going to take over his land.** **Note:-** ➢ *John Speke and James Grant met Sir Samuel Baker and his wife in **Gondokoro** in Southern Sudan in 1863.* ➢ *They told him that they had seen the source of River Nile.*
Sir Samuel Baker and Jane Baker (*from England*) 	❖ **Sir Samuel Baker tried to find the source of River Nile from its mouth.** ❖ **After knowing that John Speke had discovered the source of River Nile, Sir Samuel Baker reached the palace of Omukama Kamurasi in Bunyoro.** ❖ **He become the first European explorer to see Lake Mwitanzingye and named it <u>Lake Albert</u> after the husband of Queen Victoria of England.** ❖ **Mwitanzingye means "killer of locusts".** ❖ **He also saw Kabalega falls and named them <u>Murchison falls</u> after Lord Murchison who was the president of the Royal Geographical Society by then.**
Joseph Thomson (*from Scotland*) 	❖ **He was sent by the Royal Geographical Society to find the shortest route from the East African coast to lake Victoria.** ❖ **He was the first European explorer to cross the land of the Masai and Nandi successfully.** ❖ **He saw mountain Masaba and named it mountain Elgon.**

Henry Morton Stanley (*from Wales*)   *Chaille Long*	❖ **Stanley came to Africa in three different occasions.** **<u>Stanley's 1st journey in 1871.</u>** ❖ **He came to look for Dr. David Livingstone.** ❖ **He was sponsored by two newspapers namely;-** - **Daily telegraph.** - **New York Herald tribune.** **<u>Stanley's 2nd journey in 1874.</u>** **He was sent to prove whether lake Victoria was the source of River Nile.** ❖ **He used his canoe he had named Lady Alice to circumnavigate lake Victoria.** **Henry Morton Stanley circumnavigated lake Victoria to prove whether lake Victoria was the source of River Nile.** ❖ **In 1875, Henry Morton Stanley reached Kabaka Muteesa I's palace and requested him to allow missionaries to come to Uganda.** ❖ **On Kabaka's request, Henry Morton Stanley wrote a letter on behalf of Kabaka Muteesa I inviting Christian missionaries to come to Uganda.** ❖ **The letter was taken by <u>Linant de Bellefonds.</u> And it appeared in the Daily Telegraph newspaper.** **Note:** ✓ ***Linant de Bellefonds*** *arrived in the Kabaka's palace in April 1875. This is where he also met Henry Morton Stanley.* ✓ *He collaborated with Stanley's idea of inviting the missionaries.* ✓ *Bellefonds was killed in Sudan on 26th August 1875 and the letter was sent to Charles Gordon, the governor of the Equatoria province, who sent it to the Queen of England.* **Henry Morton Stanley then moved westwards and saw Mountain Rwenzori and named it "the mountains of the moon" This was because of the snow on its peak which glitters like a moon.** ❖ **He also saw and named lake Edward and lake George.** ❖ **He then continued westwards through Democratic Republic of Congo and returned to Europe.** **<u>Stanley's 3rd journey (1887-1890).</u>** ❖ **He came to rescue Emin Pasha from the Equatorial province.**
Charles Chaille Long (*from America*)	❖ **He was the first European to see lake Kyoga.** ❖ **He arrived in Buganda in 1874 and became the second European explorer to see Lake Victoria.**

Routes that were used by explorers to come to Uganda.



Effects of the coming of European explorers to Uganda.

- **Uganda was made known to the rest of the world.**
- **They renamed physical features e.g. Lake Victoria instead of Nalubaale.**
- **They paved way for the coming of the missionaries and the colonialists.**

How exploration work led to colonisation of Uganda.

- *Explorers made reports about the rich natural resources of Uganda which attracted the colonialists.*

Problems that were faced by the European explorers in Africa.

- **They moved long and tiresome journeys.**
- **Attacks from dangerous animals.**
- **Shortage of supplies like food, medicine.**
- **Attacks from tropical diseases.**
- **Attacks from hostile people.**
- **Difficulty in communication with the natives.**

CHRISTIAN MISSIONARIES IN UGANDA.

- **A missionary is a person who spreads his /her religion in a foreign land.**
- **A Christian missionary is a person who spreads Christianity in a foreign land/ country.**
- **A missionary society is an organisation of people with the interest of teaching a religion in a foreign country.**
- **A mission station is a place where people are taught about a certain religion.**

Reasons for the coming of Christian missionaries to Uganda.

- **To spread Christianity (main reason)**
- **To spread their culture.**
- **To improve the living conditions of the people of Uganda.**
- **To promote Western education and civilisation.**
- **To suppress the spreading of Islam.**
- **Some came to complete the work of Dr.David Livingstone.**
- **To introduce legitimate trade.**

Invitation of the Christian missionaries to Uganda.

Kabaka Muteesa I invited the Christian missionaries to Uganda.

Henry Morton Stanley wrote a letter on behalf of Kabaka Muteesa I inviting the Christian missionaries to Uganda.

This letter was written and sent in 1875 to Queen Victoria of England asking her to allow missionaries to come and spread Christianity in Buganda.

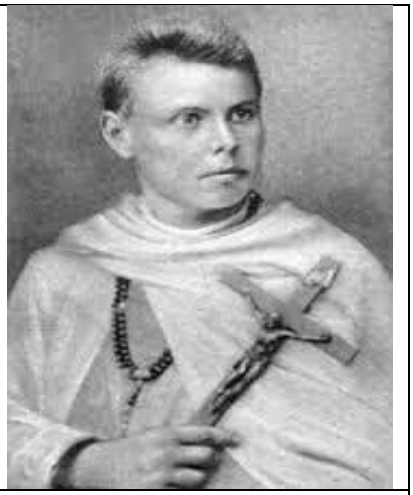
The letter was taken by Linant de Bellefonds.

Reasons why Kabaka Muteesa I invited the Christian Missionaries.

- **He wanted them to teach his people how to read and write.**
- **He wanted them to spread Christianity in his kingdom.**
- **He wanted them to bring him guns for protection against his enemies.**
- **To get trade partners.**

Main groups of Christian missionaries that came to Africa.

- **Protestant missionaries**
- **Catholic missionaries.**

		
Alexander Mackay	***The First printing press that was introduced by Alexander Mackay***	***Father Simon Lourdel (Mapeera)***

THE PROTESTANT MISSIONARIES.

This was the first group of missionaries to come to Uganda.

They came from Scotland, Germany and England.

The Protestant missionaries to Uganda were mainly sponsored by the Church missionary Society (CMS).

Note:-*The Church Missionary Society* *(CMS) sponsored the journeys of the protestant missionaries who came to Uganda.*

The first group of protestant missionaries arrived in Uganda on 31st July, 1887.

These were;-

- **Rev CT Wilson.**
- **Shergold Smith.**
- **O'Neil.**

Alexander Mackay.

The first group of protestant missionaries to Uganda was led by Alexander Mackay who joined them later in 1878.

Mackay was a teacher, a builder and a carpenter.

Alexander Mackay had his station at Nateete.

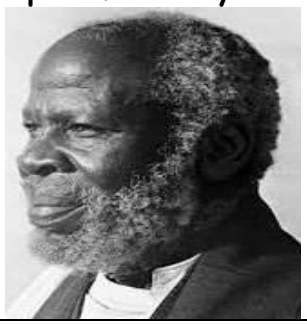
He taught practical and vocational skills like carpentry.

Importance of the printing press to the early missionaries.

- **The printing press was used to print reading materials.**
- **It was use to print prayer books.**
  - ***Note****:-In 1879, other protestant missionaries comprising Litch Field, CW Pearson and Dr. Felkin also came to Uganda.*

Other protestant missionaries in Uganda.

Missionary	*Contribution(s)*
Dr. Albert Cook	• **He built Mengo hospital.(the first hospital in Uganda and East Africa in 1897)** • **He treated people suffering from sleeping sickness on the shores of lake Victoria.**
Kenneth Borup	• **He introduced the fast growing cotton seeds in Uganda in 1903.** **This cotton was called the American upland cotton.**
Robert Ashe	• **He introduced the first bicycle in Uganda.**
Bishop Alfred Tucker	• **He 45obilized funds from Europe to support the activities of IBEACo, when it had run bankrupt.**
Bishop Hannington. 	• **He was murdered by chief Luba in Busoga on the orders of Kabaka Mwanga.** • **He was murdered for using a wrong route to enter into Buganda (the Eastern route which the Baganda called the back door)** • **They believed that any white man who enters into Buganda through the back door would overthrow the kabaka.**

Apollo Kivebulaya 	• He was a Muganda missionary. • He spread Christianity in areas of Tooro and Eastern parts of Democratic Republic of Congo. • He is sometimes referred to as the "apostle to the pygmies" for his work among the Bambuti people of the Ituri forest in Eastern Congo. • He is considered the principal pioneer of the Anglican church in the Belgian Congo.

THE ROMAN CATHOLIC MISSIONARIES.

This was the second group of christian missionaries to come to Uganda.

They introduced the Catholic faith in Uganda.

Examples of Roman catholic missionaries who came to Uganda.

- Fr. Simon Lourdel
- Bro. Amans Delmas
- Fr. Leon Barbot
- Fr. Girault Lodovic.

These came from Italy, France, and England.

Groups of Roman catholic missionaries that came to East Africa.

- The White fathers from France.
- The Holy Ghost fathers from France.
- The Mill Hill fathers from England.
- The Verona fathers from Italy.



The first Roman Catholic missionarties to Uganda

The White fathers.

They were the first Roman catholic missionaries to come to Uganda.

They were sent by Cardinal lavengeric from Algeria.

They were led by father Simon Lourdel (father Mapeera) and Brother Amans Delmas.

They arrived in Uganda on 17th February,1879.

They were later joined by Fr. Leon Livinhac.

The Mill hill fathers.

They built Namilyango college in 1902. It was the first boarding to be built by Christian missionaries in Uganda.

They arrived in Uganda in 1895. They included, Bishop Hanthon, Fr. T. Matthias, Fr. J.K Kestes.



Rubaga cathedral is one of the churches that was built by the missionaries.

The Verona Fathers.

They arrived in Uganda in 1910. They had the mission stations in Northern Uganda ie. in Moroto and Gulu.

Reasons why some Africans accepted Christianity.

- They wanted to learn how to read and write.
- They expected to get gifts from the missionaries.
- Some of them wanted to get protection against their enemies.



Namirembe cathedral was built by the protestant missionaries

Problems faced by the Christian missionaries in Uganda.

- Difficulty in communication with the natives.
- Opposition from hostile people.
- Attacks from wild animals.
- They walked long and tiresome distances.
- Opposition from the Arabs.
- Attacks from tropical diseases.
- Shortage of supplies like medicine.



Gayaza High School

Effects for the coming of Christian missionaries to Uganda. (Contributions of the Christian missionaries in Uganda)

a) **Positive effects.**

- They spread Christianity in Uganda.
- They introduced modern farming methods.
- They stopped slave trade.
- They built churches eg. Lubaga, Namirembe etc
- They introduced modern drugs.
- They built schools eg. Namilyango College in 1902, Gayaza High school by the CMS in 1904, Mengo High School by the CMS in 1898, King's College Budo by the CMS in 1906, St.Mary's College Kisubi by the White fathers in 1906 etc.
- They built hospitals eg. Mengo hospital, Nsambya hospital, Rubaga hospital, Lacor hospital etc.
- They discouraged negative cultural practices.
- They introduced modern means of transport eg.Robert Ashe who introduced the first bicycle in Uganda.
- They introduced new crops eg.cotton by Kenneth Borup.
- They taught Africans how to read and write/ introduced formal education.
- They taught people practical skills like carpentry, building and agriculture.

Note:

- ***Formal education*** *is the type of education that replaced informal education.*
- *Formal education involved Reading, Writing and Arithmetic (3Rs).*

b) **Negative effects**.

- **Missionary work caused divisions among people according to religious sects.**
- **They led to the coming of colonialists in Uganda.**
- **They led to religious wars.**
- **They preached against African Traditional Religion (ATR).**
- **They undermined the culture of the people of Uganda.**
- **It retarded the development African technology.**

How missionary work led to the colonisation of Uganda.

- **Missionary work caused divisions among people which weakened societies in Uganda.**
- **Missionary teachings softened the hearts of the people of Uganda which made them warmly welcome the colonialists.**
- **Missionaries called their home governments for protection in case of attacks.**
- **Missionaries acted as interpreters for colonialists and the people of Uganda.**

Why Kabaka Muteesa I turned agaist the Christian missionaries.

- ✓ *They did not bring him guns as he expected.*
- ✓ *They preached against African culture.*

PERSECUTION OF THE EARLY CHRISTIAN CONVERTS IN UGANDA.

A Martyr is a person who is dies for his/ her faith in God.

The Uganda Martyrs are a group of 23 Anglican and 22 Catholic converts to Christianity in the historical kingdom of Buganda, now part of Uganda, who were executed between 31 January 1885 and 27 January 1887.

They were killed on orders of Mwanga II, the *Kabaka* (King) of Buganda.

The deaths took place at a time when there was a three-way religious struggle for political influence at the Buganda royal court.

Kabaka Mwanga II succeeded to the throne in 1884. He was concerned at the growing influence of Christianity and the rise of a new class of officials, distinct from the traditional territorial chiefs, who were educated, had a religious orientation, and wished to reform Ganda society.

A year after becoming king,he ordered the execution of Yusufu Rugarama, Makko Kakumba and Nuwa Serwanga, who had converted to Christianity.

On 29 October 1885 he had the incoming Anglican Bishop James Hannington killed at Chief Luba's fort in Busoga on the orders of Kabaka Mwanga because he had used a wrong route to enter into Buganda.

The Baganda had a belief that any white man who enters into Buganda through the back door is coming to overthrow the kabaka.

Mwanga instructed the killing of all the young men who disobeyed him – partly to satisfy the demands of the older chiefs. Twenty-two of the men, who had converted to Catholicism, were burned alive at Namugongo in 1886.

Mwanga summoned the pages and asked those who prayed to stand to one side. These, most of whom were between 15 and 30 years old, were then taken on a long journey to execution by being burnt alive.



Monument at <u>Munyonyo Martyrs Shrine</u> marking the spot from where the martyrs walked for death



Martyrdom of Andrew Kaggwa

CHRISTIAN UGANDA MARTYRS

No.	*Martyr's Name*	*Place of Birth*	*Clan*	*Religion*	*Martyred*		
					Date	*Place*	*Manner*
1.	Kakumba Makko	Buganda	Ffumbe	Anglican	Jan 31, 1885	Busega	***Dismembered and Burned***
2.	Rugarama Yusuf	Ankole		Anglican	Jan 31, 1885	Busega	***Dismembered and Burned***
3.	Sserwanga Nuwa	Buganda	Ngeye	Anglican	Jan 31, 1885	Busega	***Dismembered and Burned***
4.	Balikuddembe Y. Mukasa	Buganda	Kayozi	Catholic	Nov 15, 1885	Nakivubo	***Beheaded and Burned***
5.	Mukasa Musa	Buganda	Ffumbe	Anglican	May 25, 1886	Munyonyo	***Speared***
6.	Kaggwa Anderea	Bunyoro		Catholic	May 26, 1886	Munyonyo	***Beheaded***
7.	Ngondwe Ponsiano	Buganda	Nnyange	Catholic	May 26, 1886	Ttakajjunge	***Beheaded and Dismembered***
8.	Ssebuggwawo Denis	Buganda	Musu	Catholic	May 26, 1886	Munyonyo	***Beheaded***
9.	Bazzekuketta Antanansio	Buganda	Nkima	Catholic	May 27, 1886	Nakivubo	***Dismembered***
10	Gonza Gonzaga	Busoga	Mpologoma	Catholic	May 27, 1886	Lubowa	***Beheaded***
11	Mbwa Eriya	Buganda	Ndiga	Anglican	May 27, 1886	Mengo	***Castrated***
12	Muddu-aguma	Buganda		Anglican	May 27, 1886	Mengo	***Castrated***
13	Mulumba Matiya	Busoga	Lugave	Catholic	May 27, 1886	Old Kampala	***Dismembered***
14	Muwanga Daudi	Buganda	Ngonge	Anglican	May 27, 1886	Namanve	***Castrated***
15	Kayizzi Kibuuka	Buganda	Mmamba	Anglican	May 31, 1886	Mityana	***Castrated***
16	Mawaggali Nowa	Buganda	Ngabi	Catholic	May 31, 1886	Mityana	***Speared and torn by wild dogs.***
17	Mayanja Kitoogo	Buganda	Ffumbe	Anglican	May 31, 1886	Mityana	***Castrated***
18	Muwanga	Buganda	Nvuma	Anglican	May 31, 1886	Mityana	***Castrated***
19	Lwanga Karoli	Buganda	Ngabi	Catholic	June 3, 1886	Namugongo	***Burned***
20	Baanabakintu Lukka	Buganda	Mmamba	Catholic	June 3, 1886	Namugongo	***Burned***
21	Buuzabalyawo Yakobo	Buganda	Ngeye	Catholic	June 3, 1886	Namugongo	***Burned***
22	Gyaviira	Buganda	Mmamba	Catholic	June 3, 1886	Namugongo	***Burned***
23	Kibuuka Ambrosio	Buganda	Lugave	Catholic	June 3, 1886	Namugongo	***Burned***
24	Kiriggwajjo Anatoli	Bunyoro		Catholic	June 3, 1886	Namugongo	***Burned***
25	Kiriwawanvu Mukasa	Buganda	Ndiga	Catholic	June 3, 1886	Namugongo	***Burned***
26	Kiwanuka Achileo	Buganda	Lugave	Catholic	June 3, 1886	Namugongo	***Burned***

27	Kizito	Buganda	Mmamba	Catholic	June 3, 1886	Namugongo	*Burned*
28	Ludigo Mukasa Adolofu	Toro		Catholic	June 3, 1886	Namugongo	*Burned*
29	Mugagga	Buganda	Ngo	Catholic	June 3, 1886	Namugongo	*Burned*
30	Sserunkuuma Bruno	Buganda	Ndiga	Catholic	June 3, 1886	Namugongo	*Burned*
31	Tuzinde Mbaga	Buganda	Mmamba	Catholic	June 3, 1886	Namugongo	*Burned*
32	Kadoko Alexanda	Buganda	Ndiga	Anglican	June 3, 1886	Namugongo	*Burned*
33	Kifamunnyanja	Buganda		Anglican	June 3, 1886	Namugongo	*Burned*
34	Kiwanuka Giyaza	Buganda	Mpeewo	Anglican	June 3, 1886	Namugongo	*Burned*
35	Kizza Frederick	Buganda	Ngabi	Anglican	June 3, 1886	Namugongo	*Burned*
36	Kwabafu	Buganda	Mmamba	Anglican	June 3, 1886	Namugongo	*Burned*
37	Lwakisiga Mukasa	Buganda	Ngabi	Anglican	June 3, 1886	Namugongo	*Burned*
38	Lwanga	Buganda		Anglican	June 3, 1886	Namugongo	*Burned*
39	Mubi-azaalwa	Buganda	Mbwa	Anglican	June 3, 1886	Namugongo	*Burned*
40	Munyagabyangu Robert	Buganda	Mmamba	Anglican	June 3, 1886	Namugongo	*Burned*
41	Muwanga Njigija	Buganda		Anglican	June 3, 1886	Namugongo	*Burned*
42	Nakabandwa Danieri	Buganda	Mmamba	Anglican	June 3, 1886	Namugongo	*Burned*
43	Walukagga Nuwa	Buganda	Kasimba	Anglican	June 3, 1886	Namugongo	*Burned*
44	Wasswa	Buganda	Mmamba	Anglican	June 3, 1886	Namugongo	*Burned*
45	Muzeeyi Jean-Marie	Buganda	Mbogo	Catholic	Jan 27, 1887	Mengo	*Beheaded*

Note:-

- ✓ *When commemorating the martyrs of Uganda, the Church of England includes **Archbishop Janani Luwum,** who was murdered in 1977 by Idi Amin's henchmen; they also commemorate Luwum separately on **17 February**.*
- ✓ *In 2014, Uganda celebrated 50 years since the Uganda Martyrs were canonised and elevated to sainthood by **Pope Paul VI** on **18 October 1964**.*
- ✓ *The **Munyonyo Martyrs Shrine** is a thanksgiving monument for their canonisation.*



Archibishop Janan Luwum

RELIGIOUS WARS IN BUGANDA

In September 1888, Mwanga planned to get rid of remaining Christian and Muslim leaders by leaving them to starve on an island in crocodile-infested Lake Victoria. Word of his plan leaked out and a rebellion by Christians and Muslims together brought Mwanga's brother Kiweewa to the throne.

In October 1888, the Muslims seized power, expelled the Christian leaders and, when Kiweewa refused to be circumcised, deposed and killed him, replacing him with another brother, Kalema.

In December 1888, Mwanga won support from Christians and in April 1889 advanced against the Buganda capital. He was defeated, but the Christian forces, led by the Protestant chief Apollo Kaggwa, retook the capital, enabling Mwanga to enter it triumphantly on 11 October 1889.

The Muslims took refuge in the neighbouring kingdom of Bunyoro, which helped them to return victoriously in November 1889, but they suffered a decisive defeat in February 1890 and withdrew again to Bunyoro.

In 1888, Britain authorised the Imperial British East Africa Company to administer the East African territory assigned to Britain in its 1886 treaty with Germany.

In November 1889, Mwanga asked the Company's agent Frederick Jackson for help. Jackson hesitated to accept the request, because he had been given orders not to enter Buganda.

Dr.Carl Peters, an agent of the German East Africa company (GEACo), learning of Mwanga's appeal, decided to respond to it. He arrived at Mengo, Mwanga's new capital, a fortnight after the February 1890 defeat of the Muslims. Since these still presented a threat, Mwanga accepted his offer of a treaty.

The agreement that Peters made with Mwanga was nullified by the 1 July 1890 treaty between Britain and Germany, which extended inland the line of division between their areas of influence in East Africa, leaving Buganda in the British sphere.

The Imperial British East Africa Company (IBEACO) sent Frederick Lugard, its military administrator, to Mengo, where in December 1890 he got Mwanga to accept for a period of two years an agreement with the Company. This agreement was advantageous for Mwanga when the Muslims in Bunyoro made another attempt to recover power.

Friction between the Catholic and the Protestant parties led to fighting in January 1892 in Mengo.

Lugard supported the Protestants against the stronger Catholic side in the fighting, forcing Mwanga and the Catholics to flee. Lugard managed to persuade Mwanga to return from German territory, where he had taken refuge, to Mengo on 30 March 1892 and to make a new treaty. This treaty assigned separate areas to Protestants (the largest area), Catholics and Muslims (only a small area); Mwanga himself nominally became a Protestant.

With the aid of the Church Missionary Society, which used the deaths of their martyrs to win broad public support in Britain for acquiring Uganda, Lugard then successfully dissuaded Prime Minister William Ewart Gladstone and his cabinet from abandoning Uganda. The powers of the company were transferred to the British Crown on 1 April 1893 and on 27 August 1894, Mwanga accepted Buganda being made a British protectorate.

However, on 6 July 1897 he declared war on the British. Defeated on 20 July in Buddu (in today's Masaka District), an area assigned to Catholics in the 1892 treaty, he again fled to German East Africa (Tanzania). He was declared deposed on 9 August. After a failed attempt to recover his kingdom, he was exiled in 1899 to the Seychelles, where he was received into the Anglican Church. He died in 1903, aged 35.

Causes of religious wars.

- **Political struggle by different religious groups.**
- **Struggle for converts among religious groups.**
- **Kabaka Mwanga wanted to get rid of foreign religions.**

COLONIAL ADMINISTRATORS IN UGANDA.

Colonialism is the practice by which a powerful / superior country controls a weaker / inferior country.

A colonialist is a person who controls an inferior country on behalf of his home country.

A colony is a country which is controlled and developed by a powerful country with an aim of having permanent settlement.

A protectorate is a country which is controlled and protected by a powerful country for economic gains with no aim of having permanent settlement.

Reasons for the coming of the colonialists to Uganda.

- They wanted to get raw materials for their home industries.
- They wanted to invest their surplus capital.
- They wanted to find market for their processed goods.
- The desire for political pride.

EGYPT ATTEMPTS TO COLONISE UGANDA.

The first country that attempted to colonise Uganda was Egypt.

Egypt wanted to have full control over the flow of River Nile from its source.

Khedive Ismael of Egypt appointed governors to help him establish Egyptian rule in the Equatorial province.

Equatorial Province was an area made up of Southern part of Sudan and Northern Uganda.

Governors of the Equatorial province.

- Sir Samuel Baker.
- Charles Gordon
- Emin Pasha



Charles Gordon



Emin Pasha

Sir Samuel Baker.

Sir Samuel Baker (in 1870) was the first governor of the Equatorial province.

He built Fort Patiko in Northern Uganda in 1872 for protection against his enemies.

He protected the people of Northern Uganda from the Khartoumers who were slave traders from Egypt and Sudan.

Charles Gordon

Charles Gordon (in 1874) was appointed as the 2nd governor of the Equatorial province replacing Sir Samuel Baker.

Gordon built fort Mruli near Masindi.

He was more successful in creating additional trading posts in this area.

In 1876, his views crashed with those of the Egyptian governor of Khartoum forcing him to go back to London.

Emin Pasha

In 1878, Gordon was succeeded by the Chief Medical Officer of the Equatorial province Mehemet Emin Pasha originally known as Eduard Schnitzer.

Pasha built Fort Wadelai in the Equatorial province.

Pasha made his headquarters in Lado (now in South Sudan)

He faced Mahdi revolt in Southern Sudan.

Pasha managed to request assistance from Britain via Buganda.

He was later rescued by Henry Morton Stanley and Emin Pasha was the last governor of the Equatorial Province.

In 1898, the Mahdist state was overthrown by the Anglo-Egyptian force led by the British Field Marshal Lord Kitchener and the Equatorial was administered by the British.

THE SCRAMBLE FOR AND PARTITION OF AFRICA.

- **Scramble for Africa was the struggle among European countries to have territories in Africa.**
- **Partition of Africa was the peaceful sharing of African countries amongst European countries.**

European countries which scrambled for African territories.

- **Great Britain**
- **France**
- **Germany**
- **Portugal**
- **Spain**
- **Italy**
- **Belgium**

Reasons for scramble for Africa (Why European countries wanted colonies in Africa)

- **They wanted to get raw materials for their home industries.**
- **They wanted to invest their surplus capital.**
- **They wanted to find market for their processed goods.**
- **To get more space for resettling excess population.**
- **The desire for political pride.**

The BERLIN CONFERENCE OF 1884

This was a meeting in which European colonial powers discussed the partition of Africa.

The conference was held in Berlin, Germany.

The Berlin conference was chaired by Chancellor Otto Von Bismarck, the Prime minister of Germany by then.

It was held purposely to find peaceful means of partitioning Africa (sharing African countries amongst European powers).



Chancellor Otto Von Bismarck

Effects of Partition of Africa.

- **It led to creation of new states.**
- **Africans lost their independence.**
- **Some people lost their historical origin.**
- **It led to separation of communities.**

✓ **Note:** *-As a result of partition of Africa, Uganda and Kenya were given to* ***Britain*** *while Tanzania, Rwanda and Burundi were given to* ***Germany.***

Examples of the early European colonialists who came to Uganda.

- **Captain Frederick Lugard.**
- **Sir Gerald Portal.**
- **Sir Harry Johnston.**

Methods which were used by the colonialists to establish their rule in Uganda.

- **Through signing of treaties.**
- **Use of military force.**
- **They used collaborators eg. Semei Kakungulu, Nuwa Mbaguta.**
- **Use of trading companies eg.IBEACO.**
- **Through missionary work.**

UGANDA UNDER THE BRITISH COLONIAL RULE.

Uganda was colonised by Britain.

Uganda uses English as her official language because she was colonized by the British who speak English.

Uganda is a member of the Commonwealth of Nations since she was colonised by the British.

The British established their rule in Uganda through a trading company called IBEACO. This company was represented by by Captain Frederick Lugard.

Captain Frederick Lugard as a representative of IBEACO in Uganda.



Capt. Frederick Lugard

Frederick Lugard arrived in Uganda in 1890 as a representative of IBEACO.

He built Fort Edward at Old Kampala hill where he raised the company's flag. (IBEACO flag).

He signed an agreement with Kabaka Mwanga to bring Buganda under the control of IBEACO.This agreement was also allowing missionaries to move freely in Buganda, and also stopped Buganda from signing treaties with other European countries.

He signed a treaty of friendship with Omugabe Ntare of Ankole in 1891.

He restored Omukama Kasagama of Tooro onto his throne.

Lugard brought the Sudanese soldiers who had been left behind by Emin Pasha in the Equatorial province to Buganda to help him in maintaining peace.

Note:

- ✓ *The Sudanese soldiers staged a mutiny in 1897 against Capt.Lugard.*
- ✓ ***A mutiny** is a rebellion staged by armed forces against their officers.*

  Why the Sudanese soldiers staged a mutiny.
  - *They were underpaid.*
  - *They were underfed.*
  - *They were tired of fighting.*
  - *They wanted their living conditions to be improved.*
- ✓ *On 31 March 1893, the IBEACO formally ended its involvement in Uganda.*
- ✓ *Missionaries, led by **Alfred Tucker,** requested the British government to take over the administration of Uganda in place of the IBEACO, arguing that British withdrawal would lead to a continuance of the religious civil war.*



Bishop Alfred Tucker

Sir Gerald Portal.

He was sent to study the political situation in Uganda.

Sir Gerald Portal was sent to Uganda to write a report on the activities of IBEACO.

He raised the British flag (union Jack).

He built Fort Portal in Kabarole and Fort Alice in Entebbe.

He recommended Uganda to be a British Protectorate.

Protectorate is a country under the protection of another country.

Portal established a settlement between the French and British Missionaries in Uganda.

On 1 April, 1893, Portal hauled down/ lowered the flag of the Imperial British East Africa Company at Mengo (the Kabaka's residence) and hoisted the Union Jack.

On 29 May 1893, he signed a treaty with Mwanga II, the Kabaka.

Portal returned to Britain and recommended the declaration of Uganda as a protectorate. He died from typhoid fever in London on 25 January 1894, at the age of 36.
On 18 June 1894, Uganda was declared a British Protectorate. In this case, it is therefore important to note that General Portal never declared Uganda as a British protectorate. The declaration was made by Lord Rosebery five months after Portal's death.
The town of Fort Portal in Western Uganda, where Portal had his base, is named after him.



Sir Gerarl Portal

BRITISH COLONIAL ADMINISTRATORS IN UGANDA.

- Frederick Lugard (26 Dec 1890 – May 1892)
- Sir Gerald Portal (1 Apr 1893 – 30 May 1893)
- James Ronald Leslie MacDonald (30 May 1893 – 4 Nov 1893) (acting administrator)

British Commissioners of Uganda (1893–1910)

- Sir Henry Edward Colville (4 Nov 1893 – 10 May 1894)
- Frederick Jackson (10 May 1894 – 24 Aug 1894)
- Ernest James Berkeley (24 Aug 1894 – Dec 1899)
- Sir Harry Johnston (Dec 1899 – Nov 1901)
- Sir James Sadler (1 January 1902 – 20 Nov 1907)
- Sir Henry Hesketh Bell (20 Nov 1907 – 31 Jan 1910)
- Sir Harry Cordeaux (1 Feb 1910 – 18 Oct 1910)



Henry colville



Sir Harry Johnston

British Governors of Uganda (1910–1962)

- Sir Harry Cordeaux (1910–1911)
- Sir Frederick Jackson (1911–1918)
- Sir Robert Coryndon (1918–1922)
- Sir Geoffrey Archer (1922–1925)
- Sir William Gowers (1925–1932)
- Sir Bernard Henry Bourdillon (1932–1935)
- Sir Philip Mitchell (1935–1940)
- Sir Charles Dundas (1940–1945)
- Sir John Hathorn Hall (1945–1952)
- Sir Andrew Cohen (1952–1957)
- Sir Frederick Crawford (1957–1961)
- Sir Walter Coutts (1961–1962)



Sir Hesketh Bell



Sir Robert Coryndon



Sir Philip Mitchell



Sir John Hathorn Hall

- ❖ Captain Frederick Lugard.
  - ✓ He was the representative of IBEACO in Uganda.
- ❖ Colonel Henry Colville
  - ✓ He brought Bunyoro under British rule
- ❖ Sir Harry Johnston
  - ✓ He signed the 1900 Buganda agreement on behalf of the British protectorate government.
- ❖ Sir Hesketh Bell
  - ✓ He encouraged the growing of cash crops in Uganda.
  - ✓ He linked the railway line from Jinja to Namasagali.

- ✓ **He introduced the first ford car in Uganda.**
- ✓ **He encouraged road construction in Uganda.**
- ✓ **He established steamers on Lake Victoria.**

❖ **Sir Frederick Jackson**
- ✓ **He governed Uganda during the first world war**
- ✓ **The building of Mulago hospital started during his time.**
- ✓ **He stopped Lamogi rebellion**

❖ **Sir Robert Coryndon**
- ✓ **He formed the Legislative Council (LEGCO) in Uganda in 1921.**

❖ **Sir Geoffrey Archer**
- ✓ **He opened up Makerere college**
- ✓ **He promoted education by building schools**

❖ **Sir William Gowers**
- ✓ **A department of education was set up by the government during his time/ term of office.**

❖ **Sir Bernald Bourdillon**
- ✓ **He supported the establishment of more schools.**

❖ **Sir Philip Mitchell**
- ✓ **He promoted higher education in Uganda.**
- ✓ **He turned Makerere college into a university.**

❖ **Sir Charles Dundas**
- ✓ **He governed Uganda during the second world war**
- ✓ **He drew the development plan for Uganda**

❖ **Sir John Hathon Hall**
- ✓ **He stopped many riots against colonial rule in Uganda.**
- ✓ **The first three ugandans on the LEGCO were nominated during his term of office.**



Sir Andrew Cohen

❖ **Sir Andrew Cohen**
- ✓ **Owen falls dam was completed in his term of office**
- ✓ **Radio Uganda was opened during his term of office**
- ✓ **Nyanza Textile Industries Limited (NYTIL) was built during his term**
- ✓ **The construction of the parliamentary building started during his term of office.**
- ✓ **He exiled kabaka Muteesa II to Britain in 1953**

<u>Reasons why kabaka Muteesa II was exiled.</u>

❖ **He rejected the proposed East African federation.**

❖ **He demanded Buganda's independence from Uganda.**

Note:
- ➢ *Kabaka Muteesa II rejected the proposed East African Federation because he feared to lose Buganda's land to the British (White settlers)*
- ➢ *The exiling of Kabaka Muteesa II to Britain led to the Kabaka crisis of 1953 in Buganda.*
- ➢ ***The Kabaka crisis*** *was a time when there were many riots in Buganda against the British colonialists.*
- ➢ *In order to enable the return of the kabaka from exile,* ***The Namirembe Agreement of 1955*** *was signed.*

- *The Namirembe Agreement was signed by **Keith Hankock** on behalf of the British and **Micheal Kintu** on behalf of Buganda kingdom.*

❖ **Sir Frederick Crawford**
- ✓ **He organised the first general elections in Uganda.**
- ✓ **The construction of the parliamentary building was completed during his term of office.**
- ✓ **The government health department was set up during his term of office.**

❖ **Sir Walter Coutts**
- ✓ **He was the last British governor in Uganda**
- ✓ **He granted Uganda her independence.**



Sir Walter Coutts

Effects of the coming of the of the colonialists to Uganda.

Political effects	**Positive**	❖ **The people of Uganda learnt new leadership skills.** ❖ **The boundaries of Uganda were defined.** ❖ **New systems of administration were introduced in Uganda.**
	Negative	❖ **The people of Uganda lost their independence to the colonialists.** ❖ **The people of Uganda were denied political rights.** ❖ **Traditional leaders lost their powers.**
Social effects	**Positive**	❖ **Formal education was introduced.** ❖ **English language was introduced in different parts of Uganda.** ❖ **Many roads were built in Uganda.** ❖ **Many schools were built in Uganda.** ❖ **Hospitals were built in different parts of Uganda.**
	Negative	❖ **It led to loss of culture.**
Economic effects	**Positive**	❖ **It led to development of towns and trading centres.** ❖ **Many cash crops were introduced in Africa.** ❖ **It led to development of infrastructure like roads, industries.** ❖ **New forms of currency were introduced.**
	Negative	❖ **Heavy taxes were imposed on the people of Uganda.** ❖ **African local industries collapsed.**



Testing Exercise.

1. **Name the first group of foreigners to come to Uganda.**
2. **State the main reason for the coming of the Arab traders to Uganda.**
3. **How were the dhows useful to the easrly traders who came to Uganda?**
4. **Why is Ahmed Bin Ibrahim remembered in the history of Uganda?**
5. **How were the monsoon winds helpful to the early Arab traders to Uganda?**
6. **Which type of cattle did the Arabs introduce into Uganda?**
7. **How did the Swahili come into existence in East Africa?**
8. **State any three economic contributioins of the Arabs in Uganda.**
9. **Give any two reasons why Islam took so long to be spread in Uganda.**
10. **Mention any two ways the slaves were obtained in Uganda during the slave trade.**

11. What name is given to the group of slave traders from Egypt and Sudan who used to raid Northern Uganda?
12. Why was Sir Samuel Baker liked by the people of Acholi?
13. Mention any two steps that were taken to bring slave trade to an end.
14. What role did Dr.David Livingstone play towards ending slave trade?
15. Give any two ways slave trade negatively affected the people of East Africa.
16. State any two ways the Indians promoted economic development in Uganda.
17. Write IBEACO in full.
18. How was Sir William Mackinnon related to IBEACO?
19. Give any two reasons why IBEACO was formed.
20. Mention any two reasons why IBEACO ran bankrupt.
21. Name the Christian missionary who mobilsed funds from Europe to support the work of IBEACO in East Africa.
22. Which physical feature attracted most European explorers to Uganda?
23. Why did most early explorers who came to Uganda first go to Zanzibar?
24. Name any four famous European explorers who came to Uganda.
25. What role did the Royal Geographical Society (RGS) play towards promoting exploration work in Uganda?
26. Name the first European explorer to see each of the following features;
    (i) Lake Victoria
    (ii) The source of River Nile
    (iii) Lake Albert and Murchison falls.
    (iv) Mountain Rwenzori and lake Edward
27. Why did Henry Morton Stanley perform his second journey to Africa?
28. How did H.M Stanley prove that lake Victoria was the source of river Nile?
29. State any three problems that were faced by the early European explorers in Uganda.
30. Give any two reasons why kabaka Muteesa I invited Christian missionaries to Buganda.
31. How did Kenneth Borup promote economic development in Uganda?
32. Name the organisation which funded most protestant missionaries to Uganda?
33. Give any one way the printing press which was introduced by Alexander Mackay was helpful to the missionaries in Uganda.
34. Name the Muganda missionary who spread Christianity in Tooro and Eastern parts of DRC.
35. Give two ways Dr. Albert Cook promoted the development of the health sector in Uganda.
36. State any four positive contributions of the Christian missionaries in Uganda.
37. Give one way the coming of the Christian missionaries paved way for colonization of Uganda.
38. Name the place where most of the Uganda martyrs met their death.
39. Which African country attempted to colonise Uganda?
40. How did Sir Samuel Baker help to end slave trade in Northern Uganda?
41. Give any two reasons for the coming of the colonialisdts to Uganda.
42. Mention any two methods the British colonialists used to establish their rule in Uganda.
43. Mention any two systems of administration that were used by the British colonialists in Uganda.
44. Name the British official who recommended Uganda to be a British protectorate.
45. Give any two ways Semei Kakungulu promoted development in Eastern Uganda.
46. Name any three colonial collaborators in Uganda.
47. Give any two ways Sir Hesketh Bell promoted development in Uganda.
48. Why was Sir Edward Muteesa II exiled to Britain by Sir Andrew Cohen?
49. Name the last colonial governor in Uganda.
50. How did Sir Philip Mitchell promote higher education in Uganda?

TOPIC 8: HOW UGANDA BECAME A NATION.

A nation is a group of people with the same historical background living in the same area under one government

Types of nations

- **Heterogeneous nation.**
- **Monolithic nation.**

Heterogenous nations are nations where people speak different languages and have different cultures.

Such nations find it difficult to have a have national language. This is because they are multi-lingual.

Uganda is a multilingual nation/ Heterogeneous nation.

Uganda has no national language because she has many tribes which speak different languages.

A Monolithic nation is a type of a nation where almost all people speak the same language and have the same cultures eg Rwanda.

COLONIAL AGREEMENTS WHICH WERE SIGNED TO MAKE UGANDA A NATION

- **The 1894 protectorate treaty.**
- **The 1900 Buganda Agreement.**
- **The 1900 Tooro Agreement.**
- **The 1901 Ankole Agreement.**
- **The Bunyoro Agreement of 1933.**

(i) The 1894 Protectorate treaty

- **It was the first colonial agreement to be signed in Uganda.**
- **It was signed between kabaka Mwanga and Sir Gerald Portal.**
- **It was known as the protectorate treaty because the British agreed to protectorate Buganda and the entire Uganda from other colonial powers.**

(ii) The 1900 Buganda Agreement

- **The 1900 Buganda Agreement was signed between Buganda kingdom and the British protectorate government**
- **It was signed to strengthen British Authority over Buganda kingdom**
- **By the time this agreement was signed, Kabaka Daudi Chwa II was the king but was still an infant**
- **By the time of the Buganda Agreement, Kabaka Mwanga had been exiled by the British to Seychelles island in Indian ocean.**

Signatories of the 1900 Buganda agreement.

- **Sir Harry Johnston (on behalf of the British Protectorate government).**
- **Sir Apollo Kaggwa (on behalf of Buganda kingdom).**

Note:

- ✓ ***Kabaka Mwanga*** *was unable to sign the 1900 Buganda agreement because he was in exile*
- ✓ ***Kabaka Daudi Chwa II*** *was unable to sign the 1900 Buganda agreement because he was still an infant/ young*
- ✓ *Kabaka Daudi Chwa ruled Buganda with the help of the regents.*
- ✓ ***A Regent*** *is a person who is appointed to rule on behalf of an infant king.*

Regents of Kabaka Daudi Chwa.

- *Sir Apollo Kaggwa*
- *Stanslas Mugwanya*
- *Zakaria Kisingiri*

Terms of the 1900 Buganda Agreement

- **Land**
- **Governance**
- **Taxation**

Recommendations of the 1900 Buganda Agreement.

- **Gun and hut taxes were to be introduced.**
- **Buganda land was to be divided into crown land and mailo land.**
- **Kabaka's powers were to be reduced and added to the lukiiko.**
- **Kabaka's title of His Majesty was to be changed to His Highness.**
- **Buganda kingdom was to be enlarged and divided into 20 counties.**
- **The number of members on the Lukiiko was to be increased.**

Note:

- ✓ ***Mailo land*** *was given to the kabaka and his chiefs while* ***crown land*** *was given to the British protectorate government.*
  Why the British colonialists had to be given the crown land.
- ✓ *To get land for building schools, hospitals, churches, administrative offices etc.*

Effects of the 1900 Buganda Agreement

- **Gun and hut taxes were introduced**
- **Buganda land was divided into crown land and mailo land**
- **Kabaka's powers were reduced and given to the lukiiko**
- **Kabaka's title of His Majesty was changed to His Highness**
- **Buganda kingdom was enlarged and divided into 20 counties**
- **The number of members on the Lukiiko was increased.**

(iii) Tooro Agreement of 1900

- **The Agreement was signed between omukama Kasagama of Tooro and Sir Gerald Portal on behalf of the British.**
- **This Agreement made Tooro a British protectorate.**
- **The agreement led to the introduction of hut and gun taxes in Tooro land**

Effects of the 1900 Tooro Agreement.

- **Hut and gun taxes were introduced.**
- **Crown land was set aside and become part of the British government.**
- **Tooro became part of Buganda protectorate.**
- **Tooro was officially separated from Bunyoro.**
- **Omukama was recognised as the traditional ruler of Tooro.**
- **Tooro boundaries were defined and demarcated.**

(iv) Bunyoro Agreement of 1933

- **It was signed between Sir Bernard Henry Bourdillon on behalf of the British protectorate government and Omukama Tito Gafabusa Winyi II.**
- **It was signed to strengthen British rule in Bunyoro region.**

(v) The 1901 Ankole Agreement

- **It was signed between Omugabe Kahaya of Ankole and Sir Fredrick Jackson on behalf of the British**
- **In this agreement, hut and gun taxes were introduced.**
- **The counties of Igara, Kajara, Bahweju, and Bunyaruguru were taken away from Bunyoro and added to Ankole**

Effects of the 1901 Ankole Agreement

- **Ankole kingdom was enlarged. eg Buhweju, Igara, Kajara and Bunyaruguru were added to it.**
- **Hut and gun taxes were introduced.**
- **Ankole became part of Uganda protectorate**

EVOLUTION OF UGANDA'S BOUNDARIES

During the fixing of Uganda's boundaries, some parts/ places of other countries were added to Uganda and others were taken away from Uganda.

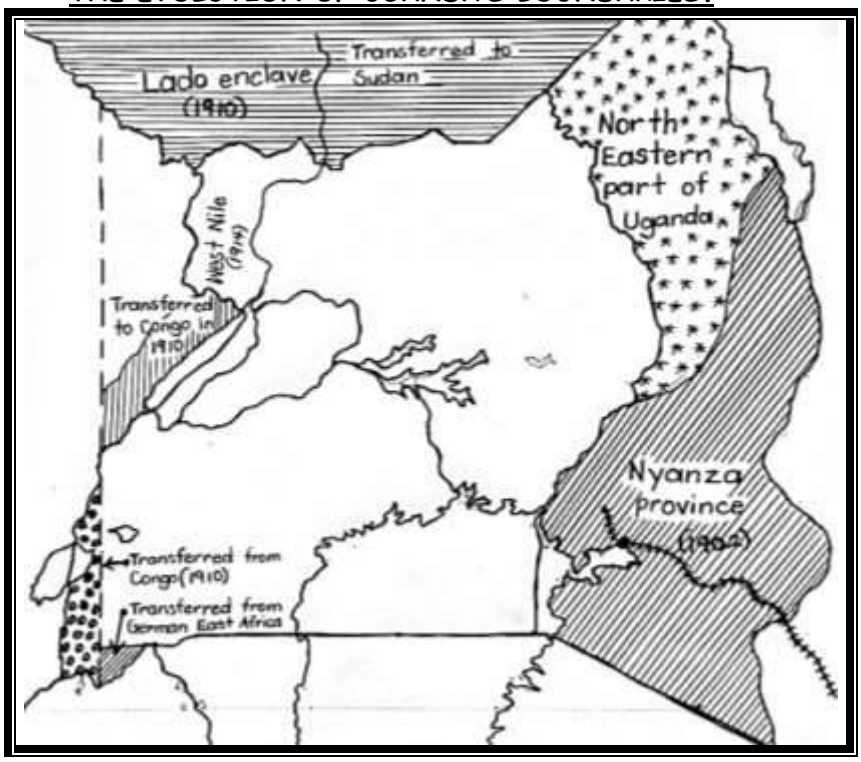
At one time, Uganda extended from the Western rift valley to the Eastern rift valley.

The area became a British protectorate in 1894.

The modern boundaries of Uganda took shape through changes that ran from 1890 to 1926.

The name of Uganda was derived from the ancient kingdom of Buganda.

THE EVOLUTION OF UGANDA'S BOUNDARIES.



Nyanza province:

- **It was transferred from Uganda to Kenya in 1902**
- **It was transferred to bring the Uganda railway under one administration**
- **The British wanted to put the Nandi and the Masai under one government to be controlled easily.**

West Nile

- **It was transferred from Belgian Congo (D.R.C) to Uganda in 1914.**
- **The British wanted to have full control over the flow of River Nile.**

Lado enclave

- **It was transferred to South Sudan in 1910**
- **It was transferred to separate the Sudanese from the Acholi in order to control resistance against colonial rule.**

The North Eastern part of Uganda

- **It was transferred from Uganda to Kenya in 1914.**
- **It was transferred to separate the Karimojongs from the Turkana in order to control cattle rustling.**

The Western part of Uganda.

- **The area near Lake Albert was transferred to Belgian Congo in 1910 while the area near lake Edward was given to Uganda.**
- **The area near lake Edward was transferred to Uganda in 1910.**

Note:- *They wanted to use the Western rift valley to create a natural boundary between Uganda and Democratic Republic of Congo.*

Examples of physical features that were used when fixing of Uganda's boundaries

- **Lakes Albert and Edward and the Western Riftvalley along the border of Uganda and DRC.**
- **River Semliki along the border of Uganda and DRC.**
- **River Kagera along the border of Uganda and Tanzania.**
- **Mountain Elgon along the border of uganda and Kenya.**

Note:- *These features are used because they are permanently fixed.*

Effects of the fixing of Uganda's boundaries.

- **Some people lost their historical origin.**
- **Some natives were separated from their relatives.**
- **Some tribes and communities were split up/ separated. eg. The Sabiny are found in both Uganda and Kenya.**
- **The fixing of boundaries helped to give Uganda a name,shape and size.**

COLONIAL ADMINISTRATIVE SYSTEMS USED BY THE BRITISH IN UGANDA

The colonialists mainly used two methods to rule the natives.

These were;

- **Direct rule**
- **Indirect rule**

i) DIRECT RULE

This was the system of administration where the colonialists ruled the natives directly by themselves.

For example; by the German colonialists in Tanganyika.

Reasons why Direct rule was used.

- **The colonialists wanted to promote their culture.**
- **They wanted to show their superiority over the Africans.**
- **They wanted to exploit resources of their countries of control.**

Effects of Direct rule

a) On the Africans

- **Local leaders lost their powers.**
- **It led to over exploitation of Africa's resources.**
- **It limited the provision of social services.**
- **It was harsh and oppressive to the natives.**

b) On the Colonialists.

- **It increased rebellions against colonial rule.**
- **It increased colonial expenditure.**
- **It promoted hatred towards the colonialists.**
- **It made it very difficult for some colonial policies to be implemented.**

ii) **INDIRECT RULE.**

This was the system of administration where local leaders were used to rule the natives on behalf of the colonialists.

Indirect rule was introduced in Uganda by Capt.Frederick Lugard.

Local leaders encouraged and supervised the growing of cash crops and collected taxes on behalf of the colonialists.

This system of administration was mainly used by the British in Uganda.

Reasons why the colonialists used Indirect rule.

- To control rebellions against colonial rule.
- It was cheap in terms of paying local leaders.
- They wanted to increase manpower for the colonialists.
- They wanted to ease communication with their subjects.

Advantages of Indirect rule.

a) **To the Africans.**

- Local leaders learnt new methods of administration.
- It preserved the cultural practices of the natives.
- Kingdoms and chiefdoms were retained.

b) **To the Colonialists.**

- It was cheap to pay local leaders.
- It reduced rebellions against colonial rule.
- It made communication between the natives and the colonialists easy.

Disadvantages of Indirect rule.

- The natives hated their local leaders.
- It caused divisions among the natives.
- Native leaders were used as puppets by the colonialists.

EFFECTS OF COLONIAL RULE

(a) **Economic effects of colonial rule in Uganda.**

Positive effects

- Roads were constructed.
- Schools were built.
- Cash crops were introduced in Uganda.
- Processed goods were introduced
- Hospitals were built in Uganda.
- Good means of transport were introduced.
- Office jobs were started.
- It led to introduction of taxes.

Negative effects.

- Local technology was undermined
- Some natives lost their land.
- It led to over exploitation of resources

(b) **Social effects of colonial rule in Uganda.**

Positive effects

- Modern clothes were introduced
- Modern styles of building were started.
- English as a new language was introduced.
- Formal education was introduced.
- Modern drugs were introduced in Uganda.
- Modern domestic facilities were introduced.

Negative effects

- Christianity undermined traditional African religions.
- Africans were not respected.
- It led to segregation of people
- The natives were denied from their rights.

(c) **Political effects colonial rule in Uganda.**

Positive effects

- Modern systems of administration were introduced.

- **Native leaders learnt leadership skills.**
- **It led to introduction of modern laws.**
- **Formation of Uganda as a nation.**

<u>Negative effects.</u>

- **It led to loss of independence by the natives.**
- **It led to introduction of foreign unfriendly laws.**
- **Native leaders lost their powers.**

Note:- *The colonial government in Uganda had its capital at* ***Entebbe.***



Testing Exercise.

1. **What is a Nation?**
2. **Mention the types of nations.**
3. **Why does Uganda have no unifying national language?**
4. **mention any three treaties that were signed to put different parts of Uganda under colonial rule.**
5. **mention the three regents of Kabaka Daudi Chwa.**
6. **Why was kabaka Daudi Chwa unable to sign the 1900 Buganda agreement?**
7. **Why was kabaka Mwanga not able to sign the Buganda agreement of 1900?**
8. **Who signed the 1900 Buganda agreement on behalf of;**
   (i) Buganda kingdom?
   (ii) The British protectorate government?
9. **Mention the three main terms of the 1900 Buganda agreement.**
10. **State any three effects of the 1900 Buganda agreement.**
11. **Mention the two forms of taxes that were introduced in Uganda during colonial rule.**
12. **Name the special land that was given to the British protectorate during the signing of the 1900 Tooro agreement.**
13. **Give one way Semei Kakungulu was helpful to the British colonialists in Uganda.**
14. **Name the main physical feature that was used by the colonialists to create a boundary between Uganda and Democratic Republic of Congo.**
15. **Apart from the above feature, mention any three other physical features that form a natural boundary between Uganda and DRC.**
16. **Why was the West Nile transferred to Uganda by the British colonialists?**
17. **Give one reason why the Nyanza province was transferred from Uganda to Kenya during the evolution of Uganda's boundaries.**
18. **Why was the Lado enclave transferred from Uganda to Sudan when fixing Uganda's boundaries?**
19. **State any two ways the evolution of Uganda's boundaries affected the people of Uganda.**
20. **Name the country to which the West Nile belonged before it was transferred to Uganda.**
21. **Mention two methods of administration the British used in Uganda.**
22. **Which method of administration did the British use in most parts of Uganda?**
23. **Give the meaning of "Indirect rule" as used during colonial rule.**
24. **Give any two ways indirect rule was practised in Uganda.**
25. **State any two reasons why the British colonialists chose to indirect rule in Uganda.**
26. **Give any two ays the British benefited from using Indirect rule.**
27. **Where were the administrative offices established in Uganda during colonial rule?**
28. **Give any three positive effects of the colonialists in Uganda.**
29. **Which type of education was introduced by the British colonialists in Uganda?**
30. **State any three political contributions of the British colonialists in Uganda.**

TOPIC 9: THE ROAD TO INDEPENDENCE IN UGANDA.

Independence is the state of being free from social, political and economic oppression.

National independence is the state when a country is free from control of another country.

Characteristics of colonial rule.

- **Foreign laws were introduced. eg.registration of births and deaths, provision of free forced labour, payment of 3 rupees per hut and 10 shillings from each owner of a gun annually.**
- **There was forced labour (compulsory labour)**
- **Changes were made in the colonial economy**
- **There was segregation of people.**
- **Introduction of heavy taxes.Hut and gun taxes were introduced during colonial rule.**
- **Introduction of cash crops.eg cotton.**
- **Introduction of foreign languages.**

Why the colonialists introduced the growing of cash crops.

- **They wanted to get raw materials for their home industries**
- **They wanted the natives to get money for paying tax.**

Why people failed to pay taxes that were introduced during colonial rule.

- **Some people did not have reliable sources of income.**
- **The taxes were so high.**

Ways Ugandans were mistreated during colonial rule.

- **They were subjected to compulsory work**
- **They were over taxed.**
- **They were segregated.**
- **They were underpaid.**
- **They were imprisoned without court trial**
- **Some people were displaced from their land.**

How the Ugandan natives reacted to the colonial legal systems of administration.

- **They staged rebellions.**
- **They staged riots.**
- **They formed demonstrations.**
- **They formed associations.**

Note:

- ✓ *Ignatius Kangave Musaazi formed the **Uganda Farmers' Association** in 1946 to demand for better prices of cash crops, and also to allow the Ugandans process and export their own cash crops.*
- ✓ *Bataka party led by James Miti staged riots in Buganda in 1946.*

  Why the Bataka party and the Farmers' Union staged riots in 1949.
  - *They wanted the foreign laws to favour all people.*
  - *They wanted to restore the powers of the kabaka.*
  - *They wanted power to choose their own government in Buganda.*
  - *To demand for better cotton prices.*
  - *They wanted to export their own cash crops.*
  - *They wanted land to be returned to the clan leaders.*

REACTION TO COLONIAL RULE IN UGANDA

Ways Ugandans reacted towards the colonial rule.

- **Some people of Uganda collaborated with the colonialists eg.Apollo Kaggwa, Semei Kakungulu, Nuwa Mbaguta etc.**

- ❖ **Others resisted against colonial rule.eg. Kabaka Mwanga, Omukama Kabalega, Chief Awich etc.**

COLONIAL COLLABORATORS IN UGANDA.

This refers to the peaceful ways through which the individuals cooperated with the British.

Collaborators were the Ugandan natives who helped the colonialists in establishing their rule in different parts of Uganda.

Reasons why some Ugandan natives collaborated with the colonialists.

- ❖ **They wanted to get favour from the colonialists.**
- ❖ **Kings and chiefs wanted to get military support.**
- ❖ **Some wanted to enrich themselves.**
- ❖ **Some feared the military strength of the colonialists.**

Roles played by the collaborators.

- ❖ **They helped in signing colonial agreements.**
- ❖ **They helped in enforcing colonial policies.**
- ❖ **They acted as interpreters for the colonialists.**
- ❖ **They provided information to the colonialists.**

People who collaborated with the British.

- **Semei Kakungulu.**
- **Nuwa Mbaguta.**
- **Sir Apollo Kaggwa.**
- **Omukama Kasagama.**



Semei Kakungulu



Nuwa Mbaguta



Sir Apollo Kaggwa



Omukama Kasagama

SEMEI KAKUNGULU.

Semei Kakungulu brought the Eastern parts of Uganda under colonial rule.

He introduced the Buganda system of administration in Eastern Uganda.

He encouraged cash crop growing in Eastern Uganda. This helped to increase household income of the people of Eastern Uganda.

He encouraged the people of Eastern Uganda to plant trees (Mvule trees).

He constructed roads in Eastern Uganda which helped to ease British administration.

He appointed Buganda agents to become chiefs in Eastern and Northern Uganda.

He helped the British to capture Kabaka Mwanga and Omukama Kabalega in Lango and were exiled to Seychelles islands.

- ➢ ***Note**:-Semei Kakungulu tried to extend British rule in North Eastern Uganda (Karamoja) but he failed. This was because the people in North Eastern Uganda were hostile. The British also never had interest in the dry area of Karamoja since it couldn't favour crop growing.*

Ways Semei kakungulu managed to establish British rule in Eastern Uganda

- ❖ **He built roads in Eastern Uganda**
- ❖ **He built administrative posts in Eastern Uganda**
- ❖ **He signed treaties with the local chiefs**

NUWA MBAGUTA

He was the Prime minister of Ankole.
He extended British rule in Western Uganda
He encouraged the building of feeder roads in Ankole.
He planted trees in Ankole and educated people on their importance.
He fought against illiteracy by supporting the building of schools in Ankole

COLONIAL RESISTERS IN UGANDA.

Resisters were the Ugandan natives who opposed colonial rule.

Ways the Ugandan resisted against colonial rule.

- **Through staging rebellions.**
- **Through forming boycotts.**
- **Through forming riots and demonstrations.**
- **Through forming trade unions.**

Examples of colonial resisters in Uganda.

- **Omukama Kabalega of Bunyoro.**
- **Kabaka Mwanga of Buganda.**
- **Chief Awich of Payera in Acholi.**

Ugandan communities that strongly resisted against colonial rule.

- **Banyoro of Uganda**
- **Acholi of Uganda.**

Causes for the resistance against British colonial rule in Uganda.

- **Colonial rule was harsh and oppressive to the people of Uganda.**
- **Loss of powers by kings and chiefs.**
- **Loss of fertile land by the natives.**
- **Acquisition of military skills from world wars.**
- **Denial of the natives equal representation on the LEGCO.**
- **Imprisonment of the Ugandan nationalists.**

Reasons why resistance against the colonial rule in Uganda was defeated/unsuccessful.

- **The natives had inferior weapons.**
- **Disunity among the people of Uganda.**
- **The natives never had strong standing armies.**
- **The colonialists had better fighting skills.**

REBELLIONS AGAINST BRITISH COLONIAL RULE IN UGANDA.

- **A rebellion is an occasion when people choose to fight those in authority.**
- **It is a violent act staged by many people in a country against unlawful acts by the government.**
- **Rebellions against colonial rule were led by the African natives who had acquired education and military skills.**

Examples of rebellions staged in Uganda against colonial rule.

- **Nyangire rebellion in Bunyoro**
- **Lamogi rebellion in Acholi**
- **Mwanga's rebellion in Buganda**
- **The Sudanese mutiny**

NYANGIRE REBELLION (1907)

Nyangire means I have refused

It was staged by the Banyoro and led by Omukama Kabalega

The main cause was "The Banyoro never wanted to be ruled by the Baganda chiefs who were the agents of the British.

These Baganda chiefs were collaborating with the British.

Note:

- ✓ *On 9th April,1899, Kabalega was captured by the British together Mwanga of Buganda.*
- ✓ *Both of them were exiled to* ***Seychelles islands.***
- ✓ *Kabalega spent 24 years in exile. He was given permission to return to Bunyoro in 1923 but died in Jinja on April 6th, 1923.*
- ✓ *Mwanga died from exile in 1903.*

THE LAMOGI REBELLION

It was staged between 1911-1912 by the people of the Acholi against the British

It was led by chief Awich of Payera in Acholi land.

The main cause was forced gun registration policy by the British.

The British wanted the people of Acholi to register their guns and pay taxes for them.

It was a tactical way of disarming the Acholi.

The Acholi were later defeated and disarmed.

THE SUDANESE MUTINY

A mutiny is a rebellion staged by members of an armed force against their officers.

The Sudanese Mutiny was staged in 1897-1878 by the Sudanese soldiers against the British.

These soldiers were stationed at Eldama Ravine in the present day Kenya complained of little pay and delayed salaries.

They marched towards Kampala, killing and looting as they went.

The rebellion came to end with the help of Sir Apollo Kaggwa.

Why the Sudanese soldiers staged a mutiny.

- ❖ **They were underpaid.**
- ❖ **They were underfed.**
- ❖ **They were tired of fighting.**
- ❖ **They wanted their living conditions to be improved.**

Effects of rebellions against colonial rule in Uganda.

- ❖ **They led to death of people.**
- ❖ **They led to displacement of people.**
- ❖ **They led to destruction of property.**
- ❖ **Some traditional leaders were exiled.**
- ❖ **They brought suffering and misery to the natives.**
- ❖ **They promoted African nationalism.**
- ❖ **They helped to protect the natives from oppression.**

THE FORMATION OF THE LEGISLATIVE COUNCIL (LEGCO) IN UGANDA

LEGCO was a law making body during colonial rule.

LEGCO served as the parliament during the colonial times.

LEGCO was formed in 1921 during the time when <u>Sir Robert Corydon</u> was the British governor in Uganda.

The idea of forming LEGCO came from European businessmen and farmers living in Uganda

<u>Reasons for the formation of LEGCO</u>

- **To make laws.**
- **To advise the colonial government.**
- **To get information from various regions of Uganda.**

Note:

- ✓ *Ugandans had no representative on the LEGCO until 1945.*
- ✓ *When **Sir John Hathorn Hall** the British governor by the time the first Ugandan natives were nominated on the LEGCO.*
- ✓ *The natives were not happy with the LEGCO in 1921 because they were not represented on the LEGCO at all.*
- ✓ *The LEGCO used to set laws as the parliament of today does.*

<u>The first three Ugandans to be nominated on the LEGCO (in 1945)</u>

- **Kawalya Kaggwa from Buganda representing the Central region**
- **Yekonia Zirabamuzaale from Busoga representing the Eastern region**
- **Petero Nyangabyaki Akiiki from Bunyoro representing the Eastern Uganda.**

Note:*-In 1946, **Yekosofati Innyon** was nominated to represent the Northern region on the LEGCO in Uganda.*

<u>Ways LEGCO helped Ugandans to demand for independence.</u>

- **It gave the natives courage to air out their complaints.**
- **Native members on LEGCO encouraged their members to form associations.**
- **It encouraged the natives to demand for self rule.**
- **It laid a strong foundation for native leadership.**

Note:

- ✓ ***John V. Wild** was appointed as the chairperson of the **Wild Constitutional Committee** which was formed to find means of making members on the LEGCO directly elected by people.*
- ✓ *The committee was formed by **Sir Fredrick Crawford** in 1956.*
- ✓ *The committee recommended that there should be direct elections in all parts of the country based on a voters' register.*
- ✓ *It also recommended that the LEGCO would be called the **National assembly.***
- ✓ *The first elections were held in 1958.*
- ✓ ***Pumla Kisosonkole** became the first Ugandan woman on the LEGCO in 1957.*

<u>Role played by the LEGCO towards Uganda's independence.</u>

- ✓ *It gave Ugandans a chance to discuss matters that affected them.*
- ✓ *It was a platform for the Ugandans to demand for their independence from the colonialists.*

THE STRUGGLE FOR INDEPENDENCE IN UGANDA.

The struggle for independence in Uganda was in two forms.

These were;

i) Peaceful struggle.

ii) Armed struggle.

Peaceful struggle is when people of Uganda used non-violent means to demand for independence.

It was mainly used in Uganda.

Methods used by the people of Uganda to demand for independence.

-Formation of political parties.

-Formation of boycotts.

-Through forming trade unions. These mobilised people to demonstrate or even boycott buying European goods.

-Through peaceful demonstrations.

-Through open rallies.

Note:

- ***Armed struggle*** *is when the Africans used violent means/ fire arms to demand for their independence.*
- *It was mainly used by the natives of Kenya.*

FORMATION OF POLITICAL PARTIES IN UGANDA

A political party is an organisation comprising of people with the same political ideologies and goals.

Political parties were mainly formed in 1950s to demand for Uganda's independence.

Political parties united people in their struggle for independence.

Why political parties were formed during colonial rule.

- **To unite people in their struggle for independence.**
- **To deal with common problems affecting people.**
- **To protest harsh government laws and policies.**
- **To advise the government.**

Examples of political parties that were formed in Uganda before independence

- **Uganda National Congress (UNC)**
- **Uganda People's Congress (UPC)**
- **Democratic Party (DP)**
- **Kabaka Yekka (KY)**
- **United Congress Party (UCP)**

(i) The Uganda National Congress (UNC)

It was the first political party to be formed in Uganda

It was formed by Ignatius Kangave Musaazi and Abu-baker Kakyama Mayanja in 1952



Ignatius Kangave Musaazi

Objectives of UNC

- **To struggle for Uganda's independence**
- **To unite all Ugandans for a common goal.**
- **To promote democracy in Uganda**
- **To promote the economy in the interests of Uganda.**

Challenges faced by UNC

- **It faced a strong opposition from the Lukiiko**
- **Internal problems by party leaders.**

(ii) United Congress Party.

- **It was led by David Lubega.**
- **It support traditional rulers and supported a federal system of government.**

(iii)Uganda People's Union (UPU)

- **It was formed in 1959 by the members of the LEGCO representing various districts outside Buganda.**
- **It was led by Wilberforce Nadiope.**

(iv) Democratic Party (DP).

It was formed by Joseph Kasolo in 1954.
Joseph Kasolo was the first leader of DP and later was replaced by Matayo Mugwanya in 1956.
Matayo Mugwanya was replaced by Benedicto Kiwanuka in 1958.
DP was mainly for Catholics.
In 1961, General elections were held and DP won the elections followed by UPC.
This made Benedicto Kiwanuka who was the leader of DP by then become the first Chief Minister of Uganda.



Benedicto Kiwanuka

Reasons for the formation on DP.

- **To demand for Uganda's independence.**
- **To protect the rights of the Catholics mainly in the government.**

Uganda People's Congress (UPC)

- **It was formed on March 10th 1960 and Dr. Milton Obote was chosen to be its leader.**
- **UPC was formed by splinter members of UNC and UPU.**
- **It made an alliance with Kabaka Yekka party and won the 1962 general elections leading Uganda to independence.**
- **Its main objective was to lead Uganda to independence.**



Dr. Apollo Milton Obote

Kabaka Yekka (KY).

- **It was formed by Simeon Masembe and Augustine Kamya who were the members of Buganda Lukiiko.**

Objectives of Kabaka Yekka.

- **To defend the Kabaka and his Kingdom.**
- **To promote the interests of Buganda and the Kabaka in the politics of Uganda.**

Note:

- ✓ ***KY*** *made an alliance with* ***UPC*** *which gave UPC more strength to win* ***DP*** *in the 1962 general elections.*
- ✓ ***An Alliance*** *refers to uniting of people, states or parties to achieve a common goal.*

Current political parties in Uganda.

- **National Resistance Movement (NRM).**
- **Democratic Party (DP).**
- **Forum for Democratic Change (FDC).**
- **Uganda People's Congress (UPC).**
- **Conservative Party (CP).**

- **People's Progressive Party (PPP)**
- **People's Development Party (PDP)**

INFLUENCE OF WORLD WARS ON UGANDA'S INDEPENDENCE.

The First World War (World War I)

- ✓ **At the beginning of the 20th century, Germany under Kaiser William II had the ambition to conquer and control the whole world.**
- ✓ **France, Russia and Britain prepared to defend themselves.**
- ✓ **On 28th June, 1914, Franz Ferdinand, the crown prince of Austria and his wife Sophie, were killed by a Serbian student called Gavrilo Principe in Serbia.**
- ✓ **Austria, an ally to Germany declared a war on Serbia.**
- ✓ **Russia and France prepared to fight alongside Serbia and in return, Germany declared a war on both Russia and France.**
- ✓ **Britain also decided to side with Russia and France.**
- ✓ **The war lasted from 1914-1918 and Germany was eventually defeated.**

Note;

- ➢ *European countries formed the **League of Nations** in 1919 to prevent outbreak of the Second World War.*
- ➢ *The League of Nations took away all colonies that belonged to Germany as a punishment that was given to Germany for causing the First World War.*

The Second World War (World War II).

- ✓ **Adolf Hitler became the leader of Germany in 1933 and formed a party of the Nazis (his supporters).**
- ✓ **Hitler's aim was to make Germany regain her former glory.**
- ✓ **Hitler allied with Mussolini of Italy whose supporters were called the Facists.**
- ✓ **On 1st September, 1939, Hitler attacked Poland.**
- ✓ **On 28th June, 1941, Britain and France declared a war on Germany and Italy.**
- ✓ **The war lasted for 6 years and ended in 1945 causing death to millions of people, destruction of property and displacement of people.**
- ✓ **Ugandans were involved in the war because their colonial masters took men to work as soldiers and porters in the war zones.**
  - ➢ **Note:-*The United Nations*** *(UN) was formed in 1945 to create everlasting peace in the world.*

Effects of World wars on the people of Uganda.

- ❖ **It led to death of people.**
- ❖ **It led to poverty among the people of Uganda.**
- ❖ **The prices of cash crops (cotton and coffee) reduced.**
- ❖ **It sped up the independence process in Uganda.**

Influence of World wars on Uganda's independence.

- ❖ **Ugandans who went to fight (war veterans) learnt military skills.**
- ❖ **Ugandans who went to fight got the courage of fighting for their freedom.**
- ❖ **Ugandans learnt that whites could be fought and defeated.**

Note:

- ✓ ***Nationalism*** *is the feeling of love for and pride in one's country.*
- ✓ ***A nationalist*** *is a person who has strong feeling of love for his / her country.*
- ✓ ***Patriotism*** *is the feeling of love for one's country and willingness to defend it.*
- ✓ *Famous nationalists in Uganda included; Dr.Apollo Milton Obote, Benedicto Kiwanuka, Sir Edward Muteesa II etc.*

- ✓ *Nationalists led the struggle for independence in Uganda.*

Reasons why the Ugandan natives demanded for independence.

a) Economic reasons.

- ❖ **They wanted to regain their lost land.**
- ❖ **They wanted to be free from unfair colonial policies.like paying heavy taxes.**
- ❖ **They wanted to have control over their natural resources.**

b) Political reasons.

- ❖ **They wanted to participate in choosing their own leaders.**
- ❖ **Traditional leaders wanted to regain their lost powers.**
- ❖ **They wanted to have equal representations on the Legislative council (LEGCO).**

c) Social reasons

- ❖ **They wanted to end racial segregation by the Whites.**
- ❖ **They wanted to revive African culture.**
- ❖ **They wanted to be free from forced labour.**
- ❖ **They wanted to have their rights respected by the Whites.**

Problems the people of Uganda faced during their struggle for independence.

- ❖ **Some of them were imprisoned.**
- ❖ **Some of them were murdered.**
- ❖ **Some had their movements restricted to particular places.**
- ❖ **Disunity among all people in Uganda.**
- ❖ **Some of them were sent into exile. For example -Sir Edward Muteesa II who was exiled to Britain in 1953 by Sir Andrew Cohen.**

UGANDA GAINS HER INDEPENDENCE.

The 1961 General elections.

- ➢ **Democratic Party (DP), Uganda People's Congress (UPC) and Uganda National Congress (UNC) took part in these elections.**
- ➢ **DP won with 43 seats in the National Assembly, followed by UPC with 35 while UNC got only 1 seat.**
- ➢ **Benedicto Kiwanuka became the first chief minister and leader of government business because his party won the1961 general elections.**

The 1961 London conference at Lancaster house.

The Conference was started on 18 September 1961 and concluded on 9 October.

The Lancaster house conference was held in London to plan for Uganda's independence and agree on the constitution of Uganda.

The conference was attended by colonial administrators led by Sir Frederick Crawford, officials from Buganda, Bunyoro and other members from UPC, DP and others.

The recommendations of the conference resulted in the Buganda Agreement of 1961, replacing the Namirembe Agreement of 1955, as well as the first Ugandan Constitution.

Recommendations of the 1961 London conference.

- **Prime minister was the title to be given to the head of government in uganda.**
- **Traditional rulers would retain their positions and privileges.**
- **The lost counties of Bunyoro were to be settled by a referendum.**
- **General elections would be held before Uganda becomes independent.**

The 1962 General elections.

General elections were held in Uganda on 25 April 1962 in preparation for independence on 9 October.

However, elections were not held in all parts of the country, with the Parliament of Buganda nominating 21 members (all of whom belonged to the Kabaka Yekka party) to the national parliament.

The result was a victory for the Uganda People's Congress which made an alliance with KY won 37 of the 82 seats.

UPC led Uganda to independence.

Results of the 1962 general elections.

Political Party	*Votes*	*Percentage*	*Number of seats*	*Difference (in relation to 1961 elections)*
❖ ***Ugandan People's Congress***	***545,324***	***51.8%***	***37***	***+2***
❖ ***Democratic Party***	***484,324***	***46.1%***	***24***	***−19***
❖ ***Uganda National Congress***	***2,565***	***0.2%***	***0***	***−1***
❖ ***Bataga Party of Busoga***	***2,375***	***0.2%***	***0***	***New***
❖ ***Uganda National Union***	***39***	***0.0%***	***0***	***New***
❖ ***Independents***	***17,308***	***1.6%***	***0***	***−2***
❖ ***Kabaka Yekka***	**–**	**–**	***21***	***New***
Total	**1,052,544**	**100%**	**82**	**0**
Registered voters/turnout	**1,553,233**	**67.7%**	**–**	**–**

Note:

- ✓ *On **9th October,1962**, Uganda was granted independence by **Sir Walter Coutts** who was a British governor of Uganda by then.*
- ✓ ***Obote** became the first executive prime minister of Uganda.*
- ✓ ***Sir Edward Muteesa II** was the first non-executive president of Uganda.*
- ✓ *The national celebration of Uganda's independence took place at Kololo Heroes' ground.*
- ✓ *The British flag (Union jack) was lowered as the British anthem (God save the Queen) was being played, and the Uganda national flag was raised for its first time as the Uganda national anthem was being played.*
- ✓ *The Uganda national flag was raised for its first time by **Maj. Akorimo Kanuti.***
- ✓ *Dr.Apollo Milton Obote received the **instruments of power** from **Prince Edward George Nicholas the Duke of Kent** who had represented the Queen of England. These included the national constitution, national flag, a dummy key to state house and the national coat of arms.*

- ✓ ***Self government*** *is when the citizens of a country are in charge of the central government administration but under protection of another powerful country.*
- ✓ *Uganda gained self government in 1962.*
- ✓ *The leader of Uganda after independence was called* ***Executive Prime Minister****.*



Testing Exercise.

1. **Give the meaning of the term Independence.**
2. **State any three characterictics of colonial administrative systems.**
3. **Give two ways the people of Uganda reacted towards colonial rule.**
4. **Why did the British colonialists encourage toe people of Uganda to grow cash crops?**
5. **State any two ways the people of Uganda were mistreated during colonial rule.**
6. **Name any two colonial resisters in Uganda.**
7. **Mention any two tribes in Uganda whose leaders resisted against colonial rule.**
8. **Give any two reasons why resistance against the colonialists in Uganda was unsuccessful.**
9. **State any two reasons why the people of Uganda resisted against colonial rule.**
10. **Mention any rebellions that were staged against the British rule in Uganda.**
11. **Give any two ways the above rebellions affected the people of Uganda.**
12. **State the major cause of the Lamogi rebellion in Northern Uganda.**
13. **Why is Seychelles Islands historically remembered in Buganda and Bunyoro?**
14. **Write LEGCO in full**
15. **State any two reasons for the formation of the LEGCO in Uganda.**
16. **Name the British governor of Uganda who formed the first LEGCO in 1921.**
17. **Why were the Ugandan natives unhappy with the LEGCO before 1945?**
18. **Mention the Ugandan natives who were nominated on the LEGCO in 1945 to represent the following regions of Uganda.**
    - **(i) Central region.**
    - **(ii) Western region.**
    - **(iii) Eastern region**
19. **How did the first Ugandan natives join the LEGCO?**
20. **Give one way the LEGCO helped the people of Uganda to demand for their independence.**
21. **Mention any three methods the Ugandan natives used to demand for their independence.**
22. **What is a Political party?**
23. **Mention any three political parties that were formed in Uganda before independence.**
24. **State the main reason for the formation of political parties in Uganda in 1950s.**
25. **Give one way political parties helped to demand for Uganda's independence.**
26. **Why is Ignatius Kangave Musaazi considered to be a national heroe in Uganda?**
27. **Name the first political party to be formed in Uganda.**
28. **Which political party led Uganda to injdependence?**
29. **Who was the first Chief minister of Uganda?**
30. **How was UPC able to win the 1962 general elections?**
31. **Why did Benedicto Kiwanuka fail to become the first chief minister of Uganda?**
32. **Give one way world war II speeded up the independence process in Uganda.**
33. **Give the meaning of the term Nationalism.**
34. **Name any three famous nationalists during the struggle for independence in Uganda.**
35. **Give any four reasons why the Ugandan natives demanded for their independence.**

36. **State any three problems the natives in Uganda faced during their struggle for independence.**
37. **What title was given to the head of government in Uganda after independence?**
38. **Name the first executive prime minister of Uganda.**
39. **Mention any three instruments that were given to the prime minister on the day Uganda got her independence.**
40. **What role did Maj.Akorimo Kanuti play on the day Uganda got her independence?**

EXCEL STANDARD SOCIAL STUDIES

PUPIL'S BOOK 5

FIRST EDITION

BY

EXCEL PUBLISHERS

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means of electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

Copyright © Excel publishers



For Excellence in Social Studies

ACKNOWLEDGEMENT

Developing a book of this nature requires a lot of support from colleagues, friends and family. I would like to register my deep-rooted gratitude to the following people for their unlimited assistance offered towards the completion of this book.

All teachers of Social Studies with whom I worked at various levels for their positive advice and criticism.

All authors whose books we used and consulted during our research for some of the materials in this book.

We do sincerely regret any mistakes which may be found anywhere in this book. It is not intended to be part of this book but accidental.

However, any person who does any unauthorised act in relation to this publication without prior written permission from the original authors, may be liable to criminal prosecution and civil claims for damage.

***Author*:** **Kimbugwe Apollo**

Typing: **Kasozi Deo**

Ssevvume Willy

Kamya Imelda

Technical adviser: **Mary Flavia Namulindwa**

Cover design: **Excel Graphics**

Editing: **Excel Publishers Editorial Board**

PREFACE

Excel Standard Social Studies, Pupils' Book Five has been developed basing on the revised Primary Five Social Studies Syllabus as prescribed by the new curriculum of the National Curriculum Development Center (NCDC). The book contains accurate, relevant and current information covering all topics in all terms of the year in their order. It is intended to guide both teachers and learners.

The pupil's book cares for the interests of the learners in terms of simple and concise language used, simplified content to cater for all learners with different abilities and clear illustrations to make learning enjoyable through observation. Key words for each topic have also been included in order to enrich the learner's vocabulary and mastery of concepts.

The topics have well organised, relevant, and easy to understand notes and facts. It is written in a simple language and is well aided with maps and illustrations/diagrams where necessary to ease understanding.

The book is remarkably precise but detailed in content with no fact left hanging. It has been mainly written for Primary Five in a language that is suitable for both rural and urban Pupils. The book can therefore be used with minimum teacher guidance.

The book has inbuilt and continuous assessment activities at the end of topic. These questions are to help the learners to test their understanding of the concepts covered and are to enable the teacher to track progress as coverage goes on. This also makes the book convenient for individual and class learning by the pupils.

The content of the book has been enriched to enable learners get solutions to the three main levels of assessment at primary level that is to say: Knowledge, Comprehension and Application.

The book is intended to provide learners with knowledge, skills and the desired attitudes and values of Social Studies and the Environment that are important to prepare learners for final assessment of the primary level.

The book is written and developed by experienced teachers of Social Studies and Religious Education and we welcome all comments on the publication with an open mind for the improvement in the teaching and learning of Social Studies. Comments and orders can be communicated directly through the following contacts.

TEL: +256 771 623617 and +256 700 770630, KAMPALA.
Email address: apolokimbugwe504@gmail.com

THEME: LIVING TOGETHER IN UGANDA

TABLE OF CONTENTS

TERM ONE

Topic 1: Location of Uganda on the map of East Africa.

Districts and Regions that form Uganda..... ...6
Maps and pictures..... 8
Locating Uganda using the grid reference system..... 12
Uganda's neighbours 16
Uganda as a land locked country..... 17

Topic 2: Physical Features of Uganda.

Introduction to Physical Features 20
Mountains in Uganda..... 20
The Rift Valley..... 26
Plateaus 27
Lakes in Uganda..... 27
Rivers in Uganda 32
The Influence of Physical Features 36

Topic 3: Climate of Uganda.

Weather 40
Climatic Zones of Uganda 42
Factors that Influence the Climate of Uganda 46
The Influence of Climate on Human Activities..... ...49
Farming in Uganda..... 50

Topic 4: Vegetation of Uganda.

Introduction to Vegetation 61
Vegetation Zones of Uganda ..... .62
Vegetation Distribution in Uganda 69
The Influence of Vegetation on Animals ..... .70
Game Parks in Uganda 71
Tourism industry in Uganda 74
Vegetation Conservation 75
Relationship between vegetation and population distribution..... 76

Topic 5: Natural resources of Uganda.

Introduction to natural resources..... 79
Land as a resource..... 79
Water resources 80
Minerals as a resource 82
Animal resources 84
Climate (wind, rainfall, sunshine) as a resource 85
Human resource 86

TERM TWO

Topic 6: The People of Pre-colonial Uganda.

Origin of the People of Uganda 89

Major Ethnic Groups in Uganda..... ..92
Migration of people today 99
Settlement patterns of the people of Uganda.....104
Political, Social and Economic Organisation among The People of Uganda.....105

Topic 7. Foreign Influence in Uganda.

Early Foreign Traders in Uganda 118
European Explorers in Uganda 123
Christian missionaries in Uganda 127
Colonial administrators in Uganda 135

Topic 8. How Uganda became a Nation.

Colonial agreements that were signed in Uganda.....143
Evolution of Uganda's boundaries 145
Colonial administrative systems used in Uganda 146

Topic 9. The Road to independence in Uganda.

Characteristics of colonial rule 149
Colonial resisters in Uganda 150
Formation of the LEGCO in Uganda 151
The struggle for independence in Uganda 152
Formation of political parties in Uganda 153
The influence of world wars on Uganda's independence 154
Uganda gains her independence 156

TERM THREE

Topic 10. Uganda as an independent nation.

Presidents of Uganda since independence.....159
Symbols of an independent nation 162
Democracy in Uganda 166
Elections 167

Topic 11: The Government of Uganda.

Levels of government in Uganda 174
Organs of the government 174
The National constitution 180
Sources of government revenue 182
Budgeting 184
Rights and responsibilities of citizens 187

Topic 12. Population size and Distribution

Introduction to population 194
Population growth 194
Population census 195
Population distribution 196
Population density 199
Effects of HIV/ AIDS on population 201

TOPIC 10: UGANDA AS AN INDEPENDENT NATION.

Independence is the state of being free from social, political and economic oppression.

An independent nation is a country that is free from control of another country. Such a country manages its own affairs.

An independent nation is a country free from colonial rule.

People elect their own leaders and take part in making important decisions about their country.

Characteristics of a nation.

- It has a national leader.
- It has clearly marked boundaries.
- It has national forces like the army.
- It has its own citizens.
- It has national symbols.
- It has control over all its territorial area.

PRESIDENTS OF UGANDA SINCE INDEPENDENCE.

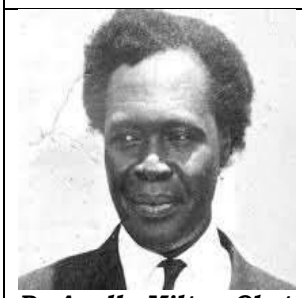
- Sir Edward Muteesa II (9th Oct, 1962 – 2nd March, 1966)
- Dr.Apollo Milton Obote I (2nd March, 1966 – 25th Jan, 1971)
- Idi Amin Dada (25th Jan, 1971 – 11th April, 1979)
- Prof. Yusuf Kironde Lule (11th April, 1979 – 20th June, 1979)
- Godfrey Lukongwa Binaisa (20th June, 1979 – 12th May, 1980)
- Paulo Muwanga (12th May, 1980 – 15th Dec, 1980)
- Dr. Apollo Milton Obote II (17th Dec, 1980-27th July, 1985)
- Gen.Tito Okello Lutwa (27th July, 1985 – 26th Jan, 1986)
- H.E Yoweri Kaguta Museveni (26th Jan, 1986 up to date)



Sir Edward Muteesa II

➢ **From 9th October, 1963-2nd March 1966 (2yrs,144 days)**

- Sir Edward Muteesa II was born on 19 November 1924 and died on 21 November 1969.
- He was the Kabaka of the Kingdom of Buganda in Uganda from 22 November 1939 until his death in 1969.
- He was the thirty-fifth Kabaka of Buganda.
- The foreign press often referred to him as King Freddie, a name rarely used in Uganda.
- He was the first president of Uganda.
- He had no executive powers.(the executive powers were under the prime minister)
- His vice president was Sir Wilberforce Nadiope.
- In 1953, he was exiled to Britain by Sir Andrew Cohen for rejecting the proposed East African federation.
- In 1966, he was exiled to Britain by Apollo M.Obote who attacked his palace. This attack was led by Idi Amin Dada.

	❖ **He died in exile in 1969 and his body was brought back for burial by Idi Amin at Kasubi royal tombs in 1972**
 ***Dr Apollo Milton Obote***	➢ **From 2nd Mar, 1966-25th Jan, 1971 (4yrs,285 days)-Obote I** ➢ **From 17th Dec, 1980-27th July, 1985 (4yrs,222 days)-Obote II** ❖ **He was born in Akokoro village in Apac district in Northern Uganda.** ❖ **Apollo Milton Obote was born on 28 December 1925 and died on 10 October 2005.** ❖ **he was a Ugandan political leader who led Uganda to independence in 1962 from British colonial administration.** ❖ **He was the first Prime Minister of Uganda from 1962 to 1966 and President of Uganda from 1966 to 1971, then again from 1980 to 1985. He was overthrown by Idi Amin in 1971, but regained power in 1980 a year after Amin's 1979 overthrow.** ❖ **He became the first executive president of Uganda.** ❖ **He attacked the Kabaka's palace in 1966 and exiled Kabaka Muteesa II to the Britain. This caused the Kabaka crisis of 1966.** ❖ **He abolished all kingdoms in Uganda.** ❖ **He declared Uganda a republic in 1967.** **Note** ***A Republic*** *is a country that is governed by a president who is elected by the people.* ❖ **He died in exile in Zambia in 2005.**
 ***Idi Amin Dada***	➢ **From 25TH Jan, 1971-11th April, 1979 (8yrs,76 days)** ❖ **He was born in 1925 and died on16 August 2003.** ❖ **He was born to a Kakwa father and a Lugbara mother.** ❖ **He was a Ugandan military officer who served as the President of Uganda from 1971 to 1979** ❖ **He overthrew Obote through a coup.** ❖ **Obote had travelled to Singapore to attend a commonwealth conference.** **Forms of human rights abuse during Amin's regime.** ❖ **He banned all political parties in Uganda.** ❖ **He imprisoned those who opposed him.** ❖ **He killed those who opposed him.eg.Ben Kiwanuka.** ❖ **Other political opponents were kidnapped never to be seen again.** ❖ **He expelled all Asians and the British in 1972 and declared an economic war.** ❖ **He ruled using decrees (unquestionable laws).There was no parliament during his regime.** **Note:** *Amin was overthrown in 1979 when the Ugandans in exile under the Uganda National Liberation Fronf (UNLF) and the Tanzanian People's Defence Forces attacked Uganda.*

 *Prof. Yusuf Kironde Lule*	➢ **From 12th April, 1979-20th Jun, 1979 (68days)** ❖ **He was born on 10 April 1912 and died on 21 January 1985.** ❖ **He was the first president of the UNLF government.** ❖ **The National Consultative Council (NCC) acted as the National assembly.**
 *Godfrey Lukongwa Binaisa*	➢ **From 20th Jun, 1979-12th May, 1980 (327days)** ❖ **He was born on 30 May 1920 and died on 5 August 2010.** ❖ **At his death he was Uganda's only surviving former president.** ❖ **He also ruled for a short time from June 1979- May 1980.** ❖ **He was removed from power and put under house arrest by Paul Muwanga.**
 *Paulo Muwanga*	➢ **From 12th May,1980-15th Dec, 1980 (217days)** ❖ **He was born in 1925 and died on 1 April 1991.** ❖ **Muwanga was the chairman of the Military Commission that had taken over power.** ❖ **He organised the 1980 elections.** ❖ **He appointed Vicent Sekkono as the chairperson of the Electoral Commission.** **<u>Political parties that took part in the 1980 general elections</u>** ▪ **UPC under Dr.Apollo M.Obote.** ▪ **DP under Paul Kawanga Ssemwogerere.** ▪ **Uganda Patriotic Movement(UPM) under Yoweri Museveni.** ▪ **Conservative Party(CP) under Joash Mayanja Nkangi** **Note:**-*The 1980 elections were won by UPC and Obote became the president for the second (2nd) time.*
 *Tito Okello Lutwa*	➢ **From 27th Jul,1985-26th Jan, 1986 (183days)** ❖ **He was born in 1914 and died on 3 June 1996.** ❖ **He took over power from Obote through a military coup on 27th July, 1985.** ❖ **He was overthrown by H.E Yoweri K.Museveni on 26th Jan, 1986.**
 *H.E Yoweri K. Museveni*	➢ **From 26th Jan, 1986 up to date.** ❖ **He was born on 15th September 1944.** ❖ **He started a guerilla war against Obote II's government in 1981.** ❖ **He took over power from Tito Okello on 26th January, 1986 using the National Resistance Army (NRA)** **<u>Reforms under the NRM government.</u>** ▪ **Restoration of kingdoms in 1993.** ▪ **Completion of the 1995 constitution** ▪ **Women enmpowerment.** ▪ **Construction of infrastructure.**

	▪ Promotion of democratic elections. ▪ Introduction of UPE and USE. ▪ Ugandans of Asian origin who had been expelled by Amin Dada were allowed to come back to Uganda.

SYMBOLS OF AN INDEPENDENT NATION.

National symbols are features/items that help one to identify a particular country.

Symbols of an independent nation include;

- National anthem
- National motto
- National currency
- National coat of arms
- National flag.
- National emblem
- National constitution

Symbols of Uganda as a nation.

- The Uganda national flag.
- The Uganda national anthem.
- The Uganda national coat of arms.
- The Uganda national seal.
- The Uganda national constitution.
- The Uganda national emblem.
- The Uganda national currency.

Importance of national symbols.

- ❖ They promote national identity.
- ❖ They show that a country is independent.
- ❖ They promote national unity.
- ❖ They promote the spirit of patriotism.
- ❖ They show the core values of a nation.

THE UGANDA NATIONAL FLAG.



- ❖ The Uganda national flag has three colours ie. black, yellow and red.
- ❖ The flag has a white circle with a crested crane in the middle.
- ❖ The crested crane is standing on one leg meaning to show that Uganda is moving forward in development.
- ❖ The Uganda national flag was designed by Grace Ibingira.
- ❖ The Uganda national flag was first raised on 9th October, 1962, replacing the Union jack.

Meaning of the colours of the Uganda National flag.

(i) Black.
- ➢ Shows that Uganda is a black African country.
- ➢ It represents the dark skinned people of Uganda.

(ii) Yellow.
- ➢ It represents the abundant sunshine received in Uganda.
- ➢ It also represents Uganda's tropical climate.

(iii) Red.
- ➢ It represents the international brotherhood.

(iv) White

- **It stands for the peace enjoyed in Uganda.**

Places where the Uganda national flag can be raised.

- **Schools**
- **Airports**
- **At National radio and TV stations.**
- **Police stations**
- **Embassies and High Commissions.**
- **Hospitals**
- **Government offices**
- **State house**

How to show respect for the Uganda National flag.

- **By standing still when it is being raised or lowered.**
- **It is not wet by either washing or by rainfall.**
- **It is not worn as a clothing.**
- **It does not touch the ground when being lowered.**

Note:

- *The Uganda national flag shows national identity.*
- *The Uganda national flag is flown at half mast to show a national mourning.*

Conditions that can make a government declare a national mourning.

- *Death of a very important person in the government.*
- *When there is a major national calamity.*

THE UGANDA NATIONAL ANTHEM.

1. Oh Uganda! may God uphold thee, We lay our future in thy hand. United, free, For liberty Together we'll always stand. 2. Oh Uganda! the land of freedom. Our love and labour we give, And with neighbours all At our country's call In peace and friendship we'll live. 3. Oh Uganda! the land that feeds us By sun and fertile soil grown. For our own dear land, We'll always stand: The Pearl of Africa's Crown.	➢ **"Oh Uganda,land of beauty" is the country's official song. It was composed by George Wilberforce Kakoma.** ➢ **George W.Kakoma was assisted by Peter G.Wingard.** ➢ **It was first officially sung on independence day on 9th October 1962 by Makerere college school choir, conducted by a student Catherine Mwandha.** ➢ **The Uganda national anthem is sung and played during official functions.It symbolises the country's principles, hopes and goals.** ➢ **The Uganda national anthem has three stanzas . All the three stanzas are sung to open and close official and important functions.** ***NOTE:*** ✓ *If there are other anthems or prayers during a function, the national anthem is sung first, followed by other anthems and then a prayer. At the end of the function, other anthems are sung first and the national anthem is sung last to close the function.*	

Occasions where Uganda national anthem is sung

- **On school assemblies**
- **During parliamentary sessions.**
- **Opening of sports activities.**
- **Opening of school debates.**
- **At official ceremonies**
- **Start of public functions.**

Importance of the Uganda national anthem.

- **It promotes national unity.**
- **It promotes nationalism and patriotism.**
- **It is a national prayer for Uganda.**
- **It promotes the fear of God amongst Ugandans.**

Respect for the Uganda national anthem.

- **When singing the national anthem, people must stand up at attention to show respect to the nation.**
- **When one is unable to stand up, he/she should raise up the right hand.**

THE UGANDA COAT OF ARMS.



- *Uganda coat of arms is composed of a shield and two spears on a green hill with the Uganda kob on the left and the crested crane on the right. It is designed using symbols that summarise important ideas and things Uganda holds .*
- *It is found on official documents, the national currency, parliament, the government seal and the president's official car.*
- *It is also hung in government institutions like courts and offices to symbolise power and authority.*
- *The Uganda coat of arms was designed by* ***Paul Mukasa.***
- *The Uganda coat of arms acts as a public seal of Uganda.*
- *The public seal is used to signify the official nature of government documents that bear its stamp.*

Features found on the Uganda coat of arms.

- **The Uganda Kob.**
- **The crested crane.**
- **The sun.**
- **The drum.**
- **The shield and spear.**
- **Blue stripes on top of the shield.**
- **Blue stripes entering the shield at the bottom.**
- **The black colour of the shield.**
- **Coffee and cotton.**
- **The Green land scape.**
- **The National Motto.**

Meaning of features found on the Uganda coat of arms.

- **The spears and shield represents the traditional means of defence.**
- **The blue stripes at the top represents the water bodies in Uganda.**
- **The blue stripes at the bottom entering the shield represent the source of River Nile found in Uganda.**
- **The sun represents the abundant sunshine received in Uganda or warm climate experienced in Uganda.**
- **The drum represents the traditional means of communication. It also represents the culture of the people of Uganda.**
- **The black colour on the shield symbolises the African race of Ugandans.**
- **The kob represents the rich/abundant wildlife in Uganda.**

- **The crested crane represents the gentleness and peaceful nature of the people of Uganda.**
- **Coffee and cotton on the green hill show the traditional cash crops grown in Uganda.**
  It also shows that Uganda is an agricultural country.
- **The green landscape represents the abundant vegetation of Uganda.**
- **The green hill represents the many physical features of Uganda.**
- **The national motto "For God and My Country"signifies that the people of Uganda are God fearing.**

Use of the Uganda national coat of arms.

- **It is printed on letter heads and official documents.**
- **It is used on the national currency.**
- **It is also hung up in the government places an instrument of power and authority.eg in the parliament, courts of law etc.**
- **It is also put on the president's car.**

Note;-*Uganda was named the "Pearl of Africa" by the British prime minister Winston Churchill because;*

- *Uganda had rich natural resources.*
- *Uganda had beautiful sceneries.*

THE UGANDA NATIONAL EMBLEM.



- **The crested crane is the Uganda's national emblem.**
- **It signifies the gentleness and peaceful nature of the people of Uganda.**
- **Its drawn when it is in motion to show that uganda is moving forward in terms of development**

Why the crested crane was chosen to be Uganda's national emblem.

-It is a beautiful bird. -It is a gentle bird.
-It is a graceful bird. -It is a peaceful bird.

How Ugandans show respect for the crestad crane.

- **It is not kept as a domestic bird.**
- **People are not allowed to kill it.**

THE UGANDA NATIONAL CURRENCY.

The Uganda national currency is called the Uganda shilling.
Uganda's currency exists in two forms. ie.in notes and coins.
50 shillings is the smallest currency value of Uganda's currency while 50,000 shillings is the biggest.
The Uganda national currency promotes trade among people in the country.

THE UGANDA NATIONAL MOTTO

The Uganda national motto "For God and My Country"signifies that the people of Uganda are God fearing.
The Uganda National anthem was first used by Mwiri college in Busoga.
It was adopted as the Uganda national motto by Dr.Apollo M.Obote.
The Uganda national motto promotes the spirit of nationalism, patriotism and national unity.

THE NATIONAL LANGUAGE.

A national language is a language which is officially adopted to be used by all the people in a country.
Uganda has no national language because she has many tribes which speak different languages.
Uganda uses English as her official language.
Luganda is the most widely spoken local language in Uganda.



The Independence monument *was designed by* ***Gregory Maloba***

Importance of the national language.

- **It makes communication easy among people.**
- **It promotes national unity.**
- **It brings a sense of belonging.**
- **It promotes trade among the natives.**

DEMOCRACY IN UGANDA.

The word democracy comes from a Greek word "Demos" which means people.
According to the Greeks, Democracy is a system of government that is of the people, by the people and for the people.

Meaning:

- **Of the people: The government comprises of regular citizens.**
- **By the people: The government is elected by its citizens**
- **For the people: The government is mainly formed to benefit the people.**

Democracy is the system of government in which power is exercised by all people in the country.
Democracy is the will of the majority over the minority.
A democratic government is a system of government in which power is exercised by all citizens.
Democracy started from the city of Athens in Greece.

Principles of Democracy

- **Human rights observance.**
- **Regular free and fair elections.**
- **Rule of law**
- **Political stability**
- **Government transparency**
- **Democratic participation of all citizens.**

Indicators of democracy in Uganda.

- **Elected leaders.**
- **Respect for human rights eg.freedom of movement.**
- **Constitutional rule**
- **Equality of all citizens**
- **Accessibility to all positions of leadership by all citizens**

Advantages/ importance of democracy

- **It promotes national unity.**
- **It promotes peaceful change of leadership.**
- **It promotes equality of all citizens.**
- **It promotes the spirit of patriotism and nationalism.**
- **It promotes respect for human rights.**
- **It controls bad leadership.**

Disadvantages of democracy

- ❖ **Decision making takes a long time.**
- ❖ **It is very expensive to exercise.**
- ❖ **It neglects the interests of the minority.**

Challenges faced when exercising democracy.

- **High levels of poverty among people.**
- **Corruption.**
- **High crime rate.**
- **Political greed.**
- **Tribalism, ethnicity and nepotism.**

Roles of citizens in promoting democracy.

- ❖ **By respecting the rights of other people.**
- ❖ **By standing as a candidate for political offices.**
- ❖ **By taking part in voting during elections.**
- ❖ **Accepting the results of the elections.**
- ❖ **By watching carefully how their leaders use their powers.**

ELECTIONS.

An election is a formal democratic process of choosing leaders by voting for them.

Types of elections.

- **General elections.**
- **Primary elections.**
- **By-elections**
- **Referendum elections.**
- **Local elections.**

i) General election.

This is a formal democratic process in which people choose leaders at the national level

eg. The president, members of parliament.

ii) Referendum election.

This is a formal democratic process in which people choose to accept or reject a political proposal that concerns all citizens in the country.

iii) Local election.

This is a formal democratic process in which people choose leaders at local council level

ie. Local council I -V leaders.

iv) By-election.

This is a formal democratic process of choosing a leader to fill a vacant political post.

v) Primary election.

This is a formal democratic process in which a political party chooses a candidate to contest for a specific office in the general elections.

Causes of by-elections.

- **Death of the incumbent/ post holder.**
- **Resignation of the incumbent.**
- **Long term imprisonment of the incumbent.**
- **Cancellation of the election results by the court of law.**
- **Mental illness of the incumbent.**

- **When vote of no confidence has been made against the incumbent.**

Note: *By-elections lead to loss of government funds when organising them.*

Conditions for one to become an eligible voter in Uganda.

- **One should be a registered voter.**
- **One should be 18 years of age and above.**
- **One should be a citizen of Uganda.**

Qualification for presidency in Uganda.

- **One should be a citizen of Uganda.**
- **One should be a registered voter.**
- **One should not be less than 35 years of age.**
- **One should have a minimum qualification of Advanced level certificate.**

Qualification for a member of parliament in Uganda.

- **One should be a registered voter.**
- **One should be a citizen of Uganda.**
- **One should be eighteen years of age and bove.**
- **One should have a minimum qualification of Advanced level certificate or its equivalent.**

Key activities in the electoral process

- **Voter registration.**
- **Voter education (civic education concerning elections)**
- **Party primary campaigns.**
- **Training of the electoral officials.**
- **Vote casting by registered voters.**
- **Vote counting.**

ORGANISATION OF NATIONAL ELECTIONS.

The Independent Electoral commission is the body responsible for organizing and conducting regular free and fair elections in the country.

It is under the Ministry of Justice and Constitutional affairs.

Justice Simon Byabakama is the current chairperson of the Uganda electoral commission.

The chairperson Electoral commission is appointed by the president and approved by the parliament.

General elections in Uganda are conducted after every five years.

Roles of the Electoral commission

- **To register voters and candidates.**
- **To prepare election materials**
- **To train the electoral officials**
- **To count votes and release election results.**
- **To carry out civic education concerning elections/ to carry out voter education.**
- **To demarcate polling stations and constituencies.**

Challenges faced by the Electoral commission in Uganda.

- **Shortage of funds.**
- **Poor response from the voters.**

- ❖ Dishonest electoral officials.
- ❖ Delay of election materials
- ❖ Election malpractices.
- ❖ Voter bribery due to increased poverty among the electorate.

Possible solutions to the challenges facing the Electoral commission.

- ❖ By carrying out effective voter education. This can help to reduce the number of invalid votes.
- ❖ By eradicating poverty among the electorate.
- ❖ By distributing election materials in time.
- ❖ By punishing dishonest electoral officials.
- ❖ By providing adequate funds to the electoral commission.

Importance of elections

- ❖ They promote democracy in the country
- ❖ They promote peaceful change/ transition of leadership.
- ❖ They enable people get rid of bad leaders
- ❖ They enable people to choose their own leaders.
- ❖ They promote respect for human rights.

ELECTION MALPRACTICES.

These are illegal acts done during elections.
The election malpractices are the various forms of vote rigging.
Some of these practices may lead to cancellation of election results and hence leading to by-elections.

These practices include;

- Voter bribery.
- Multiple voting.
- Torturing of opponents.
- Campaigning on the Election Day.

Bad practices that happen during voting.

- Bribing voters during elections.
- Harassing voters of a particular candidate.
- Ballot stuffing (putting pre-ticked ballot papers in the ballot box before elections)
- Grabbing and stealing ballot papers.
- Campaigning on the voting day.
- Cheating when counting votes.

Bad practices that happen after elections.

- Making fun of the losers of an election.
- Mis-recording of election results.
- A candidate refusing to accept defeat.
- Attacking a voter who has not voted a particular candidate.
- Unnecessary delay to announce final results.

THE ELECTORAL SYSTEMS.

- **Secret ballot system**
- **Open election system**

(i) Secret ballot system

This is a system where a voter is given a ballot paper and secretly selects a person he/she wants.

This is a modern way of voting in the whole world.

Advantages of secret ballot system

- **It promotes friendship among people.**
- **Elections can easily be monitored by computers.**
- **A voter is free from interference.**

Disadvantages of secret ballot system

- **It is very expensive to conduct.**
- **Votes can easily be rigged.**
- **It is difficult to the illiterates and the blind.**
- **Election results take long to be declared.**

(ii) Open elections

These are elections held when everyone is seeing each step.

It is done by lining up behind the candidate or by putting up the hands.

This is the cheapest way of voting in many places.

This was common in the past.

Advantages of open elections

- **They are very cheap to conduct.**
- **Results can not easily be rigged.**
- **It is simple for the illiterates.**
- **It discourages bribery during elections.**
- **Releasing of election results takes a short time.**

Disadvantages of open elections

- **It promotes hatred among people.**
- **It limits people's freedoms.**
- **Some people are easily influenced by others during voting.**

Materials used during the process of elections.

- **Nomination forms. These are forms filled by the candidates and submitted to the Electoral Commission in order to be nominated for the posts they want.**
- **Ballot paper. This is a sheet bearing names and photograph of a candidate standing to be elected on particular post.**
- **A ballot box. This is a box where ballot papers are kept after voting.**
- **Voter's register.This is a list of all the people who register to participate in voting.**
- **Ink. It is used to mark a voter who has finished to vote.**
- **Basins.They are used to provide a safe place to for voters to cast his/her vote.**
- **Biometric machine.This is a machine which proves the details of a voter.**
- **Declaration forms.These are forms where election results are recorded.**

Terms used in elections

- **A Polling station is a place where voting takes place.**
- **A Polling day is the day when voting takes place.**
- **A Polling officer is a person who is in charge of elections at a polling station. He issues out ballot papers, declares results and fills the declaration form.**
- **A Polling assistant is a person who assists a polling officer at a polling station. they check for voters' names, issue out ballot papers, mark voters who have finished voting.**
- **A Polling constable is a person who is in charge of security at the polling station**
- **An Electorate refers to people in a country who qualify to vote.**
- **Proxy is a person who is given authority to vote on behalf of someone who is absent.**
- **Election monitors is a group of people from a foreign country who come to watch over elections.**
- **Voting by proxy is when a person who is absent gives authority to another person to vote on his/her behalf.**
- **The candidates' agent is a person who represents a candidate at a polling station.**
- **An eligible voter is a person who qualifies to vote. He/she must appear on the voters' register of that polling station.**
- **Returning officer is a person in charge of elections in the district or division.**
- **An electoral college is a group of electors who are selected to elect a candidate to a particular office.**
- **A candidate is a person who stands to be voted/contests in an election.**
- **A valid vote is a vote that has been ticked correctly.**
- **An invalid vote is a vote that has been ticked wrongly. It is counted on none of the candidates.**
- **A constituency is an electoral area represented by a member of parliament.**

Note: ***The Citizen's Coalition for Electoral Democracy in Uganda (CCEDU)*** *is the body responsible for monitoring the general elections in Uganda.*





1. **Give the meaning of each of the following;**
   - **(i) Independence.**
   - **(ii) A Republic**
2. **Mention any three characteristics of an independent nation.**
3. **Who led Uganda to independence?**
4. **Name the first executive president of Uganda.**
5. **Mention any two ways human rights were violated during Idi Amin's regime.**
6. **Name the former president who made Uganda become a republic.**
7. **Why is Ignatius Kangave Musaazi considered to be a national heroe in Uganda?**
8. **What title was given to the head of government in Uganda between 1962-1966?**
9. **Name the president of who restored kingdoms in Uganda.**
10. **Mention any four symbols of Uganda as a nation.**
11. **Give any two ways national symbols are important to a country.**
12. **Name the flag which was replaced by the Uganda national flag.**

13. What do the following colours symbolise on the Uganda national flag?
    (i) Black
    (ii) Red
14. How do Ugandans show respect to the nation when the Uganda national flag is being raised?
15. Why is the Uganda flag some times flown at ahalf mast?
16. Mention any three places where theUganda national flag is usually flown.
17. State any one condition that can lead to a national mourning.
18. Why do Ugandans who participate in Commonwealth games carry the Uganda national flag?
19. Match the information in list A with that given in list B correctly.

List A	*List B*
(i) Grace Ibingira	Designed the Uganda coat of arms.
(ii) George W.Kakoma	Designed the Uganda independence monument.
(iii) Maj.Akorimo Kanuti	Composed the Uganda national anthem.
(iv) Paul Mukasa	Designed the Uganda national flag.
(v) Gregory Maloba	Raised the Uganda national flag on 9th October, 1962

20. Give one way a national anthem is important to Uganda as a nation.
21. Why do Ugandans stand at attention when the Uganda national anthem is being sung/ played?
22. What do the following features symbolise on the Uganda national coat of arms?
    (i) The drum
    (ii) The sun
    (iii) Coffee and cotton
    (iv) The Blue stripes at the bottom of the shield.
23. Why did Winston Churchill name Uganda "The Pearl of Africa"?
24. Give any two reasons why the crested crane was chosen to be Uganda's national emblem.
25. Why does Uganda have no national language?
26. What name is given to the Uganda national currency?
27. Give any two ways a national language is important to a country?
28. Why does Uganda use English as her official language?
29. Write the Uganda national motto.
30. Give the meaning of the term Democracy.
31. Mention any three indicators of democracy in Uganda.
32. Give any two ways democracy is important to a country.
33. Mention any three ways democracy is exercised in Uganda.
34. State any two challenges faced when exercising democracy.
35. Give any two ways citizens can participate in promoting democracy in the country.
36. Mention any four types of elections.
37. Mention any three causes of by-elections in a country.
38. State any one way by elections affect the economic development of a country.
39. Mention any one condition one must fulfill in order to be allowed to participate in national leaders in Uganda.
40. Mention any two conditions presidential candidates must have fulfilled in order to contest as candidates.
41. Name the body is responsible for organizing national elections in Uganda.
42. State any three roles of the above body in Uganda.
43. Give any two reasons why it is always important to organise regular free and fair elections in the country.
44. State any three challenges the Uganda Electoral commission faces when carrying out its duties.

45. **Mention any three examples of election malpractices.**
46. **State any two advantages of getting leaders through the secret ballot system.**
47. **State any two advantages of using open elections when choosing leaders.**
48. **What title is given to the political head of a constituency?**
49. **Mention any two election materials at a polling station on the polling day.**
50. **Mention any two electoral officers found at a polling station on the polling day.**

TOPIC 11: THE GOVERNMENT OF UGANDA

INTRODUCTION TO THE GOVERNMENT.

A government is a ruling body of a state.

This is a group of people who exercise authority in a state.

Governance is the system by which a society is governed.

Levels of government in Uganda.

- **The Central government.**
- **The Local government (LC1-LCV).**

The Central government is in charge of the whole country while the Local government is in charge of a district, region or an urban area.

The Central government builds and maintains major roads (through UNRA) while Local government builds and maintains feeder roads.

Difference between the central government and local government.

Central government	*Local government*
▪ Cares the development of the whole nation.	▪ Cares for the development for the local areas.
▪ Central government is one	▪ Local governments are many.
▪ Controls all armed forces.	▪ Controls the local defence forces.
▪ Build and maintains major roads	▪ Builds and maintains feeder roads.
▪ Runs the major hospitals	▪ Controls health centres.

Levels of local government.

Area	*Level*	*Political leader*
Village	Local council one	Chairperson LC I
Parish	Local council two	Chairperson LC II
Sub-county	Local council three	Chairperson LC III
District	Local council five	Chairperson LC V

Systems of government.

- **Party system of government.**
- **Democratic system of government.**
- **Unitary government system.**
- **Monarchial government system**
- **Theocratic system of government.**
- **Dictatorship system of government**
- **Federal system of government**
- **Military system of government.**

ORGANS/ARMS OF THE DEMOCRATIC GOVERNMENT.

- **Executive.**
- **Judiciary.**
- **Legislature.**

		
H.E.Yoweri Museveni	*Hon.Rebecca Kadaga*	*Hon. Justice Bart Katureebe*

THE EXECUTIVE.

It is the main administrative organ of the government.

Its main duty is to plan and rule the country.

This organ is made up of the president, ministers and civil servants.

It is headed by the president.

Duties of the Executive

- **To plan for and rule the country.**
- **To implement government policies/programmes.**
- **To maintain law and order in the country.**
- **To run and rule the country.**
- **To collect and spend government revenue.**

(i) The President.

- **The president is the political head of a country.**
- **He is the commander-in-chief of the armed forces in Uganda. eg.the Army, the police, the prisons**
- **He appoints top officials of the government eg. Ministers, Prime minister, Vice president, ambassadors, chief justice, RDCs etc. These appointed officials are approved by the parliament**
- **He chairs cabinent meetings.**
- **He represents the country internationally.**
- **He is the head of state and head of government.**
- **He grants mercy to offenders who deserve pardon.**
- **He approves the parliamentary bills.**

Note.

- ✓ *The president is sworn in by the* ***Chief justice****.*
- ✓ *The president receives the instruments of power when swearing in. these instruments of power include; The National Constitution, dummy key to the state house, Uganda mnational coat of arms, standard presidential flag.*

(ii) The Ministers.

- **The minister is the title given to the head of a ministry.**
- **The president and all the ministers are referred to as the cabinent.**
- **Ministers make sure that their ministries implement government policies.**

- **Cabinet ministers are assisted by ministers of state.**
- **The chief minister is known as the <u>Prime minister</u>. He is in charge of the government business.**
- **<u>A Permanent secretary</u> is the highest civil servant in a ministry.**

			
H.E.Yoweri K, Museveni	*H.E.Edward Ssekandi*	*Rt.Hon.Ruhakana Rugunda*	*Hon.Janet Museveni*

The Cabinet of the Government of Uganda as per 2020.

President/Commander-in-Chief of the Uganda Armed forces	***H.E. President Museveni Yoweri Kaguta***
Vice President of Uganda	***H.E.Ssekandi Edward Kiwanuka***
CABINET MINISTERS	
Prime Minister and Leader of Government Business	***Rt Hon. Ruhakana Rugunda***
First Deputy Prime Minister and Deputy Leader of Government Business in Parliament	***Gen. (Rtd) Ali Moses***
Second Deputy Prime Minister and Minister without Portfolio	***Hon. Kirunda Kivejinja Ali***
Minister of Education and Sports	***Hon. Museveni Janet Kataaha***
Minister of Public Service	***Hon. Muruli Mukasa Wilson***
Minister of Trade, Industry and Cooperatives	***Hon. Kyambadde Amelia Anne***
Minister of Internal Affairs	***Gen. Odongo Jeje Abubakhar***
Minister of Agriculture, Animal Industry and Fisheries	***Hon. Ssempijja Vincent Bamulangaki***
Minister of Finance, Planning and Economic Development	***Hon. Kasaija Matia***
Minister of Foreign Affairs	***Hon. Kutesa Sam Kahamba***
Minister of Health	***Dr Aceng Jane Ruth***
Minister of Works and Transport	***Gen. Katumba Wamala Edward***
Minister of Lands, Housing and Urban Development	***Hon. Kamya Beti***
Minister of Water and Environment	***Hon. Cheptoris Sam***
Minister of Justice and Constitutional Affairs	***Prof. Kamuntu Ephraim***
Attorney General	***Hon. Byaruhanga William***
Minister of Defence and Veteran Affairs	***Hon. Mwesige Adolf***
Minister of Local Government	***Hon. Magyezi Raphael***
Minister for Karamoja Affairs	***Eng. Byabagambi John***
Minister of Energy and Mineral Development	***Dr Kitutu Mary***
Minister of Information, Communication Technology and National Guidance	***Hon. Nabakooba Judith Nalule***
Minister for Science, Technology and Innovation	***Dr Tumwesigye Elioda***
Minister, Office of the Prime Minister (General Duties)	***Hon. Karooro Okurut Mary***
Minister, Office of the Prime Minister (Relief, Disaster Preparedness and Refugees)	***Eng. Onek Hillary Obaloker***
Minister of Tourism, Wildlife and Antiquities	***Col. (Rtd) Butime Tom***
Minister, Office of the President (Presidency)	***Hon. Mbayo Esther Mbulakubuza***
Minister, Office of the President (Security)	***Gen. Tumwine Elly***
Minister for East African Community Affairs	***Maj. Gen. (Rtd) Kahinda Otafiire***

Minister for Kampala Capital City	***Hon. Amongi Betty***
Minister of Gender, Labour and Social Development	***Hon. Tumwebaze Frank***
Government Chief Whip	***Hon. Nankabirwa Ruth Sentamu***

(iii) The Civil servants.

- **Civil servants are people who work for the government eg.doctors, teachers, police, nurses, engineers, army etc.**
- **Civil servants implement government programs.**
- **The head of all civil servants in every ministry is the Permanent secretary.**
- **The head of all civil servants in the district is the Chief Administrative Officer (CAO)**
- **All civil servants are under the Ministry of the public service.**
- **The Public Service Commission (PSC) is responsible for recruiting government workers.**

THE LEGISLATURE.

It is sometimes called the National Assembly or Parliament.
Its main work is to make and amend laws.
The legislature is made up of the members of the parliament (MPs).
It is headed by the Speaker of parliament.
It was called the Legislative Council (LEGCO) during colonial times.
The legislature makes laws which are used by the Judiciary to punish law breakers.
Hon.Rebecca Kadaga is the current speaker of the parliament of Uganda.

Duties of the legislature.

- **To make and amend laws.**
- **To approve the National Budget.**
- **To check on how the government spends its income.**
- **To approve the government officials who have been appointed by the president.**



Composition of the Legislature.

- **Members directly elected to represent constituencies.**
- **District women representatives.**
- **Representatives of special interest groups.eg.the workers, the army, people with disabilities, the youths, the women.**
- **Ex-officios. These are ministers without constituencies.They sit in parliament but haveno right to vote.**

Note:*A constituency* *is an electoral area represented by a member of parliament.*

How one can become a member of parliament in Uganda.

- **By winning parliamentary elections.**
- **Being elected to represent a special interest group.**

Officers in the parliament.

Officer	*Role(s)*
▪ **The speaker.**	❖ **He/ she chairs debates in the parliament.** ❖ **He/she presides over meetings in the parliament.**
▪ **Deputy speaker**	❖ **He/ she chairs debates when the speaker is not around.**
▪ **Clerk to parliament.**	❖ **He/she records and keeps the proceedings/ minutes of debates in the parliament. The recorded proceedings are called Hansards.**
▪ **Sergeant at arms.**	❖ **He keeps security in the parliament. He is a senior police officer.** ❖ **He also alerts the house when the speaker is about to enter.** ❖ **He carries the mace as the speaker/president enters the house.** **A mace is a symbol of authority representing the power of the speaker.**

Note:

- ✓ ***A bill*** *is a proposed law in the parliament.*
- ✓ *A bill becomes* ***a law/an act*** *when the president has signed it.*
- ✓ *A law is a rule that governs the conduct of citizens of a country. It is called an act.*
- ✓ ***An act*** *is a law that has been passed by the parliament and signed by the president.*

JUDICIARY.

It is headed by the chief justice.

Hon.Bart Katurebe Magunda is the current Chief justice of Uganda.

The chief justice is appointed by the president and is approved by the parliament.

The main work of the judiciary is to punish law breakers.

It's the Judiciary which decides whether one has broken the law or not.

The Judiciary is made up of the justices, judges, magistrates, attorneys and lawyers.

The Judiciary uses the laws made by the parliament when punishing law breakers.

Law breakers are punished by;

- ✓ **Fining them**
- ✓ **Sentencing them to spend a period of time in prisons.**

Composition of the Judiciary.

- **The Chief justice**
- **Lawyers**
- **Magistrates**
- **Judges**
- **Principal judge**

Duties of the judiciary.

- ❖ **To punish law breakers.**
- ❖ **To interpret laws to people.**
- ❖ **To settle disputes among people in the country.**
- ❖ **To protect the rights of the citizens.**

Roles of the Chief justice.

- **He/ she is responsible for the swearing in of the top political leaders in the country.**
- **He is the head of the supreme court.**
- **He/ she guides the judges and magistrates on how to perform their work.**
- **He disciplines the judges and magistrates who are out of order.**

Types of courts

(i) Local council courts. They deal with simple civil cases.

Note:

Criminal cases *are cases where offenders break the law of the state.eg. defilement, rape, robbery, murder, etc.they are between individuals and the government while* ***Civil cases*** *are cases between individuals accusing one another eg.divorce, child abuse, child neglect etc.*

(ii) Magistrates courts.

- **This is headed by the Chief magistrate.**

(iii)The High court.

- **It hears appeals from the court below it.**
- **It is headed by the Principal judge**

(iv)The court of appeal.

- **This hears the appeals from the decisions of the High court.**
- **It is headed by the deputy Chief justice.**

(v) The supreme court.

- **This is the final court of appeal.**
- **It is the highest court in Uganda.**
- **It is headed by the chief justice.**

Duties of the government.

- **To provide social services to its citizens.**
- **To maintain law and order in the country.**
- **To promote national development.**
- **To defend the country against attacks.**
- **To pay salaries for civil servants.**
- **To make the national budget.**
- **To conduct national elections.**

Note:

- ✓ ***Social services*** *are the activities that improve the people's way of living.*
- ✓ *They are provided by private individuals, the government and non-government organisations.*

Social services the government provides to its people.

- *Education service.*
- *Transport service*
- *Water service*
- *Banking service*
- *Security service*
- *Communication service.*

Examples of social service centres.

- *Schools*
- *Hospitals*
- *Radio stations*
- *Taxi parks.*
- *Police stations*
- *Banks*
- *Police stations*

Problems faced by the government when providing social services.

- **Shortage of funds.**
- **Corruption.**
- **Bad weather**
- **Insecurity in some areas.**
- **High population growth.**
- **High levels of illiteracy.**
- **Poor transport and communication network.**
- **Outbreak of epidemic diseases eg.Covid-19, cholera, ebola etc.**

Solutions to the problems the government faces when providing social services.

By maintaining good security in the country.

By enforcing laws against corruption.

By encouraging the use of family planning methods to control high population growth.

By sensitising people about the importance of social services.

Note:

- ✓ *The office of the* ***Inspector General of Government (IGG)*** *was set up to control corruption in Uganda.*
- ✓ *The* ***Ministry of Ethics and Integrity*** *was established to curb corruption in Uganda.*

THE NATIONAL CONSTITUTION.

A National constitution is a set of laws by which a country is governed.

It is a supreme law of a country.

By-laws are laws that are made by the local government.

Uganda's constitutions since independence.

(i) The 1962 independence constitution.

- **It led Uganda to independence in 1962.**

(ii) The 1966 copnstitution.

- **It was known as the pigeon hole constitution.**
- **It was written after the conflict between Sir Edward Muteesa II and Dr.Apollo M.Obote.**
- **It was not popular because it was not discussed by the parliament.**

(iii)The 1967 constitution.

- **It was also called the Republican constitution.**

Results of the 1967 constitution.

- **All kingdoms in Uganda were abolished.**
- **Uganda became a republic.**
- **The president was given more powers to rule the country than the prime minister.**

(iv) The 1995 constitution.

- **Mr.Stephen Akabway was the chairperson of the interim Electoral commission that organised the election of the Constituent Assembly Delegates.**
- **The constituent Assembly Delegates (a group of people with the power to change the constitution) were elected in 1994.**
- **The constituent assembly chaired by James Wapakhabulo and Victoria Mwaka was his vice.**

- **Justice Benjamin Odoki was the head of the constitutional commission that collected views from the majority of the citizens all over the country.**

Note:

- ✓ *It was called the **people's constitution** because it was made basing on people's views.*
- ✓ *This was announced publically/**promulgated**/launched on 8th October,1995 at the constitutional square (formerly City square) in Kampala.*

Importance of the national constitution.

- **It protects the rights of the citizens.**
- **It promotes democracy.**
- **It promotes peaceful change of leadership.**
- **It defines the roles of each organ of the government.**
- **It is used to settle cases peacefully.**
- **It guides the government when making national policies.**
- **It promotes good governance.**

Relationships between the constitution and elections.

- **The constitution defines the duration for conducting elections.**
- **It sets conditions for aspiring candidates.**
- **It sets conditions to participate in elections.**
- **It states the functions of the electoral commission.**

COMMUNICATION.

Commulnication is the sending and receiving of messages.

Traditional ways of communication.

- **Use of drums**
- **Ululation**
- **Clapping hands**
- **Use of horns**
- **Use of smoke signals**
- **Whistling**
- **Sending special messengers**

Modern ways of communication.

- **Radio**
- **Television**
- **Billboards**
- **Telephones**
- **Magazines**
- **Newspapers**
- **Letters**

Note.

- ✓ ***Mass media** is the sending of messages to many people at the same time.*
- ✓ *Means of mass media communication include; radios, televisions, newspapers*
- ✓ *All media services are regulated by the **Uganda Communications Commission** (UCC).*

Barriers to effective communication in Uganda.

- **High taxes imposed on the communication companies.**
- **Illiteracy among the people.**
- **Arrests and torture of journalists.**
- **Poverty among people.**
- **Communication barrier.**
- **Poor network coverage.**
- **Poor transport network.**
- **High cost of communication means.**

Possible solutions to the barriers of communication.

- **By introducing a national language.**
- **By providing free education for all Ugandans.**
- **By lowering the cost of communication means.**
- **By charging low taxes on communication companies.**
- **By constructing and maintaining good transport network.**
- **By regulating the work of communication companies.**

Importance of communication.

- **It promotes trade.**
- **It promotes national unity.**
- **It promotes peace in the country.**

SOURCES OF GOVERNMENT REVENUE.

Government revenue means government's income.

Government's income is all the money earned by the government in a given time.

The main source of revenue of the government of Uganda is taxation.

Sources of government revenue.

- **Taxation.**
- **Grants.**
- **Loans.**
- **Donations.**
- **Sale of electricity**
- **Tourism.**
- **Court fines and traffic fines.**
- **Licences.**
- **Sale of minerals.**
- **Agricultural exports.**
- **Sale of parastatal bodies.**

Note:

- ✓ ***Grant*** *is a sum of money given to the government to solve particular problems and to be paid back without interest.*
- ✓ ***Loan*** *is the money a country borrows from another country or international financial body and is paid back with interest.*
- ✓ ***Donation*** *is the foreign aid given to a country according to its needs eg.materials, finances, equipment. Donations are not paid back.*
- ✓ ***Fine*** *is themonhey charged from people who have been found guilty for breaking the law.*
- ✓ ***Licence*** *is an official document which gives permission for one or an organisation to carry out business.*

TAXATION.

Taxation is the system of imposing taxes on people.

Taxes is all money paid to government by the people and their business or organisations in order to provide public services.

It is the charge against a person, property or activity for the support of government.

Types of taxes paid in Uganda.

- **Direct tax**
- **Indirect tax.**

(a) Direct tax

This is the tax collected directly from the person who pays it.

Examples of direct taxes.

(i) Property tax.

- **This is the tax paid by the people on the commercial buildings they own.**

(ii) Income tax.

- **This is the type of tax paid by people according to how much they earn. The salary earners (workers) pay this tax every month using a method of Pay As You Earn (PAYE).**

Groups of people exempted from paying direct taxes.

- **Prisoners**
- **House maids**
- **Elderly people**
- **Students**

(b) Indirect tax.

This is the tax paid by the final consumers of the commodities.

It is passed on by thye traders to the consumers (final users) in form of price increase.

Examples of indirect taxes.

(i) Customs duty tax.

- **This is tax paid on imports/ goods entering a country.**
- **It is also called import tax.**

(ii) Excise duty tax.

- **This is tax paid on locally manufactured goods/ goods made within the country.**

(iii) Value Added Tax (VAT).

- **This is tax paid by all people who buy goods and services.eg. When paying for water, electricity, telephones, cars, shoes etc.**
- **VAT is charged on imports, manufactured goods, goods supplied for sale and on services.**
- **It is charged as value added to a commodity.**

Why people should pay taxes.

- **To provide money to support government programmes.**
- **To provide money to pay civil servants.**
- **Government raises money to provide social services.**

Why some people do not pay taxes.

- **They lack knowledge about tax education.**
- **Taxes are too high.**
- **Some revenue collectors are corrupt.**

THE UGANDA REVENUE AUTHORITY (URA)

This is the body responsible for collecting taxes in Uganda.

It assesses tax payers and also educates the public about the importance of paying taxes.



URA Tower located at Nakawa

Roles of the URA.

- To collect taxes.
- To assess the tax payers.
- It conduct tax education.
- It controls smuggling.

Problems faced by the URA.

- Smuggling of goods.
- Tax evasion/tax defaulting.
- Corrupt revenue officers.
- Declaration of false goods.

Possible solutions to the problems facing URA.

- By educating the public on the importance of paying taxes.
- By paying attractive salaries to revenue officers.
- By employing honest revenue officers.
- By punishing corrupt revenue officers.
- By imposing fair taxes on tax payers.

SMUGGLING.

Smuggling is the illegal importation and exportation of goods.

Special Revenue Protection Services (SRPS) has been set up to control/ curb smuggling in Uganda.

SPRS replaced the Anti-smuggling Unit.

Dangers of smuggling.

- It reduces tax income.
- It may lead to importation of low quality goods into the country.
- It lowers market for locally manufactured goods.
- Expired goods can be imported into the country.

Ways of controlling smuggling.

- By enforcing laws against smuggling.
- Reducing on taxes paid on goods.
- By employing honest revenue officers.
- By supporting the work of the Special Revenue Protection Services (SRPS).

BUDGETING.

A Budget is an estimate of income and expesonditure for a given time.

A National budget is a country's estimate of expected income and expenditure for a financial year.

A financial year is a planning year for the government.

In Uganda, a financial year begins on 1st July and ends on 30th June the following year.

The Ministry of Finance, Planning and Economic development is responsible for preparing a National budget in Uganda.

Parts of a budget.

- **Income. This is the amount of money earned..**
- **Expenditure. This is the amount of money spent.**

Importance of making a National budget.

- **It helps the government to identify the sources of income.**
- **It helps the government to cater for priorities.**
- **It helps the government to avoid unplanned expenditure.**
- **It promotes proper planning.**
- **It promotes accountability.**

Types of budgets.

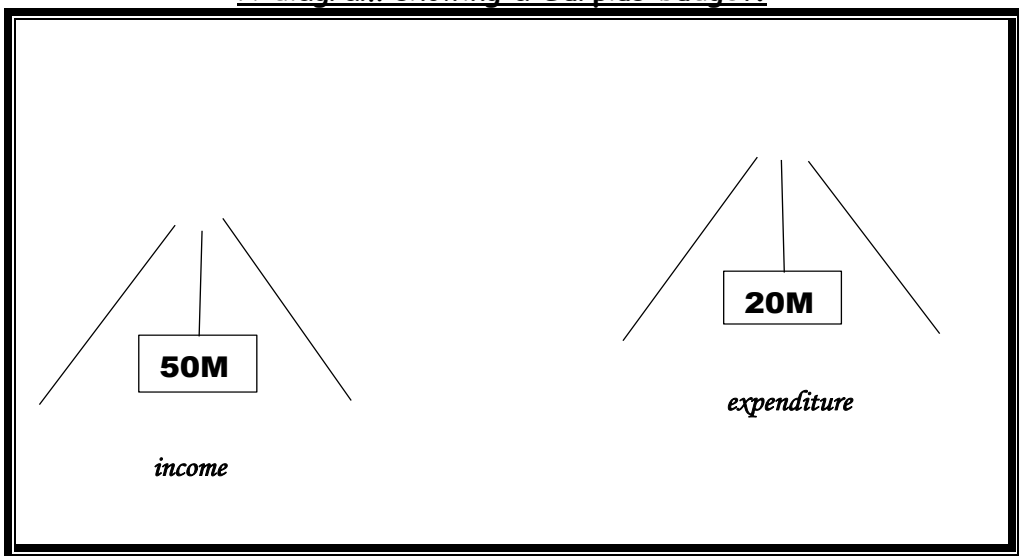
- **Surplus budget**
- **Balanced budget**
- **Deficit budget.**

(i) Surplus budget.

Surplus budget is a type of budget where by the income is greater than the expenditure.

The amount of money earned is more the amount spent.

A diagram showing a Surplus budget.



Importance of a surplus budget.

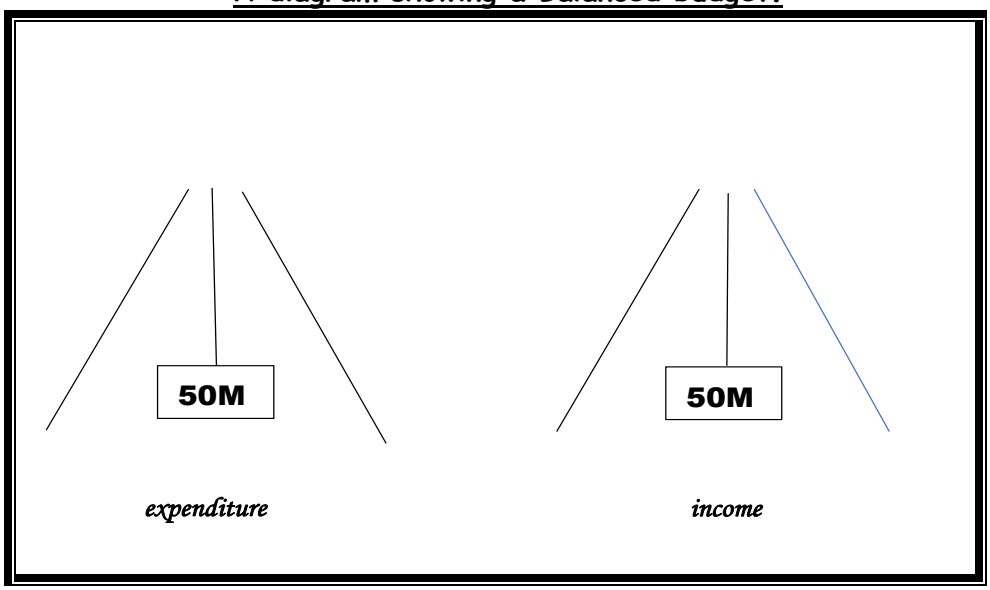
- **It promotes development.**
- **It encourages saving and investment.**
- **It limits debts.**
- **It improves people's living standards.**

(ii) Balanced budget.

A balanced budget is a type of budget where by the income equal to the expenditure.

It has neither a surplus nor debts.

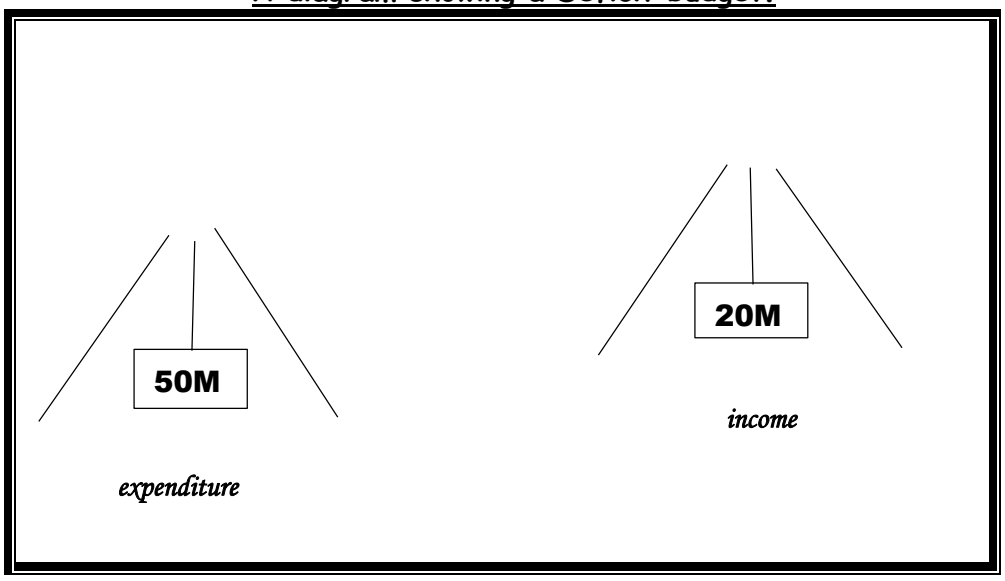
A diagram showing a Balanced budget.



(iii) Deficit budget.

A deficit budget is a type of budget where by the expenditure is more income.
The amount of money earned is less than the amount of money spent.
Under developed countries like Uganda usually make this type of budget.

A diagram showing a Deficit budget.



Causes of a Deficit budget.

- **Corruption.**
- **Failure to exploit natural resources.**
- **Smuggling of goods.**
- **Lack of reliable sources of income/ limited investment.**
- **Fall in prices of goods.**
- **Constant civil wars.**

Dangers of the deficit budget.

- **It leads to debts.**
- **It limits saving and investment.**
- **It leads to over dependence.**

- **It limits development.**
- **It limits services the government provides to people.**

Solutions to the deficit budget.

- **By widening the tax base.**
- **By diversifying the economy of the country.**
- **By privatisation.**
- **By mechanising agriculture.**
- **By getting loans from international institutions.**
- **By encouraging foreign investors in the country.**

GOVERNMENT EXPENDITURE.

This refers to the ways how the government spends its income.

How the government spends its revenue.

- **By building schools.**
- **By providing education services.**
- **By paying salaries for civil servants.**
- **By paying back loans and grants.**
- **By buying weapons.**
- **By funding developmental programmes like Operation Wealth Creation, NAADS.**
- **By constructing roads in the country.**
- **By helping people hit by disasters eg. refugees.**
- **By providing health services.**

RIGHTS AND RESPONSIBILITIES OF CITIZENS

CITIZENSHIP:

Citizenship is the legal right of belonging to a particular country.

A citizen is a person who has the legal right of belonging to a particular country.

How one acquires citizenship of Uganda.

- **Through birth (is the legal right of belonging to a country when one's parents are citizens in that particular country)**
  -it is acquired by people born by parents who are Ugandans.
- **Through descent (is the legal right of belonging to a country a person gets when his / her ancestors were citizens in that country)**
- **Through registration. (is the legal right of belonging to a country granted to a foreigner who has applied for citizenship in a particular country)**
  -In Uganda, this registration is done under the Ministry of Internal affairs.
  eg.if a woman who is not a Ugandan gets officially married to a Ugandan, she can apply to become a citizen and she is registered.
- **Through naturalisation (is the legal right of belonging to a country granted to a person after having spent a very long time in a particular country)**
- **Through adoption. (is the legal right of belonging to a country granted to foreigner who was brought up by a person who is a citizen in a particular country)**
  -It is granted to children below 18 years of age whose parents are not known and have been adopted by citizens of Uganda.

Factors that determine one's citizenship.

- **Area of birth**
- **Marriage to a citizen**
- **Citizenship of parents**
- **Nationality law**

Types of citizenship

- **Single citizenship. This is the legal right of belonging to one particular country.**
- **Dual citizenship. This is the legal right of belonging to more than one country.**

Loss of citizenship of Uganda.

- **By spying against your country. (Espionage against Uganda).**
- **By joining the army of an enemy country to fight Uganda.**
- **If one's citizenship was acquired unlawfully/ by fraud.**
- **By denouncing the citizenship.**

Responsibilities/duties/obligations of a citizen

- **To pay taxes promptly**
- **To defend the country**
- **To help in maintaining law and order**
- **To participate in community work**
- **To respect the rights and freedoms of other people**
- **To obey national laws**
- **To be loyal to the rulers or head of state**
- **To register the birth of his or her children**

Note:

- ***A Passport*** *is an official document issued to citizens allowing them to travel abroad and enter the home country.*
- *A passport can be obtained by both young and old people.*
- ***A National ID card*** *is a legal document given to all Ugandan citizens for easy identification.*
- *A National ID shows national identity and also enables citizens to get access to the social services provided in the country.*

HUMAN BASIC NEEDS

Basic needs are things which man cannot live without.

Examples of human basic needs

- **Food**
- **Clothes**
- **Shelter**
- **Medical care**
- **Security**

Problems faced when getting human needs

- **Poverty**
- **Unemployment**
- **Laziness**
- **Sickness**
- **Poor supply of social services**
- **Corruption**
- **Bad weather changes**
- **Increasing population**

CHILDREN'S RIGHTS

Children rights are basic natural freedoms to which all children are entitled.

A child is a person below 18 years of age according to Uganda's constitution.

Examples of children's rights

- **A right to medical care**
- **A right to play.**
- **A right to protection.**
- **A right to have a name**
- **A right to food**
- **A right to education**

Importance of children's rights

- **They protect children from harm.**
- **They promote respect for children.**
- **They promote the welfare of children in the society**

Note: ***The Vice chairperson*** *is the local council I committee member who is in charge of protection of children's rights.*

CHILD ABUSE

Child abuse is the violation of children's rights

Forms of child abuse

- **Physical child abuse.**
- **Emotional child abuse.**
- **Psychological child abuse.**

Examples of child abuse practices.

- **Defilement**
- **Child labour**
- **Denial of food.**
- **Child sacrifice**
- **Child neglect**
- **Forced early marriage**
- **Child battering**
- **Kidnapping**

Causes of child abuse

- **Poverty**
- **Alcoholism**
- **Wars**
- **Parental neglect**
- **Death of parents**
- **Divorce or separation of parents**
- **Indiscipline of children**

How children can lead to the abuse of their rights.

- **By walking alone at night.**
- **By accepting gifts from strangers.**
- **By stealing property at home.**
- **By failing to perform their duties.**
- **By staying in lonely places.**

Groups of people who commonly abuse children's rights.

- **Insane people.**
- **Drug addicted people.**
- **Parents of children.**
- **Step parents**
- **Fellow children**
- **Community members**

Effects of child abuse

- **It leads to death of children.**
- **It causes body deformity.**
- **It causes injuries to the body.**
- **It leads to early pregnancies.**
- **It can lead to disease infections**

Ways of controlling children abuse

- **By sensitising children about their rights.**
- **By encouraging children to move in groups.**
- **By reporting cases of child abuse to elders.**
- **By educating the public on children's rights**
- **By encouraging children to behave well.**

❖ **By enforcing laws against child abuse.**

HUMAN RIGHTS

Human rights are basic natural freedoms to which all people are entitled.

These are natural freedoms that people must enjoy.

Examples of fundamental human rights

- **The right to life**
- **Freedom from discrimination.**
- **Freedom from slavery.**
- **Freedom from unfair detainment.**
- **The right to trial.**
- **Freedom from torture.**
- **We are all equal before the law.**
- **Freedom to move.**
- **The right to seek a safe place to live in.**
- **Every grown up has the right to do a job.**
- **Every grown up has the right to marry.**
- **Right to a nationality.**
- **The right to own property.**
- **Freedom of thought.**
- **Freedom of expression.**
- **The right to democracy.**
- **Right to social security.**
- **The right to education.**
- **The right to food and shelter.**
- **The right to play.**

Human rights violation

This is the denial of the basic human freedoms people are entitled to.

Forms of human rights abuse

- **Torturing of political opponents.**
- **Raping of women.**
- **Killing of political opponents.**
- **Slavery.**
- **Mob justice.**
- **Denial of the freedom of movement.**
- **Imprisonment without trial**
- **Death penalty.**

How the government can protect people against the human rights violation.

❖ **By teaching people about their rights.**
❖ **By enforcing laws against human rights abuse.**
❖ **By promoting peace and security in the country.**
❖ **By forming organisations that ensure the protection of human rights.**

Note: ***The Uganda Human Rights Commission (UHRC)*** *was set up in Uganda to ensure protection of human rights*

Roles that can be played by the citizens in preventing the human rights violation.

❖ **By respecting other people's rights.**
❖ **By reporting the cases of human rights abuse.**
❖ **By helping the police in arresting people who violate human rights.**
❖ **By sensitising other people about their rights.**

Duties of the Uganda Human Rights Commission.

❖ **To educate the citizens about their rights.**
❖ **To investigate the violation of human rights.**
❖ **To promote human rights.**
❖ **To receive complaints from people who feel that their rights have been violated.**

CHILD LABOUR

Child labour is when children are employed to do work.

Children are paid money/wages/salaries after performing such heavy tasks.

Forms of child labour.

- **Carrying heavy goods for other people.**
- **Employing children as house maids.**
- **Working in building sites.**
- **Doing a lot of domestic work.**
- **Employing children in mines.**
- **Offering children for prostitution.**
- **Tasking them to sell goods as hawkers.**
- **Employing them in stone quarries.**

Causes of child labour.

- **Poverty**
- **Child neglect by the parents.**
- **Desire for money by the parents**
- **Death of parents.**
- **Need for cheap labour provided by the children.**
- **Limited number of family members.**

Dangers of child labour.

- **It can lead to early marriages.**
- **It leads to high risks of diseases.**
- **It can leasd to death of children.**
- **It leads to school dropouts.**
- **It can lead to body injuries.**
- **It can lead to stunted growth among children.**

Ways of controlling child labour.

- **By enforcing strict laws against child labour.**
- **By educating people about the dangers of child labour.**
- **By promoting developmental programmes to eliminate poverty.**
- **By sensitising people to use family planning practices in order to produce children they are able to care for.**
- **By providing free formal education to keep children in schools.**
- **By encouraging people to care for their children.**





1. **What is a Government?**
2. **State any two difference between the Central government and Local government.**
3. **Name the body that is responsible for building major roads in Uganda.**
4. **What title is given to a political head of a sub-county?**
5. **Give one way a government is important to a country.**
6. **Mention the three arms of a democratioc government.**
7. **State any three duties performed by the executive organ of the government.**
8. **Complete the table below correctly.**

Government organ	*Headed by*	*Composition*
(i) ----------	----------	-civil servants -ministers
(ii) ----------	Chief justice	---------- ----------
(iii) ----------	----------	-Constituency MPs -Ex-officios

9. **State any two roles performed by the president of Uganda.**
10. **Mention any three instruments of power given to the president on the swearing in ceremony.**

11. What title is given to the;
    (i) Political head of a ministry?
    (ii) Highest civil servant in a ministry?
    (iii) Highest civil servant in a district?
12. How does the chief justice help the president to attain leadership powers?
13. Mention any two examples of civil servants.
14. State tany three ways the legislature in a democratic government.
15. How is the work of the parliament similar to that of the defunct LEGCO?
16. Give one way one can become a member of parliament in Uganda.
17. How does the Legislature help the Judiciary to perform its work?
18. Mention any three special groups of people represented in the par5liament of Uganda.
19. How is a Bill different from an Act?
20. State one role performed by the following people in the parliament of Uganda.
    (i) Speaker of parliament.
    (ii) Clerk
    (iii) Sergeant at arms
21. When does a bill become a law?
22. Give any two ways law brakers are punished by the Judiciary.
23. Apart from punishing law breakers, give any two other ways the Judiciary is important to a country.
24. State any three roles performed by the government.
25. State any three problems the government faces when performing iots duties.
26. Name the government ministry that is responsible for fighting againsty corruption in the country.
27. What are Social services?
28. Mention any three social services provided by the government to its citizens.
29. Give the meaning of each of the following;
    (i) A constitution
    (ii) By-laws
30. Which constitution made Uganda become a republic?
31. How did the 1967 constitution affect cultural institutions in Uganda?
32. Why is 8th October, 1995 remembered in the history of Uganda?
33. State any two ways a national constitution is important to acountry.
34. Give the meaning of Mass media.
35. Name the body that is responsible for regulatinmg media services in Uganda.
36. State any two challenges hindering effective communication in Uganda.
37. How does communication promote trade in an area?
38. Mention any four sources of government revenue.
39. Give any two ways the government spends its revenue.
40. Name the type of tax charged on;
    (i) Locally manufactured goods.
    (ii) Imported goods.
41. Mention the two types of taxes.
42. Name the body that is responsible for collecting taxes in Uganda.
43. State any three problems the above body faces when carrying out its work.
44. Give the meaning of the term Smuggling.
45. Name the body under URA that is responsible for controlling smuggling in Uganda.
46. Give two any two ways smuggling affects the development of the country.
47. Give the meaning of the following;

(i) A Budget
(ii) A National budget
(iii) A Deficit budget.

48. Mention the two parts of a budget.
49. Name the government ministry responsible for making a national budget.
50. Mention the three types of budgets.
51. Give any two ways budgeting is important to an individual.
52. State any two ways a surplus budget is important to a family.
53. Mention any two causes of a deficit budget in a country.
54. State any two ways a deficit budget is dangerous to a family.
55. Give any two ways a country like Uganda can overcome a deficit budget.
56. Give the meaning of the term Citizenship.
57. Mention any two ways one can acquire citizenship of Uganda.
58. State any three obligations of a good citizen.
59. Give any one condition that can make one lose citizenship of Uganda.
60. What name is given to an official government document that permits one to travel to other countries?
61. Give any two ways a National identity card is useful to the citizens of Uganda.
62. Why is food regarded to as a basic need?
63. State any three problems people face when getting their basic needs.
64. Mention any two forms of child abuse.
65. State any two causes for the increasing cases of child abuse in Uganda today.
66. Give any two ways children can contribute towards violation of their rights.
67. How is the LC I Vice-chairperson useful to children in your community?
68. Give any two ways cases of child abuse can be reduced in the society today.
69. Give the meaning of Human rights.
70. Mention any three examples of fundamental human rights.
71. Name the body that is responsible for protecting therights of the people of Uganda.
72. State one role a citizen can play to protect other people's rights.
73. Give any two ways children are subjected to child labour in the society today.
74. Mention two ways child labour affects children in your community.
75. Give any one way child abuse practices can be reduced in our community today.

TOPIC 12: POPULATION SIZE AND DISTRIBUTION.

Population is the total number of people living in an area at a given time.

Uganda has a population of over 45 million people according to the 2020 national population census statistics.

Population distribution is the way people are spread in an area.

Population growth is the increase in the number of people in an area.

Population explosion is the sudden increase in the number of people in an area.

Population census is the official counting of people in a country.

Population density is the number of people living in an area per square kilometre.

Population structure is the composition of people in terms of age and sex.

POPULATION GROWTH.

Population growth is an increase in the number of people in an area of a country.

Factors that encourage Population growth.

- **High fertility rate among women.**
- **Improved medical services.**
- **Early marriages.**
- **Polygamous marriage.**
- **Availability of food.**
- **Improved security and peace.**
- **Unplanned family size.**
- **Immigration.**
- **Producing children for prestige.**
- **Refugee influx.**

Cultural factors that promote population growth.

- **Polygamy**
- **Producing children for prestige.**
- **Forced early marriages.**

Advantages of population growth in an area.

- **It creates a large market for goods produced in an area.**
- **It provides cheap labour force in an area.**
- **The government collects more taxes from the people in areas with a large population.**
- **It leads to development of an area.**

Disadvantages(dangers) of population growth.

- **It leads to shortage of land for settlement leading to land fragmentation.**
- **It leads to development of slums.**
- **It leads to easy spread of communicable diseases due to congestion.**
- **It leads to high crime rate especially in urban centres.**
- **It leads to inadequate social services in an area.**
- **It leads to over exploitation of natural resources leading to environmental degradation.**
- **It increases government expenditure and slows down other developments.**
- **It leads to unemployment.**

Ways of controlling population growth.

- **By encouraging people to use family planning methods.**
- **By promoting girl child education.**
- **By discouraging polygamy.**
- **By enforcing strict laws on immigration.**
- **By rewarding families with a small population.**
- **By discouraging early marriages.**

Natural disasters that may reduce the number of people in an area.

- **famine due to drought**
- **lightning**
- **volcanic eruption**
- **epidemic diseases**
- **landslides/mudslides**
- **storms**
- **earthquakes**

Artificial hazards that may reduce the number of people in an area.

- **Road accidents**
- **fire outbreaks**
- **wars**
- **water and food poisoning**
- **plane crush.**

Note:

- ✓ ***Population explosion*** *is the sudden / rapid increase in the number of people in an area.*
- ✓ *The major cause of population explosion is the coming of refugees.*
- ✓ *Refugee influx can bring about a sudden increase in the number of people in an area.*
- ✓ ***A refugee*** *is a person who has been forced to leave his/ her country because of a disaster.*

  Causes of refugees *.*

  -Civil wars -landslides -famine -volcanic eruption -floods

POPULATION CENSUS

Population census is the official counting of people in a country.

Population census is the process of collecting, analysing and using information about people in the country.

Enumerators are trained people who collect information about people in the country during population census.

The census exercise is organized by the Ministry of Finance, Planning and Economic development.

The body in Uganda that is responsible for conducting the census exercise is the Uganda Bureau of Statistics (UBOS).

A census night is the night before the census exercise is carried out.

Population census in Uganda is carried out after every ten years.

Reasons why the population census in Uganda is carried out after every ten years.

- **It is very expensive to carry out every year.**
- **To allow population changes to take place.**

Importance of carrying out a population census in a country.

- **To effectively plan for the people.**
- **To determine the birth and death rates.**
- **To determine the population structure (composition of the population in terms of age and sex).**
- **To know the level of people's living standards.**
- **To know the total number of people in a country.**
- **To know the level of literacy in a country.**

Types of information collected during a population census.

- **Age of the family members.**
- **Number of children produced by the couple.**
- **Type of housing in a home stead.**
- **Sex of the family members.**
- **Religious status of the family members.**
- **Occupation of the people in a family.**
- **Major source of energy used at home**
- **Level of education of the family members.**

Problems faced by enumerators during a population census.

- **Harsh weather conditions**
- **Ignorance amongst the people**
- **Moving long distances**
- **Poor transport network in some areas.**
- **Insecurity in some areas.**

Problems faced by the government during a population census.

- **Shortage of funds.**
- **Insecurity in a country.**
- **Poor transport and network.**
- **Wrong information given by some people.**
- **Shortage of skilled enumerators.**

POPULATION DISTRIBUTION.

Population distribution is the way people are spread in an area.

The distribution of the population in Uganda varies from one area to another.

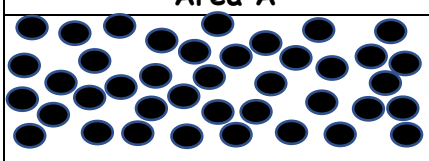
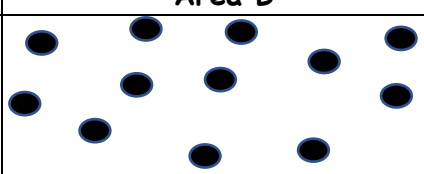
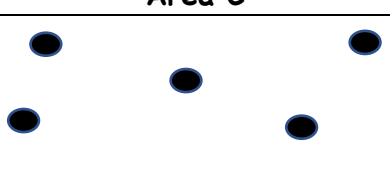
Some areas of Uganda have very many people (are densely populated),some have a moderate number of people (optimum population) while others have very few people (sparsely populated)

Dense population is the situation when an area has many people compared to the size of the land.

Sparse population is the situation when an area has very few people compared to the size of the land.

Optimum population is when the number of people living in an area can be well supported by the available resources.

Population distribution in our district.

Area A	Area B	Area C
		
Dense population	Optimum population	Sparse population

Types of population distribution.

- **Dense population.**
- **Sparse population.**

SPARSE POPULATION

Sparse population is when an area has very few people compared to the size of the land.

Areas that are sparsely populated.

- **Semi-arid areas**
- **areas affected by civil wars**
- **steep slopes**
- **forested areas.**
- **rural areas**
- **areas affected by natural disasters.**

Why the above areas are sparsely populated.

a) Semi-arid areas.

- **The areas experience long dry seasons.**
- **The areas receive very little.**
- **They have infertile soils.**
- **They experience very high temperatures during day time.**

b) swampy areas

- **They are greatly affected by floods during the rainy season.**
- **They have dangerous aquatic animals that attack people.**

c) Forested areas

- **They have many disease vectors.**
- **They harbour many dangerous animals which are dangerous to people.**
- **The government doesn't allow human settlement in such areas.**

d) Steep slopes.

- **They have poor transport network.**
- **They hinder mechanisation of agriculture.**

e) Areas affected by civil wars.

- **People run away from such areas in order to save their lives.**

f) Rural areas.

- **They have poor social services.**
- **They have limited market for goods.**
- **They have few job opportunities.**

Factors that lead to low/ sparse population in an area.

- **Unreliable rainfall/drought.**
- **Outbreak of epidemic diseases in an area.**
- **Poor social service delivery.**
- **Presence of natural disasters like floods, landslides**
- **Poor/infertile soils**
- **Outbreak of famine.**
- **Political instability/insecurity.**

DENSE POPULATION.

This is when an area has many people compared to the size of the land.

Areas that are densely populated.

- **Around the shores of lakes**
- **Around river banks**
- **Urban areas (cities, towns and trading centres)**
- **Plateau areas**
- **Areas with favourable climate**
- **Areas with fertile grounds for crop growing.**

Examples of densely populated areas.

- **Lake shores**
  - **They have fertile soils for crop growing.**
  - **They receive reliable rainfall which supports crop growing.**
  - **Presence of lakes promotes fishing.**
- **River banks**
  - **They have fertile soils for crop growing.**
  - **They receive reliable rainfall which supports crop growing.**
  - **Presence of rivers promotes fishing.**
- **Urban areas**
  - **They have many job opportunities**
  - **They have better social services.**
  - **They have a large market for goods.**
- **Plateau areas**
  - **They have fertile soils for crop growing.**
  - **They receive reliable rainfall which supports crop growing.**
  - **Plateau areas have lakes and rivers which promote fishing.**
- **Mountain slopes**
  - **They have fertile soils for crop growing.**
  - **They receive reliable rainfall which supports crop growing.**
  - **They have plenty of minerals which promote mining.**
- **Areas along the major roads.**
  - **Such areas usually have a large market for goods.**
  - **There is easy access to social service centres.**
  - **They have many trade opportunities.**

Factors that lead to a dense/ high population.

- **Reliable rainfall.**
- **Availability of employment opportunities.**
- **Urbanisation.**
- **Industrialisation.**
- **Improved peace and security.**
- **Presence of natural resources.**

Factors that influence population distribution.

- **Rainfall distribution.**
- **Employment opportunities.**
- **Relief of an area.**
- **Social service provision.**
- **Government policy.**
- **Nature of the soil.**
- **Political stability.**

How the above factors influence the population distribution of an area.

Rainfall distribution/ climate.

- **The areas that receive reliable rainfall are densely populated because they support farming. Areas that receive very little are sparsely populated because they can't support crop growing.**

Nature of the soil.

- **Areas that have fertile soils are densely populated because they support plant growth. Areas with infertile soils are sparsely populated because they can not support plant growth.**

Vegetation distribution.

- **Areas that have thick vegetation are not occupied by people because they harbour dangerous animals, vectors and pests.**
- **The areas with good vegetation cover like savannah grasslands are favourable for human settlement.**

Relief.

- **Steep slopes of mountains have few people due to land slides, soil erosion and poor transport.**
- **Plateau areas and gently sloping lands are densely populated due to fertile soils,good drainage and better transport networks.**
- **Valley areas and plains have a low population due to floods and high temperatures.**

Social service provision.

- **Areas with good social service provision are densely populated while those with poor social service provision are sparsely populated.**

Government policy.

- **The government stops people from settling in certain areas like game parks, game reserves, swamps making them sparsely populated.**

Political stability.

- **Areas that are politically stable are densely populated.**
- **People take refuge in more peaceful areas compared to those that experience wars.**

Urbanisation.

- **Developed areas like towns attract many people because they have good jobs and employment opportunities while rural areas are sparsely populated due to poor social services leading to rural-urban migration.**

POPULATION DENSITY.

This is the number of people living in an area per square kilometre.

How to determine population density.

$$\text{Population density} = \frac{\text{total population(people)}}{\text{Total area (km}^2\text{)}}$$

Example:An area has a population of 600,000 people, living in an area of 300km^2,calculate the population density of that area.

$$\text{Population density} = \frac{\text{total population}}{\text{Total area (km}^2\text{)}}$$

$$= \frac{\text{600,000 people}}{\text{300km}^2}$$

$$= \text{200 people/km}^2$$

Therefore, the population density of that area is 200people/km^2

Types of population density.

a) HIGH POPULATION DENSITY.

This is a large number of people living in an area compared to the available resources.

Areas with a High population density.

- **Shores of lakes. eg.lake Victoria**
- **Mountain slopes eg.mountain Mufumbiro**
- **Major towns and cities Kampala,Masaka,Jinja,Mbarara,Arua**

Advantages of High population density in an area.

- ❖ **It creates a large market for goods.**
- ❖ **It leads to a large labour force in an area.**
- ❖ **It leads to high revenue collection in form of taxes.**
- ❖ **It promotes development in an area.**
- ❖ **It promotes proper utilisation of resources in an area.**



Storeyed houses can help to solve shortage of land in towns

Problems associated/ caused with a High population density.

- **Unemployment.**
- **Shortage of food.**
- **Easy spread of communicable diseases.**
- **Development of slums.**
- **Poor hygienic condition leading to disease outbreak.**
- **Environmental degredation.**
- **High crime rate.**

Solutions to problems associated with a High population density.

- ❖ **People in urban areas should build storeyed buildings to solve a problem of land shortage.**
- ❖ **Government should provide better social services in rural areas to promote urban-rural migration.**
- ❖ **Empowering the youths to start small scale businesses (projects).**
- ❖ **By extending electricity to rural areas.**
- ❖ **Educating people to use modern methods of farming to increase food production.**

b) LOW POPULATION DENSITY.

This is when an area has a small number of people compared to the available resources.

Advantages of a low population density.

- **People have enough land.**
- **Low crime rate.**
- **There is enough accommodation.**
- **It promotes conservation of the natural environment in an area.**
- **Communicable diseases can not easily spread from one homestead to another.**

Disadvantages of a low population density.

- **There is low market for local goods or imported goods.**
- **There is low labour force.**
- **There is low tax base for the government.**

- **There is poor social service provision.**
- **There is limited social security.**
- **There is under utilisation of resources in an area.**

Solutions to a low population census.

- **By improving social services to attract more people.**
- **By setting up industries in an area.**
- **By encouraging mechanisation to increase food production.**
- **By encouraging people to marry many wives.**

EFFECTS OF HIV/AIDS ON POPULATION.

HIV stands for Human Immunodeficiency Virus.
AIDS stands for Acquired Immune Deficiency Syndrome.
AIDS patients are people who suffer from AIDS.
AIDS patients in Uganda are cared for by The AIDS Support Organisation (TASO).

How TASO helps AIDS patients.

- **It provides them with counselling services.**
- **It provides them with Anti-Retroviral drugs (ARVs)**
- **It provides relief aid in terms of food.**

How AIDS is spread.

- **By sharing sharp objects with an infected person.**
- **Contact of wounds with blood of an infected person.**
- **Having unprotected sexual intercourse with an infected person.**
- **Using unsterilised sharp objects during some cultural practices like circumcision.**
- **Through blood transfusion with an infected person.**

Use of ABC to prevent AIDS.

- **A=Abstain from sex (to unmarried people)**
- **B=Be faithful to your partner (to married couples)**
- **C=Condom use.**

Social effects of HIV/AIDS on the population.

- **It leads to death of people.**
- **It causes misery to the infected person.**
- **It leads to isolation.**
- **It leads to many orphans due to deth of the parents.**

Economic effects of HIV/AIDS on population.

- **It leads to loss of efficiency at work.**
- **It leads low labour supply due to death of many people.**
- **It leads to poverty in a family as a result of overspending on drugs treating those infected.**
- **It leads to low market for goods due to death of many people.**



Testing Exercise.

1. Give the meaning of each of the following;
   (i) Population
   (ii) Population growth
2. Give any three causes of high population growth in Uganda.
3. State any two advantages of a high population in an area.
4. Mention any two problems an area is likely to face as a result of having a large population.
5. Give any two economic benefits of a large population to the development of a country.
6. Mention any three natural disasters that may lead to the reduction in the number of people in an area.
7. Name the body that is responsible for conducting a national census in Uganda.
8. Mention any three types of information that is collected by enumerators during the census.
9. Which ministry is responsible for conducting a national census in Uganda?
10. Give any one reason why a national census in Uganda is conducted after ten years.
11. State any three reasons why the government conducts a national census.
12. Mention any three problems faced by the enumerators during the census exercise.
13. Why is population census in Uganda conducted after ten years?
14. State any three problems the government faces when conducting a national population census.
15. Give the meaning of Population distribution.
16. Mention any three factors that influence population distribution.
17. Give one reason why steep slopes of mountains are sparsely populated.
18. Mention any three factors that lead to a sparse population in an area.
19. State any one two reasons why slopes of most mountains in East Africa are densely populated.
20. Why are there many people living around the shores of lake Victoria?
21. Mention any three examples of sparsely populated areas in East Africa.
22. Why is the North Eastern part of Uganda sparsely populated?
23. Give the meaning of Population density.
24. Which East African country has the biggest population density?
25. Calculate the population density of town W which has a population of 4500 people living in an area of $90km^2$.
26. Give one way the government can encourage the settlement of people in rural areas.
27. What is Population structure?
28. Give any two ways TASO helps AIDS victims in Uganda.
29. How can married people safeguard themselves against AIDS?
30. State any two ways HIV/ AIDS affects economic development in an area.

EXCEL STANDARD SOCIAL STUDIES

PUPIL'S BOOK 6

FIRST EDITION

BY

EXCEL PUBLISHERS

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means of electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

Copyright © Excel publishers



For Excellence in Social Studies

ACKNOWLEDGEMENT

Developing a book of this nature requires a lot of support from colleagues, friends and family. I would like to register my deep-rooted gratitude to the following people for their unlimited assistance offered towards the completion of this book.

All teachers of Social Studies in Victoria Mutundwe Primary School and Makindye Junior school with whom I worked at various levels for their positive advice and criticism.

All authors whose books we used and consulted during our research for some of the materials in this book.

We do sincerely regret any mistakes which may be found anywhere in this book. It is not intended to be part of this book but accidental.

However, any person who does any unauthorized act in relation to this publication without prior written permission from the original authors, may be liable to criminal prosecution and civil claims for damage.

***Author*:** **Kimbugwe Apollo**

Typing: **Kakuru Dismus**

Ndagire Joan

Technical adviser: **Mary Flavia Namulindwa.**

Cover design: **Excel Graphics**

Editing: **Excel Publishers Editorial Board**

PREFACE

Excel Standard Social Studies, Pupils' Book Six has been developed basing on the revised Primary Six Social Studies Syllabus as prescribed by the new curriculum of the National Curriculum Development Center (NCDC). The book contains accurate, relevant and current information covering all topics in all terms of the year in their order. It is intended to guide both teachers and learners.

The pupil's book cares for the interests of the learners in terms of simple and concise language used, simplified content to cater for all learners with different abilities and clear illustrations to make learning enjoyable through observation. Key words for each topic have also been included in order to enrich the learner's vocabulary and mastery of concepts.

The topics have well organized, relevant, and easy to understand notes and facts. It is written in a simple language and is well aided with maps and illustrations/diagrams where necessary to ease understanding.

The book is remarkably precise but detailed in content with no fact left hanging. It has been mainly written for Primary Six in a language that is suitable for both rural and urban Pupils. The book can therefore be used with minimum teacher guidance.

The book has inbuilt and continuous assessment activities at the end of topic. These questions are to help the learners to test their understanding of the concepts covered and are to enable the teacher to track progress as coverage goes on. This also makes the book convenient for individual and class learning by the pupils.

The content of the book has been enriched to enable learners get solutions to the three main levels of assessment at primary level that is to say: Knowledge, Comprehension and Application.

The book is intended to provide learners with knowledge, skills and the desired attitudes and values of Social Studies and the Environment that are important to prepare learners for final assessment of the primary level.

The book is written and developed by experienced teachers of Social Studies and Religious Education and we welcome all comments on the publication with an open mind for the improvement in the teaching and learning of Social Studies. Comments and orders can be communicated directly through the following contacts.

TEL: +256 771 623617  and +256 700 770630, KAMPALA.
Email address: apolokimbugwe504@gmail.com

THEME: LIVING TOGETHER IN EAST AFRICA

TABLE OF CONTENTS

TERM ONE

Topic 1: East African Community (EAC)

Historical background of EAC

- Location of the East African Community member states using lines of latitude and lines of longitude.....6
- Using the Prime meridian to tell the international time.....9
- Formation of the East African Community.....9
- Revival of the EAC.....12
- Organs of the EAC.....15
- Symbols of the EAC.....17
- National symbols of the EAC member states.....18

The People of East Africa

- Origin of human beings.....25
- Sources of history.....25
- Archaeological sites in East Africa.....28
- Stone age.....29
- Ethnic groups in East Africa.....31
- Migrations and settlement patterns in East Africa.....37
- Political organisation of different ethnic groups in East Africa.....42
- Social organisation of ethnic groups in East Africa.....48
- Economic organisation among different ethnic groups in East Africa.....52

Early visitors to East Africa

- The Arab traders 55
- Long distance trade and slave trade.....56
- European traders 61
- Christian missionaries in East Africa 61

Population in East Africa

- Population growth.....65
- Population census 66
- Population distribution 67
- Population density 70

TERM TWO.

Topic 2: Major resources of East Africa

- Types of resources 73
- Land as a resource 73
- Vegetation as a resource 74
- Animals as a resource 82
- Tourism industry in East Africa 86
- Climate as a resource 87
- Crop growing in East Africa.....91
- Livestock farming in East Africa 98

- Mountains as a resource 101
- Mineral resources in East Africa 104
- Lakes in East Africa 107
- Major rivers in East Africa 112
- Fishing in East Africa 115

Topic 3. Transport and Communication in East Africa.

- Road transport in East Africa.....121
- Water transport in East Africa 124
- Air transport in East Africa 125
- Pipeline transport 127
- Railway transport in East Africa 127
- Means of communication 130
- Radio communication 132
- Newspapers 133
- Television communication.....134
- Telephone communication 135
- Post office 136

TERM THREE.

Topic 4. The Road to Independence in East Africa.

- European explorers in East Africa 140
- The Portuguese explorers in East Africa 144
- Scramble for and partition of Africa 147
- Establishment of colonial rule in East Africa 148
- Colonial administrative systems in East Africa 152
- German rule in Tanganyika 153
- British rule in Kenya 155
- Colonial rule in Uganda 157
- Reactions to colonial rule in East Africa 162
- Rebellions against colonial rule in East Africa 162
- The struggle for independence in East Africa.....166
- The formation of political parties in East Africa 167
- Independence movement leaders in East Africa 171
- Effects of colonial rule in East Africa 173
- Post independence East Africa 174
- Leaders of East African countries since independence 175
- Challenges facing East African countries 178
- Democratic rule in East Africa 179

Topic 5. Responsible living in the East African environment.

- Introduction to the environment 189
- Environmental practices 189
- Sustainable use of the environment 191
- Waste management 193
- Environmental conservation 194
- Consequences of irresponsible living in the environment 196
- Climate change 198

TOPIC 1: EAST AFRICAN COMMUNITY

LOCATION OF THE EAST AFRICAN COMMUNITY MEMBERSTATES

Location is the determination of features where they are found.

Ways of locating places on a map

- **By using the grid reference system.**
- **By using the compass direction.**
- **By using neighbourhood.**

Ways of locating direction of places

- **By using the position of the sun.**
- **By using land marks.**
- **By using a compass.**

Locating places using the grid reference system.

Grid reference system is the method of locating place using lines of latitude and lines of longitude.

East African Community (EAC) member countries are located between lines of latitude 12°S, 13°N and lines of longitude 24°E,42°E

LINES OF LATITUDE

Lines of latitude are imaginary lines drawn on a map or globe from West to East.

Latitude is the distance in degrees North or South of the equator.

Parallels is the general name given to lines of latitude.

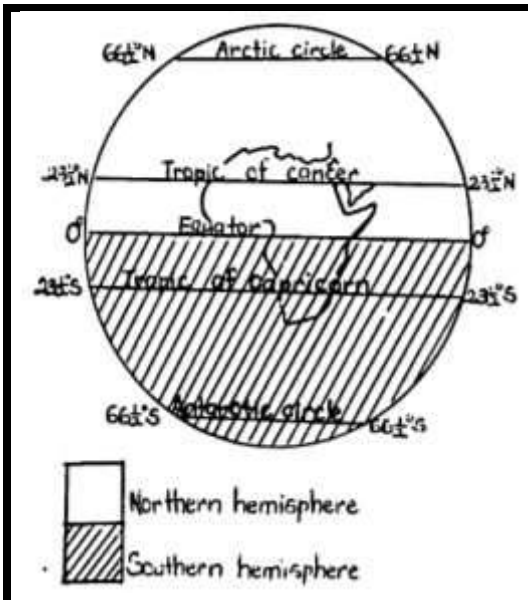
They are called parallels because they do not meet at any point.

All lines of latitudes are measured in degrees.

Major lines of latitude.

- **The Equator (0º)**
- **Tropic of Cancer (23½ºN)**
- **Tropic of Capricorn (23½ºS)**
- **Arctic circle (66½ºN)**
- **Antarctic circle (66½ºS)**

A diagram showing the position of major lines of latitude.



The Equator

The Equator divides the world into two equal parts (hemispheres)

The Equator is marked 0º because it is the starting point for all latitude readings.

The Equator is the most important line of latitude because it crosses the world at the centre.

All countries which are crossed by the equator lie in both the Northern and Southern hemisphere.

***A hemisphere* is a half part of the world as divided by the equator or prime meridian.**

The area between the Tropic of cancer and the Tropic of Capricorn is called the *Tropical region*.

The equator crosses lake George and lake Victoria in Uganda.

Learning activity.

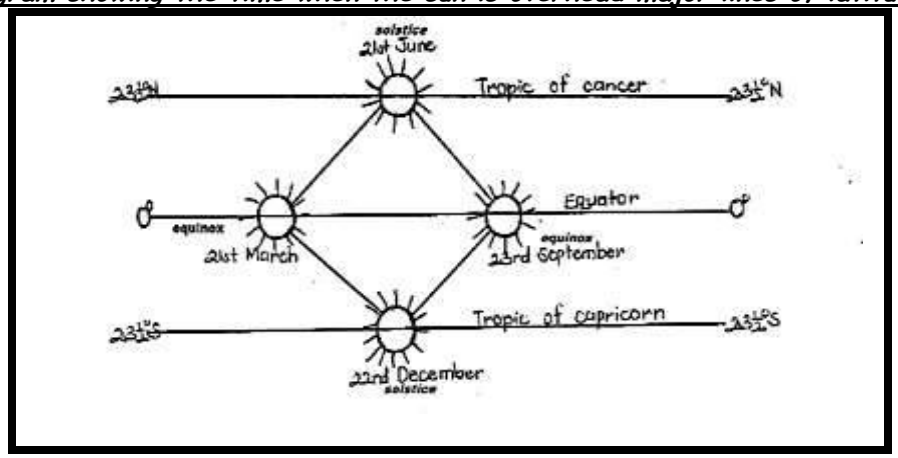
Use the political map of East Africa in your Atlas and identify all East African countries that;

(i) are crossed by the Equator.
(ii) completely lie in the Northern hemisphere
(iii) completely lie in the Southern hemisphere.
(iv) lie in both the Northern and the Southern hemisphere

Note:

- ✓ *During the revolution of the earth around the sun, the sun is overhead the Equator on March 21st and September 23rd.This period is called Equinox.*
- ✓ *The revolution of the earth is the movement of the earth around the sun.*
- ✓ *The revolution of the earth* ***causes changes in seasons.***
- ✓ *During this time, the night and day time period worldwide is equal, sometimes high temperatures is experienced and heavy rainfall is received along the equator.*
- ✓ ***Tropical region*** *is the area of land lying between the Tropic of cancer and Tropic of Capricorn.*
- ✓ ***Equinox*** *is the time of the year when the sun is overhead the equator.*
- ✓ ***Solstice*** *is the time of the year when the sun is overhead the tropics.*

A diagram showing the time when the sun is overhead major lines of latitude.



As the earth revolves the earth/moves around (orbits) the sun, it is tilted at 0°. The point is in a fixed direction.

Therefore in March and September the areas along the equator point towards the sun and receive sunlight for long hours causing a lot of heat in those places.

The revolution of the earth takes 365 days(1 year).

Effect of the earth's revolution.

-It causes changes in seasons e.g spring, autumn, winter and summer seasons

NB: *Uganda experiences only two seasons i.e.wet season and dry season.*

The rotation of the earth

The rotation of the earth is the turning of the earth on its axis. It takes 24 hours for the earth to make a complete turn.

The rotation of the earth is seen in the rising and setting of the sun.

Places far in the East see the sun earlier than those in the West because the earth rotates from West to East.

The Rotation of the earth on its axis causes days and nights.

Other effects of the rotation of the earth

- ❖ **It causes formation of tides.**
- ❖ **It changes the direction of wind.**
- ❖ **It causes ocean currents.**

Neighbours of the EAC crossed by the equator

- ❖ **Somalia**
- ❖ **Democratic Republic of Congo(D.R.C)**

Importance of lines of latitude.

- ❖ **They help to determine the climate of an area.**

LINES OF LONGITUDE

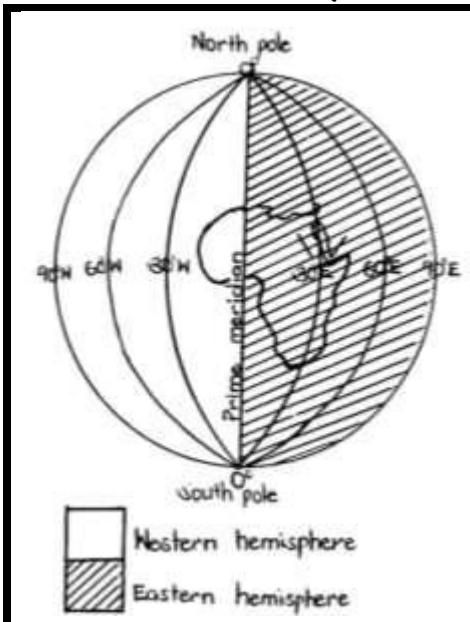
These are imaginary lines drawn on a map or globe from the North pole to the South pole.

Longitude is the distance in degrees East or West of the Prime meridian.

Meridians is the general name given to lines of longitude.

Major lines of longitudes

- **Prime meridian/Greenwich meridian (0°)**
- **International Date Line (180°E or W of the Prime meridian)**



The Prime meridian/ Greenwich meridian

The Prime meridian is also called the *Greenwich meridian* because it crosses Greenwich town in London.

The Prime meridian is marked 0º because it is the starting point for all longitude readings.

The Prime meridian divides the world into the Eastern and Western hemisphere.

All countries crossed by the Prime meridian lie in both the Eastern and Western hemisphere.

Countries in Africa crossed by the prime meridian

-Algeria -Mali -Ghana -Burkina Faso

NOTE;

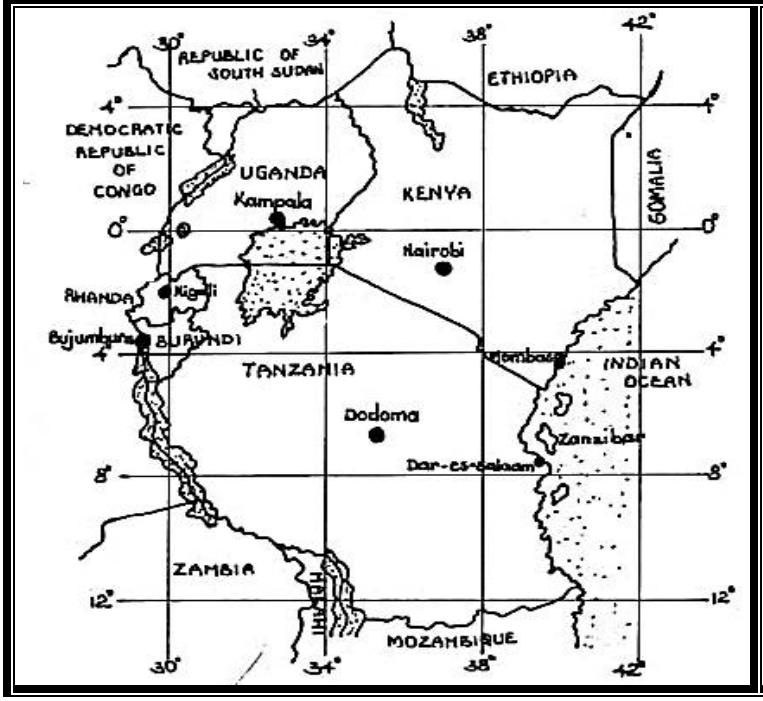
- ***Accra,*** *Ghana is a city in West Africa which is crossed by the Prime meridian.*
- *The Prime meridian helps in telling international time.*
- *The International dateline separates one day from the next day.*

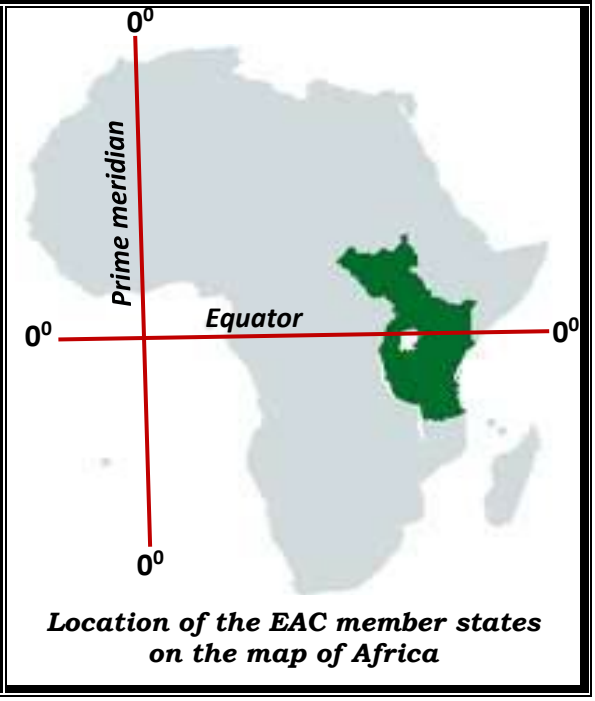
e.g. East of the Greenwich meridian may be Friday while West of it is Thursday.

East africa completely lies in the Eastern hemisphere.

- *Lines of longitude help to determine time zones.*
- ***Both lines of longitude and lines of latitude help in locating places on a map.***

Location of lines of longitude and lines of latitude on the map of East Africa.





Location of the EAC member states on the map of Africa

Finding time according to Greenwich Mean Time (G.M.T)

The earth makes a full rotation of 360° in 1 day(24hours). Therefore the earth moves 15° in every 1 hour.

Every 15°Eor W of the prime meridian is a time zone.

Different regions in the world have different time zones according to the distance from the prime meridian.

Places in the same time zone have the same standard time.

East African countries like Uganda, Kenya and Tanzania have the same time because they lie in the same time zone. The time zone for Uganda, Kenya, and Tanzania is known as the East African Standard Time. The three countries lie at longitude 45°.

How to calculate time using the lines of longitude.

Points to note when calculating time in any given country.

- ✓ *When you travel 15^0 westwards, you lose an hour while travelling 15^0 eastwards makes you gain an hour.*
- ✓ *We usually add **(+)** hours for places which are in the East and subtract **(-)** the time when finding the time for places which are in the West.*
- ✓ *Changing of the time to and from **24hr** clock (by either adding or subtracting 12 hrs) affects the units in which the time is given.(ie. From am to pm and viceversa).*
- ✓ *Time in each time zone is calculated basing on the Greenwich mean time (GMT) which is at 0^0 longitude.*

Example 1.

Find the time in East Africa which is 45^0 if it is 2:00pm at GMT.

Solution,

15^0=1hr

45^0=($\frac{45}{15}$) hrs.

=3hrs

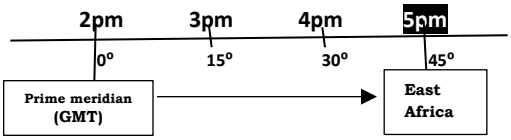
Time in East Africa=2:00pm

+3.00hrs

5:00pm

*Therefore, time in East Africa is **5:00pm.***

OR:



*Therefore, time in East Africa is **5:00pm***

Example 2.

What time will it be in a country which is 60^0W if it is 2:00pm in Ghana?

Solution,

15^0=1hr

60^0=($\frac{60}{15}$) hrs

=4hrs

Time in that coutry is = 2:00pm (+12hours)

-4.00hrs

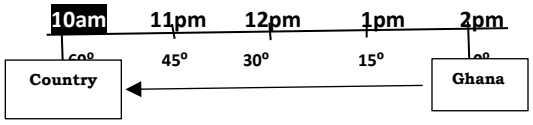
=14.00hrs

-4.00hrs

10:00am

*Therefore, the time in that country will be **10:00am**.*

OR:



*Therefore, time in that country will be **10:00am***

THE HISTORICAL BACKGROUND OF THE EAST AFRICAN COMMUNITY.

The East African Community is a group of countries in Eastern Africa that are united to promote trade. It is an example of common markets or regional groupings.

It is an inter-governmental organisation meaning it brings several states together.

The EAC was formed on 1st December 1967 to replace the East African Common Services Organisation. The East African Common Services organisation had been formed in 1961.

The EACSO had its headquarters at Nairobi in Kenya.

The EACSO replaced the East African High Commission (EAHC) which had been formed in 1946 after the second world war.

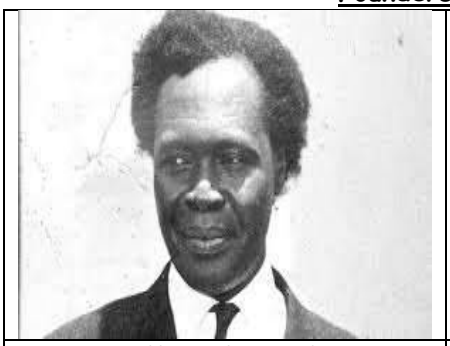
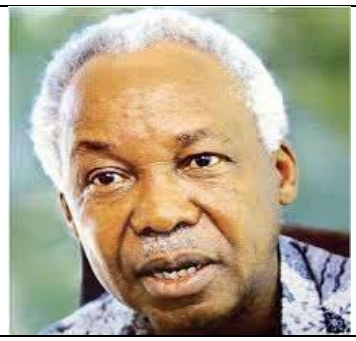
Creech Jones, the British colonial secretary in East Africa by then, advocated for the formation of the EAHC.

The EAC as a common market

A Common market is an organisation that brings countries together with an aim of promoting trade.

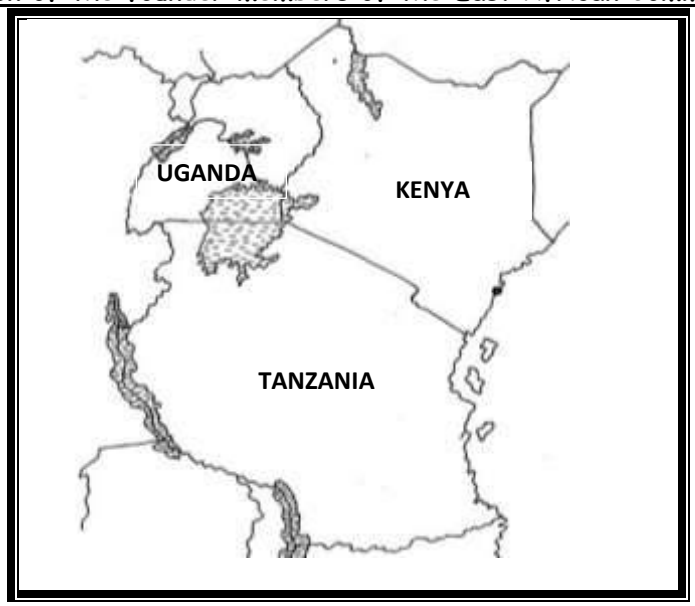
It can also be called a regional economic grouping or an economic bloc.

Founders of the East African Community

		
Apollo Milton Obote	***Jomo Kenyatta***	***Julius Nyerere***

Founder member of EAC	*Founder of EAC*
• Uganda • Kenya • Tanzania	• Dr.Apollo Milton Obote • Mzee Jomo Kenyatta • Mwalimu Julius Kambarage Nyerere.

Location of the founder members of the East African Community



Reasons for the formation of the East African Community (Objectives/ Aims of EAC)

- **To promote regional trade.**
- **To set up a similar currency value.**
- **To have common taxes on goods for similar prices.**
- **To equally share the services of the former East African Common Services Organisation.**
- **To widen market for goods from member states.**
- **To promote cooperation and unity among the member states.**
- **To promote easy movement of goods and people across borders of the member states.**

Departments of the former East African Community and the services they provided.

Department	*Headquarters*	*Services Provided*
East African Development Bank (EADB)	Kampala	-It funded developmental projects of the member states. -It provided loans to member states.
East African Flying School (EAFS)	Soroti	-It trained pilots of the East African Airways.
East African Airways (EAA)	Nairobi	-It provided air transport. -It was responsible for development of airports and airfields.
East African Examinations Council (EAEC)	Nairobi	-It was responsible for setting, marking and releasing examination results.
East African Railways and Harbours(EARH)	Nairobi	-It dealt with railway and water transport.
East African Posts and Telecommunication Cooperation (EAPTC)	Kampala	-It provided telephone services and delivered letters and parcels.

Other departments of the defunct EAC.

- East African Income Tax- Nairobi
- East African Industrial Research- Nairobi
- East African Meteorological Department- Nairobi
- East African Customs and Excise Duty- Mombasa
- East African Marine Fisheries Research- Zanzibar
- East African Institute of Medical Research- Mwanza
- East African Civil aviation Board- Arusha
- East African Virus Research Institute- Entebbe
- East African Railway Repair Workshops- Kisumu
- East African Fresh Water Fisheries Research- Jinja
- East African Trypanosomiasis Research- Tororo
- East African Literature Bureau- Nairobi
- East African School of Library and Information Science- Nairobi

Achievements of the former EAC 1967-1977.

- It helped to start industrial projects through the EADB.
- It promoted regional cooperation through its common services.
- It promoted peace and unity among the member states.
- It created a wider market for goods from member states.

THE COLLAPSE/DISINTEGRATION OF THE EAST AFRICAN COMMUNITY IN 1977

Reasons why the EAC collapsed

- Political and ideological difference.
- Declaration of Idi Amin Dada to take control of the Western part of Kenya.
- Harassment of Kenyans in Tanzania
- Misunderstandings among the three heads of state of the EAC.
- Economic imbalances / unequal distribution of resources among the member states .
- Shortage of funds to facilitate its activities.
- The closure of border between Kenya and Tanzania.

Heads of state of the EAC member states at the time of its collapse.

- Idi Amin dada
- Jomo Kenyatta
- Julius Kambarage Nyerere

		
Idi Amin Dada	***Jomo Kenyatta***	***Julius Nyerere***

Effects of the collapse of the EAC

- ❖ **It led to decline in trade.**
- ❖ **It restricted the movement of people and goods in East Africa.**
- ❖ **It led to mistreatment of people from member states .**
- ❖ **It led to enmity among the East African countries.**
- ❖ **The community assets were shared.**
- ❖ **It became difficult for Uganda to access her neighbours' sea ports.**

Departments that survived the collapse of the EAC.

- **East African Development Bank.**
- **East African Flying School**
- **East African School of Library and Information Science.**

Problems that were faced by the East African Community.

- ❖ **Shortage of funds to run its activities.**
- ❖ **Political and ideological difference.**
- ❖ **Military coup in Uganda.**
- ❖ **Production of similar goods.**
- ❖ **Internal conflicts.**
- ❖ **Absence of a common language.**
- ❖ **Absence of a common currency.**

REVIVAL OF THE EAST AFRICAN COMMUNITY IN 2001.

The final agreement to revive the East African Community was signed on 30th November,1999.

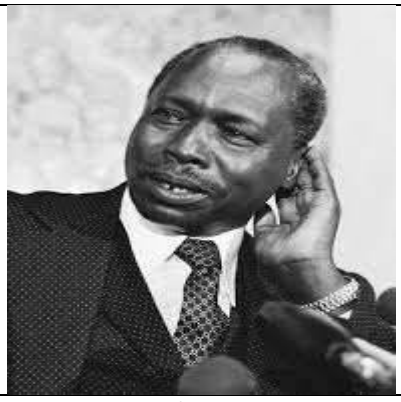
It was signed at Amri Abeid Memorial stadium in Tanzania.

Note:

-The East African Community was called the ***East African Cooperation*** *from 1993-1999.*

Presidents who revived the East African Community.

- **Yoweri K. Museveni of Uganda.**
- **Daniel Arap Moi of Kenya.**
- **Benjamin Mkapa of Tanzania.**

		
H.E Yoweri Museveni	***Daniel Arap Moi***	***Benjamin Mkapa***

Reasons why the East African Community was revived.

- ❖ To have common taxes on goods.
- ❖ To reduce smuggling of goods.
- ❖ To have a common currency in East Africa.
- ❖ To promote peace and security in the region.
- ❖ To promote cooperation and unity among the member states.
- ❖ To promote easy movement of people and goods across borders of the member states.
- ❖ To reduce on trade barriers.

The Expansion of the East African Community

- Rwanda in 2007
- Burundi in 2007
- South Sudan in 2016

Reasons why Rwanda, Burundi and South Sudan joined the East African Community.

- ❖ To easily handle oversea goods through port Dar-es -salaam and Mombasa.
- ❖ To enjoy free movement of people and goods among member states.
- ❖ To get a wider market for their goods.
- ❖ To get some goods they do not produce.
- ❖ To promote cooperation and friendship with their neighbours.

The current member states of the East African Community.

Country	*Capital City*	*President*	*Currency Used*	*Area of land (km2)*
Tanzania	Dodoma	John Pombe Magufuli	Tanzanian shilling	945,087
Uganda	Kampala	Yoweri Kaguta Museveni	Ugandan shilling	241,037
Kenya	Nairobi	Uhuru Kenyatta	Kenyan shilling	580,367
Rwanda	Kigali	Paul Kagame	Rwandan Franc	26,338
Burundi	Gitega	Evariste Ndayishimiye	Burundian Franc	27,834
South Sudan	Juba	Salva Kiir Mayardt	South Sudanese pound	619,745

Note:- *The largest country among the EAC member states is* ***Tanzania.***

-The smallest country among the EAC member states is ***Rwanda.***

A map showing the location of the current East African Community member states.



Benefits of the East African Community.

a) To an individual/ people of East Africa.

- ❖ **It has created employment opportunities for people.**
- ❖ **People are able to get goods that is not produced in their countries.**
- ❖ **It has widened market for traders' goods.**
- ❖ **It has allowed free movement of people and goods across borders.**
- ❖ **It has reduced taxes imposed on their imported goods.**

b) To member states of EAC.

- ❖ **It has promoted cooperation and unity among member states.**
- ❖ **It has promoted peace and stability in the member states.**
- ❖ **It has created a wider market for goods produced in the member states.**
- ❖ **It has enabled land locked member states to access sea ports.**

c) To non-member states of EAC.

- ❖ **It has created a wider market for their goods.**
- ❖ **The EAC member countries provide skilled labour to non-member states of EAC.**
- ❖ **The EAC member countries provide security to non-member states of EAC.**
- ❖ **The EAC member states provide jobs to people from non-member states of EAC.**

LAND LOCKED MEMBER STATES OF THE EAC

A land locked country is a country without a coastline.

Land locked countries are completely surrounded by other countries.

Member states of EAC which are land locked.

- **Uganda**
- **Burundi**
- **Rwanda**
- **South Sudan**

Neighbouring countries of the EAC which are land locked.

- **Ethiopia**
- **Malawi**
- **Zambia**
- **Central African Republic (C.A.R)**

Problems faced by land locked countries.

- ❖ **Delay of oversea goods in transit.**
- ❖ **High taxes charged on imported oversea goods.**
- ❖ **High transport costs when importing and exporting goods.**
- ❖ **High prices for imported goods.**

Possible solutions for the above challenges.

- ❖ **By joining the regional grouping.**
- ❖ **By improving on the air transport system.**
- ❖ **By encouraging local industrial production.**
- ❖ **By cooperating with non-land locked countries.**
- ❖ **By building modern road networks.**
- ❖ **By using various sea ports when importing and exporting goods.**

NON-LAND LOCKED COUNTRIES.

A Non-land locked country is a country which has coastline.

Non-land locked member states of the EAC.

- **Tanzania**
- **Kenya**

Neighbouring countries of the EAC which are non-land locked.

- **Mozambique**
- **Democratic Republic of Congo (D.R.C)**
- **Sudan**
- **Somalia**

Major sea ports that handle East Africa's goods.

- **Port Mombasa**
- **Port Dar-es-salaam**
- **Port Matadi in Democratic Republic Of Congo**

Benefits enjoyed by non-land locked countries.

- **They pay low taxes on imported goods.**
- **Their oversea goods do not delayed in transit.**
- **They meet less transport costs when importing their oversea goods.**
- **They get taxes through taxing goods of land locked countries that pass through them.**

ORGANS OF THE EAST AFRICAN COMMUNITY.

- **The Summit**
- **The Council of Ministers**
- **The Secretariat**
- **The East African Legislative Assembly (EALA)**
- **The East African Court of Justice (EACJ)**
- **The Coordinating committee**
- **The Sectoral committee**

The Summit

- **It is the topmost organ of the EAC.**
- **It is composed of the heads of state of the EAC member states.**
- **Its main role is to direct the activities of the EAC.**
- **It is headed by the chairperson.**
- **The current chairperson of the EAC is _____.**

The Secretariat.

- **The secretariat is based in Arusha, Tanzania.**
- **It is headed by the secretary general.**
- **It runs the daily affairs of the EAC.**
- **The current secretary general is Dr. Liberat Mfumukeko.**

Duties of the secretary general.

- **To administer and manage the finances of the EAC.**
- **To give information on the community programmes to stake holders and general public.**
- **He/she monitors the community activities.**
- **Mobilises funds from development partners to implement community projects.**
- **Prepares and submits the budget of the EAC.**

Secretary Generals of the EAC from 1996

Name	*Year*	*Country*
Francis Muthaura	1996-2001	Kenya
Amanya Mushega	2001-2006	Uganda
Juma Mwapachu	2006-2011	Tanzania
Dr. Richard Sezibera	2011-2016	Rwanda
Dr.Liberat Mfumukeko	2016-to date	Burundi

The Council of Ministers.

- **It is composed of ministers of foreign affairs from each member state.**
- **Its role is to make decisions on behalf of the summit.**
- **It monitors the implementation of the EAC policies.**

The Sectoral committee.

Its members are appointed by the council of ministers.

- **It prepares development programmes.**
- **It monitors the implementation of the policies of the EAC.**

The Co-ordinating committee.

It consists of the permanent secretaries for ministers of regional co-operation from each member state.

It reports to the council of ministers.

- **It implements the decisions of the council of ministers.**
- **It coordinates the activities of the sectoral committee.**

East African Legislative Assembly (EALA)

- **It serves as the parliament of the EAC.**
- **It discusses and approves the EAC budget.**
- **It makes laws for the EAC.**
- **It is made up of members of parliament, 9 from each member state.**
- **It is headed by the speaker.**
- **The current speaker of the EAC is Hon. Martin Ngoga.**

Speakers of EALA since the revival of the EAC.

Name	*Year*	*Country*
Abdulrahman Kinana	2001-2006	Tanzania
Abdirahim Abdi	2006-2011	Kenya
Margaret Nantogo Zziwa	2012-2014	Uganda
Hon.Daniel Fred Kidega	2014-2017	Uganda
Hon.Martin Ngoga	2017-present	Rwanda

The East African Court of Justice.

- **It is headed by the president.**
- **The current president of the EACJ is Emmanuel Ujirashebuja.**
- **It promotes human rights among the EAC member states.**
- **It settles disputes among member states.**

Departments of the current East African Community.

- **Lake Victoria Basin Commission (LVBC)**
- **Inter-University Council of East Africa(IUCEA)**
- **Civil Aviation Safety and Security Oversight Agency.(CASSOA)**
- **Lake Victoria Environment Programme (LVEP)**
- **Lake Victoria Fisheries Organisation (LVFO)**
- **East African Development Bank (EADB)**
- **East African Flying School (EAFS)**

Problems/ challenges facing EAC as a common market

- **Lack of a common language.**
- **Shortage funds to finance its activities.**
- **Production of similar goods.**
- **Absence of a common currency.**
- **Desire for prestige by some member states.**
- **Political differences among member states.**
- **Political instability in some among member states.**
- **Importation of low quality goods.**
- **Poor transport and communication.**

Suggested solutions to challenges facing common markets in east Africa

- **By forming a joint army to promote security in the region.**
- **By forming economic partnerships with other regional groupings.**
- **By adopting a common language like Kiswahili.**
- **By promoting good governance and democracy in the region.**
- **By improving the transport and communication network.**

Ways regional bodies promote trade.

- **By promoting free trade zones.**
- **By promoting peace and security in the region.**
- **By organising trade fares.**
- **By widening market for goods and services.**

- **By developing a common taxation policy.**
- **By promoting free movement of people and goods across borders of the member states..**
- **By developing a common currency.**

SYMBOLS OF THE EAST AFRICAN COMMUNITY.

- **The EAC flag**
- **The EAC anthem**
- **The EAC constitution**
- **The EAC motto**
- **The EAC emblem**

The East African Community Flag



- **The EAC has six colours and an emblem in the middle.**
- **The Blue background represents the waters of lake Victoria.**
- **White, Black, Green, Yellow, and Red colours are taken from the flags of the EAC member states to signify their cooperation.**

Places where the EAC flag can be raised.

- **Schools**
- **Embassies and High Commissions of the Member States**
- **Airports**
- **Hospitals**
- **Public offices**

Note:- *The EAC motto is* ***One People One Destiny****. It encourages unity among people of the EAC.*

Importance of the EAC flag.

- **It promotes regional unity.**
- **It promotes regional identity.**
- **It promotes patriotism.**

The EAC emblem.



- *A Map of East Africa in the middle of the EAC emblem. It reminds of the EAC cooperation.*
- *The industrial wheel represents the industrial growth as a common goal in the region.*
- *The arch of leaves represents the rich vegetation and agricultural production among the member states.*
- *The hand shake represents unity and friendship among the member states.*
- *The words "**JUMUIYA YA AFRIKA MASHARIKI**" translated as "East African Community" means the cooperation of the countries of East Africa.*

THE EAST AFRICAN COMMUNITY ANTHEM.

It is called Wimbo wa Jumuiya ya Afrika Mashariki.

The EAC anthem started to be used on 3rd December 2010.

It has three stanzas.

It was composed by;

- John Mugango from Tanzania.
- Wasswa Joseph from Uganda.
- Richard Kadhambi from Kenya.

Occasions where EAC anthem is sung

- School assemblies
- During parliamentary sessions.
- At official ceremonies
- Start of public functions.

Importance of the EAC anthem.

- ❖ It promotes regional unity.
- ❖ It promotes love for God.
- ❖ It promotes friendship among the EAC member states.
- ❖ It promotes patriotism and hard work.

EAST AFRICAN COMMUNITY ANTHEM

Kiswahili Version	***English Version***
Stanza 1 Ee Mungu twaomba ulinde Jumuiya Afrika Mashariki Tuwezeshe kuishi kwa amani Tutimize na malengo yetu *Chorus* *Jumuiya Yetu sote tuilinde* *Tuwajibike tuimarike* *Umoja wetu ni nguzo yetu* *Idumu Jumuiya yetu.* *Stanza 2* Uzalendo pia mshikamano Viwe msingi wa Umoja wetu Natulinde Uhuru na Amani Mila zetu na desturi zetu. *Stanza 3* Viwandani na hata mashambani Tufanye kazi sote kwa makini Tujitoe kwa hali na mali Tuijenge Jumuiya bora.	*Stanza 1* Oh God we pray For preservation of the East African Community; Enable us to live in peace; May we fulfill our objectives; *Chorus* We should protect/guard our community We should be committed and Stand strong Our unity is our anchor Long live our community *Stanza 2* Patriotism and togetherness Be the pillars of our unity May we guard our independence And peace Our culture and traditions *Stanza 3* Industries and farms We should work together We should work hard We should build a better community.

NATIONAL SYMBOLS OF EACH EAC MEMBER STATE.

UGANDA'S NATIONAL SYMBOLS

THE UGANDA NATIONAL FLAG



- The Uganda National Flag was designed by Grace Ibingira
- The Uganda national flag has three main colours i.e. black ,yellow ,red.
- A crested crane in a white circular background is at the centre of the flag. The white background represents peace.

	➢ **The Uganda national flag promotes national identity.**

<u>Meaning of each colour on the Uganda National Flag</u>.

- **<u>Black</u> represents the dark-skinned people of Uganda. It symbolises the African race of Ugandans.**
- **<u>Yellow</u> represents the abundant sunshine received in Uganda.**
  It also represents the warm climate experienced in Uganda.
- **<u>Red</u> represents the international brotherhood.**
- **<u>White</u> stands for the peace enjoyed in Uganda.**

THE UGANDA NATIONAL COAT OF ARMS.



- *Uganda coat of arms is composed of a shield and two spears on a green hill with the Uganda kob on the left and the crested crane on the right. It is designed using symbols that summarise important ideas and things Uganda holds.*
- *It is found on official documents, the national currency, parliament, the government seal and the president's official car.*
- *It is also hung in government institutions like courts and offices to symbolise power and authority.*
- *The Uganda coat of arms was designed by* ***<u>Paul Mukasa.</u>***
- *The Uganda coat of arms acts as a public seal of Uganda.*
- *The public seal is used to signify the official nature of government documents that bear its stamp.*

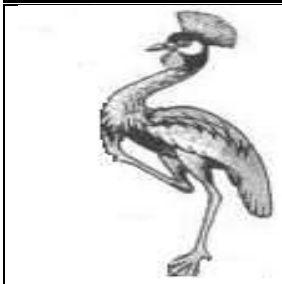
<u>Meaning of features found on the Uganda coat of arms</u>.

- **<u>The spears and shield</u> represents the traditional means of defence.**
- **<u>The blue stripes at the top</u> represents the water bodies in Uganda.**
- **<u>The blue stripes at the bottom</u> of the shield represent the source of River Nile found in Uganda.**
- **<u>The sun</u> represents the abundant sunshine received in Uganda or warm climate experienced in Uganda.**
- **<u>The drum</u> represents the traditional means of communication.**
  It also represents the culture of the people of Uganda.
- **<u>The black colour</u> on the shield symbolises the African race of Ugandans.**
- **<u>The kob</u> represents the rich/abundant wildlife in Uganda.**
- **<u>The crested crane</u> represents the gentleness and peaceful nature of the people of Uganda.**
- **<u>Coffee and cotton</u> on the green hill show the traditional cash crops grown in Uganda.**
  It also shows that Uganda is an agricultural country.
- **<u>The green colour</u> represents the abundant vegetation of Uganda.**
- **<u>The green hill</u> represents the many physical features of Uganda.**
- **The national motto "<u>For God and My Country</u>" signifies that the people of Uganda are God fearing.**

THE UGANDA NATIONAL ANTHEM

1. Oh Uganda! may God uphold thee, We lay our future in thy hand. United, free, For liberty Together we'll always stand. 2. Oh Uganda! the land of freedom. Our love and labour we give, And with neighbours all At our country's call In peace and friendship we'll live. 3. Oh Uganda! the land that feeds us By sun and fertile soil grown. For our own dear land, We'll always stand: The Pearl of Africa's Crown.	➢ **"Oh Uganda, land of beauty" is the country's official song. It was composed by George Wilberforce Kakoma.** ➢ **It was first officially sung on independence day on 9th October 1962 by Makerere college school choir, conducted by a student Catherine Mwandha.** ➢ **The Uganda national anthem is sung and played during official functions. It symbolises the country's principles, hopes and goals.** ➢ **The Uganda national anthem has three stanzas . All the three stanzas are sung to open and close official and important functions.** ***NOTE:*** ✓ *If there are other anthems or prayers during a function, the national anthem is sung first, followed by other anthems and then a prayer. At the end of the function, other anthems are sung first and the national anthem is sung last to close the function.* ✓ *The Uganda national anthem promotes national unity.* ✓ *When singing the national anthem, people must stand at attention as a sign of respect.*

The Uganda National Emblem.

	• **The crested crane is the Uganda's national emblem. It signifies the gentleness and peaceful nature of the people of Uganda.** • **Its drawn when it is in motion to show that Uganda is moving forward in terms of development** **Why the crested crane was chosen to be Uganda's national emblem.** • **It is a beautiful bird.** • **It is a gentle bird.** • **It is a graceful bird.** • **It is a peaceful bird.**

THE NATIONAL FLAG AND COAT OF ARMS OF KENYA.







Features on the Kenya national flag and their meaning.	***Features on the Kenya national coat of arms and their meanings.***
➢ *Black colour represents the people of Kenya who are predominant Africans.* ➢ *White colour represents the peace enjoyed in Kenya.* ➢ *Red colour represents the blood that was shed during the struggle for independence.* ➢ *Green colour represents the land and its agricultural potential.* ➢ *Shield and spears represents the traditional weapons and readiness to defend and protect the country.*	➢ *Lions holding spears symbolises the courage, ability and strength of Kenyans to defend their country against external attacks.* ➢ *Cockerel symbolises the party that led Kenya to independence.* ➢ *Shield shows Kenya's readiness to defend her independence.* ➢ *Agricultural products represent Kenya's rich fertile soils.* ➢ *The motto "Harambee" is a call for people to cooperate and work together in building the nation.*

THE NATIONAL FLAG AND COAT OF ARMS OF TANZANIA.







Features of the Tanzania national flag and their meaning	**Features of the Tanzania coat of arms and their meaning.**
• *Black colour represents the African race of Tanzanians.* • *Green colour represents the abundant vegetation and fertile land of Tanzania.* • *Blue colour represents the various lakes, rivers and other water bodies found in Tanzania.* • *Golden colour represents the different minerals and other wealth found in Tanzania.*	• Golden colour represents the numerous minerals and other wealth which are found in Tanzania. • Red colour represents the fertile soils on which different crops are found. • Blue waves represents the different water bodies found in Tanzania. • Burning torch represents the freedom, independence and enlightment of the people of Tanzania. • Spear and shield represents the readiness of Tanzanians to protect and defend their country. • Axe and hoe represent the determination of Tanzania to promote agricultural development. • Cotton and cloves represents the traditional cash crops of Tanzania. They also represent Tanzania as an agricultural country. • Man and woman each holding an elephant tusk: represents the cooperation of Tanzanians to develop their country. • The motto of Tanzania: **"Uhuru na umoja"** means freedom and unity.

THE NATIONAL FLAG AND COAT OF ARMS OF RWANDA.



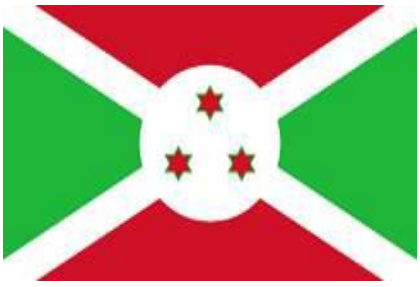




***Features on the Rwanda national flag and their meaning*.**	***Features on the Rwanda national coat of arms and their meaning*.**
• *Blue colour reperesents the peace and happiness enjoyed in Rwanda.* • *Yellow colour represents the economic development and mineral wealth.* • *Green colour represents Rwanda as an agricultural country with abundant vegetation.* • *The sun represents unity and enlightment of the people of Rwanda.*	• *Green ring with a knot represents the determination of Rwandans to develop through hard work.* • *Sorghum and coffee represents the agricultural potential of Rwanda.* • *Basket represents the traditional handcrafts,culture of saving, solidarity and sharing.* • *Cog wheel represents Rwanda's readiness to develop in the field of science,technology and industry.* • *Shields represents the traditional means of defence. They also represent patriotism and the people's readiness to defend the country.* • *The motto of Rwanda **"Ubumwe, Umurimo,Gukunda Iguhugu"** (Unity,work,and patriotism) represents the determination of Rwandans to work together in order to develop their country.*

THE NATIONAL FLAG AND COAT OF ARMS OF BURUNDI.

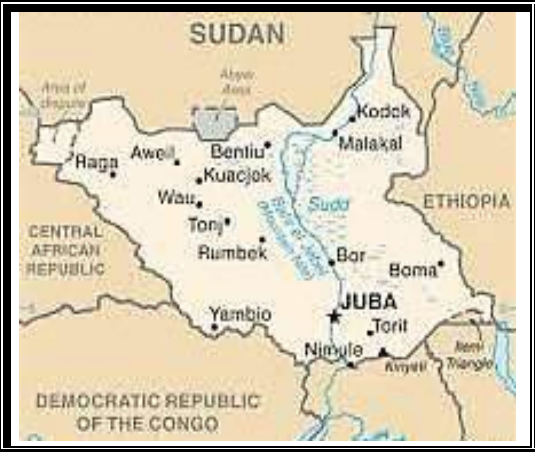






• ***Features on the Burundi national flag and their meaning*** • *Green colour represents the abundant natural resources in Burundi.* • *White colour represents hope and peace.* • *Red colour represents international brotherhood.* • *The three stars represents the three ethnic groups in Burundi ,the Hutu,Tusti and Batwa.*	• ***Features on the Burundi national coat of arms.*** • *Shield and spears represents the readiness of the people of Burundi to defend and protect their country.* • *National motto: Burundi's motto is in French**."Unite Travail Progres"(**Unity,Work,Progress.): it represents the unity and determination of the Burundians to work hard for the progress of their country.*

THE NATIONAL FLAG AND COAT OF ARMS OF SOUTH SUDAN.







Features on the national flag of South Sudan and their meaning. • *Black colour represents the African race of the people of South Sudan.* • *Red colour represents the blood that was shed in the liberation struggle.* • *Green colour represents the fertile land and natural resources.* • *Blue colour represents the waters of River Nile.* • *Yellow star represents the unity of states making up South South Sudan.*	***Features on the national coat of arms of South Sudan and their meaning.*** • *African fish eagle represents the people's resilience, vision and majesty.* • *Shield and two spears represents the people's readiness to protect their country.* • *The motto: **"Justice, Prosperity and Equality** ." represents the people's aspirations to live in a fair and just society in their country.*

Importance of national symbols

- **They promote national identity. They make countries look different from other countries.(they are used as symbols of identification.)**
- **They promote national unity eg.the anthem.**
- **They promote patriotism among people.**
- **They are used as symbols of independence.**

The neighbouring countries of the EAC

Country	*Capital City*	*Direction*
• **Republic of Sudan**	• **Khartoum**	• **North**
• **Mozambique**	• **Maputo**	• **South**
• **Malawi**	• **Lilongwe**	• **South**
• **Democratic Republic of Congo**	• **Kinshasa**	• **West**
• **Ethiopia**	• **Addis-Ababa**	• **North West**
• **Somalia**	• **Mogadishu**	• **East**
• **Central African Republic (C.A.R)**	• **Bangui**	• **North West**
• **Zambia**	• **Lusaka**	• **South West**



Testing Exercise.

1. Mention the commonest way of telling directions your community.
2. Give any two ways one can be able to locate places on a map.
3. Give the meaning of Lines of latitude.
4. Why are lines of latitude sometimes called "the parallels"?
5. Name the major line of latitude that crosses the East African Community member states.
6. What name is given to the region between the tropic of cancer and tropic of Capricorn?
7. Mention one neighbouring country of Uganda that lies in both the Northern and Southern hemisphere.
8. Why is the equator marked 0^0?
9. Give the meaning of the term Equinox.
10. State the effect of the Revolution of the earth around the sun.
11. Why do people living at Mombasa see the sun earlier than those ones at Kasese?
12. Mention the two months of the year when the sun is always overhead the equator.
13. What causes days and nights?
14. Name the line of longitude which helps in telling the international time.
15. Find the time in Rwanda which is 30^0W if it is 5:00pm in Ghana.
16. Name the British colonial secretary who advocated for the formation of the East African Community.
17. State any three reasons for the formation of the EAC in 1967.
18. Mention the three founder members of the EAC.
19. Name the organisation which was replaced by the EAC.
20. Which common market unites all East African countries?
21. Mention any two departments of the defunct EAC which had their headquarters in Uganda.
22. State any one achievement of the defunct EAC before it collapsed.
23. State any three reasons for the collapse of the EAC in 1977.
24. Give any two ways the collapse of the EAC affected international trade in the region.
25. Name the three heads of state at the time of the collapse of EAC.
26. Mention any two departments of EAC which survived as EAC collapsed in 1967.
27. Why is 30^{th} November, 1999 remembered in the history of East African Community?
28. Name the three heads of state who revived the East African Community.
29. Give any three reasons why the heads of state of East African countries revived the EAC.
30. Mention the newest member state of the East African Community.
31. Give any two reasons why the above country joined the East African Community.
32. State any three ways the people of East Africa benefit from the East African Community.
33. Why is Uganda referred to as a land locked country?
34. Mention any three land locked member states of the East African Community.
35. State any three problems land locked countries like Uganda face.
36. How is Uganda similar to Rwanda in terms of location?
37. Mention any two seaports that handle imports and exports of East African countries.
38. State any one benefit Kenya enjoys over Uganda due to her location.
39. Mention any four organs of the East African Community.
40. State any three problems facing the East African Community.
41. Give any two ways the East African Community member states can solve the above challenges.
42. Give any three ways the East African Community has promoted trade in East Africa.
43. Mention any three symbols of the East African Community.
44. Write down the East African Community motto.

45. What does the blue colour symbolise on the East African Community flag?
46. Mention any two occasions when the East African Community anthem is normally sung.
47. Give the English meaning of the phrase "Jumuiya ya Afrika Mashariki".
48. Give one way a national anthem is important to a country.
49. What do the following features symbolise on the Uganda national coat of arms?
    (i) The Kob
    (ii) The drum
    (iii) Coffee and cotton
    (iv) The sun.
50. Why was the crested crane chosen as Uganda's national emblem?

THE PEOPLE OF EAST AFRICA.

THE ORIGIN OF HUMAN BEINGS.

History is the study of past events.

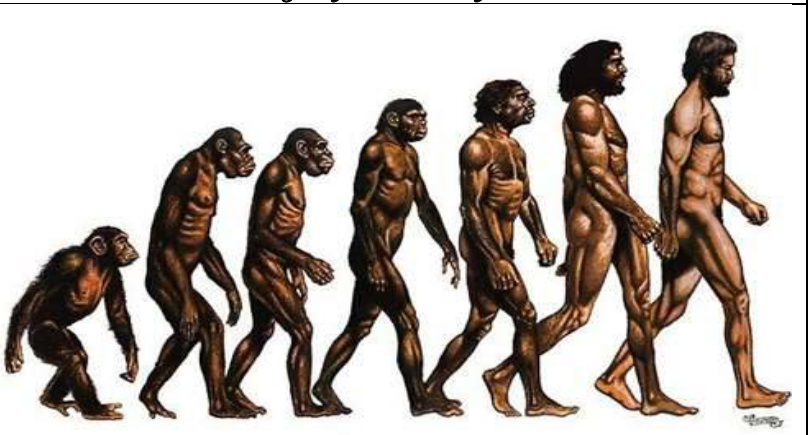
History contains what man did, the way he lived, the tools he used and the way he adopted to the environment where he lived.

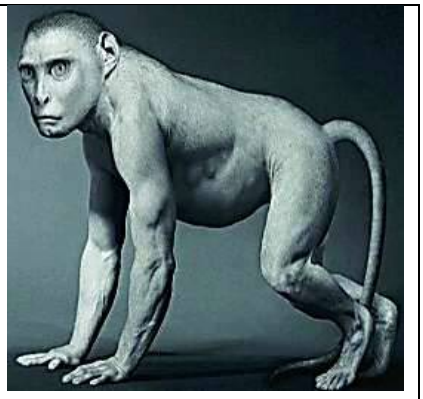
It is through history that we can trace the origin of man.

Sources of history.

- Oral traditions
- Written history
- Linguistics
- Anthropology
- Archaeology

Stages of evolution of man





Homo habilis man

a) ORAL TRADITIONS

Oral history refers to information about the past that is passed on from one generation to another by the word of mouth.

It is the oldest form of keeping information.

Sources of Oral history.

- Legends
- Riddles
- Proverbs
- Poems
- Songs
- Tongue twisters

Advantages of oral traditions.

- It is cheap in terms of getting information.
- It promotes respect for elders.
- It encourages thinking among people.
- It favours the illiterates and the blind.

Disadvantages of oral traditions.

- Information can easily be changed.
- Information can easily be lost in case a person with information dies.
- Information depends on one's memory.

b) WRITTEN HISTORY

This is the information about the past that is put into writing.

The period before written history was referred to as pre-historical period.

Sources of written history.

- **Textbooks**
- **Newspapers**
- **Magazines**
- **Journals**

Advantages of written history

- **Information can be kept for future use or reference.**
- **Information can not be phased out.**
- **Information can not easily be changed.**
- **It gives the time when the events happened.**

Note: *Written history is the most accurate source of information.*

Disadvantages of written history.

- **It is expensive to record information.**
- **It caters for illiterates only.**
- **Some history may be changed by writers.**
- **It takes a long time to correct wrong information.**

c) LINGUISTICS.

This is the study and analysis of languages spoken by different people.

Linguistics can help us tell when and how the languages spoken now in East Africa came into existence.

d) ANTHROPOLOGY.

This is the study of people's culture.

Anthropology is the social science that studies the origins and social relationships of human beings.

Anthropologists give information about cultural systems like the ideas, beliefs and institutions.

e) ARCHAEOLOGY.

This is the scientific study of remains of people of long ago.

It is carried out by archaeologists.

Terms related to archaeology.

Fosils are remains of animals, plants and of humans of long ago.

Examples of fossils.

- **Skulls of People**
- **Bones of animals and people**
- **Caves**
- **Rock paintings**
- **Tools**
- **Weapons**

Excavation is the process of digging up the remains of early man. After excavation the remains are carbon dated to determine their age.

Carbon dating is the arrangement of the fossils to determine their age.

Stratification is the grouping of fossils and arte-facts according to the depth of the ground where they are found.

Arte-facts are remains of items used by people of long ago.

Places where fossils and arte-facts are found.

- **Museums**
- **archaeological sites.**

Famous archaeologists in East Africa.



Dr. Louis Leakey

a) Dr.Louis Leakey.

He is the most prominent archaeologist in East Africa.
He came to East Africa with his wife Mary Leakey.
Dr.Louis Leakey discovered the oldest skull of man at Olduvai Gorge in Tanzania in 1959.
This skull was believed to be for a man he named Zinjanthropus.
The name Zinjanthropus is formed by two words;ie."Zenj" which means black and "anthropus" which means man.
Therefore, the name "Zinjanthropus" means black man.

Note: *East Africa is therefore referred to as the cradle of mankind because the oldest skull of man was discovered in East Africa.*

b) Dr. Merrick Posnansky.

He made his discoveries in the former Chwezi empire at Bigobyamugenyi in Sembabule district.

c) Dr. Peter Schmidt.

He carried out his discoveries in the iron age sites in Northern Tanzania around the shores of Lake Victoria.

d) James.S Kirkman and Neville Chittick.

He carried out archaeological work along the coast of East Africa(in the Zenj empire)
They excavated the remains of the Portuguese along the coast of East Africa.

e) Dr.Richard Leakey.

He discovered the remains of early man around lake Turkana in Kenya.
He was a son to Louis and Mary Leakey.

Importance/ advantages of archaeology.

- **It is a source of employment to people.**
- **It helps us to know the life style of our ancestors.**
- **It helps us to know the origin of mankind.**

Problems facing archaeology.

- **Shortage of funds to facilitate the activities..**
- **Difficulty in locating sites for effective excavation.**
- **Shortage of skilled labour.**

MUSEUMS.

A museum is a building where things of art, culture and history are kept for public viewing.

Examples of museums in East Africa.

Country	*Name of museum*
Uganda	-Uganda museum at Kitante -Kabale museum
Tanzania	-Dar-es-salaam -Arusha museum.
Kenya	-Nairobi museum -Fort Jesus
Rwanda	-Butare museum -Ruhengeri museum.
Burundi	-Burundi geological museum -Gitega museum.
South Sudan	-National Archive museum.

Importance of museums in a country.

- **They create market for local craft materials.**
- **They provide employment to the people.**
- **They attract tourists who bring in foreign exchange.**
- **The are used for research and education purpose.**

❖ They keep arte-facts safe.

ARCHAEOLOGICAL /HISTORICAL SITES IN EAST AFRICA.

Archaeological sites are places where the remains of early/people of long ago were discovered.

Most archaeological sites in East Africa are found near lakes and rivers.

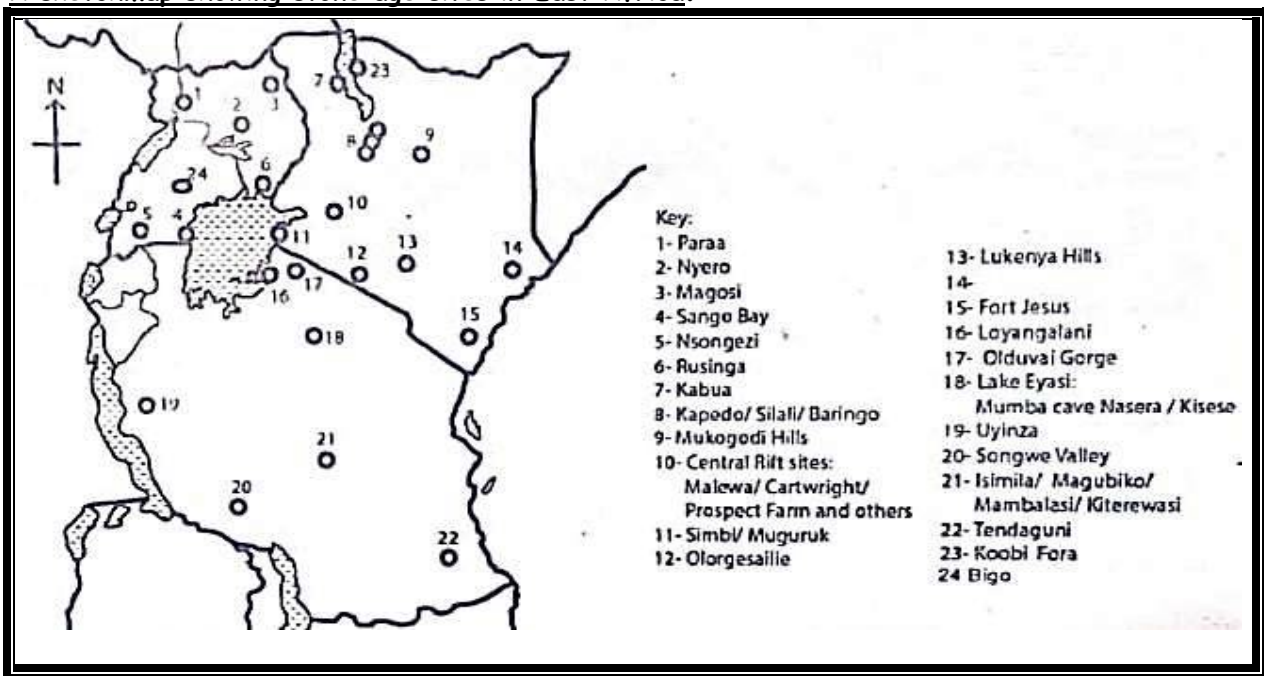
Reasons why most archaeological sites are found near lakes and rivers.

❖ Early man lived near lakes and rivers in order to get water.
❖ Early man lived near lakes and rivers to trap animals that came to drink water.
❖ Early man lived near lakes and rivers in order to get fish.

Famous archaeological sites in East Africa.

Country	*Archaeological site.*
Tanzania	-Olduvai Gorge -Apis Rock -Cheke -Kisese -Isimila -Lake Eyasi-Kondoa
Uganda	-Bigobyamugenyi -Paraa -Sango bay -Nyere rock paintings -Magosi -Ntusi.
Kenya	-Rusinga island -Kanjera -Yala Alego -Olorgesaile -Kanana -Kariandusi -Lewa.
Rwanda	-Nyungwe forest.

A sketchmap showing stone age sites in East Africa.



Ways archaeologists found places of fossils (archaeological sites).

- By digging unusual bumps and hollows on the ground.
- By recognising the footmarks and pieces of pottery.
- By chance.
- Ordinary people could find remains during their activities.

Importance of archaeological/historical/stone age sites.

❖ They attract tourists who bring in income.
❖ They provide employment to people.
❖ They promote culture in the society.
❖ The are used for research and study purpose.
❖ They help people trace their origin.
❖ They help us to know how our ancestors lived. The activities that were carried out by early man.

THE STONE AGE

Stone age was the period when man used stones to make his tools.

The stone age period was called so because early man made his tools out of stones.

Man was called the stone age man because man made his tools out of stones.

<u>Stages of development during the stone age</u>.

- **Old/ Early/ Palaeolithic Stage.**
- **Middle/ Mesolithic/ Period.**
- **Late/ New/ Neolithic Period.**

<u>The Old Stone age</u>.

This was the first stage of stone age.

It is also called Palaeolithic/ early stone age.



The Old stone age man

<u>Characteristics of early man in the Old stone age</u>.

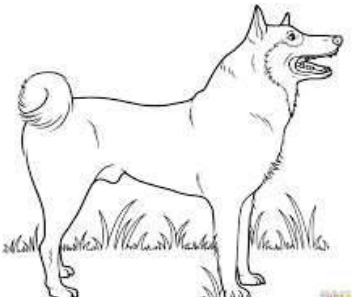
- ❖ **Man had no permanent home.**
- ❖ **He moved naked.**
- ❖ **Man had a hairy body.**
- ❖ **He used simple tools out of stones.**
- ❖ **Man lived a wondering life.**
- ❖ **Man had huge molar teeth for grinding hard food.**

➢ ***Note:-The discovery of fire*** *marked the end of the Old stone age and the beginning of the Middle stone age.*

<u>The Middle stone age</u>.

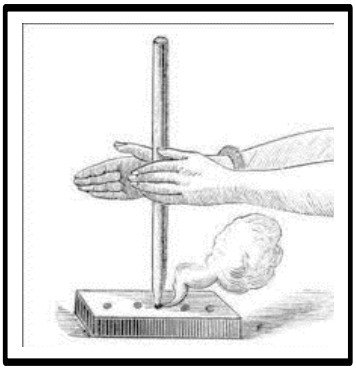
Early man started it with the discovery of fire. He rubbed a dry stick into a hole in a dry piece of wood. As a result of friction, fire was produced.

The Middle stone age is also called the Mesolithic.



<u>Charactreristics of early man in the Middle stone age</u>.

- ❖ **Man started using better tools.**
- ❖ **Man started eating roasted meat.**
- ❖ **Man started living in caves.**
- ❖ **Man tamed a dog for hunting and protection.**
- ❖ **Man started hunting animals using traps.**
- ❖ **Man started using skins as blankets.**



<u>Ways fire was useful to early man</u>.

- ❖ **Fire was used for protection against wild animals.**
- ❖ **Fire was used for roasting meat.**
- ❖ **Fire provided light in caves.**
- ❖ **Fire provided warmth to early man in caves.**
- ❖ **Fire was used for boiling poison.**
- ❖ **Fire helped man to harden his tools.**

Note:*The discovery of farming* *marked the end of the Middle stone age and the beginning of the New stone age.*

<u>The New stone age</u>.

Early man started it with the discovery of farming.

It is also called the late stone age/ Neolithic.

<u>Characteristics of early man in the New stone age</u>.

- ❖ **Early man started to live in simple huts.**
- ❖ **Early man started living in communities.**
- ❖ **Early man started carrying out farming.**
- ❖ **Early man lived a settled life.**

Note: *Farming enabled early man live a settled life because he had to settle and take care of his crops.*

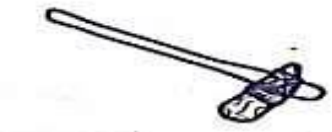
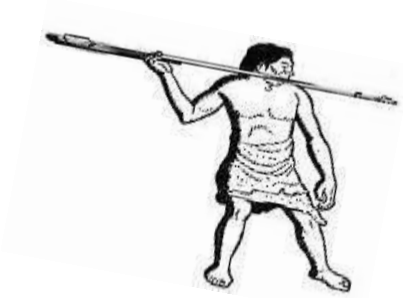
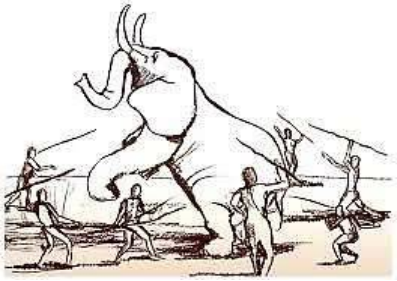
Ways early man obtained/got his food.

a) By hunting.
b) By gathering fruits.
c) By collecting wild honey.
d) By fishing.

Examples of early man's food.

- **Wild honey**
- **Fruits**
- **Fish**
- **Raw meat**

Examples of early man's tools and their uses.

Name of tool	*Drawing*	*Use of the tool to early man*
Bolas		❖ **It was used to trap fast running animals during hunting**
Hand axe		❖ **It was used for skinning animals.** ❖ **For digging up plant roots.**
Hand spears		❖ **It was used for hunting** 
Bone needle		❖ **It was used for stitching animal skins and hides to make clothes**
Cleaver		❖ **It was used for chopping meat**
Wooden club		❖ **It was used for killing trapped animals**
Bow and arrow		❖ **It was used for hunting and fishing**

Note: ***The discovery of Iron smelting*** *marked the end of Stone age period and the beginning of Iron age.*

THE IRON AGE.

This was the period when early man started using iron to make his tools.
Iron smelting was started by the Cushites at Meroe in Ethiopia.
It was introduced in East Africa by the Bachwezi.
Blacksmithing is the act of making and repairing iron tools.
A blacksmith is a person who makes iron tools.

Tools made from iron by blacksmiths.

- **Knives**
- **Pangas**
- **Hoe**
- **Spears**
- **Axe**
- **Sickle**
- **Saucepans**
- **Weaving needles**
- **Arrows.**

				
a panga	*a knife*	*a sickle*	*a hoe*	*a gun*

How iron smelting changed the life of early man.

- **It has enabled man to make better tools for farming .This increased food production.**
- **It has enabled early man make better weapons for defence.**
- **It has helped man to make better means of transport.**
- **It has enabled early man to make better fishing tools.**

ETHNIC GROUPS IN EAST AFRICA.

An ethnic group is a large group of people with the same origin, same traditional occupation and speak related languages.
An ethnic group can also be known as a tribal group.
A tribe is a group of people who have the same origin and speak the same language.
The Bushmen were the early inhabitants of East Africa before the coming of ethnic groups into East Africa. The Bushmen were displaced as a result of the ethnic migrations.
The direct descendants of the Bushmen in East Africa are the Sandawe and Hadza in Northern Tanzania, the Pygmies in Uganda and Democratic Republic of Congo.
The first ethnic group to migrate into East Africa were the Cushites/Hamites.

Problems faced by ethnic groups during their migrations.

- **Attacks from hostile tribes.**
- **They were attacked by dangerous animals.**
- **Difficulty in crossing terrains.**
- **Shortage of water and pasture.**
- **Attacks from tropical diseases.**

Major ethnic groups that came into East Africa.

Ethnic group	*Cradle land (place of origin)*	*occupation*
Bantu	Cameroon highlands	Cultivation
River-Lake Nilotes(Nilotics)	Bahr-el-Ghazal	Pastoralism
Cushites (Hamites)	Ethiopia	Pastoralism
Plain Nilotes (Nilo-Hamites)	Ethiopian highlands	Pastoralism
Highland Nilotes	Ethiopian highlands	Pastoralism
Sudanic people	Juba (South Sudan)	Mixed farming.

Characteristics of Ethnic groups.

- **People speak related languages.**
- **People have the same origin.**
- **People carry out the same major occupation.**

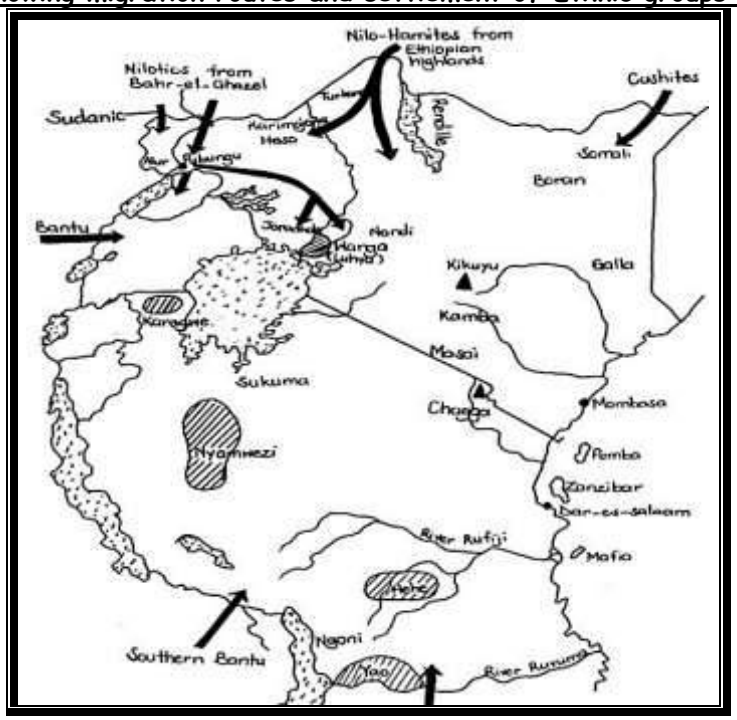
Factors that affected settlement patterns of ethnic groups into East Africa..

- **Climate**
- **Availability of land.**
- **Water bodies**
- **Nature of the Soil**
- **Vegetation**
- **Occupation**

How the above factors influenced the settlement patterns of Ethnic groups in East Africa.

- **Climate:**
  Most people settled in areas with favourable climate for their traditional; occupation. Areas that receive much rainfall attracted the cultivators while areas that receive low rainfall attracted cattle keepers.
- **Nature of the soils:**
  The Bantu who were cultivators settled in the interlacustrine region which had fertile soils for crop growing.
- **Land:**
  Most ethnic groups migrated into East Africa to acquire enough land for growing crops and rearing animals.
- **Vegetation:**
  Most pastoral tribes settled in areas with savannah vegetation to get pasture for their animals.
- **Water bodies:**
  Most tribal groups settled around water bodies in order to get water for home use, for their animals and to carryout fishing.
- **Occupation :**
  Most ethnic groups in East Africa settled in areas that were suitable for their traditional occupation eg.the Bantu settled in areas that had fertile soils and received reliable rainfall which support crop growing, the Nilotics were pastoralists which made them settle in areas that had plenty of pasture for their animals.

A sketch map showing migration routes and settlement of Ethnic groups into East Africa.



THE BANTU.

The Bantu forms the largest ethnic group in East Africa.

The Bantu are called so because they speak related languages with a common suffix "ntu" when referring to people or things.

The Bantu originated from Cameroon highlands.

Their major occupation is cultivation/ crop growing..

They settled in the interlacustrine region in East Africa.

- **N.B: *Interlacustrine region** is an area between the great lakes of East Africa.*

Examples of interlacustrine lakes.

- **Lake Victoria**
- **Lake Tanganyika**
- **Lake Kivu**
- **Lake Edward**
- **Lake Albert.**

Reasons why the Bantu settled in interlacustrine region.

- **The area had fertile soils suitable for cultivation.**
- **The area received reliable rainfall that favour the growing of crops.**
- **The area had also had weak inhabitants ie. the Bushmen.**

Bantu groups that migrated to East Africa.

a) The Western Bantu.

This was the first group of Bantu to enter East Africa. They entered East Africa through the West between Lake Albert and Lake Edward.

Tribes under the Western Bantu.

Country of settlement	Bantu tribe
Uganda	Baganda, Banyankole, Bakonzo, Bamba, Bagwere, Bakiga, Bagishu, Batooro, Banyoro, Bafumbira.
Kenya	Abaluhya , Maragoli, Gusii.

b) The Highland and Coastal Bantu (Eastern Bantu).

This Bantu group settled around Mountain Kenya, Mountain Kilimanjaro and the coast of East Africa.

Tribes under the Eastern Bantu

Country of settlement	Bantu tribe
Kenya	Kikuyu, Akamba, Taita, Mijikenda,Embu, Meru, Pokomo.
Tanzania	Chagga, Tareta, Zaramo, Washamba.

c) The Western Tanzanian Bantu.

They entered East Africa through Tanzania between Lake Tanganyika and Lake Kivu and settled mainly in Tanzania. They include the Nyamwezi, Sukuma, Baziba, Gogo.

d) The Southern Bantu.

They entered East Africa through the South West between Lake Tanganyika and Lake Nyasa (Lake Malawi).

They mainly settled in Tanzania. They include ; Yao, Hehe, Makonde, Makua, Fipa, Pogoro and Mwera.

THE NGONI.

The Ngoni was the last group of the Bantu to enter East Africa.

The Ngoni came from South Africa .

The Ngoni used the Southern route to enter East Africa.

The Ngoni were led by chief Zwangendaba. They were running away from the wars of Shaka the king of the Zulu kingdom in South Africa, who attacked them.

Note:

- ✓ ***The dominant Bantu*** *tribe in Rwanda and Burundi are the* ***Hutu.***
- ✓ ***Baganda*** *is the largest Bantu tribe in Uganda .*
- ✓ ***The Kikuyu*** *is the largest Bantu tribe in Kenya.*
- ✓ ***The Sukuma*** *are the largest Bantu tribe in Tanzania.*

Bantu tribes that settled on slopes of mountains in East Africa.

Mountain	*Bantu tribe*
Mountain Rwenzori	**Bakonzo**
Mountain Mufumbiro	**Bafumbira , Bakiga**
Mountain Elgon	**Bagishu**
Mountain Kilimanjaro	**Chagga**
Mountain Kenya	**Kikuyu**

Causes of the Bantu migrations.

- ❖ **Outbreak of epidemic diseases in their cradleland.**
- ❖ **Internal and external conflicts.**
- ❖ **The need for fertile land for cultivation.**
- ❖ **Outbreak of famine.**
- ❖ **Shortage of land.**
- ❖ **Over population in their cradle land.**
- ❖ **Prolonged drought.**

Reasons for the migrations of the Bantu into East Africa.

- ❖ **They were looking for water and pasture for their animals.**
- ❖ **They were escaping from external attacks.**
- ❖ **They were escaping from epidemic diseases which attacked them.**
- ❖ **To look for areas that received reliable rainfall. .**
- ❖ **To look for enough land to carry out cultivation.**
- ❖ **To look for fertile soils for crop cultivation.**

Effects of Bantu migrations into East Africa.

a) Positive effects.

- ❖ **They introduced new crops.**
- ❖ **They introduced new languages.**
- ❖ **They introduced new cultures.**
- ❖ **They introduced new farming systems.**
- ❖ **They formed kingdoms and chiefdoms where they settled.**

b) Negative effects.

- ❖ **They displaced people where they settled ie. The Bushmen. They moved southwards and settled in the Kalahari desert)**
- ❖ **Their intermarriages led to loss of culture of the early inhabitants.**
- ❖ **Population increased in areas where they settled.**
- ❖ **They caused wars and conflicts in areas where they settled.**

THE NILOTES.

The Nilotes are called so because they had their origin along the Nile valley.
The Nilotes are divided into three sub groups
Namely;

- **The River-Lake Nilotes.**
- **The Highland Nilotes.**
- **The Plain Nilotes/ Nilo-Hamites.**

THE RIVER- LAKE NILOTES.

They are also called the Nilotics/Luo speakers.

They are called Luo speakers because they speak Luo as their language.

They migrated from Bahr-el-Ghazal in South Sudan.

The Nilotics are sometimes referred to as River-Lake Nilotes because they settled near lakes and rivers.

The Nilotics entered into East Africa from Northern Uganda.

The Nilotics first settled at Pubungu when they first reached Uganda.

Pubungu currently is known as Pakwach.

The Nilotics were led by Olum and his two sons Gipir and Labongo.

The two brothers separated at Pubungu due to misunderstandings over the spear and the bead.

The Separation of the River-Lake Nilotes.

- ✓ **The first group led by Gipir settled in the West Nile. They intermarried with the Lendu leading to the rise of the Alur tribe.**
- ✓ **The second group moved to areas North of lake Kyoga and settled there and these form the Acholi tribe.**
- ✓ **Another group moved southwards to Bunyoro. They were led by Isingoma Rukidi Mpuga. They intermarried with the Babiito clan and formed the Luo-Babiito dynasty.**
- ✓ **The last group moved eastwards, they formed the Jopadhola in Tororo district.**
- ✓ **Another group continued to Western Kenya forming the Jaluo tribe.**

The Sub-groups under the Jaluo.

- **Jok-omolo**
- **Jok-owiny**
- **Jok-ojok**

Tribes under the River-Lake Nilotes/ Luo speakers in East Africa.

- **Alur**
- **Jaluo in Kenya.**
- **Jopadhola**
- **Acholi (the largest tribe under the Nilotics).**

Effects of the migration of the Nilotes.

a) Positive effects.

- ❖ **They introduced Luo language where they settled.**
- ❖ **The number of domestic animals increased in East Africa.**
- ❖ **They formed chiefdoms where they settled.**
- ❖ **They introduced new crops such as millet, sorghum, and sweet potatoes in East Africa.**
- ❖ **They founded the Luo-Biito dynasty.**
- ❖ **They introduced new culture like pet names and Luo languages.**

b) Negative effects.

- ❖ **They displaced people where they settled.**
- ❖ **The Luo invasion led to collapse of Bunyoro-Kitara empire.**
- ❖ **Population increased where they settled which resulted into shortage of land.**

THE PLAIN NILOTES/ NILO-HAMITES.

They originated from the Ethiopian highlands.

Their traditional occupation is pastoralism.

They entered East Africa through the North around lake Turkana.

They entered Uganda through the North East.

They settled in the semi-arid areas of East Africa.

In Uganda, they settled in the North Eastern part.

The Plain Nilotes today in Uganda settle in districts like Nakapiripirit, Moroto, Soroti, Katakwi, Kumi, Abim, Kaabong.

Reasons why the Plain Nilotes settled in plain areas.

- **The areas were large without people.**
- **The areas were free from vectors like tsetse flies.**
- **The areas were free from tsetse flies.**

Tribes under the Plain Nilotes in East Africa.

Country	*Tribe*
Uganda	**Karimojong, Iteso, Langi, Jie, Kumam.**
Kenya	**Turkana, Masai,Samburu.**
Tanzania	**Masai, Barabaig, Tatoga.**

Reasons why some tribes of the plain Nilotes changed to mixed farming.

- **They had settled in areas with fertile soils good for growing.**
- **The areas where they settled received reliable rainfall.**
- **They were influenced by the Bantu cultivators who were their neighbours.**

THE HIGHLAND NILOTES.

They were originally pastoralists.

They originated from Ethiopian highlands and they settled around Mountain Elgon and Western highlands of Kenya.

Tribes under the Highland Nilotes.

Tribe	*Country*
-Sabiny -Pokot	**Uganda**
-Tugen -Nandi -Kipsigis -Marakwet etc	**Kenya**
-Dadong	**Tanzania**

Cause of the migrations of the Nilotes into East Africa.

- **Shortage of pasture for animals.**
- **Internal and external attacks.**
- **Outbreak of epidemic diseases.**
- **High population which led to shortage of land.**
- **Prolonged drought in their cradle land.**
- **Outbreak of famine in their cradle land.**

Reasons for the migrations of the Nilotes into East Africa.

- **They were looking for water and pasture for their animals.**
- **They were escaping from external attacks.**
- **They were escaping from epidemic diseases which attacked them.**
- **To look for enough land to carryout pastoralism..**
- **Outbreak of animal diseases.**

THE CUSHITES/ HAMITES.

They are believed to have come from Asia and settled in countries found in the Horn of Africa. ie.Ethiopia, Somalia, Djibouti, and Eritrea.

It was the first ethnic group to come into East Africa.

They originated from Ethiopia into East Africa.

In Uganda,the Hamites entered from the South West direction.

Tribes under the Cushites/ Hamites in East Africa.

Tribe	*Country*
-Bahima -Tutsi -Bahinda	**Uganda**
-Tutsi	**Rwanda**
-Tutsi	**Burundi**

-Kinje -Somali -Boran -Galla -Rendille.	Kenya
-Mbugu -Iragu	Tanzania

Causes of the migrations of the Cushites into East Africa.

- ❖ Prolonged drought in their cradle land.
- ❖ External attacks from their neighbours.
- ❖ Internal conflicts among the Cushites.
- ❖ Outbreak of epidemic diseases in their cradle land.
- ❖ Shortage of pasture for their animals.
- ❖ Outbreak of famine in their cradle land.
- ❖ Shortage of land in their cradle land.

Reasons for the migratinons of the Cushites into East Africa.

- ❖ To look for water for their animals.
- ❖ To look for pasture for their animals.
- ❖ To look for enough land to carryout pastoralism.
- ❖ To look for safe areas from pests and diseases.

Effects for the coming of Cushites into East Africa.

- ❖ The Cushites introduced long horned cattle.
- ❖ The Cushites displaced people where they settled.
- ❖ The Cushites increased population in East Africa.
- ❖ They introduced the idea of iron smelting in East Africa.

THE SUDANIC PEOPLE.

The Sudanic people are believed to have migrated from Juba in South Sudan.
They settled in the West-Nile sub-region of Uganda.
They carried out mixed farming.

Tribes under the Sudanic in East Africa.

- Lugbara
- Okebu
- Madi
- Lendu

Problems faced by Ethnic groups during their migrations.

- ❖ Attacks from hostile people.
- ❖ Attacks from wild animals.
- ❖ Shortage of food and water.
- ❖ Difficulty in crossing some physical features e.g. rivers.
- ❖ Walking long and tiresome journeys.
- ❖ Attacks from tropical diseases.

MIGRATIONS AND SETTLEMENT PATTERNS IN EAST AFRICA.

Migration is the movement of people with property from one place to another for settlement.

Types of migration.

- External migration.
- Internal migration.

(i) EXTERNAL MIGRATION.

This is the movement of people with their property from one country to another for settlement.

Forms of external migration.

- Emigration.
- Immgration.

- ✓ **Emigration** is the process by which a person leaves his/ her own country and goes to live permanently in another country.
- ✓ **An emigrant** is a person who leaves his/her own country and goes to live permanently in another country.
- ✓ **Immigration** is the process by which a person comes to live permanently in a country that is not his/ hers.
- ✓ **An immigrant** is a person who comes to live permanently in a country which is not his/hers.

Causes of immigration and emigration.

- Civil wars/ internal conflicts.
- Shortage of land.
- Need for better social services.
- Marriage bondage.
- Unemployment.
- To invest their excess capital.
- Job transfers.

Effects of immigration and emigration.

- It leads to population increase in areas of settlement.
- It leads to introduction of new languages.
- It leads to intermarriages among people.
- It leads to land shortage in areas of settlement.
- It leads to introduction of new culture.
- It leads to large labour force in new areas of settlement.

Reasons why people leave their own countries to settle in others permanently.

- To look for better paying jobs.
- To look for areas that are free from wars.
- To look for enough land.
- To look for better social services.
- To look for trade opportunities.

(ii)INTERNAL MIGRATION.

Internal migration is the movement of people with their property from one part of a country to another for better settlement.

The migrant remains within his own country.

Forms of internal migration.

- Rural-urban migration.
- Urban-rural migration.
- Rural-rural migration.
- Urban-urban migration.

RURAL-URBAN MIGRATION.

This is the movement of people with their property from villages to towns looking for better settlement.

Causes of Rural-Urban migration.

- Unemployment in villages.
- Poor health services.
- Poor transport systems in villages.
- Poor education services in villages
- Job transfers from villages to towns.
- Internal conflicts.
- Insecurity in villages

Reasons why people move from villages to towns.

- To look for better paying jobs.
- To look for better education services.
- To look for a large market for their goods.
- To get access to/enjoy social amenities like electricity and piped water.
- To look for better health services.
- To look for wider market for their goods.
- To run away from dangerous cultural practices like Female Genital Mutilation.

Effects of Rural-Urban migration.

- It leads to depopulation in rural areas which reduces market for goods in rural areas.
- It leads to shortage of labour in villages.
- It leads to low food production.
- It leads to high crime rate in towns.
- It leads to a high rate of unemployment in urban areas.

Ways in which the government can reduce rural-urban migration.

- By setting up industries in rural areas to create jobs for people.
- By extending electricity to villages (rural electrification).
- By improving the social service delivery in villages.

❖ **By encouraging people in villages to start up small- scale industries.**

Note:-*Rural electrification* *is the extension of electricity to rural areas.*

Problems faced by people living in urban centres/ towns.

- **High crime rate.**
- **Congestion/traffic jam.**
- **Easy spread of communicable diseases.**
- **Poor housing facilities e.g.slums.**
- **High rate of unemployment.**
- **High cost of living.**
- **Poor sanitation.**

Reasons why urban centres/ towns are densely populated.

❖ **They have better paying jobs.**
❖ **They have better education services.**
❖ **They have better social amenities.**
❖ **They have better health services.**
❖ **They have better business opportunities.**

URBAN -RURAL MIGRATION

Urban-rural migration is the movement of people with their property from towns to villages for better settlement.

Causes of Urban-Rural migration.

❖ **Insecurity in towns.**
❖ **High costs of living in towns.**
❖ **Retirement from jobs in towns.**
❖ **Outbreak of epidemic diseases in towns.**
❖ **Job transfers from towns to villages.**
❖ **Need for large vacant land for crop growing.**
❖ **Unemployment in towns.**

Reasons why people move from towns to villages.

❖ **To look for land for farming.**
❖ **To extend their businesses to villages.**
❖ **To get market for their goods.**
❖ **To look for areas which are free from natural disasters.**
❖ **To look for areas with low costs of living.**

Effects of Urban-Rural migration.

❖ **It leads to shortage of labour in towns.**
❖ **It leads to shortage of market for goods in towns.**
❖ **It leads to land shortage in villages.**
❖ **It leads to population increase in villages.**

Ways the government can encourage Urban-Rural migration.

❖ **By extending electricity to rural areas (Rural electrification)**
❖ **By encouraging the setting up of small scale industries in villages.**
❖ **By building better hospitals in villages.**
❖ **By constructing better schools in villages.**
❖ **By providing better security in villages.**

URBAN-URBAN MIGRATION.

This is the movement of people with their property from one town to another looking for better settlement.

Causes of Urban-Urban migration.

❖ **Job transfers from one town to another.**
❖ **Low market for goods.**
❖ **Insecurity in some towns.**
❖ **High costs of living in some towns.**
❖ **Poor sanitation in some towns.**
❖ **Natural disasters in some towns eg.floods.**

Reasons why people move from one town to another.

❖ **To look for better jobs.**
❖ **To look for a large market for their goods.**
❖ **To look for better security services.**
❖ **To invest their capital in other towns.**
❖ **To look for towns which are free from natural disasters.**

Effects of Urban-Urban migration.

- ❖ It leads to population increase in new towns where people settle.
- ❖ It leads to shortage of market where they leave.
- ❖ It leads to shortage of labour where they leave.
- ❖ It leads to shortage of land in the new areas of settlement.

RURAL-RURAL MIGRATION.

This is the movement of people with their property from one village to another looking for better settlement.

Causes of Rural-Rural migration.

- ❖ Social conflicts.
- ❖ Soil infertility in some villages.
- ❖ Insecurity in some villages.
- ❖ Shortage of water and pasture.
- ❖ Shortage of land.
- ❖ Outbreak of epidemic diseases.

Reasons why people move from one village to another.

- ❖ To look for fertile soils for crop growing.
- ❖ To look for water and pasture for animals.
- ❖ To run away from social conflicts.
- ❖ To look for areas with better security.
- ❖ To look for areas which are free from epidemic diseases.
- ❖ To look for areas which are free from natural disasters.

Effects of Rural-Rural migration.

- ❖ It leads to conflicts with the inhabitants of the places they migrate to.
- ❖ It leads to intermarriages.
- ❖ It leads to introduction of new cultures.
- ❖ It leads to low population in places where people migrate from.
- ❖ It leads to introduction of new languages where people settle.

How do people in Urban areas benefit from those living in Rural areas.

- ❖ People in urban areas get food from villages.
- ❖ People in villages provide market for goods produced in towns.
- ❖ Industries in towns get raw materials from villages.

Problems faced by people living in urban areas/ towns.

- ❖ Congestion of people in towns.
- ❖ High crime rate.
- ❖ Sound pollution.
- ❖ Development of slums.
- ❖ High cost of living.
- ❖ Traffic jam.
- ❖ Unemployment among people.

Possible solutions to the above problems.

- ❖ Deploying more security officers to improve security.
- ❖ By building storeyed houses.
- ❖ By constructing wider roads in towns.
- ❖ By building flyovers and foot paths.
- ❖ By teaching people the dangers of poor sanitation.
- ❖ By installing/putting security cameras on houses and along the roads.

Ways people in Rural areas benefit from people in Urban areas.

- ▪ People in towns provide market for food from villages.
- ▪ They provide rural areas with goods produced in towns.
- ▪ People in towns provide farm inputs to farmers in villages eg.insecticides, fertilizers

Problems faced by people in rural areas.

- ❖ Poor health services.
- ❖ Poor transport system.
- ❖ Low electric power supply.
- ❖ Shortage of safe water.
- ❖ Poor education services.
- ❖ Poor housing facilities.

Possible solution to the problems faced by people in rural areas.

- **By constructing better roads in rural areas.**
- **By starting up small scale industries.**
- **By extending electricity to rural areas/ by promoting rural electrification.**
- **By setting up better health centres in villages.**
- **By building better schools in rural areas.**

Effects of migrations today.

- **It leads to population increase in areas where people settle.**
- **It leads to population decrease in areas where people migrate from.**
- **It leads to loss of culture.**
- **It leads to brain drain.**
- **It promotes the spreading of communicable diseases.**

Note:-*Brain drain* *is the movement of highly trained/ qualified people from one country to another for settlement.*

***Causes of brain drain*.**

- *Underpayment.*
- *Political instability as a result of civil wars.*
- *Seeking for higher education.*
- *Search for employment opportunities.*

SETTLEMENT PATTERNS IN EAST AFRICA.

Settlement pattern is the distribution of people in an area.

The settlement patterns in East Africa vary from one area to another.

Some areas in East Africa have houses built close to one another, some have scattered houses while others have houses that were built following a line.

Types of settlement patterns.

(i) Linear settlement pattern

- ✓ **Houses are built along a line eg. besides a major road, railway line.**

Factors that lead to linear settlement pattern.

- **Presence of a transport line eg.a road, railway etc**
- **Presence of a river to provide water.**
- **Presence of a coast line which has fishing ground.**

(ii) Nucleated settlement pattern/ clustered settlement pattern

- ✓ **Houses are built close to one another.**
- ✓ **It is common in areas where people own small pieces of land eg. in urban areas, housing estates and accommodation for workers.**

Factors for a Nucleated settlement pattern.

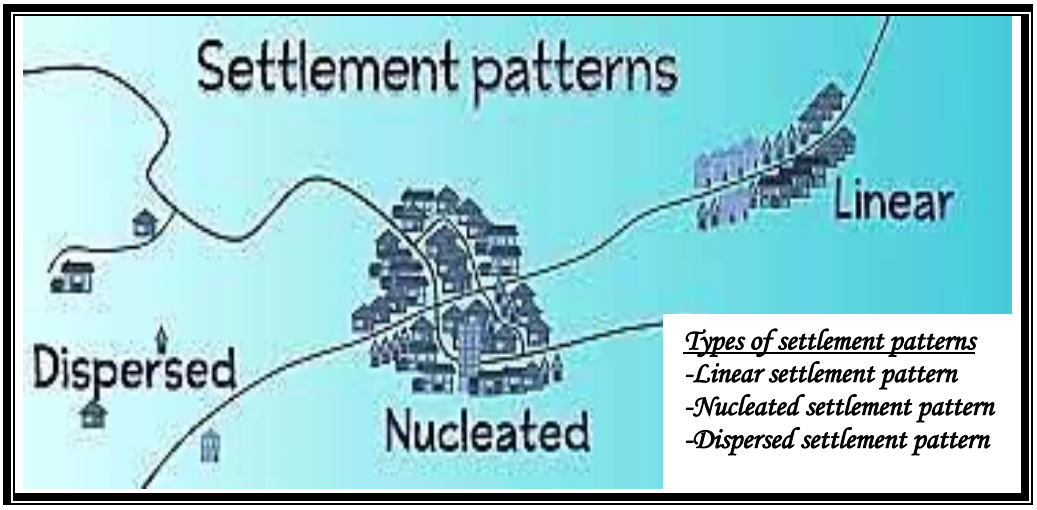
- **Presence of better social services eg. health service, education service etc.**
- **Shortage of land in an area.**
- **Presence of fertile soils in an area.**
- **Presence of natural resources eg. minerals**
- **Improved peace and security.**

(iii) Dispersed settlement pattern/ Scattered settlement pattern.

- ✓ **Houses are scattered over a very large area.**
- ✓ **It is common in areas where people own big pieces of land eg. in rural areas.**

Factors that lead to a Dispersed settlement pattern.

- **Presence of large land.**
- **Poor infertile soils.**
- **Presence of pests and diseases.**
- **Presence of disease vectors.**
- **Presence of steep slopes.**



Types of settlement patterns
-Linear settlement pattern
-Nucleated settlement pattern
-Dispersed settlement pattern

POLITICAL ORGANISATION OF DIFFERENT ETHNIC GROUPS IN EAST AFRICA.

Political organisation refers to the different ways the people govern themselves.

Ways the people of East Africa were politically organised.

- **Through kingdoms.**
- **Through chiefdoms.**
- **Through clan systems.**
- **Through empires.**

BUNYORO-KITARA EMPIRE.

This was the earliest kingdom to be formed in East Africa. It was called an empire because it was too large, covering a large area.

The founders (first occupants) of Bunyoro-Kitara empire were the Batembuzi.

It was founded by Ruhanga and his brother Nkya.

The Batembuzi formed a ruling dynasty called the Tembuzi dynasty.

The Batembuzi were believed to be demi-gods because they could perform miracles.

Isaza was the last ruler of the Batembuzi.

The Tembuzi dynasty came to an end after king Isaza was locked underground by the underground king Nyamiyonga.

The Batembuzi were succeeded by the Bachwezi.

The Chwezi dynasty.

It was formed by the Bachwezi.

The Bachwezi are believed to have originated from Ethiopia into East Africa.

Ndahura was the first king of the Bachwezi.

Ndahura founded the Chwezi dynasty.

Wamala was the last king of the Bachwezi.

Note:-***A dynasty*** *is a series of leaders who belong to the same family.*

Contributions of the Bachwezi in east Africa.

a) Political contributions.

- **The Bachwezi introduced a centralized monarchy.**
- **The Bachwezi introduced the idea of building reed palaces.**
- **The Bachwezi introduced royal regalia.**
- **They introduced the idea of digging ditches for protection against enemies.**

b) Social contributions.

- **They introduced local chess (mweso game).**
- **They introduced the building of grass-thatched houses.**
- **They introduced sandal wearing.**

c) Economic contributions.

- **They started salt mining at Lake Katwe.**
- **They introduced the knowledge of iron smelting.**
- **They introduced long-horned cattle.**
- **The introduced coffee growing.**
- **They introduced bark cloth making.**

Ways iron smelting strengthened the Chwezi empire.

The Bachwezi started making strong tools for cultivation.

The Bachwezi made strong weapons for defence and expansion.

Reasons/ causes for the collapse of the Chwezi dynasty.

- **The empire was too large to be controlled by one ruler.**
- **Death of their beloved/ royal cow (Bihogo).**
- **Outbreak of drought and famine.**
- **Disunity among the people.**
- **Outbreak of epidemic diseases in the empire.**
- **Rebellions by distant princes.**
- **The Luo invasion. This led to the final collapse of the Chwezi dynasty.**

Note:

- ✓ ***Luo-Babiito dynasty*** *replaced the Chwezi dynasty. This was founded by Isingoma Rukidi Mpuga.*
- ✓ ***Bunyoro kingdom*** *replaced Bunyoro-Kitara empire and* ***Isingoma Mpuga Rukidi*** *was the first omukama of Bunyoro.*

Examples of kingdoms that were formed after the collapse of Bunyoro kitara empire.

- **Buganda kingdom**
- **Bunyoro kingdom**
- **Ankole kingdom**
- **Wanga kingdom**
- **Karagwe kingdom**
- **Tooro kingdom**
- **Ruanda-urundi kingdom**

KINGDOMS IN EAST AFRICA.

A kingdom is an area ruled by a kind/queen.

Kingdoms in East Africa were formed in the interlacustrine region.

Tribes that formed the ancient kingdoms in East Africa,

Country	*Tribe*	*Kingdom*	*Title of the leader*
Uganda	Banyankole	Ankole	Omugabe
	Baganda	Buganda	Kabaka
	Batooro	Tooro	Omukama
	Banyoro	Bunyoro	Omukama
	Bakonzo	Rwenzururu	Omusinga
Kenya	Abaluhya	Wanga	Nabongo
Tanzania	Nyambo	Karagwe	Omuggabe
Rwanda and Burundi	Tutsi	Ruanda-urundi	Umwami

Characteristics of kingdoms.

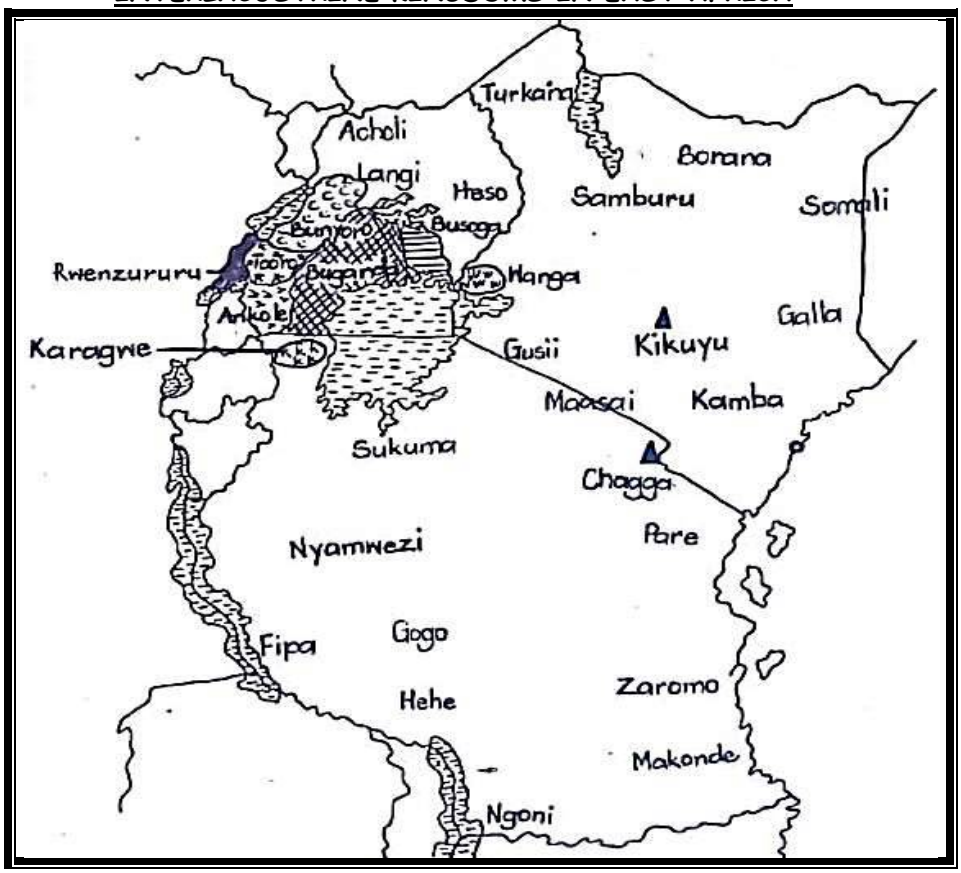
- **They have hereditary rulers.**
- **They have social and cultural institutions.**
- **They have a single supreme king at a time.**
- **The kings have absolute powers over their subjects.**
- **They have royal regalia as instruments of authority.**

Examples of Royal regalia.

- **The royal crown.**
- **The royal stool.**
- **The royal spear.**
- **The royal drum.**

N.B;-Royal regalia *are symbols by which a kingdom is identified.*

INTERLACUSTRINE KINGDOMS IN EAST AFRICA



Advantages/importance of kingdoms.

- **They promote unity among people.**
- **They promote culture in the society.**
- **They promote morals among the people.**
- **They offer scholarships to students.**
- **They help to mobilise people for national duties e.g. elections, immunisation.**

Disadvantanges of kingdoms.

- **They promote dictatorship.**
- **There is unequal distribution of wealth among the people.**
- **They promote tribalism.**
- **They promote the interests of the minority over the majority.**
- **They promote regional rather than national development.**

INTERLACUSTRINE KINGDOMS IN EAST AFRICA.

BUNYORO KINGDOM.

Bunyoro kingdom started after the fall of the Chwezi empire.

The kingdom was founded by the Luo migrants from Northern Uganda.

Bunyoro kingdom was founded by Isingoma Rukidi Mpuga under the Luo-Babiito dynasty.

The title given to the king of Bunyoro is <u>omukama.</u>

Bunyoro grew and expanded during the reign of omukama Kamurasi. After his death, his son called Kabalega succeeded him as a new king.

Currently Bunyoro kingdom covers districts like Kibale, Masindi, Buliisa, Kiryandongo, Hoima etc.

The current king of Bunyoro kingdom is <u>Solomon Gafabusa Iguru</u>

Kabalega organized Bunyoro kingdom by building a strong army called <u>Abarusura</u>.

<u>Duties of the Abarusura</u>.

- **To promote peace and security in Bunyoro kingdom.**
- **To raid the neighbouring community for expansion.**
- **To enforce law and order.**

<u>Factors that led to the expansion/ growth of Bunyoro kingdom</u>.

- **Bunyoro had able and strong leaders.**
- **Bunyoro had a strong standing army.**
- **Bunyoro was strategically located around Lake Albert.**
- **Bunyoro had plenty of food for the growing population.**

Note:

-Bunyoro kingdom faced many challenges when their king Kabalega was invaded and exiled by the British to ***Seychelles islands*** *in the Indian ocean by the help of* ***Semei Kakungulu*** *for his resistance to colonial rule. After the death of Kabalega at Jinja, his son Yosia Kitahimbwa succeeded him*

-During the reign of omukama Kyebambe Nyamutukura, his son called ***Prince Kaboyo Omuhanwa*** *left the palace and started Tooro kingdom.*

<u>TOORO KINGDOM</u>

The title given to the king of Tooro is <u>omukama</u>.

The current king of Tooro is Oyo Nyimba Kabamba Iguru IV.

Currently,Tooro covers districts like Kabarole,Kyenjojo,Kyegegwa,Kamwenge.etc.

Note:- *When omukama Kabalega overthrew and exiled omukama Kasagama, Capt. Frederick Lugard restored omukama Kasagama of Tooro back to his throne.*

<u>Reasons why Tooro broke away from Bunyoro kingdom</u>.

- **The Batooro felt that they were not adequately protected by the king of Bunyoro from their enemies.**
- **The Batooro felt that they were very far from the capital of Bunyoro since they would take long to see the king.**
- **Prince Kaboyo was very greedy and impatient for power since he had been appointed as a clan leader which had reduced his chances of becoming a king.**

<u>BUGANDA KINGDOM</u>.

There are two traditions that explain the founder of Buganda kingdom.

According to the Banyoro (Nyoro tradition), Kato Kimera is believed to be the founder of Buganda kingdom. <u>Kato Kimera</u> was the twin brother to Isingoma Rukidi Mpuga the founder of Bunyoro kingdom.

According to the Baganda (Ganda tradition), <u>Kintu</u> is believed to be the founder of Buganda kingdom and this is explained by the Legend of the first Muganda.

Buganda kingdom is located in the North West of lake Victoria and currently occupies districts like Kampala, Mukono,Mpigi,Luwero, Mityana, Masaka, Bukomansimbi, Kalungu, Mubende, Nakaseke Wakiso,etc.

The title given to the king of Buganda is <u>kabaka</u>. The king in Buganda had obsolute powers over his subjects.

Buganda kingdom grew stronger and expanded in the 18th century.

Factors for the expansion and growth of Buganda kingdom.

- **Buganda had strong and able leaders.**
- **Unity among the people of Buganda.**
- **Buganda had a strong standing army.**
- **Buganda was strategically located near Lake Victoria. This helped to safeguard Buganda against her enemies.**
- **Buganda had plenty of food for the growing population.**
- **Buganda acquired guns from the Arabs which were used in the expansion.**
- **Buganda kingdom had fertile soils which increased food production.**

Famous kings of Buganda and what they are remembered for.

King (kabaka)	*What he is known for.*
Kabaka Ssuuna II	❖ **He welcomed the first Arab traders to Buganda kingdom.**
Kabaka Muteesa I	❖ **He invited Christian missionaries to Uganda through Henry Morton Stanley.**
Kabaka Mwanga	❖ **He ordered for the killing of the Christian converts in Buganda.** ❖ **He was exiled to Seychelles islands where he died.**
Kabaka Daudi Chwa	❖ **He was an infant king of Buganda during the signing of the 1900 Buganda agreement.** ❖ **He ruled Buganda kingdom with the help of the regents.**
Kabaka Edward Muteesa II	❖ **He rejected the proposed idea of forming the East African federation.** ❖ **He was exiled to Britain by sir Andrew Cohen in 1953.**
Kabaka Ronald Muwenda Mutebi	❖ **He is the current king of Buganda.**

How the kabaka was important to Buganda kingdom.

- ❖ **He was the commander in chief of the army.**
- ❖ **He was the chief decision maker.**
- ❖ **He was the chief judge**
- ❖ **He distributed land to clans and his loyal subjects.**

WANGA KINGDOM.

The Wanga kingdom was the only kingdom formed in Kenya.
It is found on the shores of Lake Victoria in Kenya.
Nabongo is the title given to the king of Wanga kingdom.
Wanga kingdom was formed by the Abaluhya tribe in Kenya.
Wanga kingdom acquired its name from one of its leaders known as king Wanga.
During colonial rule, Nabongo Mumia collaborated with the British and extended their rule to Wanga kingdom.

KARAGWE KINGDOM.

It was the only kingdom formed in Tanzania.
Karagwe kingdom is located on the shores of Lake Victoria in Tanzania.
It was formed by the Abanyambo tribe in Tanzania.
King Rumanika of Karagwe kingdom welcomed John Speke and James Grant on their journey to East Africa.

CHIEFDOMS IN EAST AFRICA.

A chiefdom is an area ruled by a chief.

Examples of tribes that formed chiefdoms in east Africa.

- **Iteso**
- **Acholi**
- **Masai**
- **Kikuyu**
- **Kamba**
- **Chagga**
- **Basoga**

Ancient chiefdoms in East Africa.

- **Chagga chiefdom**
- **Yao chiefdom**
- **Nyamwezi chiefdom**
- **Busoga chiefdom**

Duties of the chiefs.

- **They settled disputes in the chiefdom.**
- **They collected taxes.**
- **They conducted cultural rituals.**

NYAMWEZI CHIEFDOM.

The word Nyamwezi means "people of the moon"

The Nyamwezi were called so because they came from the western direction where the moon is first seen.

They were named the Nyamwezi by the coastal dwellers.

The Nyamwezi rulers became more powerful and joined more chiefdoms together into one empire called the Nyamwezi empire.

The Nyamwezi lived in small communities headed by the chiefs called the ntemi/mutemi (in singular).

Duties of the Mtemi.

- **He prayed for the people.**
- **He settled conflicts among people.**
- **He made sacrifices to the gods on behalf of his people.**
- **He collected taxes.**

Famous rulers of the Nyamwezi.

- **Chief Mirambo**
- **Nyungu ya Mawe**

The rule of mirambo.

Mirambo started his territory as a small chiefdom called Ugowe.

He expanded his territory by attacking the neighbouring communities.

Urambo became the headquarters of Mirambo.

Mirambo's ambitions were to create a large empire with wealth and military power.

Urambo which was the capital of Mirambo became a major trading centre.

Reasons fo the success of Mirambo.

- **He had a well trained army called the Ruga Ruga.**
- **He was very hard working.**
- **He acquired guns from the Arabs.**
- **His ability to fight, defeat and absorb other communities.**

Importance of the Ruga Ruga.

- **It protected the chiefdom from external attacks.**
- **It invaded trade caravans for goods.**
- **It raided communities for expansion.**

Causes of the downfall of Mirambo's empire.

- **The death of Mirambo.**
- **The indiscipline of the Ruga Ruga.**
- **There was no unifying force.**

❖ **Weak leaders like Mirambo's brother Mpandashalo.**
❖ **The retention of much power by local chiefs.**

<u>The rise of Nyungu ya Mawe</u>.

Nyungu ya mawe means "pot of stones". It was a praise name.
The headquarters of Nyungu ya Mawe were at Kiwele.

<u>The Administrative system of Nyungu ya Mawe</u>.

❖ **He had centralized admistrative units governed by chiefs (Vatwale).**
❖ **All trade routes were directly under him.**

<u>Reasons why Nyungu ya Mawe was economically successful</u>.

❖ **He raided caravans of their items.**
❖ **He sold ivory and slaves.**
❖ **He had control over the main trade routes.**

Note:

-Nyungu ya Mawe died in 1894 and was succeeded by his daughter Mgalula.
-Nyungu Ya Mawe's empire collapsed when the Germans occupied his capital at Kiwele in 1895.

<u>Reasons why some tribes didn't form kingdoms</u>.

- **They lived unsettled life.**
- **They were not united.**
- **They were not organised.**

<u>THE MASAI</u>

They belong to the Plain Nilotes.
They settled in southern Kenya and northern Tanzania mainly in the rift valley areas.
They are mainly cattle keepers.
The Masai had no single ruler.
They were divided into many groups. i.e age, sex, elders.
Each group was led by a religious leader called Laibon (chief) e.g. Laibon Lenana.
The Masai society had several ceremonies e.g. ear cutting, milk drinking, circumcision, meat ceremony etc.

<u>THE KIKUYU</u>

They belong to the Bantu and settled on slopes of mountain Kenya.
The ancestors of the Kikuyu are believed to be Kikuyu and his wife Mumbi who were created by Ngai (god).
Each family had a homestead, several families formed a ridge (mbari).
The Kikuyu were ruled in a clan system.
The political power was exercised by the council of elders led by a headman (muramati).

<u>Duties of the headman (muramati)</u>.

- **Conducting initiation ceremonies.**
- **Presiding over religious ceremonies.**
- **Settling disputes.**
- **To make laws.**

SOCIAL ORGANISATION OF THE PEOPLE OF EAST AFRICA.

This refers to how people of pre-colonial East Africa used to relate with each other.

<u>Ways how different societies were socially organised</u>.

- **They formed clan units**
- **They had families**
- **They had age groups**
- **They had rules and regulations.**
- **They offered traditional education.**
- **They carried out social activities.**
- **They had traditional ways of worship.**
- **They performed traditional practices.**
- **They had taboos. (beliefs that forbade people from certain acts)**
- **Culture was highly respected by all people in the society.**

A clan is an organised group of people under one ancestor / fore father.
Clans are formed by families that are related to each other.
A Lineage is a small group of people in a clan under one ancestor.
Each clan is headed by a clan leader.

Duties of a clan leader.

- **To keep clan records.**
- **To settle disputes among clan members.**
- **To preside over clan meetings.**
- **They distribute land among clan members.**
- **To chair clan meetings.**

Examples of clans in our community

- **Lion clan**
- **Elephant clan**
- **Sheep clan**
- **Leopard clan**
- **Dog clan**
- **Goat clan**

Symbols of a clan for identification.

- **Clan name**
- **Drumming**
- **A totem**

Note:

- ✓ ***A totem*** *is a special animal, object or plant that is highly respected in a particular clan.*
- ✓ *Clan leaders organise meetings that bring different people together.*

Duties of clan heads.

- **They settle disputes among clan members.**
- **The register clan members.**
- **They conduct clan meetings.**
- **They conduct religious ceremonies.**
- **They unite clan members.**
- **They distribute land among clan members.**

TABOOS.

A taboo is a belief that forbids people from certain acts.

Examples of taboos.

- **No sitting on fire stones.**
- **No eating your totem.**
- **No whistling at night.**
- **No sweeping at night.**
- **No sitting on the grinding stone.**

Importance of taboos.

- **They promote unity.**
- **They promote morals among children.**
- **They promote safety.**
- **They promote respect for elders.**

Note:-*A totem* *is an animal, bird, insect or plant that is most respected by people in a particular clan.*

Examples of clans and their totems.

Tribe	*clan*	*Totem*
Bakonzo	Abakyira	grasshopper
	Abahira	Guinea fowl
Iteso	Ikomolo	Ikwenyi
Baganda	Nte	Cow
	Mamba	Lung fish
	Mbogo	Buffalo
	Enkima	Monkey
	Mpologoma	Lion

CULTURE.

Culture is the way people live and behave in a given society.

Types of culture.

- **Material culture.**
- **Non-material culture**

Material culture.

These are tangible things (items) used by people in their daily life.

Examples of material culture.

- **Royal regalia.**
- **Crafts**
- **Weapons.**
- **Food**
- **Clothes .**

Non-material culture.

These are beliefs and practices of people in their societies.

Examples of non-material culture.

- **Religious practices.**
- **Language.**
- **Naming.**
- **Taboos.**
- **Circumcision.**
- **Customs.**
- **Greeting.**

Elements of culture.

- **Marriage ceremony.**
- **Music.**
- **Feeding.**
- **Dressing.**
- **Worship.**
- **Burial ceremony.**
- **Land demarcation.**

Challenges facing African culture.

- **Rural-urban migration.**
- **High mortality rate.**
- **Separation of children from parents.**
- **Environmental degradation.**
- **Media influence e.g. use of internet.**
- **Parents take long hours at work.**

Ways of preserving/ promoting culture.

- **By protecting historical sites.**
- **By organising music festivals.**
- **By organising traditional games.**
- **By telling stories and legends.**
- **By wearing cultural clothes.**
- **By teaching culture in schools**
- **By organising cultural games.**

Importance of culture.

- **It promotes morals among people.**
- **Cultural institutions promote development of places.**
- **It promotes unity and cooperation among children.**
- **It promotes hard work.**
- **It promotes identity.**

Cultural practices carried out by people in different communities.

-Circumcision -ear notching - tattooing - Female Genital Mutilation -detoothing -child naming

Dangers of some cultural practices.

- **Some cultural practices lead to the spread of diseases.**
- **They lead to body deformities.**
- **They lead to violation of human rights.**
- **They cause psychological torture to children.**
- **They are painful e.g. Female Genital Mutilation.**

N.B:-***Female Genital Mutilation*** *was commonly practised by the* ***Sabiny*** *in Eastern Uganda.*

*- **Circumcision** is commonly practised by the **Bakonzo** and the **Bagishu** in Uganda.*

SOCIAL ACTIVITIES.

These are activities that bring people together in the commmunity.

Examples of social activities.

- Child naming ceremonies.
- Burial ceremonies
- Wedding ceremonies.
- Birthday parties.
- Last funeral rites.
- Circumcision ceremonies.
- Graduation parties.
- Initiation of heirs.

Importance of social activities.

- They promote unity among people.
- They promote culture in the community.
- They strengthen clan norms.
- They promote morals among people.
- They promote identity.
- They promote love among people.

Informal education (traditional education).

This is the type of education given to the young ones from their homes.
Children are trained various skills on how they can live successfully in their local environment.
This was the main type of education in the past.
It was mainly provided by the parents, elders and leaders in the society.
It was provided at fire places, in the bush etc.

Ways traditional education was conducted.

- Through songs.
- Through stories.
- Through folk tales.
- Through proverbs.

Lessons/ skills that were taught to young ones during informal education.

-Hunting -Wrestling -Raiding (fighting) -Digging - Iron smelting - Building houses.

Importance of informal/ traditional education.

- It promotes and preserves culture.
- It teaches young ones vocational skills.
- It trains children proper behaviour and manners.
- It trains young ones to be self reliant and responsible citizens.

WORSHIP.

Worship is the way people express honour for the deity or any sacred object.
The people of East Africa largely worshipped their local gods. This kind of worship/ religion was known as African Traditional Religion (ATR).

Places where people worshipped from in ATR.

-Shrines/ temples - under big trees - on hills and mountains - in the forest.

Ways in which people worshipped in ATR.

- By lighting fire places.
- By singing and drumming.
- By pouring a little drinks before taking them.
- By giving food and drinks to their gods.
- Through offertories
- Through sacrifices.
- By roasting meat at fire places as offering.
- By praying.

Ways people worship God today.

- By reading the Bible.
- By paying alms/ tithe/ offertory.
- By singing hymns.
- By clapping hands for God.
- By dancing for God.

Names of God in some societies.

Society/ tribe	*Name of God*
Buganda	**Katonda**
Ankole	**Ruhanga**
Bugishu	**Were**
Kikuyu	**Ngai**
Acholi	**Lubanga**
Basoga	**Kibumba**
Iteso	**Lokusuban**
Kakwa	**Nyulese**
Bunyoro	**Rugaba**

Reasons why people worship today.

- **To get blessings.**
- **To have children.**
- **To get good harvests.**
- **To get rain.**

Examples of religions in East Africa.

- **African Traditional Religion (ATR).**
- **Islam**
- **Christianity**
- **Buddhism.**
- **Hinduism.**

ECONOMIC ORGANISATION OF PEOPLE OF PRE-COLONIAL EAST AFRICA.

East African socities organised themselves in trade communities.

Ways the people of pre-colonial East Africa were economically organized.

- **Through practising their traditional occupation.e.g. cultivation, pastoralism, fishing etc.**
- **Through iron smelting.**
- **Through carrying out trade. The main system of trade was barter trade because there was no medium of exchange during that time.**

Economic activities that were carried out by people in different societies.

- **Crop growing**
- **Fishing**
- **Trade**
- **iron smelting**
- **pottery**
- **salt mining**
- **pastoralism**
- **hunting**

TRADE.

Trade is the buying and selling of goods and services.

Systems of trade.

- **Barter trade.**
- **Monetary trade.**

BARTER TRADE.

Barter trade is the exchange of goods for goods and services.

It was the commonest system of trade amongst the people of pre-colonial East Africa because there was no money by then.

Items of trade that were exchanged during Barter trade.

-Salt, -matooke, -slaves, -bark cloth, -ivory, -hides and skin, -animals, -iron tools, -herbal medicine.

Factors that enabled Barter trade to be carried out.

- **Absence of currency.**
- **Production of different goods by communities.**
- **Unity and friendship among people.**

Advantages of Barter trade.

- **It cheap since it doesn't involve the use of money.**

- **It creates friendship and unity among traders.**
- **It creates chances of employment to people.**
- **It easy for the illiterates.**
- **You use what you have to get what you don't have.**

Disadvantages of barter trade.

- **There was double coincidence of wants.**
- **It was hard to store wealth.**
- **It did not favour people without physical goods to exchange.**
- **There was no standard measure of value for goods.**
- **It was difficult to move with bulky goods over long distances.**
- **There is wastage of time to look for a person with what you want.**

Effects of barter trade on the people of pre-colonial East Africa.

- **It promoted peace and unity.**
- **It enabled people get new items of trade.**
- **It promoted friendship among people.**
- **It led to development of trade routes.**

MONETARY TRADE.

This is the system of trade that involves the use of money as a medium of exchange.

When the Arabs came to East Africa, they changed the medium of exchange when they brought cowrie shells from Maldive islands.

Cowrie shells was the first medium of exchange(form of currency) to be introduced by the Arabs in East Africa.

Rupees/Indian rupees was the second form of currency to be introduced in East Africa by the Indians.

Qualities of money.

- **It should be portable.**
- **It should be divisible.**
- **It should be durable.**
- **It should be acceptable.**

Uses of money.

- **It is used as medium of exchange.**
- **It helps consumers to buy goods and services.**
- **It helps in payment of debts.**
- **It is a common measure of value.**
- **It promotes local and international trade.**
- **It helps in buying assets e.g. land house etc.**

Ways in which people misuse money.

- **Through drinking alcohol excessively.**
- **Through murdering people.**
- **Through bribing people.**
- **Through prostitution.**

Advantages of monetary trade.

- ❖ **There is a standard measure of value.**
- ❖ **It discourages cheating.**
- ❖ **It is easy to carry money than physical goods.**

Disadvantages of monetary trade.

- ❖ **Money can easily be lost.**
- ❖ **It doesn't not promote friendship among people.**
- ❖ **It encourages stealing.**



Testing Exercise.

1. Give the meaning of the term History.
2. Mention any four sources of history.
3. State any one advantage oral tradition has over written history as a source of history.
4. Why is Dr. Louis Leakey remembered in the history of East Africa?
5. Name the place in East Africa where the oldest skull of man was discovered.
6. Why is East Africa referred to as the cradle of mankind?
7. Give any two ways a museum is economically important to a country.
8. Name the stone age site in Uganda which is famous for rock paintings.
9. How is Bigobyamugenyi related to the Bachwezi?
10. State any two characteristics of the old stone age man.
11. Which important discoveries marked the end of each of the following stone ages;
    (i) Old stone age.
    (ii) Middle stone age.
    (iii) New stone age.
12. Give any two ways the discovery of fire helped early man to live in caves.
13. How was a dog useful to early man.
14. In which way did the discovery of farming help man to live a settled life?
15. Give any three ways early man obtained his food.
16. How was a bolas useful to early man?
17. Give one way the discovery of iron smelting improved early man's life.
18. Complete the table below correctly.

Ethnic group	*Origin*	*One tribe in each country*		
		Uganda	*Kenya*	*Tanzania*
(i) Bantu	----------	----------	--------	---------
(ii) ----------	----------	Sabiny	--------	---------
(iii) ----------	----------	----------	Masai	---------
(iv) Cushites	Ethiopia	----------	--------	---------

19. What is an Ethnic group?
20. Give any two reasons why the Bantu settled in the interlacustrine region.
21. Mention one Bantu tribe that lives on the slopes of the following mountains.
    (i) Mountain Rwenzori
    (ii) Mountain Kilimanjaro
    (iii) Mountain Elgon
22. State any four causes for the migration and settlement of the ethnic groups into Uganda.
23. How did the migration of the Bantu into East Africa affect the Bushmen?
24. Mention the three sub-groups of the Nilotes.
25. How did the Alur tribe come into existence in East Africa?
26. Name the place where the River-Lake Nilotes first settled in East Africa.
27. State any three ways the migration of the Nilotes affected the people of East Africa.
28. How is Emigration different from Immigration?
29. Give any two reasons why many people migrate from villages to towns today.
30. State any two ways the government can encourage the migration and settlement of people from towns to villages.
31. Give one way the people living in towns depend on those living in villages.
32. Name the earliest empire to be formed in East Africa.

33. Give any three ways the Bachwezi contributed to the economic development in East Africa.
34. Why did the Bachwezi dig ditches around their kingdom?
35. State any three factors for the collapse of Bunyoro-Kitara empire.
36. Give any two ways kingdoms are important to a country.
37. Name the interlacustrine kingdom which replaced Bunyoro-Kitara.
38. What name was given to the strong army of;
    (i) Omukama Kabalega?
    (ii) Chief Mirambo?
39. Why is Seychelles islands historically remembered in Buganda and Bunyoro?
40. Name the only Bantu tribe which formed a kingdom in Kenya.
41. State any three factors that led to the growth and expansion of Buganda kingdom.
42. Name the famous king of Wanga kingdom who collaborated with the British.
43. Name the famous king of Buganda who ruled with the help of the regents.
44. Give any three ways the people of pre-colonial East Africa socially organised themselves.
45. Mention any two duties performed by clan leaders in most pre-colonial societies in East Africa.
46. Give the meaning of the term Culture.
47. State one way culture can be preserved in our society today.
48. Give any three ways culture is important in the society.
49. Mention any three social activities that are commonly practised among the people of East Africa.
50. Why was Barter trade the commonest trade system among pre-colonial societies in East Africa?

EARLY VISITORS/ FOREIGNERS TO EAST AFRICA.

A foreigner is a person from a different country to another that is not his/ her own.

Groups of foreigners that came to East Africa.

- Traders
- Explorers
- Christian missionaries
- Colonialists
- Settlers

The traders.

These are group of foreigners who came to East Africa to carryout trade.

Groups of traders who came to East Africa.

- Arab traders from Arabia.
- Indian traders from India.
- European traders from Europe.
- Persian traders from Persia.

THE ARAB TRADERS.

These were the first group of foreigners to come to East Africa.
The Arab traders came from Arabia.
The Arabs used special boats called dhows to come to East Africa.
The dhows were driven to and from the coast of East Africa by monsoon winds.
The settled along the coast of East Africa and formed the Zenj empire.
The coast of East Africa was called "Land of zenj" meaning "the land of black people".
Ahmed Bin Ibrahim was the first Arab trader to come to Uganda.

Reasons for the coming of the Arab traders to East Africa.

- To carryout trade.
- To spread the Islamic faith.
- Some were running away from religious wars and persecution in their home country.

The Zenj empire.

The word Zenj means "black".

The Zenj empire was the land of the black people.

This empire was founded by an Arab called Hassan Bin Ali along the coast of East Africa.

Zenj empire was mainly a trade empire between the local people and the Arabs. It had less political leadership.

The most important trading city was Kilwa. Other trading centres were; Mogadishu, Malindi,sofala, Mombasa, and Zanzibar.

In 1840, Seyyid Said became the ruler of the Zenj empire.

He made Zanzibar the capital of the empire.

He transferred his capital from Muscat (Oman) to Zanzibar.

Seyyid Said introduced the growing of cloves at Zanzibar.

Examples of trade items the Arabs brought to East Africa.

-Guns - mirrors - gun powder -ornaments - beads -glasses - jewellery - carpets.

Examples of trade items the Arabs got from East Africa.

-Ostrich feathers - ivory - gold - local salt - slaves - hides -wax -iron ore -copper. etc.

Effects for the coming of Arab traders into East Africa.

a) Positive effects/contributions.

- **They promoted trade by introducing new trade items.**
- **They introduced Islam.**
- **They introduced Kiswahili culture through the intermarriages of the coastal Bantu and the Arabs.**
- **They introduced new crops like rice, cloves etc.**
- **They introduced zebu cattle.**
- **They introduced cowrie shells. (the first form of money to used in East Africa.)**
- **They introduced the Arab styles of dressing and building houses.**
- **They led to development of coastal towns eg.Kilwa, Mombasa etc**

Negative effects for the coming of the Arabs into East Africa.

- **The exploited East Africa's resources.**
- **They introduced slave trade.**
- **They increased poaching of elephants for ivory.**
- **They undermined African culture.**
- **They led to wars and conflicts in East Africa.**

Reasons why the Arabs took long to enter the interior of East Africa.

- **They feared hostile tribes like Masai.**
- **There were no proper routes to the interior of East Africa.**
- **They feared attacks from dangerous wild animals.**

Reasons why the Arabs took long to spread Islam in East Africa.

- **The Arabs were more interested in trade than spreading Islam.**
- **There were very few muslim preachers in East Africa.**
- **The Africans hated the Arabs for being slave traders.**
- **Arabic language was too difficult to be understood by the people of East Africa.**
- **The Africans feared some Islamic practices such as circumcision, fasting etc.**

LONG DISTANCE TRADE.

This was a trade that was carried out between the coastal people and those in the interior of East Africa.

The Long distance trade was called so because traders moved long distances on foot carrying their goods.

During Long distance trade, traders moved in caravans for protection against wild animals and hostile people.

They also moved in caravans to protect themselves against bandits.

Barter trade was the system of trade used during long distance trade until the introduction of cowrie shells.

The Long distance trade was organized along three trade routes.

The Northern route ran up to Chagga land and Kilimanjaro area. It also moved through the Masai land to Wanga kingdom.

On this route, the Akamba provided iron, cattle and salt.

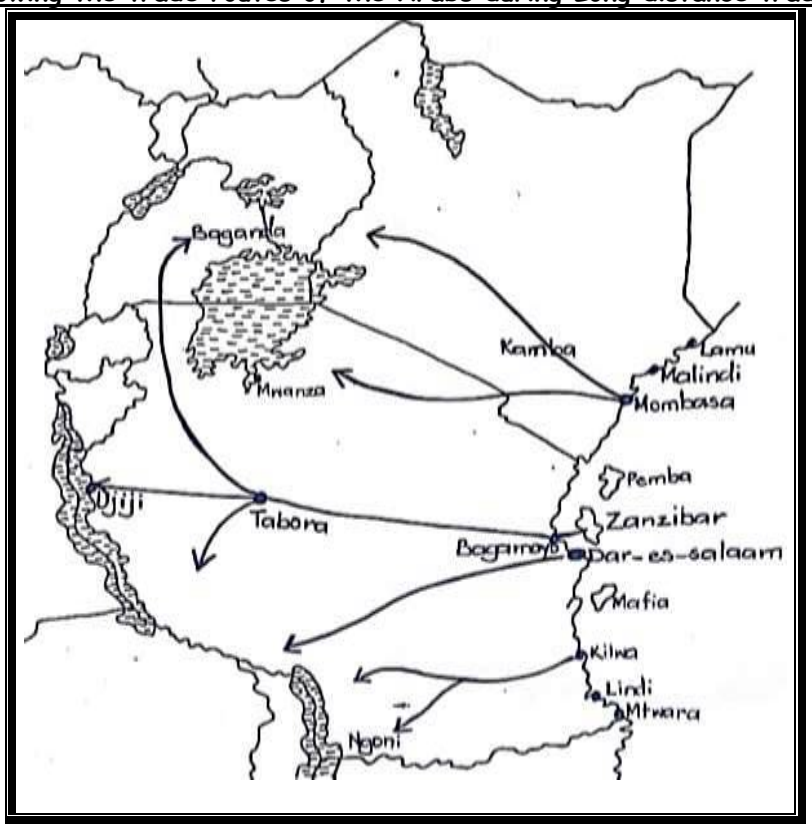
The Central route ran via Central Tanzania to Tabora. The Tabora market was built on his route.

It continued to Ujiji and Karagwe. It also branched to Uganda. The main trade items were ivory, salt and cattle.

The Southern route started from Kilwa to Malawi through Yao, Makua and Makonde. The main trade items along this route were the slaves.

Note: *-A caravan is a group of traders with their goods moving together on foot.*

A map showing the trade routes of the Arabs during Long distance trade in East Africa.



Tribes in East Africa who took part in the Long distance trade.

- **Baganda.**
- **Nyamwezi.**
- **Banyoro.**
- **Yao.**
- **Akamba.**
- **Kikuyu**

Foreigners who took part in the Long distance trade.

- **Arabs.**
- **Indians.**
- **Persians.**

Trading centres/towns during Long distance trade.

- **Zanzibar.**
- **Sofala**
- **Tabora.**
- **Kilwa.**

Ivory was an important trade item during



- **Bagamoyo.**

Trade items from different tribes.

Baganda	*Nyamwezi*	*Kamba*	*Yao*
ivory,slaves,hides, skins ,cattle	hoes, ivory, salt, iron ore, grains, wax	ivory, hides and skin, honey and wax.	ivory, slaves.

Effects of Long distance trade.

a) Positive effects.

- **Kings and chiefs became richer.**
- **It led to introduction of new items in East Africa.**
- **It led to introduction of Arabic language.**
- **It led to development of coastal towns.**
- **It led to expansion of kingdoms.**
- **It led to development of Swahili culture in East Africa.**
- **It led to introduction of new dressing styles.**
- **It led to the spread of Islam in East Africa.**

b) Negative effects.

- **It led to introduction of slave trade.**
- **It led to over exploitation of East Africa's resources.**
- **It led to loss of African culture.**
- **It lead to death of people as a result of slave trade.**
- **It led to wars and conflicts among societies.**

SLAVE TRADE IN EAST AFRICA.

Slave trade is the buying and selling of human beings.

A slave is a person who is owned and controlled by another person.

Slavery is the state of being owned by another person.

Slave trade was introduced in East Africa by the Arab traders.

Reasons why slave trade was introduced in East Africa.

- **Slaves were needed to carry goods from the interior to the coast of East Africa.**
- **There was need for labour on plantations and in mines.**
- **Traders needed slaves to do domestic work.**
- **African kings and chiefs wanted foreign goods in exchange for slaves.**

Ways slaves were got/ obtained.

- **Through raiding villages.**
- **Through buying war captives from African chiefs and kings.**
- **Through capturing lonely people.**
- **Through abduction.**

Most famous slave traders in East Africa.

- **Hamed Bin Muhammed (Tippu Tip)-He was the most powerful slave trader in East Africa.**
- **Abu Said**
- **Fundikiri**
- **Msri**

Note:

- ✓ ***Khartoumers*** *were the worst slave traders from Egypt and Sudan. They raided people of Northern Uganda i.e. Acholi, Alur and Lugbara for slaves.*

- ✓ ***Sir Samuel Baker*** *built* ***Fort Patiko*** *which protected the people of Northern Uganda from the Khartoumers who were slave traders.*

Qn. *Why was Sir Samuel Baker liked by most people in Acholi land?*

Qn. *How did Sir Samuel Baker help to end slave trade in Northern Uganda?*

African tribes who mostly took part in slave trade.

- **Yao**
- **Hehe**
- **Kamba**
- **Nyamwezi**
- **Baganda**
- **Banyoro**

Slave markets in East Africa.

- **Zanzibar -largest slave market located at the East African coast.**
- **Tabora (Kazeh)- largest slave market in the interior of East Africa.**
- **Kilwa**
- **Mombasa**
- **Malindi**

Places where slaves from East Africa were taken.

- **Mauritus**
- **America**
- **West indies**
- **Re-union islands**
- **Saudi Arabia**
- **Europe**
- **Pemba and Zanzibar – They were sold there to work on the plantations of the French.**

Methods used to stop slave trade.

- **Through publishing books about the evils of slave trade.**
- **Through use of military force.**
- **By signing treaties.**
- **Through decampaigning by the missionaries.**
- **By constructing the Kenya–Uganda railway. This enabled traders to use trains in transporting goods instead of using human beings.**
- **Britain made slave trade illegal.**
- **Slave markets were closed.**

Treaties that were signed to abolish/ stop slave trade in East Africa.

- **Moresby treaty: It was signed between Fairfax Moresby and Sultan Seyyid Said in 1822.**
- **Hamerton treaty: It was signed between colonel Hamerton and Seyyid said in 1845.**
- **Frere treaty: It was signed by Bartle Frere and Sultan Barghash in 1873.**

People who participated in the abolition of slave trade in East Africa.

- ❖ **Dr. David Livingstone.**
  He wrote negative reports about the evils of slave trade to his home country.
- ❖ **Sir Samuel Baker.**
  He built fort Patiko to protect the people of Northern Uganda from slave traders.
- ❖ **Sir William Wilberforce**
  He decampaigned the evils of slave trade through the British parliament.
- ❖ **Seyyid Said**
  He helped the British army to fight slave traders in the Indian ocean.
- ❖ **Adam Smith**
- ❖ **Granville Sharp**
- ❖ **Thomas Clarkson**

Note: *After the abolition of slave trade in East Africa, Zanzibar and Bagamoyo were made a home of freed slaves.*

Reasons why it was difficult to stop slave trade.

- **Kings and chiefs were supporting it.**
- **This was because they were getting a lot of wealth from it because it was profitable.**
- **There was still need for labour on plantation farms and in mines.**
- **The Arabs opposed the abolition of slave trade.**
- **Britain thought stopping slave trade would weaken its naval power.**
- **There was no better means of transport.**

Reasons why slave trade was abolished.

- **The industrial revolution in Europe. Machines were used on farms and mines instead of human beings.**
- **Slave trade was against human rights.**
- **Slave trade was a violent and destructive trade.**

Effects of slave trade in East Africa.

a) Positive effects of slave trade.

- **It led to introduction of Islamic religion in East Africa.**
- **It led to development of Kiswahili language and culture.**
- **It led to expansion of kingdoms and chiefdoms.**
- **It led to development of coastal and inland towns.**
- **It to introduction of new trade items.**
- **East Africa was known to the rest of the world.**

b) Negative effects of slave trade.

- **It led to death of people.**
- **It led to destruction of property.**
- **Families broke up.**
- **It led to hatred between traditional rulers and natives.**
- **It led to exploitation of East Africa's resources.**
- **Many people were displaced from their homes.**
- **It led to inter-tribal wars.**
- **It led to decline of agriculture as people were always at run.**
- **It increased famine as energetic people who would carryout farming were taken as slaves.**

THE INDIAN TRADERS.

These came from India.
They came into groups i.e.Banyans and Indian coolies.
The Banyans was the major group of Indian traders.
The Banyans used to lend money to the local traders.
The Indian coolies were brought to build the Kenya-Uganda railway.

Contributions of the Indians to the economic development of East Africa.

- **They opened up shops in East Africa e.g.Allidina Visram who started up the first shop in Kampala.**
- **The Indian coolies built the Kenya–Uganda railway.**
- **They introduced rupees as a new form of currency.**
- **The Banyans lent money to local traders.**
- **They introduced Rupees as a form of currency.**
- **They built industries in East Africa e.g. Kakira sugar factory by Madhivan and Lugazi sugar factory by Mehta.**

✓ *Note:-**The Rupees** was the second form of currency which replaced the Cowrie shells.*

EUROPEAN TRADERS.

The Portuguese were the first Europeans to come to East Africa.

The Portuguese mainly came to look for the shortest sea route to India.

Other European traders were; the British, French and Germans.

The major European traders in East Africa.

- **William Mackinnon for IBEACO.**
- **Dr. Carl Peters for GEACO.**

Major European chattered/trading companies in East Africa.

- **Imperial British East Africa Company (IBEACO) led by Sir William Mackinnon.**
- **German East Africa Company (GEACO) led by Dr. Carl Peters.**

Note:

- ***Captain Frederick Lugard*** *was the representative of IBEACo in Uganda.*
- *Trading companies built transport and communication lines in East Africa.*

Reasons why trading companies were formed.

- **To carry out trade.**
- **To protect missionaries.**
- **To set up commercial empires in East Africa.**
- **To control East African territories on behalf of their home governments.**

CHRISTIAN MISSIONARIES IN EAST AFRICA.

Christianity is a religion based on the teachings of Jesus Christ.

Christianity was introduced by the missionaries from Europe especially from the countries of England, Germany, France and Italy.

A missionary is a person who spreads the word of God in a foreign country.

Note:

- *The Christian missionaries who came to Uganda were invited by Kabaka Muteesa I of Buganda.*
- ***Henry Morton Stanley*** *wrote a letter on behalf of Kabaka Muteesa I inviting Christian missionaries to Uganda.*

Reasons why Kabaka Muteesa I invited Christian missionaries.

- **He wanted them to protect him against his enemies.**
- **He wanted them to bring him guns to fight against his enemies.**
- **He wanted them to promote literacy in Buganda.**
- **He wanted them to spread Christianity in Buganda.**

Groups of missionaries into East Africa.

- **Protestant missionaries.**
- **Roman catholic missionaries.**

Protestant missionaries.

They introduced the Anglican faith in East Africa.

They came from Scotland, Germany and England.

The Protestant missionaries to East Africa were mainly sponsored by the Church missionary Society (CMS).

Note:-*The Church Missionary Society* *(CMS) sponsored the journeys of the protestant missionaries who came to East Africa.*

These first protestant missionaries to come to East Africa.

- **Johann Ludwig Krapf**
- **Johannes Rebman**
- **Jakob Erhardt**

Note:

- *The fisrt group of Protestant missionaries arrived in Uganda in 1877. This included; Reverend C.T Wilson, Shergold Smith and O'Neil.*
- *They set up their mission station at Mengo.*
- *This group was led to East Africa by Alexander Mackay who also arrived in Uganda in 1878.*

Notable Christian missionaries in Africa with their contributions.

Missionary	*Contribution(s)*
Alexander Mackay 	• **He was the leader of the church missionary society in Uganda.** • **He was a carpenter, builder, and teacher.** • **He introduced the first printing press in Uganda.** • **The printing press was used to print reading materials and prayer books.** • **He taught practical and vocational skills like carpentry and joinery.**
Dr. Albert Cook	• **He built Mengo hospital.(the first hospital in Uganda)** • **He treated people suffering from sleeping sickness on the shores of Lake Victoria.**
Kenneth Borup	• **He introduced the fast growing cotton seeds in Uganda.** **This cotton was called the American upland cotton.**
Robert Ashe	• **He introduced the first bicycle in Uganda.**
Bishop Alfred Tucker	• **He mobilised funds from Europe to support the activities of IBEACo, when it had run bankrupt.**
Johann Ludwig Krapf 	• **He was the first missionary to come to East Africa in 1844.** • **He was later joined by Johannes Rebmann in 1846.** • **Krapf built the first mission station in East Africa at Rabai Mpya near Mombasa in Kenya.** • **Rabai Mpya acted as a base for missionary activities like;Bible reading, Bible translation, music rehearsals, training of catechists(clergymen) etc.** • **Krapf wrote the first Swahili dictionary.** • **Krapf translated the New testament Bible into Kiswahili language. He wanted to ease Bible reading, communication and hymn book reading.** **Note:-***Krapf became the first European to see mountain Kenya and river Tana.*
Johannes Rebmann	• **He greatly influenced the lives of the Chagga.** • **He became the first European to see mountain Kilimanjaro.**
Jakob Erhardt	• **He attempted to draw the first map of East Africa.**
Dr. David Livingstone. 	• **He was sent by the Church Missionary Society.** • **He worked in East, Southern and Central Africa.** • **He formed the Universities Mission to Central Africa (UMCA).** • **He worked hard to stop slave trade in Africa.** • **He was a doctor, a missionary and an explorer.** **Ways Dr.David Livingstone helped to end slave trade.** • **He wrote reports about the evils of slave trade to his home government.** • **He mobilized funds from Europe to help in fighting against slave trade.** **Note:** ✓ *He died of malaria in 1873 in Zambia. His body was carried by his faithful servants Chuma and Susi to the coast of East Africa.* ✓ *He was buried at Westminster Abbey, a burial place for prominent people in England.*
Dr Steer	• **He built homes for the freed slaves in Zanzibar.**

	• He built a cathedral in Zanzibar.

THE ROMAN CATHOLIC MISSIONARIES.

This was the second group of Christian missionaries to come to East Africa.

They introduced the Catholic faith in East Africa.

Examples of Roman catholic missionaries who came to East Africa.

- Fr. Simon Lourdel
- Bro. Amans Delmas
- Fr. Leon Barbot
- Fr. Girault Ludovic.

These came from Italy, France, and England.



Father Simon Lourdel

Groups of Roman catholic missionaries that came to East Africa.

- The White fathers from France.
- The Holy Ghost fathers from France.
- The Mill Hill fathers from England.
- The Verona fathers from Italy.
- The Comboni fathers from Italy.

The White fathers.

They were the first Roman catholic missionaries to come to East Africa.

They were sent by Cardinal lavengerie from Algeria.

They were led by father Simon Lourdel (father Mapeera) and Brother Amans Delmas.

They arrived in Uganda on 17th February, 1879.

The Mill hill fathers.

They built Namilyango college school in 1902. It was the first boarding to be built by Christian missionaries in Uganda.

Reasons for the coming of Christian missionaries East Africa.

- To spread Christianity.
- To fight against slave trade.
- To civilize the people of East Africa.
- To teach people how to read and write.
- To suppress the spreading of Islam.
- To spread the European culture.

Problems faced by the Christian missionaries in East Africa.

- Difficulty in communication with the natives.
- Opposition from hostile people.
- Attacks from wild animals.
- They walked long and tiresome distances.
- Opposition from the Arabs.
- Attacks from tropical diseases.
- Shortage of supplies like medicine.

Effects for the coming of Christian missionaries in East Africa.

a) **Positive effects.**

- They spread Christianity in Uganda.
- They introduced modern farming methods.
- They stopped slave trade.
- They built churches eg. Lubaga, Namirembe etc
- They built schools eg. Namilyango College in 1902, Gayaza High school by the CMS in 1904, Mengo High School by the CMS in 1898, King's College Budo by the CMS in 1906, St.Mary's College Kisubi by the White fathers in 1906 etc.
- They built hospitals eg. Mengo hospital, Nsambya hospital, Rubaga hospital, Lacor hospital.
- They discouraged negative cultural practices.
- They introduced new crops eg.cotton by Kenneth Borup.

- **They taught Africans how to read and write/ introduced formal education.**
- **They taught people practical skills like carpentry, building and agriculture.**

Note:

- ***Formal education*** *is the type of education that replaced informal education.*
- *Formal education involved Reading, Writing and Arithmetic (3Rs).*

b) **Negative effects.**

- **Missionary work led to disunity among the people of East Africa.**
- **They led to the coming of colonialists in East Africa.**
- **They led to religious wars.**
- **They undermined African culture.**

How missionary work led to the colonisation of East Africa.

- **Missionary work caused divisions among people which weakened societies in East Africa.**
- **Missionary teachings softened the hearts of the people of East Africa which made them warmly welcome the colonialists.**
- **Missionaries called their home governments for protection in case of attacks.**
- **Missionaries acted as interpreters for colonialists and the people of East Africa.**
- **They signed treaties which were used by the colonialists to take over East African territories.**



Testing Exercise.

1. **Mention any four groups of foreigners who came to East Africa.**
2. **State any two reasons for the coming of the Arab traders to East Africa.**
3. **How were the monsoon winds helpful to the Arab traders who came to East Africa?**
4. **Name the first Arab trader to come to Uganda.**
5. **Name the ruling empire that was established by the Arabs along the East African coast.**
6. **Mention any three trade items that were introduced by the Arabs to East Africa.**
7. **State any three economic contributions of the Arabs in Uganda.**
8. **Give any two reasons why the Arabs took long to enter the interior of East Africa.**
9. **Mention any two reasons why Islam took long to be spread in East Africa.**
10. **Which type of cattle did the Arabs introduce in East Africa?**
11. **Give the meaning of Long distance trade.**
12. **Why did the Long distance traders in East Africa always move in caravans?**
13. **Mention any one tribe in each of these East African countries that took part in Long distance trade.**
    - **(i) Uganda**
    - **(ii) Kenya**
    - **(iii) Tanzania**
14. **How did long distance trade affect the population of elephants in East Africa?**
15. **State any two ways Long distance trade negatively affected the people of East Africa?**
16. **Give any one reason why slave trade was introduced in East Africa.**
17. **Give any two ways the slaves were obtained in East Africa.**
18. **Why was Sir Samuel Baker liked by the people of Acholi?**
19. **How did Sir Samuel Baker help to end slave trade in Northern Uganda?**
20. **Where was the largest slave market in East Africa?**
21. **Name the largest inland slave market in East Africa.**
22. **Write down any two treaties that were signed to end slave trade.**
23. **How did the construction of the Uganda railway help to end slave trade in East Africa?**

24. State any three ways slave trade affected the people of East Africa.
25. What role did Dr. David Livingston play towards the abolition of slave trade?
26. Why were the Indian coolies brought to Uganda?
27. Mention the group of Indians who were money lenders.
28. Give any two ways the Indians promoted economic development in Uganda.
29. Give any two reasons why the IBEACO was formed.
30. How was Sir William Mackinnon related to IBEACO?
31. What role did Henry Morton Stanley play toward the coming of the Christian missionaries to Uganda?
32. How did Dr. Albert Cook promote the health sector in Uganda?
33. Name the missionary who introduced the fast-growing cotton seeds in Uganda.
34. How did Bishop Alfred Tucker support the work of the IBEACO in East AFRICA?
35. Give any two contributions made by Johann Krapf towards the spreading of Christianity in East Africa.
36. State any three reasons for the coming of the Christian missionaries to Uganda.
37. Mention ant three problems that were faced by the Christian missionaries in Uganda.
38. Which type of education was introduced by the Christian missionaries in Uganda?
39. State any two negative effects of the coming of the Christian missionaries to East Africa.
40. Give one way missionary work paved way for colonisation of East Africa.

POPULATION IN EAST AFRICA.

Population is the total number of people living in an area at a given time.

In East Africa, Tanzania has the biggest population, followed by Kenya and Uganda.

The table below shows the population of East African Community member states as per 2020 National population statistics.

Country.	*Total population.*
❖ Tanzania	❖ Over 59 million people.
❖ Kenya	❖ Over 53 million people.
❖ Uganda	❖ Over 45 million people.
❖ Rwanda	❖ Over 12 million people.
❖ South Sudan	❖ Over 11.5 million people.
❖ Burundi	❖ Over 11 million people.

POPULATION GROWTH.

Population growth is the increase in the number of people in an area.

Factors that encourage Population growth.

- High fertility rate in women.
- Improved medical services.
- Early marriages.
- Polygamous marriage.
- Availability of food.
- Ignorance about family planning methods.
- Improved security and peace.
- Immigration.
- Producing children for prestige.
- Refugee influx.

Advantages of population growth.

❖ It creates a large market for goods produced in an area.
❖ It provides cheap labour force in an area.
❖ The government collects more taxes from the people in areas with a large population.
❖ It leads to development of an area.

Disadvantages(dangers) of population growth.

- **It leads to shortage of land for settlement leading to land fragmentation.**
- **It leads to development of slums.**
- **It leads to easy spread of communicable diseases due to congestion.**
- **It leads to high crime rate especially in urban centres.**
- **It leads to inadequate social services in an area.**
- **It leads to over exploitation of natural resources leading to environmental degradation.**
- **It increases government expenditure and slows down other developments.**
- **It leads to unemployment.**

Ways of controlling population growth.

- **By encouraging people to use family planning methods.**
- **By promoting girl child education.**
- **By discouraging polygamy.**
- **By enforcing strict laws on immigration.**
- **By rewarding families with a small population.**
- **By discouraging early marriages.**

Natural disasters that may reduce the number of people in an area.

- **Famine due to drought.**
- **landslides/mudslides**
- **lightning**
- **storms**
- **volcanic eruption**
- **earthquakes**
- **epidemic diseases.**

Artificial hazards that may reduce the number of people in an area.

- **Road accidents**
- **water and food poisoning**
- **fire outbreaks**
- **plane crush.**
- **wars**

Note:

- ✓ ***Population explosion*** *is the sudden / rapid increase in the number of people in an area.*
- ✓ *Refugee influx can bring about a sudden increase in the number of people in an area.*

POPULATION CENSUS.

Population census is the official counting of people in a country.

Population census is the process of collecting, analysing and using information about people in the country.

Enumerators are trained people who collect information about people in the country during the census exercise.

The census exercise is organized by the Ministry of Finance, Planning and Economic development.

The body that has duty of conducting the census exercise is the Uganda Bureau of Statistics (UBOS).

A census night is the night before the census exercise is carried out.

Population census in Uganda is carried out after every ten years.

Reasons why the population census in Uganda is carried out after every ten years.

- **It is very expensive to carry out.**
- **To allow population changes to take place.**

Importance of carrying out a population census in a country.

- **To effectively plan for the people.**
- **To determine the birth and death rates.**
- **To determine the population structure (composition of the population in terms of age and sex).**
- **To know the level of people's living standards.**
- **To know the total number of people in a country.**
- **To know the level of literacy in a country.**

Types of information collected during a population census.

- **Age of the family members.**
- **Number of children produced by the couple.**
- **Type of housing in a home stead.**
- **Sex of the family members.**
- **Religious status of the family members.**
- **Occupation of the people in a family.**
- **Major source of energy used at home**
- **Level of education of the family members.**

Problems faced by enumerators during a population census.

- **Harsh weather conditions**
- **Ignorance amongst the people**
- **Moving long distances**
- **Poor transport network in some areas.**
- **Insecurity in some areas.**

Problems faced by the government during a population census.

- **Shortage of funds.**
- **Insecurity in a country.**
- **Poor transport and network.**
- **Wrong information given by some people.**
- **Shortage of skilled enumerators.**

POPULATION DISTRIBUTION.

Population distribution is the way people are spread in an area.

The distribution of the population in East Africa varies from one area to another.

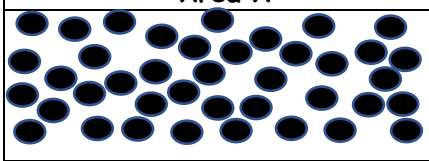
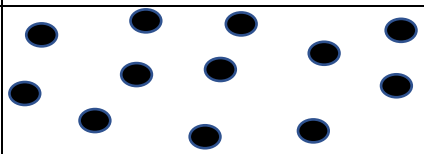
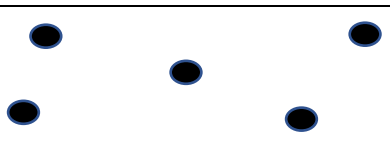
Some areas in East Africa have very many people (are densely populated),some have a moderate number of people (optimum population) while others have very few people (sparsely populated)

Dense population is the situation when an area has many people compared to the size of the land.

Sparse population is the situation when an area has very few people compared to the size of the land.

Optimum population is when the number of people living in an area can be well supported by the available resources.

Population distribution in different areas.

Area A	Area B	Area C
		
Dense population	Optimum population	Sparse population

Types of population distribution.

- **Dense population.**
- **Sparse population.**

SPARSE POPULATION

Sparse population is when an area has very few people compared to the size of the land.

Areas that are sparsely populated.

- **Semi-arid areas**
- **areas affected by civil wars**
- **steep slopes**
- **forested areas.**
- **rural areas**
- **areas affected by natural disasters.**

Why the above areas are sparsely populated.

a) Semi-arid areas.

- **The areas experience long dry seasons.**
- **They have infertile soils.**
- **The areas receive very little.**
- **They experience very high temperatures during day time.**

b) swampy areas

- **They face a lot of floods during the rainy season.**
- **They have dangerous aquatic animals that attack man.**

c) Forested areas

- **They have many disease vectors**
- **The government doesn't allow human settlement in such areas.**

d) Steep slopes.

- **They have poor transport network.**
- **They hinder mechanisation of agriculture.**

e) Areas affected by civil wars.

- **People run away from such areas in order to save their lives.**

f) Rural areas.

- **They have poor social services.**
- **They have few job opportunities.**
- **They have limited market for goods.**

Factors that lead to low / sparse population in an area.

- **Unreliable rainfall/drought.**
- **Outbreak of epidemic diseases in an area.**
- **Poor social service delivery.**
- **Poor/infertile soils**
- **Outbreak of famine.**
- **Political instability/insecurity.**
- **Presence of natural disasters like floods, landslides**

DENSE POPULATION.

This is when an area has many people compared to the size of the land.

Areas that are densely populated.

- **Around the shores of lakes**
- **Around river banks**
- **Urban areas (cities, towns and trading centres)**
- **Plateau areas**
- **Areas with favourable climate**
- **Areas with fertile grounds for crop growing.**

Examples of densely populated areas.

- **Lake shores**
  - **They have fertile soils for crop growing.**
  - **They receive reliable rainfall which supports crop growing.**
  - **Presence of lakes promotes fishing.**

❖ **River banks**

- **They have fertile soils for crop growing.**
- **They receive reliable rainfall which supports crop growing.**
- **Presence of rivers promotes fishing.**

❖ **Urban areas**

- **They have many job opportunities**
- **They have better social services.**
- **They have a large market for goods.**

❖ **Plateau areas**

- **They have fertile soils for crop growing.**
- **They receive reliable rainfall which supports crop growing.**
- **Plateau areas have lakes and rivers which promote fishing.**

❖ **Mountain slopes**

- **They have fertile soils for crop growing.**
- **They receive reliable rainfall which supports crop growing.**
- **They have plenty of minerals which promote mining.**

❖ **Areas along the major roads.**

- **Such areas usually have a large market for goods.**
- **There is easy access to social service centres.**
- **They have many trade opportunities.**

Factors that lead to a dense/ high population.

- **Reliable rainfall.**
- **Availability of employment opportunities.**
- **Urbanisation.**
- **Industrialization.**
- **Improved peace and security.**
- **Presence of natural resources.**

Factors that influence population distribution.

- ❖ **Rainfall distribution.**
- ❖ **Employment opportunities.**
- ❖ **Relief of an area.**
- ❖ **Social service provision.**
- ❖ **Government policy.**
- ❖ **Nature of the soil.**
- ❖ **Security level in the region/ Political stability.**
- ❖ **Urbanisation.**

How the above factors influence the population distribution of an area.

Rainfall distribution/ climate.

- **The areas that receive reliable rainfall are densely populated because they support farming. Areas that receive very little are sparsely populated because they can't support crop growing.**

Nature of the soil.

- **Areas that have fertile soils are densely populated because they support plant growth. Areas with infertile soils are sparsely populated because they can not support plant growth.**

Vegetation distribution.

- **Areas that have thick vegetation are not occupied by people because they harbour dangerous animals, vectors and pests.**
- **The areas with good vegetation cover like savannah grasslands are favourable for human settlement.**

Relief.

- **Steep slopes of mountains have few people due to land slides, soil erosion and poor transport.**

- **Plateau areas and gently sloping lands are densely populated due to fertile soils,good drainage and better transport networks.**
- **Valley areas and plains have a low population due to floods and high temperatures.**

Social service provision.

- **Areas with good social service provision are densely populated while those with poor social service provision are sparsely populated.**

Government policy.

- **The government stops people from settling in certain areas like game parks, game reserves, swamps making them sparsely populated.**

Political stability.

- **Areas that are politically stable are densely populated.**
- **People take refuge in more peaceful countries compared to those that experience wars.**

Urbanisation.

- **Developed areas like towns attract many people because they have good jobs and employment opportunities while rural areas are sparsely populated due to poor social services leading to rural-urban migration.**

POPULATION DENSITY.

This is the number of people living in an area per square kilometre.

In East Africa, Rwanda has the biggest population density while Tanzania has the smallest.

Calculations of population density.

Population density = total population (people).
Total area (km^2)

***Example*:An area has a population of 600,000 people, living in an area of 300km^2,calculate the population density of that area.**

Population density = total population (people).
Total area (km^2)
=600,000 people
300km^2
=200 people/km^2

Therefore, the population density of that area is 200 people/km^2

Types of population density.

a) High population density.

This is a large number of people living in an area compared to the available resources.

Areas with a High population density in East Africa.

- **Shores and the coast**
- **Mountain slopes**
- **Major towns and cities like Mombasa, Kampala, Dar-es-salaam.**

Advantages of High population density in an area.

- **It creates a large market for goods.**
- **It leads to a large labour force in an area.**
- **It leads to high revenue collection in form of taxes.**
- **It promotes development in an area.**
- **It promotes proper utilisation of resources in an area.**

Problems associated/ caused with a High population density.

- **Unemployment.**
- **Shortage of food.**
- **Easy spread of communicable diseases.**
- **Development of slums.**
- **Poor hygienic condition leading to disease outbreak.**
- **Environmental degredation.**
- **High crime rate.**

Solutions to problems associated with a High population density.

- ❖ **People in urban areas should build storeyed buildings to solve a problem of land shortage.**
- ❖ **Government should provide better social services in rural areas to promote urban- rural migration.**
- ❖ **Empowering the youths to start small scale businesses (projects).**
- ❖ **By extending electricity to rural areas.**
- ❖ **Educating people to use modern methods of farming to increase food production.**

b) Low population density.

This is when an area has a small number of people compared to the available resources.

Advantages of low population density.

- **People have enough land.**
- **There is low crime rate.**
- **There is enough accommodation in an area.**
- **It promotes conservation of the natural environment in an area.**
- **Communicable diseases do not easily spread from one homestead to another.**

Disadvantages of low population density.

- **There is low market for local goods or imported goods.**
- **There is low labour force.**
- **There is low tax base for the government.**
- **There is poor social service provision.**
- **There is limited social security.**
- **There is under utilisation of resources in an area.**

Solutions to a low population census.

- **By improving social services to attract more people.**
- **By setting up industries in an area.**
- **By encouraging mechanisation to increase food production.**
- **By encouraging people to marry many wives.**





1. **Give the meaning of each of the following;**
   (i) Population
   (ii) Population growth
2. **Give any three causes of high population growth in Uganda.**
3. **State any two advantages of a high population in an area.**
4. **Mention any two problems a country is likely to face as a result of having a large population.**
5. **Give any two economic benefits of a large population to the development of a country.**
6. **Mention any three natural disasters that may lead to the reduction in the number of people in an area.**
7. **Give any two ways the government can check the number of people in the country.**

8. **Name the body that is responsible for conducting a national census in Uganda.**
9. **Mention any three types of information that is collected by enumerators during the census.**
10. **Which ministry is responsible for conducting a national census in Uganda?**
11. **Give any one reason why a national census in Uganda is conducted after ten years.**
12. **State any three reasons why the government conducts a national census.**
13. **Mention any three problems faced by the enumerators during the census exercise.**
14. **State any three problems the government faces when conducting a national population census.**
15. **Give the meaning of Population distribution.**
16. **Mention any three factors that influence population distribution.**
17. **Give one reason why steep slopes of mountains are sparsely populated.**
18. **Mention any three factors that lead to a sparse population in an area.**
19. **State any one two reasons why slopes of most mountains in East Africa are densely populated.**
20. **Why are there many people living around the shores of Lake Victoria?**
21. **Mention any three examples of sparsely populated areas in East Africa.**
22. **Give the meaning of Population density.**
23. **Which East African country has the biggest population density?**
24. **Calculate the population density of town W which has a population of 4500 people living in an area of 90km^2.**
25. **Give one way the government can encourage the settlement of people in rural areas.**

EXCEL STANDARD SOCIAL STUDIES

PUPIL'S BOOK 6

FIRST EDITION

BY

EXCEL PUBLISHERS

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means of electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

Copyright © Excel publishers



For Excellence in Social Studies

ACKNOWLEDGEMENT

Developing a book of this nature requires a lot of support from colleagues, friends and family. I would like to register my deep-rooted gratitude to the following people for their unlimited assistance offered towards the completion of this book.

All teachers of Social Studies in Victoria Mutundwe Primary School and Makindye Junior school with whom I worked at various levels for their positive advice and criticism.

All authors whose books we used and consulted during our research for some of the materials in this book.

We do sincerely regret any mistakes which may be found anywhere in this book. It is not intended to be part of this book but accidental.

However, any person who does any unauthorized act in relation to this publication without prior written permission from the original authors, may be liable to criminal prosecution and civil claims for damage.

***Author*:** **Kimbugwe Apollo**

Typing: **Kakuru Dismus**

Ndagire Joan

Technical adviser: **Mary Flavia Namulindwa.**

Cover design: **Excel Graphics**

Editing: **Excel Publishers Editorial Board**

PREFACE

Excel Standard Social Studies, Pupils' Book Six has been developed basing on the revised Primary Six Social Studies Syllabus as prescribed by the new curriculum of the National Curriculum Development Center (NCDC). The book contains accurate, relevant and current information covering all topics in all terms of the year in their order. It is intended to guide both teachers and learners.

The pupil's book cares for the interests of the learners in terms of simple and concise language used, simplified content to cater for all learners with different abilities and clear illustrations to make learning enjoyable through observation. Key words for each topic have also been included in order to enrich the learner's vocabulary and mastery of concepts.

The topics have well organized, relevant, and easy to understand notes and facts. It is written in a simple language and is well aided with maps and illustrations/diagrams where necessary to ease understanding.

The book is remarkably precise but detailed in content with no fact left hanging. It has been mainly written for Primary Six in a language that is suitable for both rural and urban Pupils. The book can therefore be used with minimum teacher guidance.

The book has inbuilt and continuous assessment activities at the end of topic. These questions are to help the learners to test their understanding of the concepts covered and are to enable the teacher to track progress as coverage goes on. This also makes the book convenient for individual and class learning by the pupils.

The content of the book has been enriched to enable learners get solutions to the three main levels of assessment at primary level that is to say: Knowledge, Comprehension and Application.

The book is intended to provide learners with knowledge, skills and the desired attitudes and values of Social Studies and the Environment that are important to prepare learners for final assessment of the primary level.

The book is written and developed by experienced teachers of Social Studies and Religious Education and we welcome all comments on the publication with an open mind for the improvement in the teaching and learning of Social Studies. Comments and orders can be communicated directly through the following contacts.

TEL: +256 771 623617  and +256 700 770630, KAMPALA.
Email address: apolokimbugwe504@gmail.com

THEME: LIVING TOGETHER IN EAST AFRICA

TABLE OF CONTENTS

TERM ONE

Topic 1: East African Community (EAC)

Historical background of EAC

- Location of the East African Community member states using lines of latitude and lines of longitude……6
- Using the Prime meridian to tell the international time……9
- Formation of the East African Community……9
- Revival of the EAC……12
- Organs of the EAC……15
- Symbols of the EAC……17
- National symbols of the EAC member states……18

The People of East Africa

- Origin of human beings……25
- Sources of history……25

- Archaeological sites in East Africa.....28
- Stone age.....29
- Ethnic groups in East Africa.....31
- Migrations and settlement patterns in East Africa.....37
- Political organisation of different ethnic groups in East Africa.....42
- Social organisation of ethnic groups in East Africa.....48
- Economic organisation among different ethnic groups in East Africa.....52

Early visitors to East Africa

- The Arab traders 55
- Long distance trade and slave trade.....56
- European traders 61
- Christian missionaries in East Africa 61

Population in East Africa

- Population growth.....65
- Population census 66
- Population distribution 67
- Population density 70

TERM TWO.

Topic 2: Major resources of East Africa

- Types of resources 73
- Land as a resource 73
- Vegetation as a resource 74
- Animals as a resource 82
- Tourism industry in East Africa 86
- Climate as a resource 87
- Crop growing in East Africa.....91
- Livestock farming in East Africa 98
- Mountains as a resource 101
- Mineral resources in East Africa 104
- Lakes in East Africa 107
- Major rivers in East Africa 112
- Fishing in East Africa 115

Topic 3. Transport and Communication in East Africa.

- Road transport in East Africa.....121
- Water transport in East Africa 124
- Air transport in East Africa 125
- Pipeline transport 127
- Railway transport in East Africa 127
- Means of communication 130
- Radio communication 132
- Newspapers 133

- Television communication.....134
- Telephone communication 135
- Post office 136

TERM THREE.

Topic 4. The Road to Independence in East Africa.

- European explorers in East Africa 140
- The Portuguese explorers in East Africa 144
- Scramble for and partition of Africa 147
- Establishment of colonial rule in East Africa 148
- Colonial administrative systems in East Africa 152
- German rule in Tanganyika 153
- British rule in Kenya 155
- Colonial rule in Uganda 157
- Reactions to colonial rule in East Africa 162
- Rebellions against colonial rule in East Africa 162
- The struggle for independence in East Africa.....166
- The formation of political parties in East Africa 167
- Independence movement leaders in East Africa 171
- Effects of colonial rule in East Africa 173
- Post independence East Africa 174
- Leaders of East African countries since independence 175
- Challenges facing East African countries 178
- Democratic rule in East Africa 179

Topic 5. Responsible living in the East African environment.

- Introduction to the environment 189
- Environmental practices 189
- Sustainable use of the environment 191
- Waste management 193
- Environmental conservation 194
- Consequences of irresponsible living in the environment 196
- Climate change 198

TOPIC 4: THE ROAD TO INDEPENDENCE IN EAST AFRICA

EUROPEAN EXPLORATION IN EAST AFRICA

An explorer is a person who goes to a place of interest to find out more about it.

Most Explorers who came to East Africa came from Europe.

Explorers were the first group of Europeans to come to East Africa.

The first explorers to reach the coast of East Africa were the Portuguese. They were led by Vasco da Gama.

Most European explorers who came to East Africa wanted to find the source of River Nile

Most European explorers who came to East Africa were sponsored by the Royal Geographical Society (RGS). It gave them food and medical supplies.

Most Explorers who came to the interior of East Africa (Uganda) used the route through Bagamoyo in Tanzania.

Why most European explorers who came to Uganda entered through Bagamoyo.

- **There was a direct route from Bagamoyo to Uganda.**
- **The route through Bagamoyo had friendly people.**

Qn: *Why was it difficult for explorers who travelled to Uganda to pass through Kenya?*

Why most European explorers who came to Uganda first went to Zanzibar.

- **To learn Kiswahili language.**
- **To get permission from the sultan of Zanzibar.**
- **To get porters to carry their supplies.**

Reasons for the coming of Explorers to East Africa.

- **They wanted to find the source of River Nile.**
- **They wanted to study the geography of East Africa.**
- **They wanted to pave way for the coming of the colonialists.**
- **They wanted to open up away for the missionaries.**

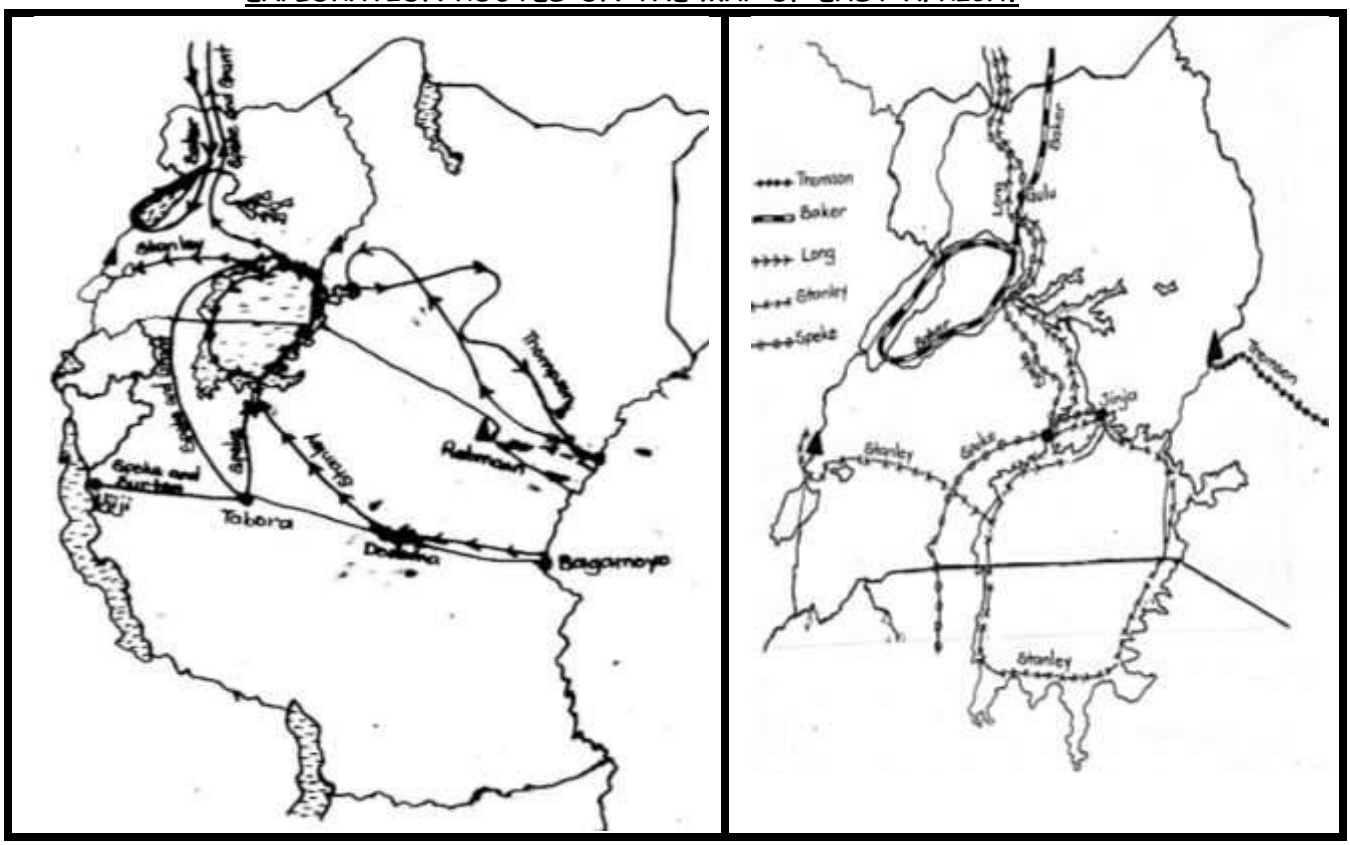
Problems that were faced by the European explorers in East Africa.

- **Walking long and tiresome journeys.**
- **Attacks from dangerous animals.**
- **Shortage of supplies like food, medicine.**
- **Attacks from tropical diseases.**
- **Attacks from hostile people.**
- **Difficulty in communication with the natives.**

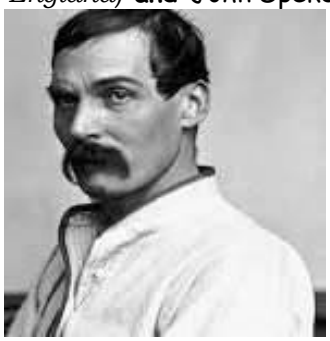
Famous European explorers in East Africa.

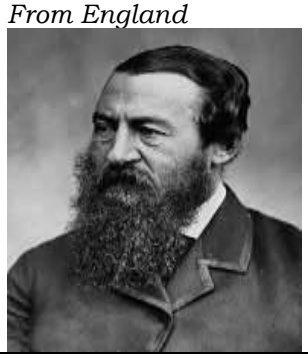
- **Vasco da Gama.**
- **John Speke.**
- **Richard Burton**
- **Chaille Long**
- **James Grant.**
- **Henry Morton Stanley.**
- **Sir Samuel Baker.**
- **Joseph Thomson.**
- **Jakob Erhardt**
- **Johannes Rebmann**
- **Johann Ludwig krapf**
- **Count teleki**
- **Dr.David Livingstone.**

EXPLORATION ROUTES ON THE MAP OF EAST AFRICA.



Major discoveries made by famous European explorers in East Africa

John Hanning Speke *From England.* *With Burton in 1857* *With Grant in 1860* 	• **Lake Victoria** • **The source of River Nile.** • **Ripon falls** **Note** - *John Speke was the first European explorer to come to Uganda (in 1862).* - *He named the **Ripon falls** at the source of river Nile after Lord Ripon who was the president of the RGS by then.* - *He also named **lake Victoria** after Queen Victoria of England.*
Richard Burton *(from England)* **and** John Speke 	• **Lake Tanganyika** ❖ **They were sent by the Royal Geographical Society to find the source of river Nile** ❖ **They were the first European explorers to travel to the interior of East Africa.** ❖ **They entered into East Africa through Bagamoyo, via Tabora to Ujiji on Lake Tanganyika.** ❖ **On their return, Burton fell sick and remained at Tabora. Speke continued northwards and came across a great water body which he believed to be the source of River Nile.**

James grant and John Speke. 	❖ **The two were sent to find the source of river Nile.** ❖ **While at Karagwe,Grant fell sick and remained at Karagwe under the care of king Rumanika who welcomed them to his kingdom.** ❖ **Speke moved northwards and entered into Buganda.** ❖ **He was welcomed by Kabaka Muteesa I in 1862.** ❖ **Speke gave gifts of clothes, rifles, knives and beads to the king.** ❖ **Speke moved eastwards and reached the source of River Nile on 28th July, 1862.** ❖ **Speke was later joined by Grant ant the two followed river Nile moving towards its mouth in the North.** ❖ **They met another explorer called Sir Samuel Baker at Gondokoro in Sudan.**
Sir Samuel Baker. *From England* 	• **Murchison falls** • **Lake Albert** ***Note:*** ✓ *John Speke and James Grant met Sir Samuel Baker at Gondokoro in South Sudan.* ✓ *Baker with his wife Jane Baker wanted to find the source of River Nile from its mouth in Egypt.* ✓ *He saw and named lake albert in 1864.* ✓ ***Lake Albert** was named after the husband of Queen Victoria of England.* ✓ *He saw and named the **Murchison falls** after the president of RGS.*
Henry Morton Stanley *A Welsh from Wales* 	• **Mountain Rwenzori.** • **Lake George.** • **Lake Edward.** ***Note:*** ❖ **Stanley came to Africa in three different occasions.** **<u>Stanley's 1st journey in 1871.</u>** ❖ **He came to look for Dr. David Livingstone.** ❖ **He was sponsored by two newspapers namely;-** - **Daily telegraph.** - **New York Herald tribune.** **<u>Stanley's 2nd journey in 1874.</u>** **He was sent to prove whether lake Victoria was the source of River Nile.** ❖ **He used his canoe he had named Lady Alice to circumnavigate Lake Victoria.** **Henry Morton Stanley circumnavigated lake Victoria to prove whether lake Victoria was the source of River Nile.** ❖ **In 1875, Henry Morton Stanley reached Kabaka Muteesa I's palace and requested him to allow missionaries to come to Uganda.** ❖ **On Kabaka's request, Henry Morton Stanley wrote a letter on behalf of Kabaka Muteesa I inviting Christian missionaries to come to Uganda.** ❖ **The letter was taken by <u>Linant de Bellefonds.</u> And it appeared in the Daily Telegraph newspaper.** **Note:**

	✓ ***Linant de Bellefonds*** *arrived in the Kabaka's palace in April 1875. This is where he also met Henry Morton Stanley.* ✓ *He collaborated with Stanley's idea of inviting the missionaries.* ✓ *Bellefonds was killed in Sudan on 26th August 1875 and the letter was sent to* ***Charles Gordon****, the governor of the Equatorial province, who sent it to the Queen of England.* **Henry Morton Stanley then moved westwards and saw Mountain Rwenzori and named it "the mountains of the moon" This was because of the snow on its peak which glitters like a moon.** ❖ **He also saw and named lake Edward and lake George.** ❖ **He then continued westwards through Democratic Republic of Congo and returned to Europe.** **<u>Stanley's 3rd journey (1887-1890).</u>** ❖ **He came to rescue Emin Pasha from the Equatorial province.**
Joseph Thomson *From Scotland* 	• **Mountain Elgon** • **Lake Nakuru.** • **Lake Baringo.** • **Thomson's falls (Nyahururu falls)** **Note:** ✓ *Thomson was sent to find the shortest route from the coast to lake Victoria.* ✓ *Thomson was the first European to cross the Nandi and Masai land successfully.*
Johann Ludwig Krapf *From Germany*	• **Mountain Kenya** • **River Tana**
Johannes Rebmann *From Germany in 1846*	• **Mountain Kilimanjaro**
Jakob Erhardt	• **He attempted to draw the first map of East Africa.**
Dr. David Livingstone *From Scotland.*	• **River Zambezi** • **Victoria falls along river Zambezi.** • **Lake Mweru along the border of Zambia and DRC.** • **Lake Bangweulu in Zambia** • **Lake Nyasa (Malawi)** • **River Lualaba** **Note:** ✓ *Livingstone was a doctor, an explorer and a missionary.* ✓ *He was the greatest explorer in Africa because he spent a lot of his life time exploring the African continent from 1841 till his death in 1873.*
Charles Chaille Long **(***from America***)**	❖ **He was the first European to see lake Kyoga.** • **He arrived in Buganda in 1874 and became the second European explorer to see Lake Victoria.**
Count Teleki	❖ **Lake Rudolf (lake Turkana).** ❖ **Lake Stephanie in Ethiopia.**

<u>Notable facts about explorers in East Africa.</u>

✓ ***<u>Vasco da Gama</u>*** *was the first European explorer to come to East Africa.*

- ✓ *John Speke and Richard Burton were the first European explorers to travel to the interior of East Africa.*
- ✓ *The Portuguese were the first explorers to come to East Africa.*

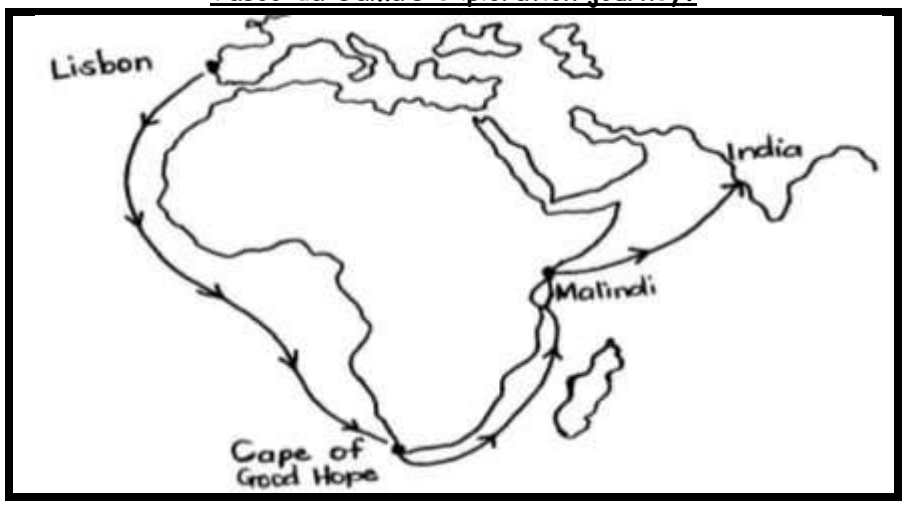
THE PORTUGUESE EXPLORERS.

The Portuguese were the first explorers to come to East Africa.
The Portuguese explorers wanted to find the shortest sea route to India.
<u>Prince Henry the navigator</u> sponsored the journeys of most Portuguese explorers to Africa.
He also started a school for navigation at Sagres which trained navigators.
The Portuguese wanted to find the shortest sea route to India because they wanted to get silk and spices from the far East.

Portuguese explorers who came to East Africa.

Vasco da Gama 	• **He was sent to continue from where Bartholomew Diaz had reached.** • **He sailed from Lisbon, Portugal in 1497 and reached Calcutta, India on 20th May 1498.** • **Da Gama became the first Portuguese sailor to find a sea route to India.** • **He named the Cape of Good Hope because he had got hope of reaching India.** **Note:** • ***The Arabs along the East African coast didn't welcome Vasco da Gama because:*** ❖ *They hated Christianity which the Europeans were spreading.* ❖ *They thought that the Europeans would interfere with their trade.* ***Sultan Seyyid Ali of Malindi*** *welcomed Vasco da Gama.* *He gave him an Indian captain called* ***Ahmed bin Majid*** *to direct his ships to India.* ❖ **Da Gama was the first European to sail around the coast of Africa and find the sea route to India.** ❖ **After Vasco Da Gama had returned to Portugal from his first trip to India, the Portuguese decided to capture the Arab settlements at the East African coast.**

<u>Vasco da Gama's exploration journey.</u>



<u>Effects of the da Gama's sea route to India.</u>

- ❖ **It created more trade opportunities for Portugal.**
- ❖ **It enabled the Portuguese to set up a trading empire in the east.**
- ❖ **The Portuguese conquered the East African Coast.**

PORTUGUESE CONQUEST OF THE EAST AFRICAN COAST.

The Portuguese conquest of the east African coast began in 1500 when Pedro Alvares Cabral unsuccessfully tried to capture Sofala.

In 1502 Vasco da Gama attacked and captured the headquarters of the Zenj empire.

This marked the beginning of the Portuguese conquest of the East African coast.

The Portuguese established their headquarters in Mozambique and Mombasa was their major coastal town.

They divided their empire into provinces for easy administration, and each province was under the rule of a Governor.

The Portuguese introduced Christianity which caused a lot of hatred from the coastal people who were already under Arab influence.

The Portuguese administrators were very harsh, corrupt, over taxed traders and always isolated themselves from the natives.

They controlled the East African coast for 200 years and their rule declined.

Why the Portuguese conquered the East African coast.

(Why the Portuguese came and settled along the East African coast)

- **They wanted to spread Christianity along the East African coast.**
- **They wanted to control the profitable trade along the coast of East Africa.**
- **They wanted to create a resting base for their sailors.**
- **They wanted to fight Muslims domination in East Africa.**
- **The East African coast had good natural harbours for trade and defense.**
- **They wanted to control the coastal states and make them pay tributes to Portugal.**

Why the Portuguese succeeded in conquering the East African coast.

- **The Portuguese had superior weapons.**
- **They had well trained soldiers.**
- **They used surprise night attacks.**
- **Disunity among the coastal towns.**

Reasons for the decline of the Portuguese rule in East Africa.

- **Corrupt Portuguese officials.**
- **Poor communication with the home government.**
- **Constant attacks from the Arabs.**
- **The Portuguese administrators along the coast were very few.**
- **The coming of the British and the French also weakened their rule.**

Effects of Portuguese rule along the coast.

a) Positive effects.

- **They built Fort Jesus which is now a major tourist attraction.**
- **They spread Christianity along the coast.**
- **They introduced new crops e.g. Pawpaws, pineapples.**
- **They introduced new methods of farming.**
- **They added new words to Kiswahili language.**
- **East Africa was linked to Europe and India.**

Note:

- ✓ *Fort Jesus was built for protection against enemies.*
- ✓ *Fort Jesus still stands today as an important historical monument which attracts tourists.*

b) Negative effects.

- **It led to decline of coastal trade.**
- **They imposed heavy taxes on traders which decreased trade.**
- **It led to destruction of coastal towns e.g. Kilwa and Mombasa which were burnt.**
- **The coastal states lost their independence to the Portuguese.**

Effects of the coming of European explorers to East Africa.

- **Africa was made known to the rest of the world.**
- **They renamed physical features e.g. Lake Victoria instead of Nalubaale.**
- **They paved way for the coming of the missionaries and the colonialists.**

How exploration work led to European colonisation of Africa.

- **Explorers made reports about the rich natural resources of East Africa which attracted the colonialists.**

EUROPEAN COLONIALISTS IN EAST AFRICA.

Colonialism is the practice by which a powerful / superior country controls a weaker / inferior country.

A colonialist is a person who controls an inferior country on behalf of his home country.

A colony is a country which is controlled and developed by a powerful country with an aim of having permanent settlement.

A protectorate is a country which is controlled and protected by a powerful country for economic gains with no aim of having permanent settlement.

Reasons for the coming of the colonialists to East Africa.

- **They wanted to get raw materials for their home industries.**
- **They wanted to invest their surplus capital.**
- **They wanted to find market for their processed goods.**
- **The desire for political pride.**
- **To get more space for resettling the excess population.**

European countries which sent colonialists to East Africa

- **Britain**
- **Germany**
- **Belgium.**

Examples of famous colonialists in East Africa

- **Dr.Carl Peters.**
- **Capt. Frederick Lugard**
- **Sir Gerald Portal**
- **Sir William Mackinnon**
- **Sir Harry Johnson**
- **Sir Samuel Baker**
- **Colonel Henry Colville**
- **Sir Hesketh Bell.**



Dr.Carl Peters



Sir William Mackinnon

Sir William Mackinnon.

Mackinnon was a Scottish businessman.

In 1888 he started the Imperial British East Africa Company (IBEACO)

The company's main activity was trading.

However,the Company was also expected to rule the British territories in East Africa. In 1890, the Company sent Capt. Frederick Lugard as representative to Uganda.

IBEACO also built many transport and lines of communication in East Africa. These include the Uganda Railway which was begun in 1896 at the coastal town of Mombasa in Kenya.

Dr.Carl Peters.

He was a German colonialist.

He played a leading role in the establishment of German rule in Tanganyika, Rwanda and Burundi.

He was the leader of the German East Africa Company (GEACO) which had been formed to carry out trade in East Africa.

The company helped to administer Germany colonies in East Africa.

He signed treaties with chiefs in the interior including Kabaka Mwanga of Buganda with whom he signed an agreement in 1890.

THE SCRAMBLE FOR AND PARTITION OF AFRICA.

Scramble for Africa was the struggle among European countries to have territories in Africa.

Partition of Africa was the peaceful sharing of African countries amongst European countries.

European countries which scrambled for African territories.

- **Great Britain**
- **France**
- **Germany**
- **Portugal**
- **Spain**
- **Italy**
- **Belgium**

Reasons for scramble for Africa (Why European countries wanted colonies in Africa)

- **They wanted to get raw materials for their home industries.**
- **They wanted to invest their surplus capital.**
- **They wanted to find market for their processed goods.**
- **To get more space for resettling excess population.**
- **The desire for political pride.**

The BERLIN CONFERENCE OF 1884

This was a meeting in which European colonial powers discussed the partition of Africa.
The conference was held in Berlin, Germany.
The conference was called by king Leopold II of Belgium.
The Berlin conference was chaired by Chancellor Otto Von Bismarck, the Prime minister of Germany by then.
It was held purposely to find peaceful means of partitioning Africa (sharing African countries amongst European powers).



Chancellor Otto Von Bismarck

Effects of Partition of Africa.

- **It led to creation of new states.**
- **Africans lost their independence.**
- **Some people lost their historical origin.**
- **It led to separation of communities.**

✓ **Note:** *-As a result of partition of Africa, Uganda and Kenya were given to* ***Britain*** *while Tanzania, Rwanda and Burundi were given to* ***Germany.***

Results of the Berlin Conference.

- **It led to establishment of colonial spheres of influence in Africa.**
- **It brought order to the acquisition of territories in Africa.**
- **It led to creation of new boundaries of some countries in Africa.**

The Anglo-German agreement of 1886.

It was the first agreement to be signed between Germany and Britain over their spheres of influence in East Africa.
In this agreement, Tanzania was given to Germany while Kenya was given to Britain.
The sultan of Zanzibar was given a 10 mile (16km) coastal strip, while Germany and Britain divided the hinterland between themselves.
Uganda, Rwanda and Burundi were not partitioned in this agreement.

The Anglo-German agreement of 1890.(Heligoland treaty)

This agreement gave Britain influence over Uganda in exchange for the Heligoland islands in Europe with Germany.

It is sometimes called the Heligoland treaty because Britain handed over the Heligoland islands to Germany in exchange for Uganda.

Rwanda and Burundi became part of the Germany territory in East Africa.

Results of the Heligoland treaty.

- **Uganda became a British territory.**
- **Germany surrendered Witu land to Britain.**
- **Britain surrendered Heligoland islands to Germany.**
- **Zanzibar and Pemba were recognised as British protectorates.**

ESTABLISHMENT OF COLONIAL RULE IN EAST AFRICA.

Methods used by the colonialists to establish their rule in East Africa.

- **Use of military force.**
- **Through signing agreements/ treaties.**
- **Through divide and rule policy (fueling existing misunderstandings)**
- **Use of trading companies like IBEACo, GEACo.**
- **Through missionary work.**
- **Use of collaborators.**

Problems faced during the establishment of colonial rule

- **Limited funds.**
- **Resistance from the natives.**
- **Absence of a centralised system of administration in some areas.**
- **Difficulty in communication with the African natives.**
- **Tribal wars in some communities.**

(a) Use of military force.

It was mainly used in areas where the East African natives resisted against colonial rule.

This method was mainly used by the Germans in Tanganyika which made them to be hated by the natives.

(b) Signing of treaties.

A treaty is a formal agreement between two or more people.

Treaties were signed in areas where the African natives voluntarily accepted colonial rule.

Colonial agreements that were signed in Uganda.

- **The 1894 Protectorate treaty**
- **The 1900 Buganda agreement**
- **The 1900 Tooro agreement.**
- **The 1901 Ankole agreement.**
- **The 1933 Bunyoro agreement.**

(i) The 1894 Protectorate treaty

- **It was the first colonial agreement to be signed in Uganda.**
- **It was signed between Kabaka Mwanga and Sir Gerald Portal.**
- **It was known as the protectorate treaty because the British agreed to protectorate Buganda and the entire Uganda from other colonial powers.**

(ii) The 1900 Buganda Agreement

- **The 1900 Buganda Agreement was signed between Buganda kingdom and the British protectorate government**
- **It was signed to strengthen British Authority over Buganda kingdom**
- **By the time this agreement was signed, Kabaka Daudi Chwa II was the king but was still an infant**

- **By the time of the Buganda Agreement, Kabaka Mwanga had been exiled by the British to Seychelles island in Indian ocean.**

Signatories of the 1900 Buganda agreement.

- **Sir Harry Johnston (on behalf of the British Protectorate government).**
- **Sir Apollo Kaggwa (on behalf of Buganda kingdom).**

Note:

- ✓ ***Kabaka Mwanga*** *was unable to sign the 1900 Buganda agreement because he was in exile*
- ✓ ***Kabaka Daudi Chwa II*** *was unable to sign the 1900 Buganda agreement because he was still an infant/ young*
- ✓ *Kabaka Daudi Chwa ruled Buganda with the help of the regents.*
- ✓ ***A Regent*** *is a person who is appointed to rule on behalf of an infant king.*

Regents of Kabaka Daudi Chwa.

- ✓ *Sir Apollo Kaggwa*
- ✓ *Stanslas Mugwanya*
- ✓ *Zakaria Kisingiri*

Terms of the 1900 Buganda Agreement

- **Land**
- **Governance**
- **Taxation**

Recommendations of the 1900 Buganda Agreement.

- ❖ **Gun and hut taxes were to be introduced.**
- ❖ **Buganda land was to be divided into crown land and mailo land.**
- ❖ **Kabaka's powers were to be reduced and added to the lukiiko.**
- ❖ **Kabaka's title of His Majesty was to be changed to His Highness.**
- ❖ **Buganda kingdom was to be enlarged and divided into 20 counties.**
- ❖ **The number of members on the Lukiiko was to be increased.**

Note:

- ✓ ***Mailo land*** *was given to the kabaka and his chiefs while* ***crown land*** *was given to the British protectorate government.*

  Why the British colonialists had to be given the crown land.
- ✓ *To get land for building schools, hospitals, churches, administrative offices etc.*

Effects of the 1900 Buganda Agreement

- ❖ **Gun and hut taxes were introduced**
- ❖ **Buganda land was divided into crown land and mailo land**
- ❖ **Kabaka's powers were reduced and given to the lukiiko**
- ❖ **Kabaka's title of His Majesty was changed to His Highness**
- ❖ **Buganda kingdom was enlarged and divided into 20 counties**
- ❖ **The number of members on the Lukiiko was increased.**

(iii) Tooro Agreement of 1900

- **The Agreement was signed between omukama Kasagama of Tooro and Sir Gerald Portal on behalf of the British.**
- **This Agreement made Tooro lose her independence to the British.**
- **The agreement led to the introduction of hut and gun taxes in Tooro land**

Effects of the 1900 Tooro Agreement.

- ❖ **Hut and gun taxes were introduced.**
- ❖ **Crown land was set aside and become part of the British government.**
- ❖ **Tooro became part of Buganda protectorate.**
- ❖ **Tooro was officially separated from Bunyoro.**
- ❖ **Omukama was recognised as the traditional ruler of Tooro.**
- ❖ **Tooro boundaries were defined and demarcated.**

(iv) Bunyoro Agreement of 1933

- **It was signed between Sir Bernard Henry Bourdillon on behalf of the British protectorate government and Omukama Tito Gafabusa Winyi II.**
- **It was signed to strengthen British rule in Bunyoro region.**

(v) The 1901 Ankole Agreement

- **It was signed between Omugabe Kahaya of Ankole and Sir Fredrick Jackson on behalf of the British**
- **In this agreement, hut and gun taxes were introduced.**
- **The counties of Igara, Kajara, Bahweju, and Bunyaruguru were taken away from Bunyoro and added to Ankole**

Effects of the 1901 Ankole Agreement

- **Ankole kingdom was enlarged. eg Buhweju, Igara, Kajara and Bunyaruguru were added to it.**
- **Hut and gun taxes were introduced.**
- **Ankole became part of Uganda protectorate.**

(c) USE OF COLLABORATORS.

Collaborators were the East African natives who helped the colonialists in establishing their rule in different parts of East Africa.

Reasons why some East African natives collaborated with the colonialists.

- **They wanted to get favour from the colonialists.**
- **Kings and chiefs wanted to get military support.**
- **Some wanted to enrich themselves.**
- **Some feared the military strength of the colonialists.**

Roles played by the collaborators.

- **They helped in signing colonial agreements.**
- **They helped in enforcing colonial policies.**
- **They acted as interpreters for the colonialists.**
- **They provided information to the colonialists.**

People who collaborated with the British.

- **Semei Kakungulu.**
- **Nabongo Mumia of Wanga.**
- **Nuwa Mbaguta.**
- **Chief Lenana of the Masai.**
- **Chief Merere of Sangu in Tanzania.**
- **Sir Apollo Kaggwa.**
- **Omukama Kasagama.**



Semei Kakungulu



Nuwa Mbaguta



Sir Apollo Kaggwa



Omukama Kasagama

SEMEI KAKUNGULU.

Semei Kakungulu brought the Eastern parts of Uganda under colonial rule.
He introduced the Buganda system of administration in Eastern Uganda.
He encouraged cash crop growing in Eastern Uganda. This helped to increase household income of the people of Eastern Uganda.
He encouraged the people of Eastern Uganda to plant trees (Mvule trees).
He constructed roads in Eastern Uganda which helped to ease British administration.

He appointed Buganda agents to become chiefs in Eastern and Northern Uganda.

He helped Colonel Colville to capture Kabaka Mwanga and Omukama Kabalega in Lango 1n 1899 and were exiled to Seychelles islands.

- ***Note**:-Semei Kakungulu tried to extend British rule in North Eastern Uganda (Karamoja) but he failed. This was because the people in North Eastern Uganda were hostile. The British also never had interest in the dry area of Karamoja since it couldn't favour crop growing.*

Ways Semei kakungulu managed to establish British rule in Eastern Uganda

- **He built roads in Eastern Uganda**
- **He built administrative posts in Eastern Uganda**
- **He signed treaties with the local chiefs**

NUWA MBAGUTA

He was the Prime minister of Ankole.

He extended British rule in Western Uganda

He encouraged the building of feeder roads in Ankole.

He planted trees in Ankole and educated people on their importance.

He fought against illiteracy by supporting the building of schools in Ankole

OMUKAMA KASAGAMA.

He was he king of Tooro.

He welcomed the British to his kingdom.

The British under Capt.Lugard gave him military support to defeat Omukama Kabalega and restored him onto his throne.

NABONGO MUMIA.

He was the king of the Luhya people of Wanga kingdom.

He signed treaties which helped top put Wanga kingdom under the British rule.

Reasons why some East African natives collaborated with the colonialists.

- **They wanted to get favour from the colonialists.**
- **Kings and chiefs wanted to get military support.**
- **Some wanted to enrich themselves.**
- **Some feared the military strength of the colonialists.**

Roles played by the collaborators.

- **They helped in signing colonial agreements.**
- **They helped in enforcing colonial policies.**
- **They acted as interpreters for the colonialists.**
- **They provided information to the colonialists.**

(d) How missionary work led to colonisation of East Africa.

- **Missionary teachings caused divisions among people which weakened the African societies.**
- **Missionary teachings softened the hearts of the Africans which made them warmly welcome the colonialists.**
- **Missionaries called their home governments for protection.**
- **They acted as interpreters for the Africans and the colonialists.**
- **They signed treaties which were used by the colonialists to take over colonies.**
- **They educated and created a class of collaborators.**
- **They supplied information used by colonialists to improve their rule.**

(e) Through trading companies. eg. IBEACO, GEACO

The colonialists at first used trading companies in their administration. This was because the colonial governments were yet ready to take direct control of their colonies.

For example on 3rd September 1888 the British company was recorgnised and given a royal charter under the name Imperial British East Africa Company (IBEACO) to administer Kenya and Uganda.

Trading companies that operated in East Africa include;

- **Imperial British East Africa Company (IBEACO)**
- **German East Africa Company (GEACO)**

Reasons why the colonialists ended company rule in East Africa.

- **The companies had few administrators.**
- **They had opposition from missionaries and Africans.**
- **They lacked enough funds to meet administration costs.**

EAST AFRICA UNDER COLONIAL RULE.

Colonial administrative systems that were used in East Africa.
(Methods used by the colonialists to administer East African countries)

In East Africa, European colonialists mainly used two systems of administration.
These were;

- **Direct rule**
- **Indirect rule**

i) DIRECT RULE

This was the system of administration where the colonialists ruled the natives directly by themselves.

The colonialists took direct control of their territories.

Under this system, the colonialists collected taxes directly from the natives and also supervised the growing of cash crops.

The German colonialists used Direct rule to administer Tanzania.

Reasons why Direct rule was used.

- **The colonialists wanted to promote their culture.**
- **They wanted to show their superiority over the Africans.**
- **They wanted to exploit resources of their countries of control.**

Effects of Direct rule

a) On the Africans

- **Local leaders lost control over their territories.**
- **It led to over exploitation of Africa's resources.**
- **It limited the provision of social services.**
- **It was harsh and oppressive to the natives.**

b) On the Colonialists.

- **It increased rebellions against colonial rule.**
- **It increased colonial expenditure.**
- **It increased enmity between the East African natives and the colonialists.**
- **It made it very difficult for some colonial policies to be implemented.**

ii) INDIRECT RULE.

This was the system of colonial administration where local leaders were used to rule the natives on behalf of the colonialists.

In this system, local chiefs and kings took control of colonies on behalf of the colonialists.

Local leaders encouraged and supervised the growing of cash crops and collected taxes on behalf of the colonialists.

It was mainly used by the British in Uganda.

Reasons why the colonialists used Indirect rule.

- **To control rebellions against colonial rule.**
- **It was cheap in terms of paying local leaders.**
- **They wanted to increase manpower for the colonialists.**
- **They wanted to ease communication with their subjects.**

Advantages of Indirect rule.

a) To the Africans.

- **Local leaders learnt new methods of administration.**
- **It preserved the cultural practices of the natives.**
- **Kingdoms and chiefdoms were retained.**

b) To the Colonialists.

- **It was cheap to pay local leaders.**
- **It reduced rebellions against colonial rule.**
- **It made communication between the natives and the colonialists easy.**

Disadvantages of Indirect rule.

- **It promoted hatred by the natives towards local leaders.**
- **It caused divisions among the natives.**
- **Native leaders were used as puppets by the colonialists.**

GERMAN RULE IN TANGANYIKA.

Tanganyika was at first ruled by German East Africa Company (GEACO) from 1887-1891 under the German administrator called Carl Peters.

The administrative base of GEACO was at Bagamoyo.

Later, the German government took over the administration of Tanganyika.

The name that was given to Tanganyika under the German rule was German East Africa.

Roles of the German East Africa Company (GEACO) in Tanganyika.

- **It controlled Tanganyika on behalf of the German government.**
- **It collected taxes from the leaders and ports.**
- **It built the first railway line in East Africa called Tanga-Korogwe railway.**
- **It carried out trade in agricultural produce.**

Reasons why the German government ended company rule in Tanganyika.

- **The company had few administrators.**
- **The company lacked enough funds to set up effective administration.**
- **The company had opposition from missionaries and Africans.**

Changes made by the German government in the administration of Tanganyika.

- **They introduced direct rule in Tanganyika.**
- **It transferred the administrative headquarters of the German colonial government from Bagamoyo to Dar-es-salaam**
- **The Germans also introduced a system of indirect rule in areas that had strong centralised traditional governments eg. Karagwe.**
- **It appointed the Akidas (chiefs) and the Jumbes (sub chiefs) to help them in the administration.**

  -Jumbes were headmen or leaders of clans or small groups.

  -Akidas were usually Arabs or Swahilis.
- **The Akidas collected taxes and supervised the growing of cash crops.**

Why the Germans transferred the administrative offices from Bagamoyo to Dar-es-salaam.

- **Dar-es-salaam had good natural harbours.**
- **Dar-es-salaam was well positioned for trade as compared to Bagamoyo.**

Characteristics of German rule in Tanganyika.

- **There was forced labour.**
- **There was high taxation of the Africans.**
- **Africans were denied their rights.**
- **Africans were denied respect by the Germans.**

Reasons why German rule was hated (unpopular) in Tanganyika.

- **The Germans were harsh and cruel to the Africans.**
- **The Germans stopped Africans from growing their cash crops.**
- **They also forced Africans to work on their plantations with little or no pay.**
- **The Germans had no respect for African natives.**
- **The Germans set up rules that denied Africans their rights.**

The First World war and The End of German rule in Tanganyika.

World war I began in August 1914 and ended in 1918.
It was started by German and her allies against Britain and her allies.
The war started in Europe but spread in other parts of the world where the leading colonial powers had colonised.
East Africa got involved in the war when German attacked British territories in East Africa.
Many East African natives were recruited in order to defend themselves and their territories from the enemy attacks.
Eventually, Germany was defeated.
The League of Nations was an international organisation that was formed to prevent outbreak of another world war.
It punished Germany by taking away all her colonies in Africa including Tanganyika.
The League of nations gave German East Africa (Tanganyika) to Britain to rule it as a mandate territory. German East Africa was renamed Tanganyika.
Rwanda and Burundi were given to Belgium. This was because Democratic Republic of Congo was a Belgian colony.
Today Rwanda and Burundi use French as their official language. This is because they were ruled Belgians who speak French.

Note:

- ✓ *European governments which were given mandate territories were meant to rule them for the good of the natives, till they were ready for their independence.*
- ✓ ***Mandate territories*** *were the former colonies of Germany that were given to other European countries by the League of Nations after world war I.*
- ✓ *Tanganyika was a mandate territory of the British while Rwanda and Burundi were mandate territories of the Belgians.*
- ✓ *East African countries were involved in the war because their colonial masters took men to work as soldiers and porters in the war zones.*

Effects of the world war in East Africa.

- **It led to death of many people.**
- **The Germans were forced to leave their farms in Tanganyika.**
- **It led to outbreak of famine in East Africa.**
- **International trade stopped.**
- **It led to destruction of property.**
- **East Africa came under British control except Rwanda and Burundi which went to Belgium.**
- **Many families suffered because their men had died.**

TANGANYIKA UNDER THE BRITISH RULE.

Britain took over German East Africa as a mandate territory of league of nations in 1919.
The name changed from German East Africa to Tanganyika.
Britain ruled Tanganyika for the good of the natives.

Steps taken by the British to end the German influence in Tanganyika.

- **English replaced as the official language.**

- ❖ The British discouraged white settlement and developed Tanganyika as a black man's country.
- ❖ German settlers and missionaries were expelled.
- ❖ Traditional chiefs replaced the Jumbes and Akidas.
- ❖ The country's name was changed from German East Africa to Tanganyika.

British colonial Governors in Tanganyika.

- Sir Horace Byatt 1916-1925.
- Sir Donald Cameron 1925-1931.
- Sir Stewart Symes 1931-1934.
- Sir Harold MacMichael 1934-1938.
- Sir Mark Young 1938-1945
- Sir Francis Jackson 1942-1945.
- Sir William Battershill 1945-1949.
- Sir Edward Twining 1949-1958.
- Sir Richard Turnbull 1958-1961.

Sir Horace Byatt 1916-1925.

- ➢ He was appointed as the first British governor of Tanganyika.
- ➢ He was criticised for refusing to favour European settlers or give them a share in the government.

Sir Donald Cameron 1925-1931.

- ➢ He established indirect rule in local government in Tanganyika.
- ➢ He appointed local chiefs with powers to collect taxes, settle disputes and carryout some administrative duties.
- ➢ He brought the settlers in to share in the government.
- ➢ He established the Legislative council (LEGCO) in 1926.
- ➢ However, he excluded the Africans whom he believed were not ready to share in the national government.

Sir Richard Turnbull 1958-1961.

- ➢ He was the last British governor in Tanganyika.
- ➢ He was the governor at the time of independence.

BRITISH RULE IN KENYA.

During colonial rule Kenya was known as British East Africa.

It was declared a British protectorate in 1895 by Sir A.H Hardicofe and later named a British colony in 1905.

A colony is a country which is controlled and developed by a powerful country with an aim of having permanent settlement.

Kenya was a colony of the British in East Africa.

Steps that were taken to make Kenya a colony of the British.

- ❖ They built the Kenya-Uganda railway.
- ❖ They encouraged Whites settlement in Kenya.

Colonial administrators in British East Africa.

Commissioners.

- Sir Charles Eliot 1900-1904
- Sir Donald Stewart 1904-1905

Governors

- Sir James Sadler 1905-1909
- Sir Percy Girouard 1909-1912

- **Sir Henry Belfield 1912-1917**
- **Sir Charles Calvert Bowring 1917-1919**
- **Sir Edward Northey 1919-1922**
- **Sir Robert Coryndon 1922-1925**
- **Sir Edward Grigg 1925-1930**
- **Sir Henry Moore 1930-1931**
- **Sir Joseph Byrne 1931-1936**
- **Sir Armigel Wade 1936-1937**
- **Sir Robert Brooke-Popham 1937-1940**
- **Sir Henry Moore 1940-1944**
- **Sir Philip Mitchell 1944-1952**
- **Sir Evelyn Baring 1952-1959**
- **Sir Walter Coutts 4th Oct 1959-23rd Oct 1959**
- **Sir Patrick Renison 1959-1962**
- **Sir Eric Griffith-Jones 1962-4th Jan 1963**
- **Sir Malcolm MacDonald 4th Jan 1963-12th Dec 1963**

THE WHITE SETTLERS IN KENYA.

The first white settler to come to Kenya arrived in 1886.

They were mainly the European farmers and they settled in the Kenya Highlands which were also known as Whites highlands.

Lord Delamere encouraged the coming of white settlers in Kenya.

The Uganda railway was constructed in order to encourage the Whites settlement in Kenya.

The White settlers displaced the Kikuyu who were originally living in the Kenya highlands.

This resulted into the Mau Mau rebellion.

Why the White settlers settled in the Kenya highlands.

- **The area had fertile soils for crop growing.**
- **The area receives reliable rainfall which favours crop crowing.**

Dairy farming is mainly practised in the Kenya highlands due to the:

- **Presence of plenty of pasture for animals.**
- **Presence of cool climate which favours dairy farming.**
- **Absence of many disease vectors in the Kenya highlands.**

Effects of the coming the White settlers in Kenya.

- **The natives lost their fertile land.**
- **Many Kenyans were forced to provide forced labour on the white settlers' plantations.**
- **They discouraged Africans from growing crops.**
- **It led to outbreak of Mau Mau rebellion.**
- **It led to displacement of the natives.**
- **There was a lot of discrimination against the Africans through the colour bar policy.**
- **The colonial government attended to interest of settlers at the expense of Africans.**

Note:

- ***Colour bar policy*** *was the system of racial segregation where the natives were not allowed to share the same social services with the whites.*
- ***Kipande policy*** *in Kenya restricted the movement of the blacks in the country.*
- *The Kenyan natives were not allowed to move from one part of the country to another without identity cards.*

Reasons why the natives in Kenya were not allowed to grow cash crops.

- **The white settlers didn't want the competition in the market.**
- **The white settlers wanted to use Africans for cheap labour.**
- **The fear by the settlers that rich Africans would be difficult to manage.**

The Legislative Council (LEGCO) in Kenya.

The Legislative Council in Kenya was established in 1907 by Governor Sir James Sadler.
Mr. Eliud Mathu was the first African representative to be appointed on the LEGCO in 1944.
The LEGCO was formed mainly to serve the interests of the white settlers in Kenya.

COLONIAL RULE IN UGANDA

EGYPT ATTEMPTS TO COLONISE UGANDA.

The first country that attempted to colonise Uganda was Egypt.
Egypt wanted to have full control over the flow of River Nile from its source.
Khedive Ismael of Egypt appointed governors to help him establish Egyptian rule in the Equatorial province.
Equatorial Province was an area made up of Southern part of Sudan and Northern Uganda.
Governors of the Equatorial province.

- **Sir Samuel Baker.**
- **Charles Gordon**
- **Emin Pasha**



Charles Gordon



Emin Pasha

Sir Samuel Baker.
Sir Samuel Baker (in 1870) was the first governor of the Equatorial province.
He built Fort Patiko in Northern Uganda in 1872 for protection against his enemies.
He protected the people of Northern Uganda from the Khartoumers who were slave traders from Egypt and Sudan.
Charles Gordon
Charles Gordon (in 1874) was appointed as the 2nd governor of the Equatorial province replacing Sir Samuel Baker.
Gordon built fort Mruli near Masindi.
He was more successful in creating additional trading posts in this area.
In 1876, his views crashed with those of the Egyptian governor of Khartoum forcing him to go back to London.
Emin Pasha
In 1878, Gordon was succeeded by the Chief Medical Officer of the Equatorial province Mehemet Emin Pasha originally known as Eduard Schnitzer.
Pasha built Fort Wadelai in the Equatorial province.
Pasha made his headquarters in Lado (now in South Sudan)
He faced Mahdi revolt in Southern Sudan.
Pasha managed to request assistance from Britain via Buganda.
He was later rescued by Henry Morton Stanley and Emin Pasha was the last governor of the Equatorial Province.
In 1898, the Mahdist state was overthrown by the Anglo-Egyptian force led by the British Field Marshal Lord Kitchener and the Equatorial was administered by the British.

BRITISH RULE IN UGANDA.

Uganda was colonised by Britain.
Uganda uses English as her official language because she was colonized by the British who speak English.
Uganda is a member of the Commonwealth of Nations since she was colonised by the British.

The British established their rule in Uganda through a trading company called IBEACO. This company was represented by Captain Frederick Lugard.

<u>Captain Frederick Lugard as a representative of IBEACO in Uganda.</u>

From 1888-1894 the British ruled Uganda through the Imperial British East Africa Company (IBEACO).

Frederick Lugard arrived in Uganda in 1890 as a representative of IBEACO.

He built Fort Edward at Old Kampala hill where he raised the company's flag. (IBEACO flag).

He signed an agreement with Kabaka Mwanga to bring Buganda under the control of IBEACO.This agreement was also allowing missionaries to move freely in Buganda, and also stopped Buganda from signing treaties with other European countries.

He signed a treaty of friendship with Omugabe Ntare of Ankole in 1891.



Capt. Frederick Lugard

He restored Omukama Kasagama of Tooro onto his throne.

Lugard brought the Sudanese soldiers who had been left behind by Emin Pasha in the Equatorial province to Buganda to help him in maintaining peace.

Note:

- ✓ *The Sudanese soldiers staged a mutiny in 1897 against Capt.Lugard.*
- ✓ ***A mutiny** is a rebellion staged by armed forces against their officers.*

<u>Why the Sudanese soldiers staged a mutiny.</u>

- *They were underpaid.*
- *They were underfed.*
- *They were tired of fighting.*
- *They wanted their living conditions to be improved.*

- ✓ *On 31 March 1893, the IBEACO formally ended its involvement in Uganda.*
- ✓ *Missionaries, led by **Alfred Tucker,** requested the British government to take over the administration of Uganda in place of the IBEACO, arguing that British withdrawal would lead to a continuance of the religious civil war.*



Bishop Alfred Tucker

<u>Sir Gerald Portal.</u>

He was sent to study the political situation in Uganda.

Sir Gerald Portal was sent to Uganda to write a report on the activities of IBEACO.

He raised the British flag (union Jack).

He built Fort Portal in Kabarole and Fort Alice in Entebbe.

He recommended Uganda to be a British Protectorate.

Protectorate is a country under the protection of another country.

Portal established a settlement between the French and British Missionaries in Uganda.

On 1 April, 1893, Portal hauled down/ lowered the flag of the Imperial British East Africa Company at <u>Mengo</u> (the Kabaka's residence) and hoisted the <u>Union Jack.</u>

On 29 May 1893, he signed a treaty with <u>Mwanga II</u>, the Kabaka.

Portal returned to Britain and recommended the declaration of Uganda as a protectorate.

He died from <u>typhoid fever</u> in London on 25 January 1894, at the age of 36.

On 18 June 1894, Uganda was declared a British Protectorate. In this case, it is therefore important to note that General Portal never declared Uganda as a British protectorate. The declaration was made by <u>Lord Rosebery</u> five months after Portal's death.

The town of <u>Fort Portal</u> in Western Uganda, where Portal had his base, is named after him.

BRITISH COLONIAL ADMINISTRATORS IN UGANDA.

- **Frederick Lugard (26 Dec 1890 – May 1892)**
- **Sir Gerald Portal (1 Apr 1893 – 30 May 1893)**
- **James Ronald Leslie MacDonald (30 May 1893 – 4 Nov 1893) (acting administrator)**



Sir Gerald Portal

British Commissioners of Uganda (1893–1910)

- **Sir Henry Edward Colville (4 Nov 1893 – 10 May 1894)**
- **Frederick Jackson (10 May 1894 – 24 Aug 1894)**
- **Ernest James Berkeley (24 Aug 1894 – Dec 1899)**
- **Sir Harry Johnston (Dec 1899 – Nov 1901)**
- **Sir James Sadler (1 January 1902 – 20 Nov 1907)**
- **Sir Henry Hesketh Bell (20 Nov 1907 – 31 Jan 1910)**
- **Sir Harry Cordeaux (1 Feb 1910 – 18 Oct 1910)**

British Governors of Uganda (1910–1962)

- **Sir Harry Cordeaux (1910–1911)**
- **Sir Frederick Jackson (1911–1918)**
- **Sir Robert Coryndon (1918–1922)**
- **Sir Geoffrey Archer (1922–1925)**
- **Sir William Gowers (1925–1932)**
- **Sir Bernard Henry Bourdillon (1932–1935)**
- **Sir Philip Mitchell (1935–1940)**
- **Sir Charles Dundas (1940–1945)**
- **Sir John Hathorn Hall (1945–1952)**
- **Sir Andrew Cohen (1952–1957)**
- **Sir Frederick Crawford (1957–1961)**
- **Sir Walter Coutts (1961–1962)**



Henry colville



Sir Harry Johnston

- **Captain Frederick Lugard.**
  - ✓ **He was the representative of IBEACO in Uganda.**
- **Colonel Henry Colville**
  - ✓ **He brought Bunyoro under British rule**
- **Sir Harry Johnston**
  - ✓ **He signed the 1900 Buganda agreement on behalf of the British protectorate government.**



Sir Hesketh Bell



Sir Robert Coryndon

- **Sir Hesketh Bell**
  - ✓ **He encouraged the growing of cash crops in Uganda.**
  - ✓ **He linked the railway line from Jinja to Namasagali.**
  - ✓ **He introduced the first ford car in Uganda.**
  - ✓ **He encouraged road construction in Uganda.**
  - ✓ **He established steamers on Lake Victoria.**
- **Sir Frederick Jackson**
  - ✓ **He governed Uganda during the first world war**
  - ✓ **The building of Mulago hospital started during his time**
  - ✓ **He stopped Lamogi rebellion**

- **Sir Robert Coryndon**
  - ✓ **He formed the Legislative Council (LEGCO) in Uganda in 1921.**
- **Sir Geoffrey Archer**
  - ✓ **He opened up Makerere college.**
  - ✓ **He promoted education by building schools.**
- **Sir William Gowers**
  - ✓ **A department of education was set up by the government during his time/ term of office.**
- **Sir Bernald Bourdillon**
  - ✓ **He supported the establishment of more schools.**
- **Sir Philip Mitchell**
  - ✓ **He promoted higher education in Uganda.**
  - ✓ **He turned Makerere college into a university.**
- **Sir Charles Dundas**
  - ✓ **He governed Uganda during the second world war**
  - ✓ **He drew the development plan for Uganda**
- **Sir John Hathorn Hall**
  - ✓ **He stopped many riots against colonial rule in Uganda.**
  - ✓ **The first three Ugandans on the LEGCO were nominated during his term of office.**
- **Sir Andrew Cohen**
  - ✓ **Owen falls dam was completed in his term of office**
  - ✓ **Radio Uganda was opened during his term of office**
  - ✓ **Nyanza Textile Industries Limited (NYTIL) was built during his term.**
  - ✓ **The construction of the parliamentary building started during his term of office.**
  - ✓ **He exiled Kabaka Muteesa II to Britain in 1953**



Sir Philip Mitchell



Sir John Hathorn Hall



Sir Andrew Cohen



Sir Edward Muteesa II being sent into exile

<u>Reasons why Kabaka Muteesa II was exiled.</u>

- **He rejected the proposed East African federation.**
- **He demanded Buganda's independence from Uganda.**

<u>Why the British wanted to form the East African federation.</u>

- **They wanted to ease administration.**
- **To promote economic cooperation among the three territories.**

Note:

- *Kabaka Muteesa II rejected the proposed East African Federation because he feared to lose Buganda's land to the British (White settlers).*
- *In 1948,* ***Mr.Creech Jones*** *advocated for the formation of the East African High Commission.*
- *The Commission was based in Nairobi. It controlled customs, taxes, postal services, meteorology, statistics, higher education, research and currency.*
- *When trade increased between the territories, the commission became the East African Common Services Organisation. This later became the East African Community in 1967.*
- *The exiling of Kabaka Muteesa II to Britain led to the* ***Kabaka crisis of 1953*** *in Buganda.*
- ***The Kabaka crisis*** *was a time when there were many riots in Buganda against the British colonialists.*
- *In order to enable the return of the kabaka from exile,* ***The Namirembe Agreement of 1955*** *was signed.*

- ***The Namirembe Agreement*** *was signed by* ***Keith Hankock*** *on behalf of the British and* ***Micheal Kintu*** *on behalf of Buganda kingdom.*

❖ **Sir Frederick Crawford**
- ✓ **He organised the first general elections in Uganda.**
- ✓ **The construction of the parliamentary building was completed during his term of office.**
- ✓ **The government health department was set up during his term of office.**

❖ **Sir Walter Coutts**
- ✓ **He was the last British governor in Uganda**
- ✓ **He granted Uganda her independence.**



Sir Walter Coutts

<u>THE FORMATION OF THE LEGISLATIVE COUNCIL (LEGCO) IN UGANDA</u>

LEGCO was a law making body during colonial rule.

LEGCO served as the parliament during the colonial times.

LEGCO was formed in 1921 during the time when <u>Sir Robert Corydon</u> was the British governor in Uganda.

<u>Reasons for the formation of LEGCO</u>

❖ **To make laws.**

❖ **To advise the colonial government.**

❖ **To get information from various regions of Uganda.**

Note:
- ✓ *Ugandans had no representative on the LEGCO until 1945.*
- ✓ *When* ***Sir John Hathorn Hall*** *the British governor by the time the first Ugandan natives were nominated on the LEGCO.*
- ✓ *The natives were not happy with the LEGCO in 1921 because they were not represented on the LEGCO at all.*
- ✓ *The LEGCO used to set laws as the parliament of today does.*

<u>The first three Ugandans to be nominated on the LEGCO (in 1945)</u>

- **Kawalya Kaggwa from Buganda representing the Central region**
- **Yekonia Zirabamuzaale from Busoga representing the Eastern region**
- **Petero Nyangabyaki Akiiki from Bunyoro representing the Eastern Uganda.**

Note:*-In 1946,* ***Yekosofati Innyon*** *was nominated to represent the Northern region on the LEGCO in Uganda.*

<u>Ways LEGCO helped Ugandans to demand for independence.</u>

❖ **It gave the natives courage to air out their complaints.**

❖ **Native members on LEGCO encouraged their members to form associations.**

❖ **It encouraged the natives to demand for self rule.**

❖ **It laid a strong foundation for native leadership.**

Note:
- ✓ ***John V. Wild*** *was appointed as the chairperson of the* ***Wild Constitutional Committee*** *which was formed to find means of making members on the LEGCO directly elected by people.*
- ✓ *The committee was formed by* ***Sir Fredrick Crawford*** *in 1956.*
- ✓ *The committee recommended that there should be direct elections in all parts of the country based on a voters' register.*
- ✓ *It also recommended that the LEGCO would be called the* ***National assembly.***
- ✓ *The first elections were held in 1958.*
- ✓ ***Pumla Kisosonkole*** *became the first Ugandan woman on the LEGCO in 1957.*

<u>Role played by the LEGCO towards Uganda's independence.</u>
- ✓ *It gave Ugandans a chance to discuss matters that affected them.*
- ✓ *It was a platform for the Ugandans to demand for their independence from the colonialists.*

REACTIONS TO COLONIAL RULE IN EAST AFRICA.

- Some people of East Africa collaborated with the colonialists eg.Apollo Kaggwa, Semei Kakungulu, Nuwa Mbaguta, Nabongo Mumia etc.
- Others resisted against colonial rule.eg. Kabaka Mwanga, Omukama Kabalega, Chief Awich, etc.

COLONIAL RESISTERS IN EAST AFRICA.

Resisters were the East African natives who opposed colonial rule.

Ways the East African natives resisted against colonial rule.

- Through staging rebellions.
- Through forming boycotts.
- Through forming riots and demonstrations.
- Through forming trade unions.

Examples of colonial resisters in East Africa.

- Omukama Kabalega of Bunyoro.
- Kabaka Mwanga of Buganda.
- Chief Siki of the Nyamwezi.
- Chief Mkwawa of the Hehe.
- Abushiri Bin Salim.
- Kinjikitire Ngwale of Tanzania.
- Dedan Kimathi of Kenya.
- General China of Kenya.
- Chief Meli of the Chagga.
- Chief Awich of Payera in Acholi.

East African communities that strongly resisted against colonial rule.

- Banyoro of Uganda.
- Hehe of Tanzania.
- Ngoni of Tanzania.
- Yao of Tanzania.
- Matumbi of Tanzania.
- Nandi of Kenya.
- Kikuyu of Kenya.
- Acholi of Uganda.

Causes for the resistance against colonial rule in East Africa.

- Colonial rule was harsh and oppressive to the natives.
- Loss of powers by kings and chiefs.
- Loss of fertile land by the natives.
- Acquisition of military skills from world wars.
- Denial of the natives equal representation on the LEGCO.
- Imprisonment of the native nationalists.

Reasons why East African natives resisted colonial rule.

- To oppose heavy colonial taxes.
- To protect their independence.
- They wanted to regain their lost lands
- To oppose forced labour on plantations.
- To fight against the harsh and oppressive colonial rule.

Reasons why resistance against the colonial rule in East Africa was defeated / unsuccessful.

- The natives had inferior weapons.
- Disunity among the people of Uganda.
- The natives never had strong standing armies.
- The colonialists had better fighting skills.

REBELLIONS AGAINST COLONIAL RULE IN EAST AFRICA.

- *A rebellion* is an occasion when people choose to fight those in authority.
- It is a violent act staged by many people in a country against unlawful acts by the government.
- Rebellions against colonial rule were led by the African natives who had acquired education and military skills.

Examples of rebellions staged against colonial rule in East Africa.

- Nyangire rebellion in Bunyoro
- Abushiri revolt in Tanzania.
- Hehe rebellion in Tanzania
- Maji Maji rebellion in Tanzania.
- Mau Mau rebellion in Kenya.
- The Nandi resistance in Kenya.

- **Lamogi rebellion in Acholi**
- **Mwanga's rebellion in Buganda**
- **The Sudanese mutiny**

(i) <u>Maji-Maji rebellion in Tanganyika.</u>

The Maji-Maji rebellion was the most fierce and greatest rebellion in Tanganyika (German East Africa)

It took place between 1905 and 1907.

It was led by <u>Kinjikitire Ngwale</u> in the Rufiji valley.

The fighters mixed flour with water got from River Rufiji and smeared their bodies for protection hence the name Maji Maji rebellion.

They believed that this mixture would turn the bullets from Germans' guns into water.

The Ngoni, Matumbi, Yao and other Tanganyikans participated in the Maji Maji rebellion.

<u>Causes of the Maji-Maji rebellion.</u>

- **The harsh treatment of the natives by the German administrators (Akidas and Jumbes)**
- **Forced cotton growing.**
- **Heavy taxation of the local people.**
- **Some people had lost their land to German settlers.**
- **The need to regain independence.**
- **Germans' arrogance and disrespect of African cultures.**
- **The replacement of German rulers by Akidas and Jumbes.**

<u>Results of the Maji-Maji rebellion.</u>

(a) <u>Positive effects.</u>

- **African workers were paid higher wages than before.**
- **Medical and education services were improved.**
- **The natives were allowed to grow cash crops.**
- **The Germans changed from direct rule to indirect rule.**
- **The taxes paid by Africans were reduced.**

(b) <u>Negative effects</u>

- **It led to destruction of property.**
- **There was great famine in areas affected.**
- **Many people lost their lives.**
- **It led to displacement of many people.**



Maji Maji fighters

(ii) <u>The Mau-Mau rebellion in Kenya.</u>

It was staged between 1951-1956.

Mau-Mau stands for Mzungu Arudi Ulaya Mwafrika Apate Uhuru meaning "Let Europeans go to Europe so that the Africans can get their independence"

The Mau Mau rebellion was staged by Kikuyu against the British land policy in which Africans became squatters.

The military leaders of the Mau-Mau movement were <u>Dedan Kimathi</u> and <u>General China.</u>

Its political leaders were <u>Jomo Kenyatta</u> and <u>James Gichuru</u>.

The Mau Mau fighters hid in the Aberdare ranges which had thick forests making it difficult to be traced by the British troops.



Jomo Kenyatta was the political leader of Mau Mau rebellion.

<u>Causes of the Mau-Mau rebellion.</u>

- **Loss of fertile land by the Kenyan natives.**
- **Heavy taxes and high prices for goods.**
- **Unbalanced representation on the LEGCO.**
- **Denial of the Africans to grow their own cash crops.**
- **Forced labour on plantations.**

- **To demand for independence.**
- **Under payment of African workers.**

Main aims of the Mau-Mau Rebellion.

- **To liberate African land from the white settlers.**
- **To end racial segregation (colour bar policy) and the Kipande system.**
- **To force the British grant independence to Kenyans.**

Reasons why the Mau Mau rebellion took long to end.

- **It involved skilled fighters.**
- **It involved many Kenyan societies.**
- **The fighters hid in the mountains and thick forests making it hard to be traced.**

The Reaction of the British towards the Mau Mau rebellion in Kenya.

- **They declared a state of emergency in Kenya.**
- **They banned African political organisations.**
- **They restricted the movement of the people.**
- **Many Africans were imprisoned.**



Mau Mau fighters

Effects of the Mau Mau Rebellion.

(a) Positive effects.

- **The colour bar policy was ended.**
- **It speeded up the independence process of Kenya.**
- **Kenyans regained the freedom to grow their own cash crops.**
- **It developed the spirit of nationalism in Kenya.**
- **The rights of the Kenyans were respected.**

(b) Negative effects.

- **Many people lost their lives.**
- **A lot of property was destroyed.**
- **Many people were displaced from their homes.**
- **People lived in fear of death.**
- **Many people were forced into reserves and detention camps.**
- **Prisoners suffered harsh treatment and poor living conditions.**

(iii) Abushiri rebellion in Tanganyika.

It was the first rebellion to be staged against colonial rule in Tanganyika.
It was started in 1888 by the people of Pangani and it spread to the coastal areas of Tanganyika.
Its leader was an Arab called Abushiri Bin Salim and an African chief called Bwanaheri.
Abushiri Bin Salim was eventually defeated by the Germans and they hanged him.
The people of the coast were forced to accept German rule.

Causes of the Abushiri revolt.

- **Loss of political power and control over slave trade .**
- **The collection of taxes at the coast by Germans.**

Effects of the Abushiri revolt.

- **Many people lost their lives.**
- **A lot of property was destroyed**
- **The tax rates were reduced.**
- **It led to outbreak of famine.**

(iv) The Hehe Rebellion in Tanzania.

It was staged by the Wahehe people of Tanganyika in 1891.
It was led by chief Mkwawa.
To avoid being captured, Mkwawa hanged himself.
His head was cut off by the Germans and was taken to Germany for scientific research on Africans' brain to see how it functions.



Chief Mkwawa

Causes of the Hehe rebellion.

- **Chief Mkwawa wanted to regain control over trade in his area.**
- **The introduction of heavy taxes by the Germans.**
- **The massive killing (massacre) of Mkwawa's peace delegation by the Germans.**

Effects of the Hehe rebellion.

- **It led to outbreak of famine.**
- **It led to displacement of people.**
- **It led to death of many people.**
- **A lot of money was spent by the Germans to end the rebellion.**
- **It led to destruction of property.**

(v) Nyangire rebellion (1907)

Nyangire means I have refused
It was staged by the Banyoro and led by Omukama Kabalega
The main cause was "The Banyoro never wanted to be ruled by the Baganda chiefs who were the agents of the British.
These Baganda chiefs were collaborating with the British.
Note:

- ✓ *On 9th April,1899, Kabalega was captured by the British together Mwanga of Buganda.*
- ✓ *Both of them were exiled to* ***Seychelles islands.***
- ✓ *Kabalega spent 24 years in exile. He was given permission to return to Bunyoro in 1923 but died in Jinja on April 6th, 1923.*
- ✓ *Mwanga died from exile in 1903.*

(vi) The Lamogi rebellion

It was staged between 1911-1912 by the people of the Acholi against the British
It was led by chief Awich of Payera in Acholi land.
The main cause was forced gun registration policy by the British.
The British wanted the people of Acholi to register their guns and pay taxes for them.
It was a tactical way of disarming the Acholi.
The Acholi were later defeated and disarmed.

(vii) The Sudanese Mutiny

A mutiny is a rebellion staged by members of an armed force against their officers.
The Sudanese Mutiny was staged in 1897-1878 by the Sudanese soldiers against the British.
These soldiers were stationed at Eldama Ravine in the present day Kenya complained of little pay and delayed salaries.
They marched towards Kampala, killing and looting as they went.
The rebellion came to end with the help of Sir Apollo Kaggwa.

Why the Sudanese soldiers staged a mutiny.

- **They were underpaid.**
- **They were underfed.**

- ❖ They were tired of fighting.
- ❖ They wanted their living conditions to be improved.

The effects of the rebellions against colonial rule in East Africa.

- ❖ They led to death of people.
- ❖ They led to displacement of people.
- ❖ They led to destruction of property.
- ❖ Some traditional leaders were exiled.
- ❖ They brought suffering and misery to the Africans.
- ❖ They united Africans in their fight against colonial rule.
- ❖ They promoted African nationalism.
- ❖ They helped Africans to protect themselves from oppression.

THE RISE OF AFRICAN NATIONALISM AND THE STRUGGLE FOR INDEPENDENCE IN EAST AFRICA.

Nationalism is the feeling of love for and pride in one's country.

A nationalist is a person who has strong feeling of love for his / her country.

These nationalists united people in their struggle for independence.

Patriotism is the feeling of love for one's country and willingness to defend it.

Factors that led to the rise of African nationalism.

- ❖ The formation of political parties.
- ❖ Acquisition of European education.
- ❖ Harassment of the natives by colonialists.
- ❖ The influence of World War II.

The second world war contributed to the demand for independence in the following ways;

- ❖ African war veterans acquired guns
- ❖ African war veterans learnt new military skills.
- ❖ The war gave Africans courage to fight for their independence.
- ❖ The war united many African nationalists.

The prominent nationalists in East Africa include:

- Julius Nyerere
- Jomo Kenyatta
- Apollo Milton Obote
- Ignatius Kangave Musaazi
- Benedicto Kiwanuka
- Tom Mboya
- James Gichuru
- Dedan Kimathi

THE STRUGGLE FOR INDEPENDENCE IN EAST AFRICA.

Independence is the state of being free from social, political and economic oppression.

National independence is the state when a country is free from control of another country.

The struggle for independence in East Africa was in two forms.

These were;

(i) Peaceful struggle.

(ii) Armed struggle.

Peaceful struggle is when the East African natives used non-violent means to demand for independence.

It was mainly used by the natives in Uganda.

The peaceful means of demanding for independence included;

-Formation of political parties.

-Formation of boycotts.

-Peaceful demonstrations.

Armed struggle is when the East African natives used violent means/ fire arms to demand for their independence.

It was mainly used by the natives in Kenya.

Qn:*How was the attainment of Uganda's independence different from that of Kenya?*

-Uganda got her independence through peaceful struggle while Kenya got hers through armed struggle.

Reasons why the Ugandan natives demanded for independence.

a) Economic reasons.

- **They wanted to regain their lost land.**
- **They wanted to be free from unfair colonial policies.like paying heavy taxes.**
- **They wanted to have control over their natural resources.**
- **They wanted to have fair prices for goods.**

b) Political reasons.

- **They wanted to participate in choosing their own leaders.**
- **Traditional leaders wanted to regain their lost powers.**
- **They wanted to have equal representations on the Legislative council (LEGCO).**

c) Social reasons

- **They wanted to end racial segregation by the Whites.**
- **They wanted to revive African culture.**
- **They wanted to be free from forced labour.**
- **They wanted to have access to better social services.**
- **They wanted to have their rights respected by the Whites.**

Problems the people of East Africa faced during their struggle for independence.

- **Some of them were imprisoned.**
- **Some of them were murdered.**
- **Some political parties were banned.**
- **Some had their movements restricted to particular places.**
- **Disunity among all people in Uganda.**
- **Some African natives were tortured.**
- **Some of them were sent into exile. For example -Sir Edward Muteesa II who was exiled to Britain in 1953 by Sir Andrew Cohen.**

THE FORMATION OF POLITICAL PARTIES IN EAST AFRICA.

A political party is an organisation comprising of people with the same political ideologies and goals.

Political parties were formed mainly to demand independence.

They united people in their struggle for independence.

Why political parties were formed during colonial rule.

- **To unite people in their struggle for independence.**
- **To deal with common problems affecting people.**
- **To defend and fight for rights of Africans.**
- **To protest harsh government laws and policies.**
- **To advise the government.**

Examples of political parties that were formed in Uganda before independence

- **Uganda National Congress (UNC)**
- **Uganda People's Congress (UPC)**
- **Uganda Patriotic Movement (UPM)**
- **Democratic Party (DP)**
- **Kabaka Yekka (KY)**
- **United Congress Party (UCP)**

The Uganda National Congress (UNC)

It was the first political party to be formed in Uganda

It was formed by Ignatius Kangave Musaazi and Abu-baker Kakyama Mayanja in 1952

Objectives of UNC

- **To struggle for Uganda's independence.**
- **To unite all Ugandans for a common goal.**
- **To promote democracy in Uganda.**
- **To promote the economy in the interests of Uganda.**

Challenges faced by UNC

- **It faced a strong opposition from the Lukiiko**
- **Internal problems by party leaders.**



Ignatius Kangave Musaazi

Democratic Party (DP).

It was formed by Joseph Kasolo in 1954.
Joseph Kasolo was the first leader of DP and later was replaced by Matayo Mugwanya in 1956.
Matayo Mugwanya was replaced by Benedicto Kiwanuka in 1958.
DP was mainly for Catholics.
In 1961, General elections were held and DP won the elections followed by UPC.
This made Benedicto Kiwanuka who was the leader of DP by then become the first Chief Minister of Uganda.



Benedicto Kiwanuka

Reasons for the formation on DP.

- **To demand for Uganda's independence.**
- **To protect the rights of the Catholics mainly in the government.**

United Congress Party.

- **It was led by David Lubega.**
- **It support traditional rulers and supported a federal system of government.**

Uganda People's Union (UPU)

- **It was formed in 1959 by the members of the LEGCO representing various districts outside Buganda.**
- **It was led by Wilberforce Nadiope.**

Uganda People's Congress (UPC)

- **It was formed on March 10th 1960 and Dr. Milton Obote was chosen to be its leader.**
- **UPC was formed by splinter members of UNC and UPU.**
- **It made an alliance with Kabaka Yekka party and won the 1962 general elections leading Uganda to independence.**
- **Its main objective was to lead Uganda to independence.**



Dr. Apollo Milton Obote

Kabaka Yekka (KY).

- **It was formed by Simeon Masembe and Augustine Kamya who were the members of Buganda Lukiiko.**

Objectives of Kabaka Yekka.

- **To defend the Kabaka and his Kingdom.**
- **To promote the interests of Buganda kingdom and the Kabaka in the politics of Uganda.**

Note:

- ✓ ***KY*** *made an alliance with* ***UPC*** *which gave UPC more strength to win* ***DP*** *in the 1962 general elections.*
- ✓ ***An Alliance*** *refers to uniting of people, states or parties to achieve a common goal.*

THE FORMATION OF POLITICAL PARTIES IN KENYA.

- **Kenya African Union (KAU)**
- **Kenya African National Union (KANU)**
- **Kenya African Democratic Union (KADU)**
- **The East African Association (EAA)**
- **Kenya African National Congress (KANC)**

The Kenya African Union (KAU).

- **It was the first political party to be formed in Kenya.**
- **It was formed in 1944 and James Gichuru was its first president.**
- **Kenyatta joined it in 1944 and he became its president in 1946.**
- **KAU was banned in 1953 and Kenyatta was imprisoned in the same year.**

The Kenya African Democratic Union (KADU)

- **It was formed in 1960 by the people of Northern Nyanza and the coast.**
- **Its leaders were Mr Ronald Ngala, Mr Masinde Muliro and Mr Moi Daniel.**

The Kenya African National Union (KANU).

- **In March 1960, most of the African leaders on the Legislative council formed the Kenya African National Union (KANU) with Mr.James Gichuru as its president and Mr. Oginga Odinga as the vice president.**
- **In 1962, Mzee Jomo Kenyatta replaced James Gichuru as its president.**
- **In the same year, KANU led Kenya to its independence under Jomo Kenyatta.**

  Note:
  - *KANU won the I961 general elections but refused to form a government until August 1961 when Jomo Kenyatta was released.*
  - ***Kenyatta*** *became the first president of KANU with* ***Oginga Odinga*** *as the Vice president and* ***Tom Mboya*** *as the secretary general.*
  - *In May 1963, the second national elections were held. KANU won the elections against KADU.*
  - *On Madaraka day,1st June 1963, Kenya got her internal self government a government which led Kenya to independence.*
  - *On 12th December 1963, Kenya became the last East African country to become independent.*
  - ***Prince Philip*** *handed over the instruments of power to Prime Minister* ***Jomo Kenyatta*** *in the Uhuru Stadium in Nairobi.*

THE FORMATION OF POLITICAL PARTIES IN TANZANIA.

- **Tanganyika African National Union (TANU)**
- **United Tanganyika Party (UTP)**
- **Tanganyika African Association (TAA)**

Tanganyika African Association (TAA).

- **The Tanganyika African Association (TAA) was the first political party to be formed in Tanganyika.**
- **It was formed in 1929 by a group of young educated Africans to demand for self-government for Tanganyika.**
- **Its leaders were A.Bomani, B.Humanko and S.Kondoro until 1953 when Dr. Nyerere was elected as its president.**

Tanganyika African National Union (TANU).

- **When Mwalimu Kambarage Nyerere was elected President, he reorganised TAA and transformed it into an effective organ of National politics.**
- **On 7 July 1954, the name TAA was changed to Tanganyika African National Union (TANU) with Nyerere as its leader.**

- **Through this party, Nyerere mobilised his fellow natives to demand for independence.**

Objectives of TANU.

- **To end tribalism in Tanganyika.**
- **To prepare for self-government.**
- **To abolish of racism.**
- **To promote cooperation between trade unions and cooperatives.**
- **To have more Africans in the civil service.**

Roles played by political parties in the demand for independence.

- **They demanded for the independence of East African countries.**
- **They united the natives in the struggle for independence.**
- **They defended and fought for the rights of Africans.**
- **They demanded the release of the nationalists who had been imprisoned.**
- **They dealt with common problems affecting Africans.**
- **They opposed discrimination of the natives by the colonialists.**
- **They served as a voice for Africans against colonialism.**
- **They protested the harsh colonial policies like forced labour.**

Challenges faced by political parties in the struggle for independence.

- **Some political parties were banned.**
- **Imprisonment of political leaders.**
- **Shortage of funds.**
- **Lack of support from all communities.**
- **Disunity among the East African natives.**

Effects of the struggle for independence.

(a) Positive effects

- **The natives got independence from the colonialists.**
- **The natives got representatives on the Legislative council.**
- **The living conditions of the natives were improved.**
- **It increased the spirit of nationalism among the natives.**
- **Many Africans nationalists were released from prisons.**
- **The rights of the East African natives were respected by the colonialists.**
- **It ended discrimination among races in East Africa.**
- **It promoted unity and brotherhood among East African natives.**

(b) Negative effects.

- **Many people lost their lives.**
- **It led to destruction of property.**
- **Many African nationalists were imprisoned.**
- **Many political parties were banned**
- **It led to separation of families.**
- **There was outbreak of famine in areas affected by rebellions.**
- **Many African natives suffered harsh treatment and poor living conditions.**

THE ACHIEVEMENT OF INDEPENDENCE IN EAST AFRICA.

Country	*Colonised by*	*Independence from*	*Date of independence*	*Party that led it to independence.*	*First executive president*
Tanzania	Germany	Britain	9th Dec, 1962	TANU	Julius Nyerere
Rwanda	Germany	Belgium	1st July,1962	Parmehutu	Gregoire Kayibanda
Burundi	Germany	Belgium	1st July,1962	UPRONA	Mwami Mwambutsa
Uganda	Britain	Britain	9th Oct, 1962	UPC	Apollo M. Obote
Kenya	Britain	Britain	12th Dec, 1963	KANU	Jomo Kenyatta

Note:

- ✓ ***Parmehutu*** *stands for* ***Party of the Hutu Emancipation Movement*** *(French: Parti du Mouvement de l'Emancipation Hutu)*
- ✓ ***UPRONA*** *stands for* ***Union for National Progress*** *(French: Union pour le Progrès national).*
- ✓ *It was founded by* ***Louis Rwagasore*** *in 1960*
- ✓ *On* ***9th October,1962****, Uganda was granted independence by* ***Sir Walter Coutts*** *who was a British governor of Uganda by then.*
- ✓ *The national celebration of Uganda's independence took place at* ***Kololo Heroes' ground****.*
- ✓ *The British flag (Union jack) was lowered as the British anthem (God save the Queen) was being played, and the Uganda national flag was raised for its first time as the Uganda national anthem was being played.*
- ✓ *The Uganda national flag was raised for its first time by* ***Maj. Akorimo Kanuti.***
- ✓ *Dr.Apollo Milton Obote received the* ***instruments of power*** *from* ***Prince Edward George Nicholas the Duke of Kent*** *who had represented the Queen of England. These included the national constitution, national flag, a dummy key to state house and the national coat of arms.*
- ✓ ***Self government*** *is when the citizens of a country are in charge of the central government administration but under protection of another powerful country.*
- ✓ *Uganda gained self government in 1962.*
- ✓ ***Sir Edward Muteesa II*** *was the first non-executive president of Uganda.*
- ✓ *In 1963* ***Sir Edward Muteesa II*** *was appointed President of Uganda. He was the head of state but had no powers to govern.*
- ✓ *The leader of Uganda after independence was called* ***Executive Prime Minister****.*
- ✓ ***Obote*** *became the first executive prime minister of Uganda.*
- ✓ ***Benedicto Kiwanuka*** *was unable to become the first executive Prime minister because his party lost to an alliance of UPC and KY in the 1962 elections.*

INDEPENDENCE MOVEMENT LEADERS IN EAST AFRICA.

(famous Nationalists in East Africa)

Sir Edward Muteesa II



- **He was a son and a successor of Kabaka Daudi Chwa II.**
- **He was the first president of Uganda.**
- **He was exiled to Britain by Sir Andrew Cohen for rejecting the formation of the East African Federation by the British.**
- **He became the first president of Uganda and was overthrown by Dr.Apollo M.Obote when he attacked his palace in 1966.**

Apollo Milton Obote.



- **He was the leader of Uganda People's Congress (UPC) which led Uganda to independence.**
- **He led the alliance of Kabaka Yekka and UPC in the 1962 elections against Benedicto Kiwanuka of Democratic Party (DP).**
- **When the alliance won the elections, Obote became the first executive prime minister of Uganda in 1962.**
- **He made Uganda a Republic through the Republican constitution of 1967.**
- **He abolished cultural institutions in Uganda.**

Benedicto Kiwanuka.



- **He led DP against UPC in the 1961 elections.**
- **He became the first chief Minister of Uganda after winning the 1961 General Elections.**
- **He was one of the founding leaders of the Democratic Party (DP).**
- **He also became the first African leader of the Legislative Council in Uganda.**

Ignatius Kangave Musaazi.



- **He formed the Uganda African farmers' Union in 1947 to demand equal rights and opportunities for the Uganda farmers.**
- **In March 1952, he formed the first national political party in Uganda called the Uganda National Congress (UNC) with Abu Mayanja.**
- **For this reason, Musaazi is recognised as a heroe in the history of Uganda and father of nationalistic politics.**

Jomo Kenyatta (Johnston Kamau Wangengi)



- **His original name was Johnston Kamau.**
- **He was named Kenyatta which means "Kenya's lamp".**
- **He led Kenya to independence under KANU.**
- **He was one of the political leaders of Mau Mau rebellion.**
- **In April 1953,Kenyatta was found guilty of leading Mau-Mau rebellion and he was sentenced to seven years' imprisonment.**
- **He was the president of Kenya from 1963 til his death on 22nd August 1978. He was succeeded by Daniel Arap Moi his vice president.**

James Gichuru.



- **He was the minister of defence in Kenya's cabinet after independ**
- **He was one of the founders of African National Union.**
- **He was once the president of the Kenya African National Union.**

Tom Mboya.



- **He was the founder of the Kenya Local Government Workers' Union.**
- **He was one of the founder members and the first Secretary general of KANU.**
- **He was the Minister for Economic planning in the Kenyan government after independence until his assassination in 1969.**

Daniel Arap Moi.



- **He was one of the founder members of the KANU.**
- **He was a minister in the KANU government after independence.**
- **In 1967 he became the vice president and in 1978 he became the president of Kenya up to 1998 when he retired.**

Harry Thuku.

He was a founder of the younger Kikuyu Association which later changed to the East African Association in 1920.

He was a member of KAU and KANU until his death in 1970.

Oginga Odinga.



- He was one of the founder members and first vice president of KANU.
- He and others worked hard to get Kenyatta out of prison.
- He was the first Vice President of Kenya after independence.
- He founded the Kenya People's Union in 1967.

Dedan Kimathi.

- He was one of the military leaders of the Mau-Mau freedom fighters.
- The other military leader was General China.
- He was captured and executed by British forces on 15th Feb 1957.

Ronald Ngara.

- He was elected to the LEGCO in 1957.
- He was the first president of KADU.
- He was a cabinet minister in the government of Kenyatta until his death in 1972.

Julius Nyerere.



- He changed Tanganyika African Association into TANU.
- He founded the TANU.
- He was the first Chief Minister of Tanganyika in 1961.
- He led Tanganyika to independence under TANU.
- He retired from office in 1985 and was succeeded by Ali Hassan Mwinyi.

Achievements of Julius Nyerere for Tanzania.

- He united Tanganyika and Zanzibar to form Tanzania in 1964
- He was one of the founders of the Organisation of African Unity (OAU).
- He united the people of Tanganyika and made them into one nation.
- He improved the education in Tanzania.
- He made Kiswahili the national language of Tanzania.

EFFECTS OF COLONIAL RULE IN EAST AFRICA.

Political effects	Positive	❖ New states were created in Africa. ❖ Africans learnt new leadership skills. ❖ New systems of administration were introduced in East Africa.
	Negative	❖ Africans lost their independence to the colonialists. ❖ Africans were denied political rights. ❖ Traditional leaders lost their powers. ❖ Creation of new states led to separation of communities.
Social effects	Positive	❖ Formal education was introduced. ❖ Foreign languages were introduced in Africa. ❖ Social service centres like schools, hospitals were built.
	Negative	❖ Africans were segregated. ❖ It led to displacement of people. ❖ It led to loss of African culture.
Economic effects	Positive	❖ It led to development of towns and trading centres. ❖ Many cash crops were introduced in Africa.

		❖ It led to development of infrastructure like roads, industries. ❖ New forms of currency were introduced.
	Negative	❖ Heavy taxes were imposed on Africans. ❖ African local industries collapsed. ❖ It led to over exploitation of East Africa's natural resources.

POST INDEPENDENCE EAST AFRICA.

Post independence East Africa involves the changes that have taken place in East African countries since independence.

A number of changes have taken place in East African countries since independence.

Some of them include:

- **Formation of republics.**
- **Change of governments and leaders.**
- **Formation of political parties.**
- **Formation of the East African community.**
- **Development of transport and communication lines.**
- **Development of infrastructure like airports, railway lines, roads, banks, hotels etc.**
- **Development of industries.**
- **Development in technology.**
- **Development in trade.**

FORMATION OF REPUBLICS IN EAST AFRICA.

A Republic is a state or a country that is governed by a president who is elected by the people.

East African countries became republics in different years under different leaders and governments.

Country	*Year when it became a Republic*	*Leader/ executive president*
Rwanda	**1962**	**Gregoire Kayibanda.**
Kenya	**1963**	**Jomo Kenyatta**
Tanzania	**1964**	**Julius Nyerere**
Burundi	**1966**	**Michael Micombero**
Uganda	**1967**	**Dr. Apollo M.Obote**

Note:

- ✓ ***The 1967 constitution*** *made Uganda become a Republic.*
- ✓ *Obote became the president with more executive powers and William Wilberforce Nadiope as the vice president.*
- ✓ *The 1967 constitution also abolished all kingdoms (cultural institutions in Uganda). These included Buganda, Bunyoro, Ankole etc.*
- ✓ *Tanzania became a republic on 22nd April 1964 after the union of Zanzibar and Pemba with Tanganyika.*
- ✓ *The three states formed Tanzania with* ***Julius Nyerere*** *as the president and* ***Sheik Abeid Karume*** *as the first vice president and* ***Rashid Kawawa*** *as the second vice president.*

FORMATION OF POLITICAL PARTIES.

A political party is a organisation consisting of people with the same political ideologies and goals.

There are many political parties which have been formed in East Africa since independence.

Current political parties in Uganda.

- **National Resistance Movement (NRM)**
- **Forum for Democratic Change (FDC)**
- **Peoples Progressive Party (PPP)**
- **Peoples Development Party (PDP)**
- **Justice Forum (JEMA)**
- **Uganda People's Congress (UPC)**

Current political parties in Kenya.

- **Jubilee party**
- **Orange Democratic Movement (ODM).**
- **National Rainbow Coalition (NRC)**
- **People's Party of Kenya (PPK).**
- **Party of Independent Candidates of Kenya (PICK)**
- **Democratic Party (DP).**
- **United Democratic Movement (UDM).**

Current political parties in Tanzania

- **Chama Cha Mapinduzi (CCM)**
- **Labour Party (LP)**
- **United Democratic Party (UDP).**
- **National Convention for Construction and Reform (NCCR)**

Current political parties in Rwanda.

- **Rwandan Patriotic Front (RPF)**
- **Rwanda Socialist Party**
- **Christian Democratic Party.**
- **Islamic Democratic Party.**
- **Social Democratic Party.**
- **Party for Progress and Concord.**
- **Liberty Party.**

Current political parties in Burundi

- **National Council for the Defence of Democracy (NCDD)**
- **Independent Labour Party (ILP)**
- **Union for National Progress (UPRONA)**
- **Front for Democracy in Burundi (FDB)**
- **Liberal Party (LP).**

Ruling political parties in East Africa.

Country	*Party*	*Leader*
Uganda	National Resistance Movement Organisation	H.E Yoweri Kaguta Museveni
Kenya	Jubilee party	Uhuru Kenyatta
Tanzania	Chama Cha Mapinduzi	John Pombe Magufuli
Rwanda	Rwandan Patriotic Front	Paul Kagame
Burundi	National Council for the Defense of Democracy	Evariste Ndayishimiye

Reasons for the formation of Political Parties in East Africa today.

- **To advise the government**
- **To defend and fight for the rights of the people.**
- **To deal with common problems affecting people.**
- **To demand for improvement of welfare of the people.**
- **To protest the harsh government laws and policies.**

LEADERS OF EAST AFRICAN COUNTRIES SINCE INDEPENDENCE.

East African countries have had various governments and leaders of government since independence.

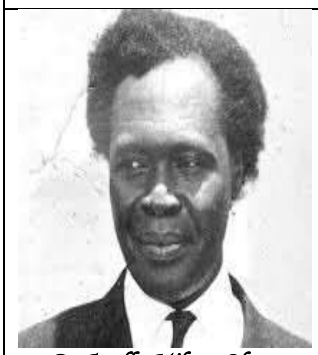
Factors that have led to change of governments/ leaders in East African countries.

- **Dictatorship among leaders.**
- **Lack of respect for human rights**
- **Bad governance**
- **Death of leaders in power.**
- **Political persecution**
- **Military coups.**

Presidents of Uganda since independence.

- **Sir Edward Muteesa II (9th Oct, 1962 – 2nd March, 1966)**
- **Dr.Apollo Milton Obote I (2nd March, 1966 – 25th Jan, 1971)**
- **Idi Amin Dada (25th Jan, 1971 – 11th April, 1979)**
- **Prof. Yusuf Kironde Lule (11th April, 1979 – 20th June, 1979)**
- **Godfrey Lukongwa Binaisa (20th June, 1979 – 12th May, 1980)**
- **Paulo Muwanga (12th May, 1980 – 15th Dec, 1980)**
- **Dr. Apollo Milton Obote II (17th Dec, 1980-27th July, 1985)**

- **Gen.Tito Okello Lutwa (27th July, 1985 – 26th Jan, 1986)**
- **H.E Yoweri Kaguta Museveni (26th Jan, 1986 up to date)**

 *Sir Edward Muteesa II*	❖ **Sir Edward Muteesa II was born on 19 November 1924 and died on 21 November 1969.** ❖ **He was the Kabaka of the Kingdom of Buganda in Uganda from 22nd November 1939 until his death in 1969.** ❖ **He was the thirty-fifth Kabaka of Buganda.** ❖ **The foreign press often referred to him as King Freddie, a name rarely used in Uganda.** ❖ **He was the first president of Uganda.** ❖ **He had no executive powers.(the executive powers were under the prime minister)** ❖ **His vice president was Sir Wilberforce Nadiope.** ❖ **In 1953, he was exiled to Britain by Sir Andrew Cohen for rejecting the proposed East African federation.** ❖ **In 1966, he was exiled to Britain by Apollo M.Obote who attacked his palace. This attack was led by Idi Amin Dada.**
 *Dr Apollo Milton Obote.*	❖ **He was born in Akokoro village in Apac district in Northern Uganda.** ❖ **Apollo Milton Obote was born on 28th December 1925 and died on 10 October 2005.** ❖ **he was a Ugandan political leader who led Uganda to independence in 1962 from British colonial administration.** ❖ **He was the first Prime Minister of Uganda from 1962 to 1966 and President of Uganda from 1966 to 1971, then again from 1980 to 1985. He was overthrown by Idi Amin in 1971, but regained power in 1980 a year after Amin's 1979 overthrow.** ❖ **He became the first executive president of Uganda.** ❖ **He attacked the Kabaka's palace in 1966 and exiled Kabaka Muteesa II to the Britain. This caused the Kabaka crisis of 1966.** ❖ **He abolished all kingdoms in Uganda.** ❖ **He declared Uganda a republic in 1967.** **Note:-*A republic*** *is a country headed by a democratically elected president.* ❖ **He died in exile in Zambia in 2005.**
 *Idi Amin Dada*	➢ **From 25TH Jan, 1971-11th April, 1979 (8yrs,76 days)** ❖ **He was born in 1925 and died on 16th August 2003.** ❖ **He was born to a Kakwa father and a Lugbara mother.** ❖ **He was a Ugandan military officer who served as the President of Uganda from 1971 to 1979** ❖ **He overthrew Obote through a coup.** ❖ **Obote had travelled to Singapore to attend a commonwealth conference.** **Forms of human rights abuse during Amin's regime.** ❖ **He banned all political parties in Uganda.** ❖ **He imprisoned those who opposed him.** ❖ **He killed those who opposed him.eg.Ben Kiwanuka.** ❖ **Other political opponents were kidnapped never to be seen again.**

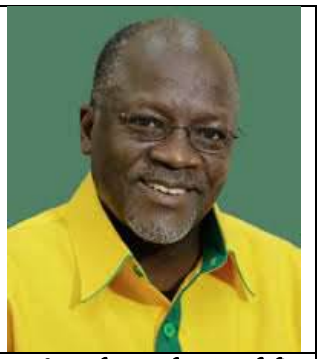
	❖ He expelled all Asians and the British in 1972 and declared an economic war. ❖ He ruled using decrees (unquestionable laws).There was no parliament during his regime. **Note:** *Amin was overthrown in 1979 when the Ugandans in exile under the Uganda National Liberation Front (UNLF) and the Tanzanian People's Defence Forces attacked Uganda.*
 *H.E Yoweri K, Museveni*	❖ He was born on 15th September 1944. ❖ He started a guerilla war against Obote II's government in 1981. ❖ He took over power from Tito Okello on 26th January, 1986. ❖ He restored kingdoms in 1993.

Presidents of Kenya since independence.

- Jomo Kenyatta 1963-1978.
- Daniel Arap Moi 1978-1998.
- Mwai Kibaki 1998-2013.
- Uhuru Kenyatta 2013 to date.



H.E Uhuru Kenyatta



H.E John Pombe Magufuli

Presidents of Tanzania since independence.

- Julius Nyerere Kambarage 1961-1985
- Ali Hassan Mwinyi 1985-1995
- Benjamin Mkapa 1995-2005
- Jakaya Kikwete. 2005-2015
- John Pombe Magufuli.2015 up to date.

Presidents of Rwanda since independence.

- Gregoire Kayibanda 1962-1973
- Juvenal Habyarimana 1973-1994
- Pasteur Bizimungu 1994-2000
- Paul Kagame 2000 up to date.



H.E.Paul Kagame



H.E Evariste Ndayishimiye

Presidents of Burundi since independence.

- Mwami Mwambutsa 1962-1966
- Ntare V 1966-1966
- Michael Micombero 1966-1976
- Jean-Baptiste Bagaza 1976-1987
- Pierre Buyoya 1987-1993
- Melchior ndadaye July 1993-Oct 1993.
- Cyprien Ntaryamira Feb 1994-April 1994.
- Sylvestre Ntibantunganya 1994-1996
- Pierre Buyoya 1996-2003
- Domitien Ndayizeye 2003-2005
- Pierre Nkurunziza 2005-2020.
- Evariste Ndayishimiye 2020 up to date.



H.E. Salva Kiii of South Sudan

CHALLENGES FACING POST INDEPENDENCE EAST AFRICAN COUNTRIES

Social challenges	*Economic challenges*	*Political challenges*
▪ High levels of illiteracy. ▪ Violation of human rights. ▪ High levels of poverty ▪ Ignorance among the people. ▪ Diseases. ▪ High infant and maternal mortality rate ▪ Teenage pregnancies and early marriages. ▪ Famine. ▪ Poor social service delivery. ▪ Low life expectancy.	▪ Poor transport and communication ▪ Low level of technology. ▪ Wide spread poverty. ▪ High dependency ratio. ▪ High levels of unemployment. ▪ Corruption ▪ Brain drain ▪ Over dependence on foreign aid.	▪ Civil wars and coups ▪ Violation of human rights ▪ High number of refugees. ▪ Dictatorship among leaders. ▪ Political greed among the leaders. ▪ Political instability

Possible solutions to the problems affecting Economic developments in East Africa.

Challenge(s)	*Cause(s)*	*Possible solution(s)*
❖ Famine	▪ Prolonged drought ▪ Civil wars. ▪ Poor farming methods. ▪ Outbreak of crop pests and diseases	▪ By mechanising agriculture. ▪ By encouraging farmers to use modern farming methods. By promoting peace and security in all East African countries. ▪ By encouraging farmers to grow more food crops.
❖ Corruption	▪ Low payments ▪ Delayed payments ▪ Greed for wealth.	▪ By enforcing laws against corruption. ▪ By paying attractive salaries to the workers. ▪ By paying workers in time.
❖ Diseases. ❖ High infant and maternal mortality rate ❖ Low life expectancy.	▪ Poor feeding ▪ Poor medical services in an area	▪ By improving health services in all East African countries.
❖ Civil wars and coups ❖ High number of refugees	▪ Bad governance ▪ Greed for power	▪ By promoting good governance in all East African countries. ▪ By holding peace talks to solve conflicts.
❖ Poor transport and communication	▪ Shortage of funds.	▪ By modernising infrastructure like roads, industries.
❖ High levels of illiteracy ❖ Ignorance among the people.	▪ Social injustice against the girls. ▪ Absence of schools in an area.	▪ By introducing universal education in all East African countries. ▪ By introducing adult literacy programs. ▪ By educating parents on the value of taking children to school
❖ Violation of human rights	▪ Dictatorial rule. ▪ Ignorance about human rights.	▪ By enforcing laws against human rights in East African countries. ▪ By sensitizing people about their rights.
❖ Wide spread poverty. ❖ High levels of unemployment.	▪ Low levels of education. ▪ Diseases ▪ Corrupt government officials	▪ The governments should provide small scale loans to people to start up various projects. ▪ Encouraging people to start up small scale industries.

❖ High dependency ratio. ❖ High population growth.	▪ High birth rate ▪ High migration rate. ▪ Polygamous marriage.	▪ By encouraging the use of family planning methods. ▪ By limiting the number of children in a family by law. ▪ By encouraging girl-child education.
❖ Poor social service delivery	▪ Shortage of funds ▪ Shortage of skilled labour ▪ Corruption. ▪ Poor transport network	▪ By training more skilled labour. ▪ By constructing better roads in the country. ▪ By enforcing laws against corruption.

DEMOCRATIC RULE IN EAST AFRICA

The word democracy comes from a Greek word "Demos" which means people.

Democracy is a system of government that is of the people, by the people and for the people.

Meaning:

- **Of the people**: The government comprises of regular citizens.
- **By the people**: The government is elected by its citizens
- **For the people**: The government is mainly formed to benefit the people.

Democracy is the system of government in which people power is exercised by all people in the country.

A democratic government is a system of government in which power is exercised by all citizens.

Democracy started from the city of Athens in Greece.

Principles of Democracy

- Human rights
- Rule of law
- Political stability
- Government transparency
- Democratic participation

Indicators of democracy in East Africa

- Regular free and fair elections
- Respect for human rights
- Constitutional rule
- Equality of all citizens
- Accessibility to all positions of leadership by all citizens

Advantages of democracy

- ❖ It promotes national unity.
- ❖ It promotes peaceful change of leadership.
- ❖ It promotes equality of all citizens.
- ❖ It promotes the spirit of patriotism and nationalism.
- ❖ It promotes respect for human rights.
- ❖ It controls bad leadership.

Disadvantages of democracy

- ❖ Decision making takes a long time.
- ❖ It is very expensive to exercise.
- ❖ It promotes dictatorship by the majority over the minority.

BASIC RIGHTS OF CITIZENS.

CITIZENSHIP.

Citizenship is the legal right of belonging to a particular country.

A citizen is a person who has the legal right of belonging to a particular country.

How one acquires citizenship of Uganda.

- **Through birth (is the legal right of belonging to a country when one's parents are citizens in that particular country)**
- **Through descent (is the legal right of belonging to a country a person gets when his / her ancestors were citizens in that country)**
- **Through registration. (is the legal right of belonging to a country granted to a foreigner who has applied for citizenship in a particular country)**
- **Through naturalisation (is the legal right of belonging to a country granted to a person after having spent a very long time in a particular country)**
- **Through adoption. (is the legal right of belonging to a country granted to foreigner who was brought up by a person who is a citizen in a particular country)**

Factors that determine one's citizenship.

- **Area of birth**
- **Marriage to a citizen**
- **Citizenship of parents**
- **Nationality law**

Types of citizenship

- **Single citizenship. This is the legal right of belonging to one particular country.**
- **Dual citizenship. This is the legal right of belonging to more than one country.**

Loss of citizenship of Uganda.

- **By spying against your country. (Espionage against Uganda).**
- **By joining the army of an enemy country to fight Uganda.**
- **If one's citizenship was acquired unlawfully/ by fraud.**
- **By denouncing the citizenship.**

Responsibilities/duties/obligations of a citizen

- **To pay taxes promptly**
- **To defend the country**
- **To help in maintaining law and order**
- **To participate in community work**
- **To respect the rights and freedoms of other people**
- **To obey national laws**
- **To be loyal to the rulers or head of state**
- **To register the birth of his or her children**

HUMAN BASIC NEEDS

Basic needs are things which man cannot live without.

Examples of human basic needs

- **Food**
- **Clothes**
- **Shelter**
- **Medical care**
- **Security**

Problems faced when getting human basic needs

- **Poverty**
- **Unemployment**
- **Laziness**
- **Sickness**
- **Poor supply of social services**
- **Corruption**
- **Bad weather changes**
- **Increasing population**

CHILDREN'S RIGHTS

Children rights are basic natural freedoms to which all children are entitled

In Uganda, A child is a person below 18 years of age

Examples of children's rights

- **A right to medical care**
- **A right to play.**
- **A right to protection.**
- **A right to have a name**
- **A right to food**
- **A right to education**

Importance of children's rights

- **They protect children from harm**
- **They promote respect for children**
- **They promote the welfare of children in the society**

Note: ***The Vice chairperson*** *is the local council I committee member who is in charge of protection of children's rights.*

CHILD ABUSE

Child abuse is the violation of children's rights

Forms of child abuse

- **Physical child abuse.**
- **Emotional child abuse.**
- **Psychological child abuse.**

Examples of child abuse practices.

- **Defilement**
- **Child labour**
- **Child neglect**
- **Forced early marriage**
- **Child battering**
- **Kidnapping**

Causes of child abuse

- **Poverty**
- **Parental neglect**
- **Death of parents**
- **Divorce or separation of parents**
- **Indiscipline of children**

Effects of child abuse

- **It leads to death of children.**
- **It causes body deformity.**
- **It leads to early pregnancies.**
- **It can lead to disease infections**

Ways of controlling children abuse

- **By sensitising children about their rights.**
- **By encouraging children to move in groups.**
- **By reporting cases of child abuse to elders.**
- **By educating the public on children's rights**
- **By encouraging children to behave well.**

FUNDAMENTAL HUMAN RIGHTS.

Human rights are basic natural freedoms to which all people are entitled.

Examples of fundamental human rights

- **The right to life**
- **Freedom from discrimination.**
- **Freedom from slavery.**
- **Freedom from unfair detainment.**
- **The right to trial.**
- **Freedom from torture.**
- **We are all equal before the law.**
- **Freedom to move.**
- **The right to seek a safe place to live in.**
- **Every grown up has the right to do a job.**
- **Every grown up has the right to marry.**
- **Right to a nationality.**
- **The right to own property.**
- **Freedom of thought.**
- **Freedom of expression.**
- **The right to democracy.**
- **Right to social security.**
- **The right to education.**
- **The right to food and shelter.**
- **The right to play.**

Human rights violation

This is the denial of the basic human freedoms people are entitled to.

Forms of human rights abuse

- **Torturing of political opponents.**
- **Raping of women.**
- **Killing of political opponents.**
- **Slavery.**
- **Mob justice.**
- **Denial of the freedom of movement.**
- **Imprisonment without trial**
- **Death penalty.**

Causes of mob justice in the society today.

- **Poverty**
- **Ignorance about of the law.**
- **Idleness**
- **Delayed justice**
- **Untrustworthy judicial system**

Dangers of mob justice

- **It causes injuries to the body.**
- **It leads to death of the suspect.**
- **It can lead to destruction of property**
- **It leads to body deformity.**

How mob justice can be controlled in the society.

- **By teaching people about the laws.**
- **By sensitising people about the dangers of mob justice**
- **By ensuring transparency in the judicial system**
- **By creating employment opportunities especially to the youths**

How the government can protect people against the human rights violation.

- **By teaching people about their rights.**
- **By enforcing laws against human rights abuse.**
- **By promoting peace and security in the country.**
- **By forming organisations that ensure the protection of human rights.**

Note: ***The Uganda Human Rights Commission (UHRC)*** *was set up in Uganda to ensure protection of human rights*

Roles that can be played by the citizens in preventing the human rights violation.

- **By respecting other people's rights.**
- **By reporting the cases of human rights abuse.**
- **By helping the police in arresting people who violate human rights.**
- **By sensitising other people about their rights.**

THE ELECTORAL PROCESS IN EAST AFRICA.

The electoral process is the method by which a person is chosen to hold a public office

An election is a formal democratic process of choosing leaders by voting for them.

Types of elections.

- **General elections.**
- **Primary elections.**
- **By-elections**
- **Referendum elections.**
- **Local elections.**

i) General election.

This is a formal democratic process in which people choose leaders at the national level eg. The president, members of parliament.

ii) Referendum election.

This is a formal democratic process in which people choose to accept or reject a political proposal that concerns all citizens in the country.

iii) Local election.

This is a formal democratic process in which people choose leaders at local council level ie. Local council I -V leaders.

iv) **By-election.**

This is a formal democratic process of choosing a leader to fill a vacant political post.

v) **Primary election.**

This is a formal democratic process in which a political party chooses a candidate to contest for a specific office in the general elections.

Causes of by-elections.

- **Death of the incumbent/ post holder.**
- **Resignation of the incumbent.**
- **Long term imprisonment of the incumbent.**
- **Cancellation of the election results by the court of law.**
- **Mental illness of the incumbent.**
- **When vote of no confidence has been made against the incumbent.**

Note: *By-elections lead to loss of government funds when organising them.*

Key activities in the electoral process

- **Voter registration.**
- **Voter education (civic education concerning elections)**
- **Party primary campaigns.**
- **Training of the electoral officials.**
- **Vote casting by registered voters.**
- **Vote counting.**

Organisation of National elections.

The Independent Electoral commission **is the body responsible for organizing and conducting regular free and fair elections in the country.**

It is under the *Ministry of Justice and Constitutional affairs.*

Justice Simon Byabakama is the current chairperson of the Uganda electoral commission.

The chairperson Electoral commission is appointed by the president and approved by the parliament.

General elections in Uganda are conducted after every five years.

Roles of the Electoral commission

- **To register voters and candidates.**
- **To prepare election materials**
- **To count votes and release election results.**
- **To carry out civic education concerning elections/ to carry out voter education.**
- **To demarcate polling stations and constituencies.**
- **To train the electoral officials**

Challenges faced by the Electoral commission in Uganda.

- **Shortage of funds.**
- **Delay of election materials**
- **Poor response from the voters.**
- **Election malpractices.**
- **Dishonest electoral officials.**
- **Voter bribery due to increased poverty among the electorate.**

Possible solutions to the challenges facing the Electoral commission.

- **By carrying out effective voter education. This can help to reduce the number of invalid votes.**
- **By eradicating poverty among the electorate.**
- **By distributing election materials in time.**
- **By punishing dishonest electoral officials.**
- **By providing adequate funds to the electoral commission.**

Importance of elections

- **They promote democracy in the country**
- **They promote peaceful change/ transition of leadership.**
- **They enable people get rid of bad leaders**
- **They enable people to choose their own leaders.**
- **They promote respect for human rights.**

Election malpractices.

These are illegal acts done during elections.
The election malpractices are the various forms of vote rigging.
Some of these practices may lead to cancellation of election results and hence leading to by-elections.

These practices include;

- **Voter bribery.**
- **Multiple voting.**
- **Torturing of opponents.**
- **Campaigning on the Election Day.**

Bad practices that happen during voting.

- **Bribing voters during elections.**
- **Harassing voters of a particular candidate.**
- **Ballot stuffing (putting pre-ticked ballot papers in the ballot box before elections)**
- **Grabbing and stealing ballot papers.**
- **Campaigning on the voting day.**
- **Cheating when counting votes.**

Bad practices that happen after elections.

- **Making fun of the losers of an election.**
- **Mis-recording of election results.**
- **A candidate refusing to accept defeat.**
- **Attacking a voter who has not voted a particular candidate.**
- **Unnecessary delay to announce final results.**

THE ELECTORAL SYSTEMS.

- **Secret ballot system**
- **Open election system**

(i) Secret ballot system

This is a system where a voter is given a ballot paper and secretly selects a person he/she wants.
This is a modern way of voting in the whole world.

Advantages of secret ballot system

- **It promotes friendship among people.**
- **Elections can easily be monitored by computers.**
- **A voter is free from interference.**

Disadvantages of secret ballot system

- **It is very expensive to conduct.**
- **Votes can easily be rigged.**
- **It is difficult to the illiterates and the blind.**
- **Election results take long to be declared.**

(ii) Open elections

These are elections held when everyone is seeing each step.
It is done by lining up behind the candidate or by putting up the hands.
This is the cheapest way of voting in many places.
This was common in the past.

Advantages of open elections

- **They are very cheap to conduct.**
- **Results can not easily be rigged.**
- **It is simple for the illiterates.**
- **It discourages bribery during elections.**
- **Releasing of election results takes a short time.**

Disadvantages of open elections

- **It promotes hatred among people.**
- **It limits people's freedoms.**
- **Some people are easily influenced by others during voting.**

Materials used during the process of elections.

- **Nomination forms. These are forms filled by the candidates and submitted to the Electoral Commission in order to be nominated for the posts they want.**
- **Ballot paper. This is a sheet bearing names and photograph of a candidate standing to be elected on particular post.**
- **A ballot box. This is a box where ballot papers are kept after voting.**
- **Voter's register.This is a list of all the people who register to participate in voting.**
- **Ink. It is used to mark a voter who has finished to vote.**
- **Basins.They are used to provide a safe place to for voters to cast his/her vote.**
- **Biometric machine.This is a machine which proves the details of a voter.**
- **Declaration forms.These are forms where election results are recorded.**

Terms used in elections

- **A Polling station is a place where voting takes place.**
- **A Polling day is the day when voting takes place.**
- **A Polling officer is a person who is in charge of elections at a polling station. He issues out ballot papers, declares results and fills the declaration form.**
- **A Polling assistant is a person who assists a polling officer at a polling station. they check for voters' names, issue out ballot papers, mark voters who have finished voting.**
- **A Polling constable is a person who is in charge of security at the polling station**
- **An Electorate refers to people in a country who qualify to vote.**
- **Proxy is a person who is given authority to vote on behalf of someone who is absent.**
- **Election monitors is a group of people from a foreign country who come to watch over elections.**
- **Voting by proxy is when a person who is absent gives authority to another person to vote on his/her behalf.**
- **The candidates' agent is a person who represents a candidate at a polling station.**
- **An eligible voter is a person who qualifies to vote. He/she must appear on the voters' register of that polling station.**
- **Returning officer is a person in charge of elections in the district or division.**

- **An electoral college is a group of electors who are selected to elect a candidate to a particular office.**
- **A candidate is a person who stands to be voted/contests in an election.**
- **A valid vote is a vote that has been ticked correctly.**
- **An invalid vote is a vote that has been ticked wrongly. It is counted on none of the candidates.**
- **A constituency is an electoral area represented by a member of parliament.**

Note: ***The Citizen's Coalition for Electoral Democracy in Uganda (CCEDU)*** *is the body responsible for monitoring the general elections in Uganda.*



Testing Exercise.

1. **Name the organisation which sponsored the journeys of most European explorers to East Africa.**
2. **State any two reasons for the coming of the European explorers to East Africa.**
3. **Why did most explorers who came to Uganda begin their journeys from Bagamoyo?**
4. **Name the physical feature that attracted most European explorers to Uganda.**
5. **Why did the early explorers to East Africa first go to Zanzibar before travelling to the interior?**
6. **Why was it difficult for the early explorers to Uganda to enter through Kenya?**
7. **Name any one explorer who made two journeys to East Africa.**
8. **Mention any two features in East Africa which were discovered by Henry M. Stanley.**
9. **Why did H.M Stanley circumnavigate Lake Victoria?**
10. **Name the first European explorer to come to East Africa.**
11. **Match the explorers in list A with the information given in list B correctly.**

List A	*List B*
(viii) John Speke	Crossed the Nandi and Masai land successfully.
(ix) Sir Samuel Baker	Circumnavigated lake Victoria.
(x) Joseph Thomson	Saw and named the Ripon falls.
(xi) Henry M. Stanley	Stopped slave trade in Acholi land.

12. **How was Prince Henry the Navigator helpful to the Portuguese explorers who came to East Africa?**
13. **Why were the Portuguese interested in finding the sea route to India?**
14. **Give one reason why the natives along the East African coast refuse to welcome Vasco da Gama.**
15. **Give any two reasons why the Portuguese settled along the East African coast.**
16. **State any two reasons why the Portuguese succeeded in conquering the East African coast.**
17. **Give any two reasons for the decline of the Portuguese rule in East Africa.**
18. **Why did the Portuguese build Fort Jesus at Mombasa?**
19. **Mention any two things which show that the Arabs once lived along the East African coast.**
20. **Give one way Fort Jesus contributes to the economic development of Kenya.**
21. **State any two effects of the coming of the European explorers to East Africa.**
22. **How did exploration work lead to colonisation of East Africa?**
23. **State any three problems that were faced by the early explorers to East Africa.**
24. **How is a Protectorate different from a Colony?**
25. **Give any two reasons for the coming of the European colonialists to East Africa.**
26. **Give the meaning of each of the following;**
    (i) **Scramble for Africa.**
    (ii) **Partition of Africa.**
27. **What role did Chancellor Otto Von Bismarck play towards colonisation of Africa?**
28. **Name any one East African country which was not partitioned in the Anglo-German agreement of 1886.**

29. Which Anglo-German agreement finalized the partition of East Africa?
30. Which European country colonised Rwanda and Burundi?
31. Mention any three methods the colonialists used to acquire colonies in East Africa.
32. State any two problems the colonialists faced during the establishment of their rule in East Africa.
33. Name the first colonial rule to be signed in Uganda.
34. Mention any two terms of the 1900 Buganda agreement.
35. What role did Sir Harry Johnston play during the signing of the 1900 Buganda agreement?
36. Name any two regents of kabaka Daudi Chwa.
37. Why was kabaka Daudi Chwa unable to sign the 1900 Buganda agreement?
38. How did the 1900 Buganda agreement affect the kabaka?
39. Mention the two forms of taxes that were introduces as a result of the 1900 Buganda agreement.
40. State any three effects of the 1900 Buganda agreement.
41. Why was kabaka Mwanga unable to sign the 1900 Buganda agreement?
42. Apart from the 1900 Buganda agreement, mention any two other agreements that were signed to put Uganda under colonial rule.
43. Give any two reasons why some natives in East Africa collaborated with the colonialists.
44. Name any two colonial collaborators in Uganda.
45. Give any two ways Semei Kakungulu promoted development in Eastern Uganda.
46. How was captain Frederick Lugard helpful to omukama Kasagama of Tooro?
47. How did Nuwa Mbaguta improve the transport network in Western Uganda?
48. State any two roles that were played by the collaborators towards the colonisation of East Africa.
49. Write the following in full.
    (i) IBEACO
    (ii) GEACO
50. Give one reason why IBEACO ran bankrupt.
51. How did Bishop Alfred Tucker support the work of the IBEACO in East Africa?
52. Give any two reasons why IBEACO was formed.
53. Mention the two systems of administration that were used by the European colonialists in East Africa.
54. Give one reason why the Germans chose to use direct rule in Tanganyika.
55. Give one way direct rule affected the African natives.
56. Which system of administration was used by the British colonialists in Uganda?
57. Give any two ways the British colonialists benefited from using the above system.
58. State any two reasons why the German colonialists were hated in Tanganyika.
59. What is a Mandate territory?
60. Name the international organisation that was formed to maintain world peace after world war I.
61. Why did German lose her colonies in Africa after world war I?
62. How was German punished by the League of Nations after world war I?
63. Which European country controlled the following countries after world war I?
    (i) Rwanda.
    (ii) Burundi
    (iii) Tanganyika
64. Name the British official who encouraged the settlement of the whites in the Kenya highlands.
65. Give any two ways the settlement of the whites in the Kenya highlands affected the natives.
66. How did colour bar policy affect the natives of Kenya?

67. Who was the first governor of the Equatorial province?
68. Why was Capt. Frederick Lugard related to the IBEACO?
69. Name the British prime minister who declared Uganda a British protectorate.
70. Give any two ways Sir Hesketh Bell contributed to the development of Uganda.
71. Name the British governor who formed the LEGCO in Uganda.
72. How did Sir Philip Mitchell promote higher education in Uganda?
73. What was the major cause of the Kabaka crisis of 1953?
74. Why was Sir Edward Muteesa II exiled to Britain in 1953?
75. Name the British governor of Uganda who exiled Kabaka Muteesa II to Britain.
76. Give any two reason why the LEGCO was formed in Uganda.
77. Name the first three Ugandan natives to be nominated on the LEGCO in Uganda.
78. Mention any three causes of the Maji Maji rebellion.
79. Apart from the Maji Maji, mention any three other rebellions that were staged in East Africa during colonial rule.
80. How was Jomo Kenyatta related to the Mau Mau rebellion?
81. Give any two ways Mau Mau rebellion affected the natives of Kenya.
82. Why is Seychelles islands historically remembered in Buganda and Bunyoro?
83. Name any four colonial resisters in East Africa.
84. State any two reasons why the Sudanese soldiers staged a mutiny against the colonialists in Uganda.
85. Give any two reasons why Africans' resistance against colonial rule was easily defeated.
86. How was the attainment of Uganda's independence different from that of Kenya?
87. Give any three reasons why the natives in East Africa demanded for their independence.
88. Complete the table below.
89. Name the political parties that led the following East African countries to independence.
    (i) Uganda.
    (ii) Kenya
    (iii) Tanzania
90. State the main reason for the formation of political parties in East Africa during colonial rule.
91. Give any four ways colonial rule affected the people of East Africa.
92. Give the meaning of the term Democracy.
93. Mention any two indicators of Democracy in East African countries.
94. State any three advantages of Democracy.
95. Give any three ways one can acquire citizenship of Uganda.
96. State any three responsibilities of a good citizen.
97. State any three causes of a by-election in a country.
98. Give any three ways the electoral commission organises national elections in Uganda.
99. Mention any three examples of election malpractices.
100. Give any two ways elections are important to a country.

TOPIC 5: RESPONSIBLE LIVING IN THE EAST AFRICAN ENVIRONMENT

INTRODUCTION TO ENVIRONMENT.

Environment refers to all things that surround man

Components of the environment

- **Animals**
- **Plants**
- **Water bodies**
- **Buildings**
- **Land/ soil**
- **Roads**
- **Vehicles**
- **Birds**
- **Insects**

Types of the environment

- **Biological environment.**
- **Physical environment.**

Biological environment

This is the type of environment which consists of living things

Components of the biological environment

- **Plants**
- **Animals**

Physical environment

This is the type of environment which consists of non-living things

Examples of physical environment that can be seen.

- **Mountains.**
- **Land/ soil.**
- **Cars**
- **Hills**
- **Valleys**
- **Buildings**

Examples of physical environment that cannot be seen

- **Air**
- **Vapour**
- **Temperature**
- **Electricity**

ENVIRONMENTAL PRACTICES

These are activities which people do on the environment

Some of these activities are friendly to the natural environment (positive) while others are dangerous to the natural environment (negative).

(a) Negative environmental practices

These are human activities which destroy the environment

These activities lead to environmental degradation

Note: ***Environmental degradation*** *is the misuse of the environment lowering its quality and productivity.*

Examples of negative environmental practices (activities that degrade the environment)

- **Deforestation (the massive cutting down of trees without replacement)**
- **Un controlled bush burning.**
- **Overgrazing. The grazing of many animals on the same piece of land for a long period of time**
- **Overcultivation. The use of land without giving it time to rest**
- **Site clearing**
- **Construction of roads**
- **Making of bricks**

Note: *Most of these negative environmental practices lead to soil erosion*

*Qn:**How do they lead to soil erosion?***
They leave the land bare exposing it to the agents of soil erosion

Causes of environmental degradation

- **Over population**
- **Wide spread of poverty**
- **Unemployment**
- **Insecurity/ political instability**
- **Industrialisation**

Natural causes of environmental degradation

- **Floods**
- **Drought**
- **Volcanic eruptions**
- **Storms**
- **Earthquake**
- **Lightning**

Land degradation.

This is the misuse of soil lowering its quality and productivity.

Ways people misuse/ degrade land.

- **Through deforestation.**
- **By carrying out overgrazing.**
- **Through over cultivation.**
- **Through swamp drainage.**
- **By dumping non-biodegradable materials on land.**
- **Through uncontrolled mining.**
- **Through bush burning.**

Note:

- ✓ ***Land fragmentation*** *is the division of land into plots.*
- ✓ ***Soil leaching*** *is sinking of soil nutrients to deeper layers of the soil where plant roots can not reach.*
- ✓ ***Land consolidation*** *is the process of putting together small pieces of land to form a big piece.*

Effects of soil degradation

- **It leads to shortage of land for crop growing.**
- **It leads to spread of deserts through fragmentation.**
- **It causes floods.**

Soil erosion.

This is the removal of top soil by the agents of erosion.

Agents of soil erosion

- **Flowing water**
- **Moving animals**
- **Wind**

Causes of soil erosion

- **Bush burning**
- **Over cultivation**
- **Deforestation**
- **Over grazing**
- **Monocropping**

Wetland degradation.

This is the misuse of wetlands lowering their quality and productivity.

Ways how wetlands are degraded.

- **Through wetland drainage (this is the removal of water from wetlands)**
- **Wetland pollution (dumping of industrial wastes, garbage and sewage in swamps)**
- **Burning of wetlands**
- **Over harvesting of wetland resources**

How to conserve wetlands.

- **By enforcing laws against wetland degradation.**
- **By teaching people about the importance wetlands.**

Uses of wetlands

- **They control floods.**
- **They are habitats for aquatic animals.**
- **They help in the formation of rain.**
- **They are fishing grounds.**
- **They provide raw materials for craft work.**
- **They help to clean water (they have sponge-like roots which filter water)**

Qn: How wetlands help to form rain.

- *They reduce the speed of flowing water making more water to evaporate and form rain.*

Dangers of environmental degradation

- **It leads to soil erosion**
- **It leads to soil infertility**
- **It leads to floods**
- **It leads to prolonged drought**
- **It leads to global warming**
- **It leads to diseases.**
- **It leads to displacement of wild animals.**
- **It leads to landslides**

(b) Positive environmental practices

These are human activities which help to conserve the environment

Environmental conservation/ protection is the act of protecting the environment from lowering its quality and productivity

General methods of environmental conservation

- **Sustainable use of the environment**
- **Waste management**
- **Protection of the environment by NEMA**

SUSTAINABLE USE OF THE ENVIRONMENT

This is the use of natural products and energy in the way that cannot harm the environment.

Examples of sustainable use of the environment.

- **Afforestation**
- **Re-afforestation**
- **Controlled wetland harvesting.**
- **Alternative energy use.**
- **Proper farming methods.**

- **Afforestation.**

  This is the planting of tree where they have never existed.

  Re-afforestation is the planting of tree where they have ever existed

Importance of trees in the environment.

- **They help in rain formation**
- **They control soil erosion by reducing the speed of rain drops that fall on the ground**
- **They are habitats for animals.**
- **They earn income through attracting tourists.**
- **They provide herbal medicine.**

- ❖ They act as wind breaks.
- ❖ They provide food.
- ❖ They purify air by absorbing carbon dioxide and releasing oxygen.

○ **Controlled wetland harvesting.**

This prevents the extinction of wetlands.

○ **Proper farming methods**

These are methods of farming which help to maintain soil fertility and prevent environmental degradation.

Examples of proper farming methods

- Crop rotation
- Contour ploughing
- Terracing
- Mulching
- Strip cropping
- Rotational grazing
- Inter cropping
- Agro-forestry
- Bush fallowing

Examples of poor farming methods

- Overgrazing.
- Over cultivation.
- Crop rotation.
- Monocropping
- Bush burning

(i) Crop rotation.

This is the growing of different crops in different seasons on the same piece of land.

Advantages of crop rotation

- ❖ It maintains soil fertility.
- ❖ It breaks the life cycle of pests.

(ii) Terracing.

Terracing controls soil erosion by reducing the speed of running water.

Soil erosion is the removal of top soil by the agents of soil erosion.

Agents of soil erosion

- Flowing water
- Moving animals
- Wind

(iii) Mulching

Mulching is the covering of top soil with dry plant materials.

Examples of mulches

- Dry leaves
- Dry grass
- Banana fibres

Advantages of mulching

- ❖ It maintains soil fertility.
- ❖ It controls soil erosion.
- ❖ It keeps the soil moist.
- ❖ It controls the growth of weeds.

Disadvantages of mulching

- ❖ Mulches are breeding places for pests e.g termites
- ❖ Mulched gardens can easily catch up fire.

(iv) Agroforestry is the growing of crops together with useful trees in the same garden.

Advantages of agroforestry

- Trees provide shade to crops.
- Trees act as wind breaks
- Leaves which fall from trees form humus

(v) Alternative energy use

This is where people use other sources of energy apart from fuel wood.

Examples of other sources of energy

- Solar energy from the sun
- Bio gas from garbage and animal wastes
- Hydro electricity from fast flowing water
- Geo thermal from hot springs

Importance of using other sources of energy in the environment.

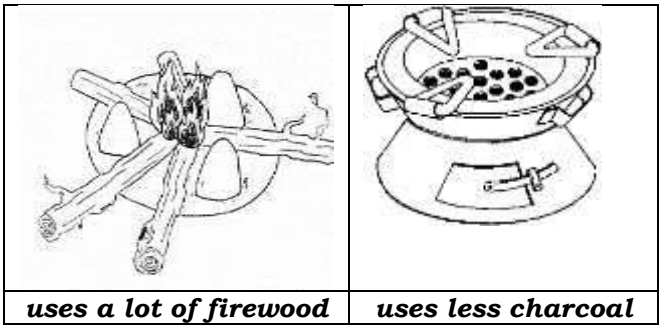
- It reduces air pollution through charcoal burning.
- It reduces the rate of deforestation for fuel wood.
- It helps in proper use of the garbage in the environment.

Examples of fuel wood

- Charcoal
- Fire wood

Examples of minerals that are used as sources of energy

- Coal
- Crude oil
- Uranium



uses a lot of firewood | *uses less charcoal*

Conservation of wood fuel

- By using energy saving cooking stoves.
- By turning saw dust into charcoal after mixing it with coffee husks
- By using energy saving cooking methods like covering what is being cooked
- Through rural electrification.



an energy saving grate.

Dangers of using wood fuel

- It leads to deforestation.
- It leads to air pollution through charcoal burning.
- It leads to soil erosion through cutting down trees.
- It leads to reduction in rain formation.

WASTES MANAGEMENT.

A waste is a material that is a by-product of human activity that has no further value.

Or: Wastes are things that have no value to humans.

Types of wastes

- Biodegradable wastes
- Non-biodegradable wastes

Biodegradable wastes are wastes which can decay/ rot.

Examples of biodegradable wastes

- **Animal remains.**
- **Plant remains eg baskets, paper bags, palm leaves bags.**

Non-biodegradable wastes are wastes which do not decay/ rot.

Examples of Non-biodegradable wastes.

- **Plastics**
- **Metals/ scrap**
- **Polythene bags**
- **Rubber products**

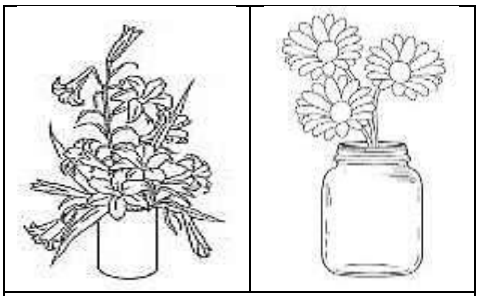
The 5Rs in proper management of wastes

- **Reuse**
- **Recycle**
- **Reduce**
- **Reject/ refuse**
- **Return**

○ **Reuse: This means using wastes for other purposes eg.**

- **Using a polythene bag more than once**
- **Using containers to hold flowers**
- **Using containers as dust bins**

○ **Recycle: This involves making new products from the materials that had been thrown away.**



Flowers in old tins

Examples of materials that can be recycled

- **Plastics**
- **Metals/ scrap**
- **Glass**

○ **Refuse/ reject: Here,one rejects to use non-biodegradable materials.**

○ **Return: This involves returning wastes to shops and manufacturers where they were bought.**

○ **Reduction: This involves minimising the generation of wastes in the environment.**

Causes for the increase of wastes in the environment.

- **Lack of proper waste disposal places**
- **Use of resources wastefully.**
- **Ignorance about the methods of recycling.**

CONSERVATION OF THE ENVIRONMENT

Environment conservation is the protection of the natural environment from lowering its quality and productivity.

It involves careful use and management of resources in the environment.

(a) Conservation of soil

- **By mulching**
- **By terracing**
- **By contour ploughing**
- **By crop rotation**
- **By rotational grazing**

Note:

- ✓ *Soil is conserved by controlling soil erosion.*
- ✓ ***Devegetation** is the removal of the plant cover leaving the soil bare.*
- ✓ *It leaves the land bare exposing it to agents of soil erosion.*

Human activities that lead to devegetation.

- ✓ *Bush burning*
- ✓ *Deforestation*
- ✓ *Overgrazing*

Conservation of wetlands

- **Through controlled harvesting of wetland products**
- **Avoid dumping garbage in wetlands**
- **By enforcing laws against swamp reclamation.**

Conservation of air.

Air is conserved by controlling air pollution.

Air pollution is the introduction of harmful substances into air/ atmosphere.

How to control air pollution

- **By planting more trees**
- **By treating waste gases from industries before being released to the atmosphere**
- **Proper maintenance to reduce exhaust fumes.**

Conservation of forests

- **Through afforestation and reafforestation.**
- **Through controlled harvesting of trees**
- **Through re-afforestation**
- **By establishing forest reserves**
- **By encouraging the use of energy saving cooking stoves**
- **Through rural electrification ie. it controls the rate of deforestation by reducing demand for wood fuel.**

Note: ***Rural electrification*** *is the extension of electricity in rural areas.*

Conservation of water.

- **By protecting trees in the environment.**
- **By harvesting rain water and using it wisely.**
- **By closing taps after fetching water.**
- **By reporting leaking water pipes to leaders.**
- **By removing wastes settling in trenches.**

Bodies that promote conservation of the natural environment in Uganda.

- ✓ **National Environment Management Authority (NEMA)**
- ✓ **National Forestry Authority (NFA)**
  This conserves forests in Uganda.
- ✓ **Uganda Wildlife Authority (UWA)**
  This is in charge of conservation of wildlife in Uganda.

National Environment Management Authority (NEMA)

It was started in 1995

It is in charge of conserving the environment/ wetlands in Uganda.

NEMA is under the *Ministry of Water and Environment.*

How NEMA conserves the environment/ roles of NEMA.

- ❖ **It teaches people about the importance of forests and swamps.**
- ❖ **It creates forest reserves.**
- ❖ **It enforces laws against wetland degradation.**
- ❖ **It evicts people settling in wetlands.**

Challenges faced by NEMA.

- **Shortage of funds.**
- **Ignorance among the people about the importance of wetlands.**
- **Rapid population growth. This creates need for more land for settlement.**

Importance of conserving vegetation.

- **It reduces soil erosion.**
- **It conserves the natural beauty of the environment.**
- **It promotes constant supply of wood fuel.**
- **It conserves the natural habitat for animals.**
- **It promotes tourism.**
- **It promotes constant supply of craft raw materials.**
- **It controls drought.**

CONSEQUENCES OF IRRESPONSIBLE LIVING IN THE ENVIRONMENT.

- **Floods**
- **Drought**
- **Soil erosion**
- **Land slides**
- **Pollution of the environment**
- **Diseases**
- **Resource depletion**
- **Over production of children**

(a) Floods

This is a large amount of water covering an area that is usually dry.

It is caused by too much rainfall.

Floods occur in low lands/ valleys.

Effects of floods

- **They lead to destruction of property.**
- **They lead to loss of animal and human life.**
- **They lead to displacement of people.**

Solutions to floods

- **By planting trees along river banks**
- **By constructing reservoirs to hold excess water**
- **By maintaining vegetation cover in catchment areas**

(b) Landslides

This is a large mass of soil that falls down the slopes of a mountain.

Landslides mainly occur in highland areas where trees have been cut down on a large scale.

Causes of landslides

- **Too much rainfall.**
- **Deforestation.**

Effects of landslides.

- **They lead to destruction of property.**
- **They lead to loss of animal and human life.**
- **They lead to displacement of people.**

Note:

- ✓ *Landslides can be controlled in highland areas by planting more trees.*
- ✓ *The government resettled the people who were affected by landslides in Bududa to Western Uganda which had a safer plateau.*

(c) Desertification/ prolonged drought.

This is the condition by which an area receives very little rainfall and has very few plants growing on it.

A Desert is an area that receives very little rainfall and has very few plants growing on it. Desertification comes as a result of uncontrolled removal of vegetation and swamp drainage.

Causes of drought

- **Deforestation**
- **Swamp drainage**
- **Bush burning.**

Effects of drought

- **It leads to shortage of food/ famine.**
- **It dries up pasture for animals.**
- **It leads to withering of crops/ crop failure**
- **It leads to soil infertility.**

How to control drought.

- **By planting more trees.**
- **By protecting vegetation and water sources.**

Note:- *Food production can be increased in desert areas by carrying out irrigation farming, growing drought-resistant crops and by growing fast maturing crops.*

(d) Pollution.

This is the introduction of harmful substances in the environment

Types of pollution

- **Air pollution**
- **Water pollution**
- **Land pollution**
- **Sound/ noise pollution**

(i) Air pollution.

This is the introduction of harmful substances into the atmosphere.

Things which pollute air (how air is polluted)

- **Fumes from factories and cars.**
- **Tobacco smoke from smokers.**
- **Smoke from volcanic mountains.**
- **Smoke from burning bushes and charcoal.**
- **Radioactive substances from bombs.**

Solutions to air pollution

- **Avoid bush burning.**
- **By maintaining vegetation cover.**
- **By fixing exhaust gas purifiers.**

(ii) Water pollution.

This is the contamination of water sources with harmful substances.

How water is polluted.

- **By dumping wastes into water bodies.**
- **By urinating and defecating into water bodies.**
- **By discharging untreated sewage into water bodies.**

How to control water pollution

- **By planting trees along river banks.**
- **By treating industrial wastes and sewage before releasing them into water bodies.**
- **By cleaning wells regularly.**

- Avoid pouring wastes into water bodies.

(iii) Land pollution.

This is the process of lowering the quality of land by adding wastes.

It is the introduction of harmful substances on land.

How land is polluted.

- By dumping garbage on land
- By dumping rocks from mines on land
- By dumping used tins, polythene bags and plastics on land
- Excessive use of artificial fertilizers.
- Dumping of old vehicles and factory machines on land.

Solutions to pollution of land.

- By recycling plastics and metals.
- By using compost manure instead of artificial fertilizers.

(iv) Sound pollution.

This is the condition when there is too much noise in the environment.

Causes of noise pollution

- Noise from war weapons.
- Noise from birds eg weaver birds.
- Noise from many people gathered in a sports stadium.
- Noise from engines of vehicles.

Effects of noise pollution

- It causes stress.
- It leads to diseases.
- It can lead to mental disorders.
- It causes permanent damage to the hearing system.

Diseases related to pollution

Type of pollution	*Disease(s)*
Water pollution	-cholera -dysentery -diarrhea -typhoid fever
Air pollution	-asthma -lung cancer -flu
Sound pollution	-headache -mental disorders

(e) Silting.

This is the deposition of soil into water bodies by erosion.

Silt is the soil carried by flowing water.

Effects of silting.

- It leads to creation of shallow water bodies
- It causes floods.

Solutions to silting.

- By controlling soil erosion
- Avoid cultivation along river banks

CLIMATE CHANGE.

Climate change is the variation/ fluctuation of the weather patterns of an area.

It is the change in the average weather condition over a long time.

Global warming is the major cause of climate change.

Global warming

This is the constant rise of world temperatures.

Or: **This is the continuous heating of the earth due to emission of greenhouse gases to the atmosphere.**

Examples of greenhouse gases.

- **Carbon dioxide**
- **Carbon monoxide**
- **Nitrous oxide**

Causes of global warming.

- **Deforestation**
- **Bush burning**
- **Industrialisation**
- **Ozone layer depletion**

Note

- ✓ *Global warming occurs when the ozone layer is destroyed by excessive sun heat (rays).*
- ✓ *Ozone layer is a layer of gases that protect the earth from strong sun rays.*
- ✓ *When trees are cut and bushes burnt, it reduces on the vegetation that would have absorbed carbon dioxide which destroys the ozone layer.*

Effects / indicators of global warming

- ❖ **Acidic rainfall**
- ❖ **Melting of snow on high mountains.**
- ❖ **Excessive heat during day.**
- ❖ **Incidents of severe and prolonged drought.**
- ❖ **Reduction in the volume of water in water bodies.**

Ways of reducing global warming.

- ❖ **By planting more trees.**
- ❖ **By using renewable sources of energy. eg hydro electricity and solar energy.**
- ❖ **By treating industrial fumes before emissions.**
- ❖ **Banning importation of old vehicles.**
- ❖ **By enforcing laws that protect the environment.**

Factors that cause change in climate.

- **Prevailing winds.**
- **Ocean currents**
- **Drainage/ Nearness to water bodies.**
- **Latitude (distance from the equator)**
- **Altitude**
- **Human activities.**
- **Vegetation**

Indicators of climate change.

- ❖ **Prolonged drought.**
- ❖ **Occurrence of storms.**
- ❖ **Reduction of crop productivity.**
- ❖ **Occurrence of floods.**

WEATHER DISASTERS.

A disaster is an unplanned occurrence which causes great harm or damage.

Examples of weather related disasters

- **Floods**
- **Landslides**
- **Drought**
- **Storms**
- **Lightning**
- **Hailstorms.**

Examples of manmade disasters.

- **Nuclear explosions.**
- **Plane crushes**
- **Food poisoning**
- **Terrorist attacks**
- **Motor accidents**



Testing Exercise.

1. **Mention any three components of the natural environment.**
2. **What is Environmental degradation?**
3. **Mention any three ways man degrades the environment.**
4. **How does burning of bushes lead to soil erosion?**
5. **Give any two ways people degrade land.**
6. **State the major cause of land fragmentation in Kigezi sub-region.**
7. **Mention any three causes of soil erosion.**
8. **State any three dangers of environmental degradation.**
9. **How is Afforestation different from Reafforestation?**
10. **State any two dangers that may result from wetland degradation.**
11. **Give any two ways trees support the life of wild animals.**
12. **Give any one way tees are important in people's homes.**
13. **Mention any three proper methods of farming the government recommends its citizens to use.**
14. **Give any two reasons why farmers are always encouraged to practise agro-forestry.**
15. **Mention any two minerals which are a source of energy.**
16. **Name the type of energy which is obtained from each of the following.**
    (i) Fast flowing water.
    (ii) Hot springs
    (iii) Garbage and animal wastes.
17. **Mention any two examples of wood fuel.**
18. **Give any two ways wood fuel can be conserved.**
19. **Give one step the government has taken to reduce minimise the use of wood fuel in rural areas.**
20. **Write down the 5Rs used in proper management of wastes.**
21. **Mention any two examples of non-biodegradable wastes in the environment.**
22. **Give one way one can reuse wastes in the environment.**
23. **How is a recycling community useful to people in your community.**
24. **Mention any four consequences of irresponsible living in the environment.**
25. **Give one way floods affect the natural environment.**
26. **What causes landslides in highland areas?**
27. **How best can people living in highland areas control landslides?**
28. **Give the meaning of the term Pollution.**
29. **Give any two ways people pollute water bodies in the environment.**
30. **Mention any two diseases that result from contamination of water bodies.**
31. **Mention any three factors influencing the climate of East Africa.**
32. **Give the meaning of the term Global warming.**
33. **Mention any three examples of weather-related disasters.**
34. **State any two causes of global warming.**
35. **Mention any two indicators of climate change in some parts of East Africa.**

EXCEL STANDARD SOCIAL STUDIES

PUPIL'S BOOK 6

FIRST EDITION

BY

EXCEL PUBLISHERS

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means of electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

Copyright © Excel publishers



For Excellence in Social Studies

ACKNOWLEDGEMENT

Developing a book of this nature requires a lot of support from colleagues, friends and family. I would like to register my deep-rooted gratitude to the following people for their unlimited assistance offered towards the completion of this book.

All teachers of Social Studies in Victoria Mutundwe Primary School and Makindye Junior school with whom I worked at various levels for their positive advice and criticism.

All authors whose books we used and consulted during our research for some of the materials in this book.

We do sincerely regret any mistakes which may be found anywhere in this book. It is not intended to be part of this book but accidental.

However, any person who does any unauthorized act in relation to this publication without prior written permission from the original authors, may be liable to criminal prosecution and civil claims for damage.

***Author*:** **Kimbugwe Apollo**

Typing: **Kakuru Dismus**

Ndagire Joan

Technical adviser: **Mary Flavia Namulindwa.**

Cover design: **Excel Graphics**

Editing: **Excel Publishers Editorial Board**

PREFACE

Excel Standard Social Studies, Pupils' Book Six has been developed basing on the revised Primary Six Social Studies Syllabus as prescribed by the new curriculum of the National Curriculum Development Center (NCDC). The book contains accurate, relevant and current information covering all topics in all terms of the year in their order. It is intended to guide both teachers and learners.

The pupil's book cares for the interests of the learners in terms of simple and concise language used, simplified content to cater for all learners with different abilities and clear illustrations to make learning enjoyable through observation. Key words for each topic have also been included in order to enrich the learner's vocabulary and mastery of concepts.

The topics have well organized, relevant, and easy to understand notes and facts. It is written in a simple language and is well aided with maps and illustrations/diagrams where necessary to ease understanding.

The book is remarkably precise but detailed in content with no fact left hanging. It has been mainly written for Primary Six in a language that is suitable for both rural and urban Pupils. The book can therefore be used with minimum teacher guidance.

The book has inbuilt and continuous assessment activities at the end of topic. These questions are to help the learners to test their understanding of the concepts covered and are to enable the teacher to track progress as coverage goes on. This also makes the book convenient for individual and class learning by the pupils.

The content of the book has been enriched to enable learners get solutions to the three main levels of assessment at primary level that is to say: Knowledge, Comprehension and Application.

The book is intended to provide learners with knowledge, skills and the desired attitudes and values of Social Studies and the Environment that are important to prepare learners for final assessment of the primary level.

The book is written and developed by experienced teachers of Social Studies and Religious Education and we welcome all comments on the publication with an open mind for the improvement in the teaching and learning of Social Studies. Comments and orders can be communicated directly through the following contacts.

TEL: +256 771 623617  and +256 700 770630, KAMPALA.
Email address: apolokimbugwe504@gmail.com

THEME: LIVING TOGETHER IN EAST AFRICA

TABLE OF CONTENTS

TERM ONE

Topic 1: East African Community (EAC)

Historical background of EAC

- Location of the East African Community member states using lines of latitude and lines of longitude……6
- Using the Prime meridian to tell the international time……9
- Formation of the East African Community……9
- Revival of the EAC……12
- Organs of the EAC……15
- Symbols of the EAC……17
- National symbols of the EAC member states……18

The People of East Africa

- Origin of human beings……25
- Sources of history……25

- Archaeological sites in East Africa.....28
- Stone age.....29
- Ethnic groups in East Africa.....31
- Migrations and settlement patterns in East Africa.....37
- Political organisation of different ethnic groups in East Africa.....42
- Social organisation of ethnic groups in East Africa.....48
- Economic organisation among different ethnic groups in East Africa.....52

Early visitors to East Africa

- The Arab traders 55
- Long distance trade and slave trade.....56
- European traders 61
- Christian missionaries in East Africa 61

Population in East Africa

- Population growth.....65
- Population census 66
- Population distribution 67
- Population density 70

TERM TWO.

Topic 2: Major resources of East Africa

- Types of resources 73
- Land as a resource 73
- Vegetation as a resource 74
- Animals as a resource 82
- Tourism industry in East Africa 86
- Climate as a resource 87
- Crop growing in East Africa.....91
- Livestock farming in East Africa 98
- Mountains as a resource 101
- Mineral resources in East Africa 104
- Lakes in East Africa 107
- Major rivers in East Africa 112
- Fishing in East Africa 115

Topic 3. Transport and Communication in East Africa.

- Road transport in East Africa.....121
- Water transport in East Africa 124
- Air transport in East Africa 125
- Pipeline transport 127
- Railway transport in East Africa 127
- Means of communication 130
- Radio communication 132
- Newspapers 133

- Television communication.....134
- Telephone communication 135
- Post office 136

TERM THREE.

Topic 4. The Road to Independence in East Africa.

- European explorers in East Africa 140
- The Portuguese explorers in East Africa 144
- Scramble for and partition of Africa 147
- Establishment of colonial rule in East Africa 148
- Colonial administrative systems in East Africa 152
- German rule in Tanganyika 153
- British rule in Kenya 155
- Colonial rule in Uganda 157
- Reactions to colonial rule in East Africa 162
- Rebellions against colonial rule in East Africa 162
- The struggle for independence in East Africa.....166
- The formation of political parties in East Africa 167
- Independence movement leaders in East Africa 171
- Effects of colonial rule in East Africa 173
- Post independence East Africa 174
- Leaders of East African countries since independence 175
- Challenges facing East African countries 178
- Democratic rule in East Africa 179

Topic 5. Responsible living in the East African environment.

- Introduction to the environment 189
- Environmental practices 189
- Sustainable use of the environment 191
- Waste management 193
- Environmental conservation 194
- Consequences of irresponsible living in the environment 196
- Climate change 198

TOPIC 4: THE ROAD TO INDEPENDENCE IN EAST AFRICA

EUROPEAN EXPLORATION IN EAST AFRICA

An explorer is a person who goes to a place of interest to find out more about it.

Most Explorers who came to East Africa came from Europe.

Explorers were the first group of Europeans to come to East Africa.

The first explorers to reach the coast of East Africa were the Portuguese. They were led by Vasco da Gama.

Most European explorers who came to East Africa wanted to find the source of River Nile

Most European explorers who came to East Africa were sponsored by the Royal Geographical Society (RGS). It gave them food and medical supplies.

Most Explorers who came to the interior of East Africa (Uganda) used the route through Bagamoyo in Tanzania.

Why most European explorers who came to Uganda entered through Bagamoyo.

- **There was a direct route from Bagamoyo to Uganda.**
- **The route through Bagamoyo had friendly people.**

Qn: *Why was it difficult for explorers who travelled to Uganda to pass through Kenya?*

Why most European explorers who came to Uganda first went to Zanzibar.

- **To learn Kiswahili language.**
- **To get permission from the sultan of Zanzibar.**
- **To get porters to carry their supplies.**

Reasons for the coming of Explorers to East Africa.

- **They wanted to find the source of River Nile.**
- **They wanted to study the geography of East Africa.**
- **They wanted to pave way for the coming of the colonialists.**
- **They wanted to open up away for the missionaries.**

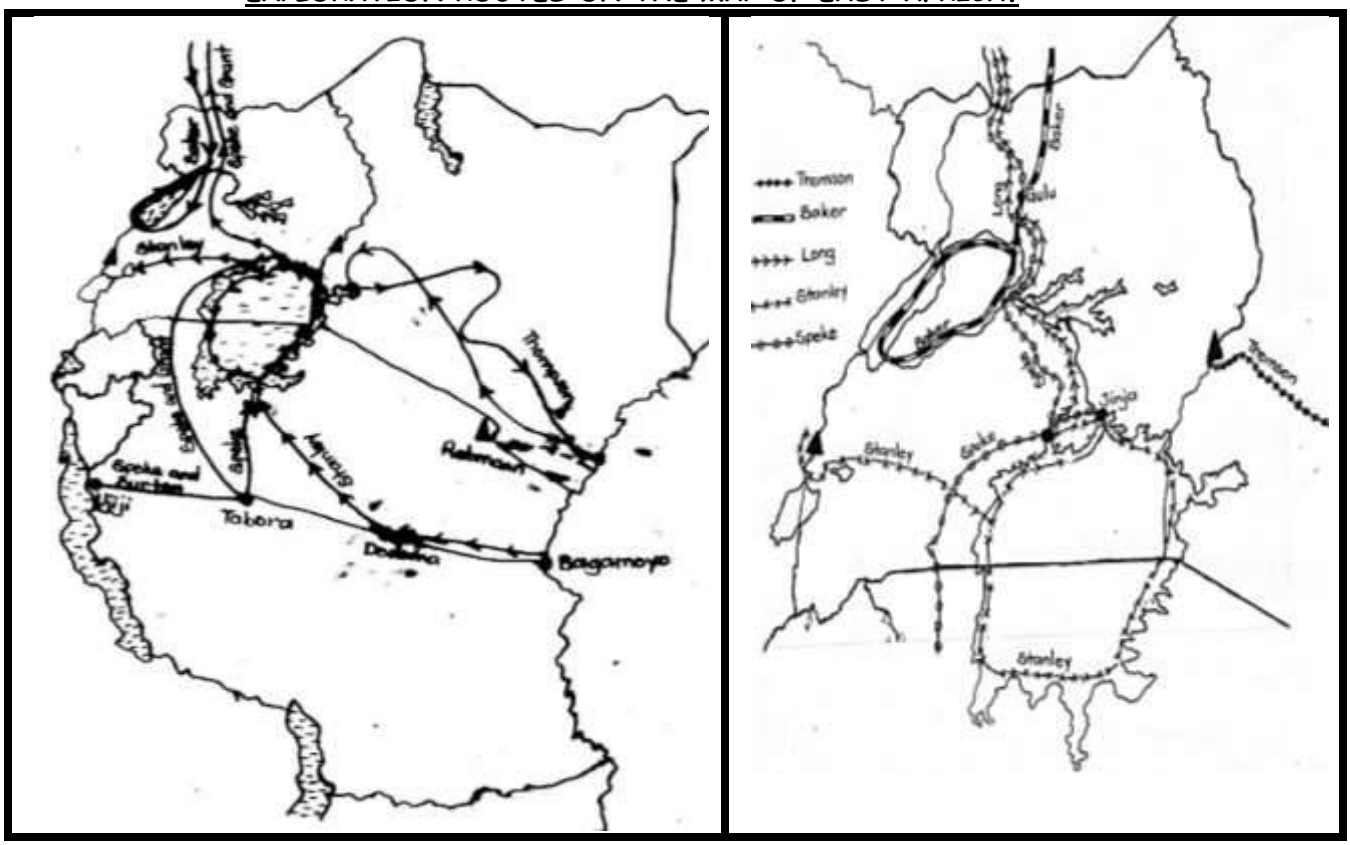
Problems that were faced by the European explorers in East Africa.

- **Walking long and tiresome journeys.**
- **Attacks from dangerous animals.**
- **Shortage of supplies like food, medicine.**
- **Attacks from tropical diseases.**
- **Attacks from hostile people.**
- **Difficulty in communication with the natives.**

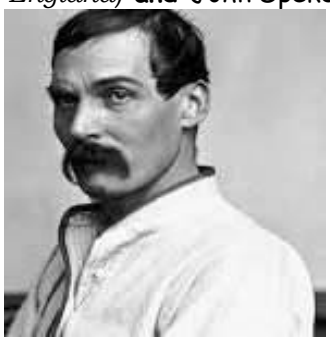
Famous European explorers in East Africa.

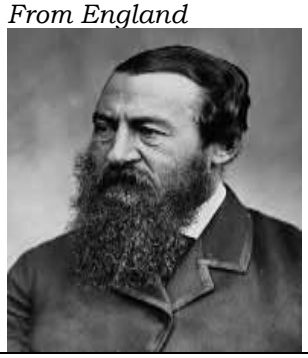
- **Vasco da Gama.**
- **John Speke.**
- **Richard Burton**
- **Chaille Long**
- **James Grant.**
- **Henry Morton Stanley.**
- **Sir Samuel Baker.**
- **Joseph Thomson.**
- **Jakob Erhardt**
- **Johannes Rebmann**
- **Johann Ludwig krapf**
- **Count teleki**
- **Dr.David Livingstone.**

EXPLORATION ROUTES ON THE MAP OF EAST AFRICA.



Major discoveries made by famous European explorers in East Africa

John Hanning Speke *From England.* *With Burton in 1857* *With Grant in 1860* 	• **Lake Victoria** • **The source of River Nile.** • **Ripon falls** **Note** - *John Speke was the first European explorer to come to Uganda (in 1862).* - *He named the **Ripon falls** at the source of river Nile after Lord Ripon who was the president of the RGS by then.* - *He also named **lake Victoria** after Queen Victoria of England.*
Richard Burton *(from England)* **and** John Speke 	• **Lake Tanganyika** ❖ **They were sent by the Royal Geographical Society to find the source of river Nile** ❖ **They were the first European explorers to travel to the interior of East Africa.** ❖ **They entered into East Africa through Bagamoyo, via Tabora to Ujiji on Lake Tanganyika.** ❖ **On their return, Burton fell sick and remained at Tabora. Speke continued northwards and came across a great water body which he believed to be the source of River Nile.**

James grant and John Speke. 	❖ **The two were sent to find the source of river Nile.** ❖ **While at Karagwe,Grant fell sick and remained at Karagwe under the care of king Rumanika who welcomed them to his kingdom.** ❖ **Speke moved northwards and entered into Buganda.** ❖ **He was welcomed by Kabaka Muteesa I in 1862.** ❖ **Speke gave gifts of clothes, rifles, knives and beads to the king.** ❖ **Speke moved eastwards and reached the source of River Nile on 28th July, 1862.** ❖ **Speke was later joined by Grant ant the two followed river Nile moving towards its mouth in the North.** ❖ **They met another explorer called Sir Samuel Baker at Gondokoro in Sudan.**
Sir Samuel Baker. *From England* 	• **Murchison falls** • **Lake Albert** ***Note:*** ✓ *John Speke and James Grant met Sir Samuel Baker at Gondokoro in South Sudan.* ✓ *Baker with his wife Jane Baker wanted to find the source of River Nile from its mouth in Egypt.* ✓ *He saw and named lake albert in 1864.* ✓ ***Lake Albert** was named after the husband of Queen Victoria of England.* ✓ *He saw and named the **Murchison falls** after the president of RGS.*
Henry Morton Stanley *A Welsh from Wales* 	• **Mountain Rwenzori.** • **Lake George.** • **Lake Edward.** ***Note:*** ❖ **Stanley came to Africa in three different occasions.** **<u>Stanley's 1st journey in 1871.</u>** ❖ **He came to look for Dr. David Livingstone.** ❖ **He was sponsored by two newspapers namely;-** - **Daily telegraph.** - **New York Herald tribune.** **<u>Stanley's 2nd journey in 1874.</u>** **He was sent to prove whether lake Victoria was the source of River Nile.** ❖ **He used his canoe he had named Lady Alice to circumnavigate Lake Victoria.** **Henry Morton Stanley circumnavigated lake Victoria to prove whether lake Victoria was the source of River Nile.** ❖ **In 1875, Henry Morton Stanley reached Kabaka Muteesa I's palace and requested him to allow missionaries to come to Uganda.** ❖ **On Kabaka's request, Henry Morton Stanley wrote a letter on behalf of Kabaka Muteesa I inviting Christian missionaries to come to Uganda.** ❖ **The letter was taken by <u>Linant de Bellefonds.</u> And it appeared in the Daily Telegraph newspaper.** **Note:**

	✓ ***Linant de Bellefonds*** *arrived in the Kabaka's palace in April 1875. This is where he also met Henry Morton Stanley.* ✓ *He collaborated with Stanley's idea of inviting the missionaries.* ✓ *Bellefonds was killed in Sudan on 26th August 1875 and the letter was sent to* ***Charles Gordon****, the governor of the Equatorial province, who sent it to the Queen of England.* **Henry Morton Stanley then moved westwards and saw Mountain Rwenzori and named it "the mountains of the moon" This was because of the snow on its peak which glitters like a moon.** ❖ **He also saw and named lake Edward and lake George.** ❖ **He then continued westwards through Democratic Republic of Congo and returned to Europe.** **<u>Stanley's 3rd journey (1887-1890).</u>** ❖ **He came to rescue Emin Pasha from the Equatorial province.**
Joseph Thomson *From Scotland* 	• **Mountain Elgon** • **Lake Nakuru.** • **Lake Baringo.** • **Thomson's falls (Nyahururu falls)** **Note:** ✓ *Thomson was sent to find the shortest route from the coast to lake Victoria.* ✓ *Thomson was the first European to cross the Nandi and Masai land successfully.*
Johann Ludwig Krapf *From Germany*	• **Mountain Kenya** • **River Tana**
Johannes Rebmann *From Germany in 1846*	• **Mountain Kilimanjaro**
Jakob Erhardt	• **He attempted to draw the first map of East Africa.**
Dr. David Livingstone *From Scotland.*	• **River Zambezi** • **Victoria falls along river Zambezi.** • **Lake Mweru along the border of Zambia and DRC.** • **Lake Bangweulu in Zambia** • **Lake Nyasa (Malawi)** • **River Lualaba** **Note:** ✓ *Livingstone was a doctor, an explorer and a missionary.* ✓ *He was the greatest explorer in Africa because he spent a lot of his life time exploring the African continent from 1841 till his death in 1873.*
Charles Chaille Long **(***from America***)**	❖ **He was the first European to see lake Kyoga.** • **He arrived in Buganda in 1874 and became the second European explorer to see Lake Victoria.**
Count Teleki	❖ **Lake Rudolf (lake Turkana).** ❖ **Lake Stephanie in Ethiopia.**

<u>Notable facts about explorers in East Africa.</u>

✓ ***<u>Vasco da Gama</u>*** *was the first European explorer to come to East Africa.*

- ✓ *John Speke and Richard Burton were the first European explorers to travel to the interior of East Africa.*
- ✓ *The Portuguese were the first explorers to come to East Africa.*

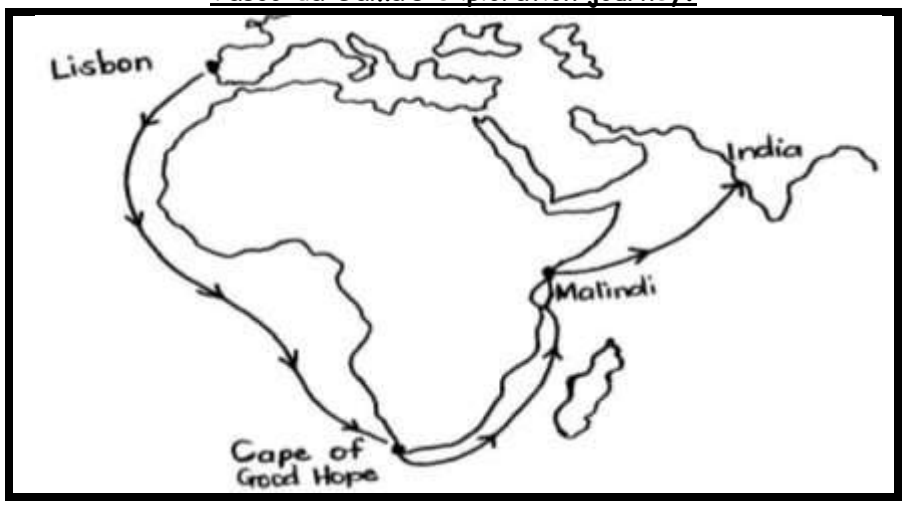
THE PORTUGUESE EXPLORERS.

The Portuguese were the first explorers to come to East Africa.
The Portuguese explorers wanted to find the shortest sea route to India.
<u>Prince Henry the navigator</u> sponsored the journeys of most Portuguese explorers to Africa.
He also started a school for navigation at Sagres which trained navigators.
The Portuguese wanted to find the shortest sea route to India because they wanted to get silk and spices from the far East.

Portuguese explorers who came to East Africa.

Vasco da Gama 	• **He was sent to continue from where Bartholomew Diaz had reached.** • **He sailed from Lisbon, Portugal in 1497 and reached Calcutta, India on 20th May 1498.** • **Da Gama became the first Portuguese sailor to find a sea route to India.** • **He named the Cape of Good Hope because he had got hope of reaching India.** **Note:** • ***The Arabs along the East African coast didn't welcome Vasco da Gama because:*** ❖ *They hated Christianity which the Europeans were spreading.* ❖ *They thought that the Europeans would interfere with their trade.* ***Sultan Seyyid Ali of Malindi*** *welcomed Vasco da Gama.* *He gave him an Indian captain called* ***Ahmed bin Majid*** *to direct his ships to India.* ❖ **Da Gama was the first European to sail around the coast of Africa and find the sea route to India.** ❖ **After Vasco Da Gama had returned to Portugal from his first trip to India, the Portuguese decided to capture the Arab settlements at the East African coast.**

<u>Vasco da Gama's exploration journey.</u>



<u>Effects of the da Gama's sea route to India.</u>

- ❖ **It created more trade opportunities for Portugal.**
- ❖ **It enabled the Portuguese to set up a trading empire in the east.**
- ❖ **The Portuguese conquered the East African Coast.**

PORTUGUESE CONQUEST OF THE EAST AFRICAN COAST.

The Portuguese conquest of the east African coast began in 1500 when Pedro Alvares Cabral unsuccessfully tried to capture Sofala.

In 1502 Vasco da Gama attacked and captured the headquarters of the Zenj empire.

This marked the beginning of the Portuguese conquest of the East African coast.

The Portuguese established their headquarters in Mozambique and Mombasa was their major coastal town.

They divided their empire into provinces for easy administration, and each province was under the rule of a Governor.

The Portuguese introduced Christianity which caused a lot of hatred from the coastal people who were already under Arab influence.

The Portuguese administrators were very harsh, corrupt, over taxed traders and always isolated themselves from the natives.

They controlled the East African coast for 200 years and their rule declined.

Why the Portuguese conquered the East African coast.

(Why the Portuguese came and settled along the East African coast)

- **They wanted to spread Christianity along the East African coast.**
- **They wanted to control the profitable trade along the coast of East Africa.**
- **They wanted to create a resting base for their sailors.**
- **They wanted to fight Muslims domination in East Africa.**
- **The East African coast had good natural harbours for trade and defense.**
- **They wanted to control the coastal states and make them pay tributes to Portugal.**

Why the Portuguese succeeded in conquering the East African coast.

- **The Portuguese had superior weapons.**
- **They had well trained soldiers.**
- **They used surprise night attacks.**
- **Disunity among the coastal towns.**

Reasons for the decline of the Portuguese rule in East Africa.

- **Corrupt Portuguese officials.**
- **Poor communication with the home government.**
- **Constant attacks from the Arabs.**
- **The Portuguese administrators along the coast were very few.**
- **The coming of the British and the French also weakened their rule.**

Effects of Portuguese rule along the coast.

a) Positive effects.

- **They built Fort Jesus which is now a major tourist attraction.**
- **They spread Christianity along the coast.**
- **They introduced new crops e.g. Pawpaws, pineapples.**
- **They introduced new methods of farming.**
- **They added new words to Kiswahili language.**
- **East Africa was linked to Europe and India.**

Note:

- ✓ *Fort Jesus was built for protection against enemies.*
- ✓ *Fort Jesus still stands today as an important historical monument which attracts tourists.*

b) Negative effects.

- **It led to decline of coastal trade.**
- **They imposed heavy taxes on traders which decreased trade.**
- **It led to destruction of coastal towns e.g. Kilwa and Mombasa which were burnt.**
- **The coastal states lost their independence to the Portuguese.**

Effects of the coming of European explorers to East Africa.

- **Africa was made known to the rest of the world.**
- **They renamed physical features e.g. Lake Victoria instead of Nalubaale.**
- **They paved way for the coming of the missionaries and the colonialists.**

How exploration work led to European colonisation of Africa.

- **Explorers made reports about the rich natural resources of East Africa which attracted the colonialists.**

EUROPEAN COLONIALISTS IN EAST AFRICA.

Colonialism is the practice by which a powerful / superior country controls a weaker / inferior country.

A colonialist is a person who controls an inferior country on behalf of his home country.

A colony is a country which is controlled and developed by a powerful country with an aim of having permanent settlement.

A protectorate is a country which is controlled and protected by a powerful country for economic gains with no aim of having permanent settlement.

Reasons for the coming of the colonialists to East Africa.

- **They wanted to get raw materials for their home industries.**
- **They wanted to invest their surplus capital.**
- **They wanted to find market for their processed goods.**
- **The desire for political pride.**
- **To get more space for resettling the excess population.**

European countries which sent colonialists to East Africa

- **Britain**
- **Germany**
- **Belgium.**

Examples of famous colonialists in East Africa

- **Dr.Carl Peters.**
- **Capt. Frederick Lugard**
- **Sir Gerald Portal**
- **Sir William Mackinnon**
- **Sir Harry Johnson**
- **Sir Samuel Baker**
- **Colonel Henry Colville**
- **Sir Hesketh Bell.**



Dr.Carl Peters



Sir William Mackinnon

Sir William Mackinnon.

Mackinnon was a Scottish businessman.

In 1888 he started the Imperial British East Africa Company (IBEACO)

The company's main activity was trading.

However,the Company was also expected to rule the British territories in East Africa. In 1890, the Company sent Capt. Frederick Lugard as representative to Uganda.

IBEACO also built many transport and lines of communication in East Africa. These include the Uganda Railway which was begun in 1896 at the coastal town of Mombasa in Kenya.

Dr.Carl Peters.

He was a German colonialist.

He played a leading role in the establishment of German rule in Tanganyika, Rwanda and Burundi.

He was the leader of the German East Africa Company (GEACO) which had been formed to carry out trade in East Africa.

The company helped to administer Germany colonies in East Africa.

He signed treaties with chiefs in the interior including Kabaka Mwanga of Buganda with whom he signed an agreement in 1890.

THE SCRAMBLE FOR AND PARTITION OF AFRICA.

Scramble for Africa was the struggle among European countries to have territories in Africa.

Partition of Africa was the peaceful sharing of African countries amongst European countries.

European countries which scrambled for African territories.

- **Great Britain**
- **France**
- **Germany**
- **Portugal**
- **Spain**
- **Italy**
- **Belgium**

Reasons for scramble for Africa (Why European countries wanted colonies in Africa)

- **They wanted to get raw materials for their home industries.**
- **They wanted to invest their surplus capital.**
- **They wanted to find market for their processed goods.**
- **To get more space for resettling excess population.**
- **The desire for political pride.**

The BERLIN CONFERENCE OF 1884

This was a meeting in which European colonial powers discussed the partition of Africa.
The conference was held in Berlin, Germany.
The conference was called by king Leopold II of Belgium.
The Berlin conference was chaired by Chancellor Otto Von Bismarck, the Prime minister of Germany by then.
It was held purposely to find peaceful means of partitioning Africa (sharing African countries amongst European powers).



Chancellor Otto Von Bismarck

Effects of Partition of Africa.

- **It led to creation of new states.**
- **Africans lost their independence.**
- **Some people lost their historical origin.**
- **It led to separation of communities.**

✓ **Note:** *-As a result of partition of Africa, Uganda and Kenya were given to* ***Britain*** *while Tanzania, Rwanda and Burundi were given to* ***Germany.***

Results of the Berlin Conference.

- **It led to establishment of colonial spheres of influence in Africa.**
- **It brought order to the acquisition of territories in Africa.**
- **It led to creation of new boundaries of some countries in Africa.**

The Anglo-German agreement of 1886.

It was the first agreement to be signed between Germany and Britain over their spheres of influence in East Africa.
In this agreement, Tanzania was given to Germany while Kenya was given to Britain.
The sultan of Zanzibar was given a 10 mile (16km) coastal strip, while Germany and Britain divided the hinterland between themselves.
Uganda, Rwanda and Burundi were not partitioned in this agreement.

The Anglo-German agreement of 1890.(Heligoland treaty)

This agreement gave Britain influence over Uganda in exchange for the Heligoland islands in Europe with Germany.

It is sometimes called the Heligoland treaty because Britain handed over the Heligoland islands to Germany in exchange for Uganda.

Rwanda and Burundi became part of the Germany territory in East Africa.

Results of the Heligoland treaty.

- **Uganda became a British territory.**
- **Germany surrendered Witu land to Britain.**
- **Britain surrendered Heligoland islands to Germany.**
- **Zanzibar and Pemba were recognised as British protectorates.**

ESTABLISHMENT OF COLONIAL RULE IN EAST AFRICA.

Methods used by the colonialists to establish their rule in East Africa.

- **Use of military force.**
- **Through signing agreements/ treaties.**
- **Through divide and rule policy (fueling existing misunderstandings)**
- **Use of trading companies like IBEACo, GEACo.**
- **Through missionary work.**
- **Use of collaborators.**

Problems faced during the establishment of colonial rule

- **Limited funds.**
- **Resistance from the natives.**
- **Absence of a centralised system of administration in some areas.**
- **Difficulty in communication with the African natives.**
- **Tribal wars in some communities.**

(a) Use of military force.

It was mainly used in areas where the East African natives resisted against colonial rule.

This method was mainly used by the Germans in Tanganyika which made them to be hated by the natives.

(b) Signing of treaties.

A treaty is a formal agreement between two or more people.

Treaties were signed in areas where the African natives voluntarily accepted colonial rule.

Colonial agreements that were signed in Uganda.

- **The 1894 Protectorate treaty**
- **The 1900 Buganda agreement**
- **The 1900 Tooro agreement.**
- **The 1901 Ankole agreement.**
- **The 1933 Bunyoro agreement.**

(i) The 1894 Protectorate treaty

- **It was the first colonial agreement to be signed in Uganda.**
- **It was signed between Kabaka Mwanga and Sir Gerald Portal.**
- **It was known as the protectorate treaty because the British agreed to protectorate Buganda and the entire Uganda from other colonial powers.**

(ii) The 1900 Buganda Agreement

- **The 1900 Buganda Agreement was signed between Buganda kingdom and the British protectorate government**
- **It was signed to strengthen British Authority over Buganda kingdom**
- **By the time this agreement was signed, Kabaka Daudi Chwa II was the king but was still an infant**

- **By the time of the Buganda Agreement, Kabaka Mwanga had been exiled by the British to Seychelles island in Indian ocean.**

Signatories of the 1900 Buganda agreement.

- **Sir Harry Johnston (on behalf of the British Protectorate government).**
- **Sir Apollo Kaggwa (on behalf of Buganda kingdom).**

Note:

- ✓ ***Kabaka Mwanga*** *was unable to sign the 1900 Buganda agreement because he was in exile*
- ✓ ***Kabaka Daudi Chwa II*** *was unable to sign the 1900 Buganda agreement because he was still an infant/ young*
- ✓ *Kabaka Daudi Chwa ruled Buganda with the help of the regents.*
- ✓ ***A Regent*** *is a person who is appointed to rule on behalf of an infant king.*

Regents of Kabaka Daudi Chwa.

- ✓ *Sir Apollo Kaggwa*
- ✓ *Stanslas Mugwanya*
- ✓ *Zakaria Kisingiri*

Terms of the 1900 Buganda Agreement

- **Land**
- **Governance**
- **Taxation**

Recommendations of the 1900 Buganda Agreement.

- ❖ **Gun and hut taxes were to be introduced.**
- ❖ **Buganda land was to be divided into crown land and mailo land.**
- ❖ **Kabaka's powers were to be reduced and added to the lukiiko.**
- ❖ **Kabaka's title of His Majesty was to be changed to His Highness.**
- ❖ **Buganda kingdom was to be enlarged and divided into 20 counties.**
- ❖ **The number of members on the Lukiiko was to be increased.**

Note:

- ✓ ***Mailo land*** *was given to the kabaka and his chiefs while* ***crown land*** *was given to the British protectorate government.*

  Why the British colonialists had to be given the crown land.
- ✓ *To get land for building schools, hospitals, churches, administrative offices etc.*

Effects of the 1900 Buganda Agreement

- ❖ **Gun and hut taxes were introduced**
- ❖ **Buganda land was divided into crown land and mailo land**
- ❖ **Kabaka's powers were reduced and given to the lukiiko**
- ❖ **Kabaka's title of His Majesty was changed to His Highness**
- ❖ **Buganda kingdom was enlarged and divided into 20 counties**
- ❖ **The number of members on the Lukiiko was increased.**

(iii) Tooro Agreement of 1900

- **The Agreement was signed between omukama Kasagama of Tooro and Sir Gerald Portal on behalf of the British.**
- **This Agreement made Tooro lose her independence to the British.**
- **The agreement led to the introduction of hut and gun taxes in Tooro land**

Effects of the 1900 Tooro Agreement.

- ❖ **Hut and gun taxes were introduced.**
- ❖ **Crown land was set aside and become part of the British government.**
- ❖ **Tooro became part of Buganda protectorate.**
- ❖ **Tooro was officially separated from Bunyoro.**
- ❖ **Omukama was recognised as the traditional ruler of Tooro.**
- ❖ **Tooro boundaries were defined and demarcated.**

(iv) Bunyoro Agreement of 1933

- **It was signed between Sir Bernard Henry Bourdillon on behalf of the British protectorate government and Omukama Tito Gafabusa Winyi II.**
- **It was signed to strengthen British rule in Bunyoro region.**

(v) The 1901 Ankole Agreement

- **It was signed between Omugabe Kahaya of Ankole and Sir Fredrick Jackson on behalf of the British**
- **In this agreement, hut and gun taxes were introduced.**
- **The counties of Igara, Kajara, Bahweju, and Bunyaruguru were taken away from Bunyoro and added to Ankole**

Effects of the 1901 Ankole Agreement

- **Ankole kingdom was enlarged. eg Buhweju, Igara, Kajara and Bunyaruguru were added to it.**
- **Hut and gun taxes were introduced.**
- **Ankole became part of Uganda protectorate.**

(c) USE OF COLLABORATORS.

Collaborators were the East African natives who helped the colonialists in establishing their rule in different parts of East Africa.

Reasons why some East African natives collaborated with the colonialists.

- **They wanted to get favour from the colonialists.**
- **Kings and chiefs wanted to get military support.**
- **Some wanted to enrich themselves.**
- **Some feared the military strength of the colonialists.**

Roles played by the collaborators.

- **They helped in signing colonial agreements.**
- **They helped in enforcing colonial policies.**
- **They acted as interpreters for the colonialists.**
- **They provided information to the colonialists.**

People who collaborated with the British.

- **Semei Kakungulu.**
- **Nabongo Mumia of Wanga.**
- **Nuwa Mbaguta.**
- **Chief Lenana of the Masai.**
- **Chief Merere of Sangu in Tanzania.**
- **Sir Apollo Kaggwa.**
- **Omukama Kasagama.**



Semei Kakungulu



Nuwa Mbaguta



Sir Apollo Kaggwa



Omukama Kasagama

SEMEI KAKUNGULU.

Semei Kakungulu brought the Eastern parts of Uganda under colonial rule.
He introduced the Buganda system of administration in Eastern Uganda.
He encouraged cash crop growing in Eastern Uganda. This helped to increase household income of the people of Eastern Uganda.
He encouraged the people of Eastern Uganda to plant trees (Mvule trees).
He constructed roads in Eastern Uganda which helped to ease British administration.

He appointed Buganda agents to become chiefs in Eastern and Northern Uganda.

He helped Colonel Colville to capture Kabaka Mwanga and Omukama Kabalega in Lango 1n 1899 and were exiled to Seychelles islands.

- ***Note**:-Semei Kakungulu tried to extend British rule in North Eastern Uganda (Karamoja) but he failed. This was because the people in North Eastern Uganda were hostile. The British also never had interest in the dry area of Karamoja since it couldn't favour crop growing.*

Ways Semei kakungulu managed to establish British rule in Eastern Uganda

- **He built roads in Eastern Uganda**
- **He built administrative posts in Eastern Uganda**
- **He signed treaties with the local chiefs**

NUWA MBAGUTA

He was the Prime minister of Ankole.

He extended British rule in Western Uganda

He encouraged the building of feeder roads in Ankole.

He planted trees in Ankole and educated people on their importance.

He fought against illiteracy by supporting the building of schools in Ankole

OMUKAMA KASAGAMA.

He was he king of Tooro.

He welcomed the British to his kingdom.

The British under Capt.Lugard gave him military support to defeat Omukama Kabalega and restored him onto his throne.

NABONGO MUMIA.

He was the king of the Luhya people of Wanga kingdom.

He signed treaties which helped top put Wanga kingdom under the British rule.

Reasons why some East African natives collaborated with the colonialists.

- **They wanted to get favour from the colonialists.**
- **Kings and chiefs wanted to get military support.**
- **Some wanted to enrich themselves.**
- **Some feared the military strength of the colonialists.**

Roles played by the collaborators.

- **They helped in signing colonial agreements.**
- **They helped in enforcing colonial policies.**
- **They acted as interpreters for the colonialists.**
- **They provided information to the colonialists.**

(d) How missionary work led to colonisation of East Africa.

- **Missionary teachings caused divisions among people which weakened the African societies.**
- **Missionary teachings softened the hearts of the Africans which made them warmly welcome the colonialists.**
- **Missionaries called their home governments for protection.**
- **They acted as interpreters for the Africans and the colonialists.**
- **They signed treaties which were used by the colonialists to take over colonies.**
- **They educated and created a class of collaborators.**
- **They supplied information used by colonialists to improve their rule.**

(e) Through trading companies. eg. IBEACO, GEACO

The colonialists at first used trading companies in their administration. This was because the colonial governments were yet ready to take direct control of their colonies.

For example on 3rd September 1888 the British company was recorgnised and given a royal charter under the name Imperial British East Africa Company (IBEACO) to administer Kenya and Uganda.

Trading companies that operated in East Africa include;

- **Imperial British East Africa Company (IBEACO)**
- **German East Africa Company (GEACO)**

Reasons why the colonialists ended company rule in East Africa.

- **The companies had few administrators.**
- **They had opposition from missionaries and Africans.**
- **They lacked enough funds to meet administration costs.**

EAST AFRICA UNDER COLONIAL RULE.

Colonial administrative systems that were used in East Africa.
(Methods used by the colonialists to administer East African countries)

In East Africa, European colonialists mainly used two systems of administration.
These were;

- **Direct rule**
- **Indirect rule**

i) DIRECT RULE

This was the system of administration where the colonialists ruled the natives directly by themselves.

The colonialists took direct control of their territories.

Under this system, the colonialists collected taxes directly from the natives and also supervised the growing of cash crops.

The German colonialists used Direct rule to administer Tanzania.

Reasons why Direct rule was used.

- **The colonialists wanted to promote their culture.**
- **They wanted to show their superiority over the Africans.**
- **They wanted to exploit resources of their countries of control.**

Effects of Direct rule

a) On the Africans

- **Local leaders lost control over their territories.**
- **It led to over exploitation of Africa's resources.**
- **It limited the provision of social services.**
- **It was harsh and oppressive to the natives.**

b) On the Colonialists.

- **It increased rebellions against colonial rule.**
- **It increased colonial expenditure.**
- **It increased enmity between the East African natives and the colonialists.**
- **It made it very difficult for some colonial policies to be implemented.**

ii) INDIRECT RULE.

This was the system of colonial administration where local leaders were used to rule the natives on behalf of the colonialists.

In this system, local chiefs and kings took control of colonies on behalf of the colonialists.

Local leaders encouraged and supervised the growing of cash crops and collected taxes on behalf of the colonialists.

It was mainly used by the British in Uganda.

Reasons why the colonialists used Indirect rule.

- **To control rebellions against colonial rule.**
- **It was cheap in terms of paying local leaders.**
- **They wanted to increase manpower for the colonialists.**
- **They wanted to ease communication with their subjects.**

Advantages of Indirect rule.

a) To the Africans.

- **Local leaders learnt new methods of administration.**
- **It preserved the cultural practices of the natives.**
- **Kingdoms and chiefdoms were retained.**

b) To the Colonialists.

- **It was cheap to pay local leaders.**
- **It reduced rebellions against colonial rule.**
- **It made communication between the natives and the colonialists easy.**

Disadvantages of Indirect rule.

- **It promoted hatred by the natives towards local leaders.**
- **It caused divisions among the natives.**
- **Native leaders were used as puppets by the colonialists.**

GERMAN RULE IN TANGANYIKA.

Tanganyika was at first ruled by German East Africa Company (GEACO) from 1887-1891 under the German administrator called Carl Peters.

The administrative base of GEACO was at Bagamoyo.

Later, the German government took over the administration of Tanganyika.

The name that was given to Tanganyika under the German rule was German East Africa.

Roles of the German East Africa Company (GEACO) in Tanganyika.

- **It controlled Tanganyika on behalf of the German government.**
- **It collected taxes from the leaders and ports.**
- **It built the first railway line in East Africa called Tanga-Korogwe railway.**
- **It carried out trade in agricultural produce.**

Reasons why the German government ended company rule in Tanganyika.

- **The company had few administrators.**
- **The company lacked enough funds to set up effective administration.**
- **The company had opposition from missionaries and Africans.**

Changes made by the German government in the administration of Tanganyika.

- **They introduced direct rule in Tanganyika.**
- **It transferred the administrative headquarters of the German colonial government from Bagamoyo to Dar-es-salaam**
- **The Germans also introduced a system of indirect rule in areas that had strong centralised traditional governments eg. Karagwe.**
- **It appointed the Akidas (chiefs) and the Jumbes (sub chiefs) to help them in the administration.**

  -Jumbes were headmen or leaders of clans or small groups.

  -Akidas were usually Arabs or Swahilis.
- **The Akidas collected taxes and supervised the growing of cash crops.**

Why the Germans transferred the administrative offices from Bagamoyo to Dar-es-salaam.

- **Dar-es-salaam had good natural harbours.**
- **Dar-es-salaam was well positioned for trade as compared to Bagamoyo.**

Characteristics of German rule in Tanganyika.

- **There was forced labour.**
- **There was high taxation of the Africans.**
- **Africans were denied their rights.**
- **Africans were denied respect by the Germans.**

Reasons why German rule was hated (unpopular) in Tanganyika.

- **The Germans were harsh and cruel to the Africans.**
- **The Germans stopped Africans from growing their cash crops.**
- **They also forced Africans to work on their plantations with little or no pay.**
- **The Germans had no respect for African natives.**
- **The Germans set up rules that denied Africans their rights.**

The First World war and The End of German rule in Tanganyika.

World war I began in August 1914 and ended in 1918.
It was started by German and her allies against Britain and her allies.
The war started in Europe but spread in other parts of the world where the leading colonial powers had colonised.
East Africa got involved in the war when German attacked British territories in East Africa.
Many East African natives were recruited in order to defend themselves and their territories from the enemy attacks.
Eventually, Germany was defeated.
The League of Nations was an international organisation that was formed to prevent outbreak of another world war.
It punished Germany by taking away all her colonies in Africa including Tanganyika.
The League of nations gave German East Africa (Tanganyika) to Britain to rule it as a mandate territory. German East Africa was renamed Tanganyika.
Rwanda and Burundi were given to Belgium. This was because Democratic Republic of Congo was a Belgian colony.
Today Rwanda and Burundi use French as their official language. This is because they were ruled Belgians who speak French.

Note:

- ✓ *European governments which were given mandate territories were meant to rule them for the good of the natives, till they were ready for their independence.*
- ✓ ***Mandate territories*** *were the former colonies of Germany that were given to other European countries by the League of Nations after world war I.*
- ✓ *Tanganyika was a mandate territory of the British while Rwanda and Burundi were mandate territories of the Belgians.*
- ✓ *East African countries were involved in the war because their colonial masters took men to work as soldiers and porters in the war zones.*

Effects of the world war in East Africa.

- **It led to death of many people.**
- **The Germans were forced to leave their farms in Tanganyika.**
- **It led to outbreak of famine in East Africa.**
- **International trade stopped.**
- **It led to destruction of property.**
- **East Africa came under British control except Rwanda and Burundi which went to Belgium.**
- **Many families suffered because their men had died.**

TANGANYIKA UNDER THE BRITISH RULE.

Britain took over German East Africa as a mandate territory of league of nations in 1919.
The name changed from German East Africa to Tanganyika.
Britain ruled Tanganyika for the good of the natives.

Steps taken by the British to end the German influence in Tanganyika.

- **English replaced as the official language.**

- ❖ The British discouraged white settlement and developed Tanganyika as a black man's country.
- ❖ German settlers and missionaries were expelled.
- ❖ Traditional chiefs replaced the Jumbes and Akidas.
- ❖ The country's name was changed from German East Africa to Tanganyika.

British colonial Governors in Tanganyika.

- Sir Horace Byatt 1916-1925.
- Sir Donald Cameron 1925-1931.
- Sir Stewart Symes 1931-1934.
- Sir Harold MacMichael 1934-1938.
- Sir Mark Young 1938-1945
- Sir Francis Jackson 1942-1945.
- Sir William Battershill 1945-1949.
- Sir Edward Twining 1949-1958.
- Sir Richard Turnbull 1958-1961.

Sir Horace Byatt 1916-1925.

- ➢ He was appointed as the first British governor of Tanganyika.
- ➢ He was criticised for refusing to favour European settlers or give them a share in the government.

Sir Donald Cameron 1925-1931.

- ➢ He established indirect rule in local government in Tanganyika.
- ➢ He appointed local chiefs with powers to collect taxes, settle disputes and carryout some administrative duties.
- ➢ He brought the settlers in to share in the government.
- ➢ He established the Legislative council (LEGCO) in 1926.
- ➢ However, he excluded the Africans whom he believed were not ready to share in the national government.

Sir Richard Turnbull 1958-1961.

- ➢ He was the last British governor in Tanganyika.
- ➢ He was the governor at the time of independence.

BRITISH RULE IN KENYA.

During colonial rule Kenya was known as British East Africa.

It was declared a British protectorate in 1895 by Sir A.H Hardicofe and later named a British colony in 1905.

A colony is a country which is controlled and developed by a powerful country with an aim of having permanent settlement.

Kenya was a colony of the British in East Africa.

Steps that were taken to make Kenya a colony of the British.

- ❖ They built the Kenya-Uganda railway.
- ❖ They encouraged Whites settlement in Kenya.

Colonial administrators in British East Africa.

Commissioners.

- Sir Charles Eliot 1900-1904
- Sir Donald Stewart 1904-1905

Governors

- Sir James Sadler 1905-1909
- Sir Percy Girouard 1909-1912

- **Sir Henry Belfield 1912-1917**
- **Sir Charles Calvert Bowring 1917-1919**
- **Sir Edward Northey 1919-1922**
- **Sir Robert Coryndon 1922-1925**
- **Sir Edward Grigg 1925-1930**
- **Sir Henry Moore 1930-1931**
- **Sir Joseph Byrne 1931-1936**
- **Sir Armigel Wade 1936-1937**
- **Sir Robert Brooke-Popham 1937-1940**
- **Sir Henry Moore 1940-1944**
- **Sir Philip Mitchell 1944-1952**
- **Sir Evelyn Baring 1952-1959**
- **Sir Walter Coutts 4th Oct 1959-23rd Oct 1959**
- **Sir Patrick Renison 1959-1962**
- **Sir Eric Griffith-Jones 1962-4th Jan 1963**
- **Sir Malcolm MacDonald 4th Jan 1963-12th Dec 1963**

THE WHITE SETTLERS IN KENYA.

The first white settler to come to Kenya arrived in 1886.

They were mainly the European farmers and they settled in the Kenya Highlands which were also known as Whites highlands.

Lord Delamere encouraged the coming of white settlers in Kenya.

The Uganda railway was constructed in order to encourage the Whites settlement in Kenya.

The White settlers displaced the Kikuyu who were originally living in the Kenya highlands.

This resulted into the Mau Mau rebellion.

Why the White settlers settled in the Kenya highlands.

- **The area had fertile soils for crop growing.**
- **The area receives reliable rainfall which favours crop crowing.**

Dairy farming is mainly practised in the Kenya highlands due to the:

- **Presence of plenty of pasture for animals.**
- **Presence of cool climate which favours dairy farming.**
- **Absence of many disease vectors in the Kenya highlands.**

Effects of the coming the White settlers in Kenya.

- **The natives lost their fertile land.**
- **Many Kenyans were forced to provide forced labour on the white settlers' plantations.**
- **They discouraged Africans from growing crops.**
- **It led to outbreak of Mau Mau rebellion.**
- **It led to displacement of the natives.**
- **There was a lot of discrimination against the Africans through the colour bar policy.**
- **The colonial government attended to interest of settlers at the expense of Africans.**

Note:

- ***Colour bar policy*** *was the system of racial segregation where the natives were not allowed to share the same social services with the whites.*
- ***Kipande policy*** *in Kenya restricted the movement of the blacks in the country.*
- *The Kenyan natives were not allowed to move from one part of the country to another without identity cards.*

Reasons why the natives in Kenya were not allowed to grow cash crops.

- **The white settlers didn't want the competition in the market.**
- **The white settlers wanted to use Africans for cheap labour.**
- **The fear by the settlers that rich Africans would be difficult to manage.**

The Legislative Council (LEGCO) in Kenya.

The Legislative Council in Kenya was established in 1907 by Governor Sir James Sadler.
Mr. Eliud Mathu was the first African representative to be appointed on the LEGCO in 1944.
The LEGCO was formed mainly to serve the interests of the white settlers in Kenya.

COLONIAL RULE IN UGANDA

EGYPT ATTEMPTS TO COLONISE UGANDA.

The first country that attempted to colonise Uganda was Egypt.
Egypt wanted to have full control over the flow of River Nile from its source.
Khedive Ismael of Egypt appointed governors to help him establish Egyptian rule in the Equatorial province.
Equatorial Province was an area made up of Southern part of Sudan and Northern Uganda.
Governors of the Equatorial province.

- **Sir Samuel Baker.**
- **Charles Gordon**
- **Emin Pasha**



Charles Gordon



Emin Pasha

Sir Samuel Baker.
Sir Samuel Baker (in 1870) was the first governor of the Equatorial province.
He built Fort Patiko in Northern Uganda in 1872 for protection against his enemies.
He protected the people of Northern Uganda from the Khartoumers who were slave traders from Egypt and Sudan.
Charles Gordon
Charles Gordon (in 1874) was appointed as the 2nd governor of the Equatorial province replacing Sir Samuel Baker.
Gordon built fort Mruli near Masindi.
He was more successful in creating additional trading posts in this area.
In 1876, his views crashed with those of the Egyptian governor of Khartoum forcing him to go back to London.
Emin Pasha
In 1878, Gordon was succeeded by the Chief Medical Officer of the Equatorial province Mehemet Emin Pasha originally known as Eduard Schnitzer.
Pasha built Fort Wadelai in the Equatorial province.
Pasha made his headquarters in Lado (now in South Sudan)
He faced Mahdi revolt in Southern Sudan.
Pasha managed to request assistance from Britain via Buganda.
He was later rescued by Henry Morton Stanley and Emin Pasha was the last governor of the Equatorial Province.
In 1898, the Mahdist state was overthrown by the Anglo-Egyptian force led by the British Field Marshal Lord Kitchener and the Equatorial was administered by the British.

BRITISH RULE IN UGANDA.

Uganda was colonised by Britain.
Uganda uses English as her official language because she was colonized by the British who speak English.
Uganda is a member of the Commonwealth of Nations since she was colonised by the British.

The British established their rule in Uganda through a trading company called IBEACO. This company was represented by Captain Frederick Lugard.

<u>Captain Frederick Lugard as a representative of IBEACO in Uganda.</u>

From 1888-1894 the British ruled Uganda through the Imperial British East Africa Company (IBEACO).

Frederick Lugard arrived in Uganda in 1890 as a representative of IBEACO.

He built Fort Edward at Old Kampala hill where he raised the company's flag. (IBEACO flag).

He signed an agreement with Kabaka Mwanga to bring Buganda under the control of IBEACO.This agreement was also allowing missionaries to move freely in Buganda, and also stopped Buganda from signing treaties with other European countries.

He signed a treaty of friendship with Omugabe Ntare of Ankole in 1891.



Capt. Frederick Lugard

He restored Omukama Kasagama of Tooro onto his throne.

Lugard brought the Sudanese soldiers who had been left behind by Emin Pasha in the Equatorial province to Buganda to help him in maintaining peace.

Note:

- ✓ *The Sudanese soldiers staged a mutiny in 1897 against Capt.Lugard.*
- ✓ ***A mutiny** is a rebellion staged by armed forces against their officers.*

<u>Why the Sudanese soldiers staged a mutiny.</u>

- *They were underpaid.*
- *They were underfed.*
- *They were tired of fighting.*
- *They wanted their living conditions to be improved.*

- ✓ *On 31 March 1893, the IBEACO formally ended its involvement in Uganda.*
- ✓ *Missionaries, led by **Alfred Tucker,** requested the British government to take over the administration of Uganda in place of the IBEACO, arguing that British withdrawal would lead to a continuance of the religious civil war.*



Bishop Alfred Tucker

<u>Sir Gerald Portal.</u>

He was sent to study the political situation in Uganda.

Sir Gerald Portal was sent to Uganda to write a report on the activities of IBEACO.

He raised the British flag (union Jack).

He built Fort Portal in Kabarole and Fort Alice in Entebbe.

He recommended Uganda to be a British Protectorate.

Protectorate is a country under the protection of another country.

Portal established a settlement between the French and British Missionaries in Uganda.

On 1 April, 1893, Portal hauled down/ lowered the flag of the Imperial British East Africa Company at <u>Mengo</u> (the Kabaka's residence) and hoisted the <u>Union Jack.</u>

On 29 May 1893, he signed a treaty with <u>Mwanga II</u>, the Kabaka.

Portal returned to Britain and recommended the declaration of Uganda as a protectorate.

He died from <u>typhoid fever</u> in London on 25 January 1894, at the age of 36.

On 18 June 1894, Uganda was declared a British Protectorate. In this case, it is therefore important to note that General Portal never declared Uganda as a British protectorate. The declaration was made by <u>Lord Rosebery</u> five months after Portal's death.

The town of <u>Fort Portal</u> in Western Uganda, where Portal had his base, is named after him.

BRITISH COLONIAL ADMINISTRATORS IN UGANDA.

- **Frederick Lugard (26 Dec 1890 – May 1892)**
- **Sir Gerald Portal (1 Apr 1893 – 30 May 1893)**
- **James Ronald Leslie MacDonald (30 May 1893 – 4 Nov 1893) (acting administrator)**



Sir Gerald Portal

British Commissioners of Uganda (1893–1910)

- **Sir Henry Edward Colville (4 Nov 1893 – 10 May 1894)**
- **Frederick Jackson (10 May 1894 – 24 Aug 1894)**
- **Ernest James Berkeley (24 Aug 1894 – Dec 1899)**
- **Sir Harry Johnston (Dec 1899 – Nov 1901)**
- **Sir James Sadler (1 January 1902 – 20 Nov 1907)**
- **Sir Henry Hesketh Bell (20 Nov 1907 – 31 Jan 1910)**
- **Sir Harry Cordeaux (1 Feb 1910 – 18 Oct 1910)**

British Governors of Uganda (1910–1962)

- **Sir Harry Cordeaux (1910–1911)**
- **Sir Frederick Jackson (1911–1918)**
- **Sir Robert Coryndon (1918–1922)**
- **Sir Geoffrey Archer (1922–1925)**
- **Sir William Gowers (1925–1932)**
- **Sir Bernard Henry Bourdillon (1932–1935)**
- **Sir Philip Mitchell (1935–1940)**
- **Sir Charles Dundas (1940–1945)**
- **Sir John Hathorn Hall (1945–1952)**
- **Sir Andrew Cohen (1952–1957)**
- **Sir Frederick Crawford (1957–1961)**
- **Sir Walter Coutts (1961–1962)**



Henry colville



Sir Harry Johnston

- **Captain Frederick Lugard.**
  - ✓ **He was the representative of IBEACO in Uganda.**
- **Colonel Henry Colville**
  - ✓ **He brought Bunyoro under British rule**
- **Sir Harry Johnston**
  - ✓ **He signed the 1900 Buganda agreement on behalf of the British protectorate government.**



Sir Hesketh Bell



Sir Robert Coryndon

- **Sir Hesketh Bell**
  - ✓ **He encouraged the growing of cash crops in Uganda.**
  - ✓ **He linked the railway line from Jinja to Namasagali.**
  - ✓ **He introduced the first ford car in Uganda.**
  - ✓ **He encouraged road construction in Uganda.**
  - ✓ **He established steamers on Lake Victoria.**
- **Sir Frederick Jackson**
  - ✓ **He governed Uganda during the first world war**
  - ✓ **The building of Mulago hospital started during his time**
  - ✓ **He stopped Lamogi rebellion**

- **Sir Robert Coryndon**
  - ✓ **He formed the Legislative Council (LEGCO) in Uganda in 1921.**
- **Sir Geoffrey Archer**
  - ✓ **He opened up Makerere college.**
  - ✓ **He promoted education by building schools.**
- **Sir William Gowers**
  - ✓ **A department of education was set up by the government during his time/ term of office.**
- **Sir Bernald Bourdillon**
  - ✓ **He supported the establishment of more schools.**
- **Sir Philip Mitchell**
  - ✓ **He promoted higher education in Uganda.**
  - ✓ **He turned Makerere college into a university.**
- **Sir Charles Dundas**
  - ✓ **He governed Uganda during the second world war**
  - ✓ **He drew the development plan for Uganda**
- **Sir John Hathorn Hall**
  - ✓ **He stopped many riots against colonial rule in Uganda.**
  - ✓ **The first three Ugandans on the LEGCO were nominated during his term of office.**
- **Sir Andrew Cohen**
  - ✓ **Owen falls dam was completed in his term of office**
  - ✓ **Radio Uganda was opened during his term of office**
  - ✓ **Nyanza Textile Industries Limited (NYTIL) was built during his term.**
  - ✓ **The construction of the parliamentary building started during his term of office.**
  - ✓ **He exiled Kabaka Muteesa II to Britain in 1953**



Sir Philip Mitchell



Sir John Hathorn Hall



Sir Andrew Cohen



Sir Edward Muteesa II being sent into exile

<u>Reasons why Kabaka Muteesa II was exiled.</u>

- **He rejected the proposed East African federation.**
- **He demanded Buganda's independence from Uganda.**

<u>Why the British wanted to form the East African federation.</u>

- **They wanted to ease administration.**
- **To promote economic cooperation among the three territories.**

Note:

- *Kabaka Muteesa II rejected the proposed East African Federation because he feared to lose Buganda's land to the British (White settlers).*
- *In 1948,* ***Mr.Creech Jones*** *advocated for the formation of the East African High Commission.*
- *The Commission was based in Nairobi. It controlled customs, taxes, postal services, meteorology, statistics, higher education, research and currency.*
- *When trade increased between the territories, the commission became the East African Common Services Organisation. This later became the East African Community in 1967.*
- *The exiling of Kabaka Muteesa II to Britain led to the* ***Kabaka crisis of 1953*** *in Buganda.*
- ***The Kabaka crisis*** *was a time when there were many riots in Buganda against the British colonialists.*
- *In order to enable the return of the kabaka from exile,* ***The Namirembe Agreement of 1955*** *was signed.*

- ***The Namirembe Agreement*** *was signed by* ***Keith Hankock*** *on behalf of the British and* ***Micheal Kintu*** *on behalf of Buganda kingdom.*

❖ **Sir Frederick Crawford**
- ✓ **He organised the first general elections in Uganda.**
- ✓ **The construction of the parliamentary building was completed during his term of office.**
- ✓ **The government health department was set up during his term of office.**

❖ **Sir Walter Coutts**
- ✓ **He was the last British governor in Uganda**
- ✓ **He granted Uganda her independence.**



Sir Walter Coutts

<u>THE FORMATION OF THE LEGISLATIVE COUNCIL (LEGCO) IN UGANDA</u>

LEGCO was a law making body during colonial rule.

LEGCO served as the parliament during the colonial times.

LEGCO was formed in 1921 during the time when <u>Sir Robert Corydon</u> was the British governor in Uganda.

<u>Reasons for the formation of LEGCO</u>

❖ **To make laws.**

❖ **To advise the colonial government.**

❖ **To get information from various regions of Uganda.**

Note:
- ✓ *Ugandans had no representative on the LEGCO until 1945.*
- ✓ *When* ***Sir John Hathorn Hall*** *the British governor by the time the first Ugandan natives were nominated on the LEGCO.*
- ✓ *The natives were not happy with the LEGCO in 1921 because they were not represented on the LEGCO at all.*
- ✓ *The LEGCO used to set laws as the parliament of today does.*

<u>The first three Ugandans to be nominated on the LEGCO (in 1945)</u>

- **Kawalya Kaggwa from Buganda representing the Central region**
- **Yekonia Zirabamuzaale from Busoga representing the Eastern region**
- **Petero Nyangabyaki Akiiki from Bunyoro representing the Eastern Uganda.**

Note:*-In 1946,* ***Yekosofati Innyon*** *was nominated to represent the Northern region on the LEGCO in Uganda.*

<u>Ways LEGCO helped Ugandans to demand for independence.</u>

❖ **It gave the natives courage to air out their complaints.**

❖ **Native members on LEGCO encouraged their members to form associations.**

❖ **It encouraged the natives to demand for self rule.**

❖ **It laid a strong foundation for native leadership.**

Note:
- ✓ ***John V. Wild*** *was appointed as the chairperson of the* ***Wild Constitutional Committee*** *which was formed to find means of making members on the LEGCO directly elected by people.*
- ✓ *The committee was formed by* ***Sir Fredrick Crawford*** *in 1956.*
- ✓ *The committee recommended that there should be direct elections in all parts of the country based on a voters' register.*
- ✓ *It also recommended that the LEGCO would be called the* ***National assembly.***
- ✓ *The first elections were held in 1958.*
- ✓ ***Pumla Kisosonkole*** *became the first Ugandan woman on the LEGCO in 1957.*

<u>Role played by the LEGCO towards Uganda's independence.</u>
- ✓ *It gave Ugandans a chance to discuss matters that affected them.*
- ✓ *It was a platform for the Ugandans to demand for their independence from the colonialists.*

REACTIONS TO COLONIAL RULE IN EAST AFRICA.

- Some people of East Africa collaborated with the colonialists eg.Apollo Kaggwa, Semei Kakungulu, Nuwa Mbaguta, Nabongo Mumia etc.
- Others resisted against colonial rule.eg. Kabaka Mwanga, Omukama Kabalega, Chief Awich, etc.

COLONIAL RESISTERS IN EAST AFRICA.

Resisters were the East African natives who opposed colonial rule.

Ways the East African natives resisted against colonial rule.

- Through staging rebellions.
- Through forming boycotts.
- Through forming riots and demonstrations.
- Through forming trade unions.

Examples of colonial resisters in East Africa.

- Omukama Kabalega of Bunyoro.
- Kabaka Mwanga of Buganda.
- Chief Siki of the Nyamwezi.
- Chief Mkwawa of the Hehe.
- Abushiri Bin Salim.
- Kinjikitire Ngwale of Tanzania.
- Dedan Kimathi of Kenya.
- General China of Kenya.
- Chief Meli of the Chagga.
- Chief Awich of Payera in Acholi.

East African communities that strongly resisted against colonial rule.

- Banyoro of Uganda.
- Hehe of Tanzania.
- Ngoni of Tanzania.
- Yao of Tanzania.
- Matumbi of Tanzania.
- Nandi of Kenya.
- Kikuyu of Kenya.
- Acholi of Uganda.

Causes for the resistance against colonial rule in East Africa.

- Colonial rule was harsh and oppressive to the natives.
- Loss of powers by kings and chiefs.
- Loss of fertile land by the natives.
- Acquisition of military skills from world wars.
- Denial of the natives equal representation on the LEGCO.
- Imprisonment of the native nationalists.

Reasons why East African natives resisted colonial rule.

- To oppose heavy colonial taxes.
- To protect their independence.
- They wanted to regain their lost lands
- To oppose forced labour on plantations.
- To fight against the harsh and oppressive colonial rule.

Reasons why resistance against the colonial rule in East Africa was defeated / unsuccessful.

- The natives had inferior weapons.
- Disunity among the people of Uganda.
- The natives never had strong standing armies.
- The colonialists had better fighting skills.

REBELLIONS AGAINST COLONIAL RULE IN EAST AFRICA.

- *A rebellion* is an occasion when people choose to fight those in authority.
- It is a violent act staged by many people in a country against unlawful acts by the government.
- Rebellions against colonial rule were led by the African natives who had acquired education and military skills.

Examples of rebellions staged against colonial rule in East Africa.

- Nyangire rebellion in Bunyoro
- Abushiri revolt in Tanzania.
- Hehe rebellion in Tanzania
- Maji Maji rebellion in Tanzania.
- Mau Mau rebellion in Kenya.
- The Nandi resistance in Kenya.

- **Lamogi rebellion in Acholi**
- **Mwanga's rebellion in Buganda**
- **The Sudanese mutiny**

(i) <u>Maji-Maji rebellion in Tanganyika.</u>

The Maji-Maji rebellion was the most fierce and greatest rebellion in Tanganyika (German East Africa)

It took place between 1905 and 1907.

It was led by <u>Kinjikitire Ngwale</u> in the Rufiji valley.

The fighters mixed flour with water got from River Rufiji and smeared their bodies for protection hence the name Maji Maji rebellion.

They believed that this mixture would turn the bullets from Germans' guns into water.

The Ngoni, Matumbi, Yao and other Tanganyikans participated in the Maji Maji rebellion.

<u>Causes of the Maji-Maji rebellion.</u>

- **The harsh treatment of the natives by the German administrators (Akidas and Jumbes)**
- **Forced cotton growing.**
- **Heavy taxation of the local people.**
- **Some people had lost their land to German settlers.**
- **The need to regain independence.**
- **Germans' arrogance and disrespect of African cultures.**
- **The replacement of German rulers by Akidas and Jumbes.**

<u>Results of the Maji-Maji rebellion.</u>

(a) <u>Positive effects.</u>

- **African workers were paid higher wages than before.**
- **Medical and education services were improved.**
- **The natives were allowed to grow cash crops.**
- **The Germans changed from direct rule to indirect rule.**
- **The taxes paid by Africans were reduced.**

(b) <u>Negative effects</u>

- **It led to destruction of property.**
- **There was great famine in areas affected.**
- **Many people lost their lives.**
- **It led to displacement of many people.**



Maji Maji fighters

(ii) <u>The Mau-Mau rebellion in Kenya.</u>

It was staged between 1951-1956.

Mau-Mau stands for Mzungu Arudi Ulaya Mwafrika Apate Uhuru meaning "Let Europeans go to Europe so that the Africans can get their independence"

The Mau Mau rebellion was staged by Kikuyu against the British land policy in which Africans became squatters.

The military leaders of the Mau-Mau movement were <u>Dedan Kimathi</u> and <u>General China.</u>

Its political leaders were <u>Jomo Kenyatta</u> and <u>James Gichuru</u>.

The Mau Mau fighters hid in the Aberdare ranges which had thick forests making it difficult to be traced by the British troops.



Jomo Kenyatta was the political leader of Mau Mau rebellion.

<u>Causes of the Mau-Mau rebellion.</u>

- **Loss of fertile land by the Kenyan natives.**
- **Heavy taxes and high prices for goods.**
- **Unbalanced representation on the LEGCO.**
- **Denial of the Africans to grow their own cash crops.**
- **Forced labour on plantations.**

- **To demand for independence.**
- **Under payment of African workers.**

Main aims of the Mau-Mau Rebellion.

- **To liberate African land from the white settlers.**
- **To end racial segregation (colour bar policy) and the Kipande system.**
- **To force the British grant independence to Kenyans.**

Reasons why the Mau Mau rebellion took long to end.

- **It involved skilled fighters.**
- **It involved many Kenyan societies.**
- **The fighters hid in the mountains and thick forests making it hard to be traced.**

The Reaction of the British towards the Mau Mau rebellion in Kenya.

- **They declared a state of emergency in Kenya.**
- **They banned African political organisations.**
- **They restricted the movement of the people.**
- **Many Africans were imprisoned.**



Mau Mau fighters

Effects of the Mau Mau Rebellion.

(a) Positive effects.

- **The colour bar policy was ended.**
- **It speeded up the independence process of Kenya.**
- **Kenyans regained the freedom to grow their own cash crops.**
- **It developed the spirit of nationalism in Kenya.**
- **The rights of the Kenyans were respected.**

(b) Negative effects.

- **Many people lost their lives.**
- **A lot of property was destroyed.**
- **Many people were displaced from their homes.**
- **People lived in fear of death.**
- **Many people were forced into reserves and detention camps.**
- **Prisoners suffered harsh treatment and poor living conditions.**

(iii) Abushiri rebellion in Tanganyika.

It was the first rebellion to be staged against colonial rule in Tanganyika.
It was started in 1888 by the people of Pangani and it spread to the coastal areas of Tanganyika.
Its leader was an Arab called Abushiri Bin Salim and an African chief called Bwanaheri.
Abushiri Bin Salim was eventually defeated by the Germans and they hanged him.
The people of the coast were forced to accept German rule.

Causes of the Abushiri revolt.

- **Loss of political power and control over slave trade .**
- **The collection of taxes at the coast by Germans.**

Effects of the Abushiri revolt.

- **Many people lost their lives.**
- **A lot of property was destroyed**
- **The tax rates were reduced.**
- **It led to outbreak of famine.**

(iv) The Hehe Rebellion in Tanzania.

It was staged by the Wahehe people of Tanganyika in 1891.
It was led by chief Mkwawa.
To avoid being captured, Mkwawa hanged himself.
His head was cut off by the Germans and was taken to Germany for scientific research on Africans' brain to see how it functions.



Chief Mkwawa

Causes of the Hehe rebellion.

- **Chief Mkwawa wanted to regain control over trade in his area.**
- **The introduction of heavy taxes by the Germans.**
- **The massive killing (massacre) of Mkwawa's peace delegation by the Germans.**

Effects of the Hehe rebellion.

- **It led to outbreak of famine.**
- **It led to displacement of people.**
- **It led to death of many people.**
- **A lot of money was spent by the Germans to end the rebellion.**
- **It led to destruction of property.**

(v) Nyangire rebellion (1907)

Nyangire means I have refused
It was staged by the Banyoro and led by Omukama Kabalega
The main cause was "The Banyoro never wanted to be ruled by the Baganda chiefs who were the agents of the British.
These Baganda chiefs were collaborating with the British.
Note:

- ✓ *On 9th April,1899, Kabalega was captured by the British together Mwanga of Buganda.*
- ✓ *Both of them were exiled to* ***Seychelles islands.***
- ✓ *Kabalega spent 24 years in exile. He was given permission to return to Bunyoro in 1923 but died in Jinja on April 6th, 1923.*
- ✓ *Mwanga died from exile in 1903.*

(vi) The Lamogi rebellion

It was staged between 1911-1912 by the people of the Acholi against the British
It was led by chief Awich of Payera in Acholi land.
The main cause was forced gun registration policy by the British.
The British wanted the people of Acholi to register their guns and pay taxes for them.
It was a tactical way of disarming the Acholi.
The Acholi were later defeated and disarmed.

(vii) The Sudanese Mutiny

A mutiny is a rebellion staged by members of an armed force against their officers.
The Sudanese Mutiny was staged in 1897-1878 by the Sudanese soldiers against the British.
These soldiers were stationed at Eldama Ravine in the present day Kenya complained of little pay and delayed salaries.
They marched towards Kampala, killing and looting as they went.
The rebellion came to end with the help of Sir Apollo Kaggwa.

Why the Sudanese soldiers staged a mutiny.

- **They were underpaid.**
- **They were underfed.**

- ❖ They were tired of fighting.
- ❖ They wanted their living conditions to be improved.

The effects of the rebellions against colonial rule in East Africa.

- ❖ They led to death of people.
- ❖ They led to displacement of people.
- ❖ They led to destruction of property.
- ❖ Some traditional leaders were exiled.
- ❖ They brought suffering and misery to the Africans.
- ❖ They united Africans in their fight against colonial rule.
- ❖ They promoted African nationalism.
- ❖ They helped Africans to protect themselves from oppression.

THE RISE OF AFRICAN NATIONALISM AND THE STRUGGLE FOR INDEPENDENCE IN EAST AFRICA.

Nationalism is the feeling of love for and pride in one's country.

A nationalist is a person who has strong feeling of love for his / her country.

These nationalists united people in their struggle for independence.

Patriotism is the feeling of love for one's country and willingness to defend it.

Factors that led to the rise of African nationalism.

- ❖ The formation of political parties.
- ❖ Acquisition of European education.
- ❖ Harassment of the natives by colonialists.
- ❖ The influence of World War II.

The second world war contributed to the demand for independence in the following ways;

- ❖ African war veterans acquired guns
- ❖ African war veterans learnt new military skills.
- ❖ The war gave Africans courage to fight for their independence.
- ❖ The war united many African nationalists.

The prominent nationalists in East Africa include:

- Julius Nyerere
- Jomo Kenyatta
- Apollo Milton Obote
- Ignatius Kangave Musaazi
- Benedicto Kiwanuka
- Tom Mboya
- James Gichuru
- Dedan Kimathi

THE STRUGGLE FOR INDEPENDENCE IN EAST AFRICA.

Independence is the state of being free from social, political and economic oppression.

National independence is the state when a country is free from control of another country.

The struggle for independence in East Africa was in two forms.

These were;

(i) Peaceful struggle.

(ii) Armed struggle.

Peaceful struggle is when the East African natives used non-violent means to demand for independence.

It was mainly used by the natives in Uganda.

The peaceful means of demanding for independence included;

-Formation of political parties.

-Formation of boycotts.

-Peaceful demonstrations.

Armed struggle is when the East African natives used violent means/ fire arms to demand for their independence.

It was mainly used by the natives in Kenya.

Qn:*How was the attainment of Uganda's independence different from that of Kenya?*

-Uganda got her independence through peaceful struggle while Kenya got hers through armed struggle.

Reasons why the Ugandan natives demanded for independence.

a) Economic reasons.

- **They wanted to regain their lost land.**
- **They wanted to be free from unfair colonial policies.like paying heavy taxes.**
- **They wanted to have control over their natural resources.**
- **They wanted to have fair prices for goods.**

b) Political reasons.

- **They wanted to participate in choosing their own leaders.**
- **Traditional leaders wanted to regain their lost powers.**
- **They wanted to have equal representations on the Legislative council (LEGCO).**

c) Social reasons

- **They wanted to end racial segregation by the Whites.**
- **They wanted to revive African culture.**
- **They wanted to be free from forced labour.**
- **They wanted to have access to better social services.**
- **They wanted to have their rights respected by the Whites.**

Problems the people of East Africa faced during their struggle for independence.

- **Some of them were imprisoned.**
- **Some of them were murdered.**
- **Some political parties were banned.**
- **Some had their movements restricted to particular places.**
- **Disunity among all people in Uganda.**
- **Some African natives were tortured.**
- **Some of them were sent into exile. For example -Sir Edward Muteesa II who was exiled to Britain in 1953 by Sir Andrew Cohen.**

THE FORMATION OF POLITICAL PARTIES IN EAST AFRICA.

A political party is an organisation comprising of people with the same political ideologies and goals.

Political parties were formed mainly to demand independence.

They united people in their struggle for independence.

Why political parties were formed during colonial rule.

- **To unite people in their struggle for independence.**
- **To deal with common problems affecting people.**
- **To defend and fight for rights of Africans.**
- **To protest harsh government laws and policies.**
- **To advise the government.**

Examples of political parties that were formed in Uganda before independence

- **Uganda National Congress (UNC)**
- **Uganda People's Congress (UPC)**
- **Uganda Patriotic Movement (UPM)**
- **Democratic Party (DP)**
- **Kabaka Yekka (KY)**
- **United Congress Party (UCP)**

The Uganda National Congress (UNC)

It was the first political party to be formed in Uganda

It was formed by Ignatius Kangave Musaazi and Abu-baker Kakyama Mayanja in 1952

Objectives of UNC

- **To struggle for Uganda's independence.**
- **To unite all Ugandans for a common goal.**
- **To promote democracy in Uganda.**
- **To promote the economy in the interests of Uganda.**

Challenges faced by UNC

- **It faced a strong opposition from the Lukiiko**
- **Internal problems by party leaders.**



Ignatius Kangave Musaazi

Democratic Party (DP).

It was formed by Joseph Kasolo in 1954.
Joseph Kasolo was the first leader of DP and later was replaced by Matayo Mugwanya in 1956.
Matayo Mugwanya was replaced by Benedicto Kiwanuka in 1958.
DP was mainly for Catholics.
In 1961, General elections were held and DP won the elections followed by UPC.
This made Benedicto Kiwanuka who was the leader of DP by then become the first Chief Minister of Uganda.



Benedicto Kiwanuka

Reasons for the formation on DP.

- **To demand for Uganda's independence.**
- **To protect the rights of the Catholics mainly in the government.**

United Congress Party.

- **It was led by David Lubega.**
- **It support traditional rulers and supported a federal system of government.**

Uganda People's Union (UPU)

- **It was formed in 1959 by the members of the LEGCO representing various districts outside Buganda.**
- **It was led by Wilberforce Nadiope.**

Uganda People's Congress (UPC)

- **It was formed on March 10th 1960 and Dr. Milton Obote was chosen to be its leader.**
- **UPC was formed by splinter members of UNC and UPU.**
- **It made an alliance with Kabaka Yekka party and won the 1962 general elections leading Uganda to independence.**
- **Its main objective was to lead Uganda to independence.**



Dr. Apollo Milton Obote

Kabaka Yekka (KY).

- **It was formed by Simeon Masembe and Augustine Kamya who were the members of Buganda Lukiiko.**

Objectives of Kabaka Yekka.

- **To defend the Kabaka and his Kingdom.**
- **To promote the interests of Buganda kingdom and the Kabaka in the politics of Uganda.**

Note:

- ✓ ***KY*** *made an alliance with* ***UPC*** *which gave UPC more strength to win* ***DP*** *in the 1962 general elections.*
- ✓ ***An Alliance*** *refers to uniting of people, states or parties to achieve a common goal.*

THE FORMATION OF POLITICAL PARTIES IN KENYA.

- **Kenya African Union (KAU)**
- **Kenya African National Union (KANU)**
- **Kenya African Democratic Union (KADU)**
- **The East African Association (EAA)**
- **Kenya African National Congress (KANC)**

The Kenya African Union (KAU).

- **It was the first political party to be formed in Kenya.**
- **It was formed in 1944 and James Gichuru was its first president.**
- **Kenyatta joined it in 1944 and he became its president in 1946.**
- **KAU was banned in 1953 and Kenyatta was imprisoned in the same year.**

The Kenya African Democratic Union (KADU)

- **It was formed in 1960 by the people of Northern Nyanza and the coast.**
- **Its leaders were Mr Ronald Ngala, Mr Masinde Muliro and Mr Moi Daniel.**

The Kenya African National Union (KANU).

- **In March 1960, most of the African leaders on the Legislative council formed the Kenya African National Union (KANU) with Mr.James Gichuru as its president and Mr. Oginga Odinga as the vice president.**
- **In 1962, Mzee Jomo Kenyatta replaced James Gichuru as its president.**
- **In the same year, KANU led Kenya to its independence under Jomo Kenyatta.**

  Note:
  - *KANU won the I961 general elections but refused to form a government until August 1961 when Jomo Kenyatta was released.*
  - ***Kenyatta*** *became the first president of KANU with* ***Oginga Odinga*** *as the Vice president and* ***Tom Mboya*** *as the secretary general.*
  - *In May 1963, the second national elections were held. KANU won the elections against KADU.*
  - *On Madaraka day,1st June 1963, Kenya got her internal self government a government which led Kenya to independence.*
  - *On 12th December 1963, Kenya became the last East African country to become independent.*
  - ***Prince Philip*** *handed over the instruments of power to Prime Minister* ***Jomo Kenyatta*** *in the Uhuru Stadium in Nairobi.*

THE FORMATION OF POLITICAL PARTIES IN TANZANIA.

- **Tanganyika African National Union (TANU)**
- **United Tanganyika Party (UTP)**
- **Tanganyika African Association (TAA)**

Tanganyika African Association (TAA).

- **The Tanganyika African Association (TAA) was the first political party to be formed in Tanganyika.**
- **It was formed in 1929 by a group of young educated Africans to demand for self-government for Tanganyika.**
- **Its leaders were A.Bomani, B.Humanko and S.Kondoro until 1953 when Dr. Nyerere was elected as its president.**

Tanganyika African National Union (TANU).

- **When Mwalimu Kambarage Nyerere was elected President, he reorganised TAA and transformed it into an effective organ of National politics.**
- **On 7 July 1954, the name TAA was changed to Tanganyika African National Union (TANU) with Nyerere as its leader.**

- **Through this party, Nyerere mobilised his fellow natives to demand for independence.**

Objectives of TANU.

- **To end tribalism in Tanganyika.**
- **To prepare for self-government.**
- **To abolish of racism.**
- **To promote cooperation between trade unions and cooperatives.**
- **To have more Africans in the civil service.**

Roles played by political parties in the demand for independence.

- **They demanded for the independence of East African countries.**
- **They united the natives in the struggle for independence.**
- **They defended and fought for the rights of Africans.**
- **They demanded the release of the nationalists who had been imprisoned.**
- **They dealt with common problems affecting Africans.**
- **They opposed discrimination of the natives by the colonialists.**
- **They served as a voice for Africans against colonialism.**
- **They protested the harsh colonial policies like forced labour.**

Challenges faced by political parties in the struggle for independence.

- **Some political parties were banned.**
- **Imprisonment of political leaders.**
- **Shortage of funds.**
- **Lack of support from all communities.**
- **Disunity among the East African natives.**

Effects of the struggle for independence.

(a) Positive effects

- **The natives got independence from the colonialists.**
- **The natives got representatives on the Legislative council.**
- **The living conditions of the natives were improved.**
- **It increased the spirit of nationalism among the natives.**
- **Many Africans nationalists were released from prisons.**
- **The rights of the East African natives were respected by the colonialists.**
- **It ended discrimination among races in East Africa.**
- **It promoted unity and brotherhood among East African natives.**

(b) Negative effects.

- **Many people lost their lives.**
- **It led to destruction of property.**
- **Many African nationalists were imprisoned.**
- **Many political parties were banned**
- **It led to separation of families.**
- **There was outbreak of famine in areas affected by rebellions.**
- **Many African natives suffered harsh treatment and poor living conditions.**

THE ACHIEVEMENT OF INDEPENDENCE IN EAST AFRICA.

Country	*Colonised by*	*Independence from*	*Date of independence*	*Party that led it to independence.*	*First executive president*
Tanzania	Germany	Britain	9th Dec, 1962	TANU	Julius Nyerere
Rwanda	Germany	Belgium	1st July,1962	Parmehutu	Gregoire Kayibanda
Burundi	Germany	Belgium	1st July,1962	UPRONA	Mwami Mwambutsa
Uganda	Britain	Britain	9th Oct, 1962	UPC	Apollo M. Obote
Kenya	Britain	Britain	12th Dec, 1963	KANU	Jomo Kenyatta

Note:

- ✓ ***Parmehutu*** *stands for* ***Party of the Hutu Emancipation Movement*** *(French: Parti du Mouvement de l'Emancipation Hutu)*
- ✓ ***UPRONA*** *stands for* ***Union for National Progress*** *(French: Union pour le Progrès national).*
- ✓ *It was founded by* ***Louis Rwagasore*** *in 1960*
- ✓ *On* ***9th October,1962****, Uganda was granted independence by* ***Sir Walter Coutts*** *who was a British governor of Uganda by then.*
- ✓ *The national celebration of Uganda's independence took place at* ***Kololo Heroes' ground****.*
- ✓ *The British flag (Union jack) was lowered as the British anthem (God save the Queen) was being played, and the Uganda national flag was raised for its first time as the Uganda national anthem was being played.*
- ✓ *The Uganda national flag was raised for its first time by* ***Maj. Akorimo Kanuti.***
- ✓ *Dr.Apollo Milton Obote received the* ***instruments of power*** *from* ***Prince Edward George Nicholas the Duke of Kent*** *who had represented the Queen of England. These included the national constitution, national flag, a dummy key to state house and the national coat of arms.*
- ✓ ***Self government*** *is when the citizens of a country are in charge of the central government administration but under protection of another powerful country.*
- ✓ *Uganda gained self government in 1962.*
- ✓ ***Sir Edward Muteesa II*** *was the first non-executive president of Uganda.*
- ✓ *In 1963* ***Sir Edward Muteesa II*** *was appointed President of Uganda. He was the head of state but had no powers to govern.*
- ✓ *The leader of Uganda after independence was called* ***Executive Prime Minister****.*
- ✓ ***Obote*** *became the first executive prime minister of Uganda.*
- ✓ ***Benedicto Kiwanuka*** *was unable to become the first executive Prime minister because his party lost to an alliance of UPC and KY in the 1962 elections.*

INDEPENDENCE MOVEMENT LEADERS IN EAST AFRICA.

(famous Nationalists in East Africa)

Sir Edward Muteesa II



- **He was a son and a successor of Kabaka Daudi Chwa II.**
- **He was the first president of Uganda.**
- **He was exiled to Britain by Sir Andrew Cohen for rejecting the formation of the East African Federation by the British.**
- **He became the first president of Uganda and was overthrown by Dr.Apollo M.Obote when he attacked his palace in 1966.**

Apollo Milton Obote.



- **He was the leader of Uganda People's Congress (UPC) which led Uganda to independence.**
- **He led the alliance of Kabaka Yekka and UPC in the 1962 elections against Benedicto Kiwanuka of Democratic Party (DP).**
- **When the alliance won the elections, Obote became the first executive prime minister of Uganda in 1962.**
- **He made Uganda a Republic through the Republican constitution of 1967.**
- **He abolished cultural institutions in Uganda.**

Benedicto Kiwanuka.



- **He led DP against UPC in the 1961 elections.**
- **He became the first chief Minister of Uganda after winning the 1961 General Elections.**
- **He was one of the founding leaders of the Democratic Party (DP).**
- **He also became the first African leader of the Legislative Council in Uganda.**

Ignatius Kangave Musaazi.



- **He formed the Uganda African farmers' Union in 1947 to demand equal rights and opportunities for the Uganda farmers.**
- **In March 1952, he formed the first national political party in Uganda called the Uganda National Congress (UNC) with Abu Mayanja.**
- **For this reason, Musaazi is recognised as a heroe in the history of Uganda and father of nationalistic politics.**

Jomo Kenyatta (Johnston Kamau Wangengi)



- **His original name was Johnston Kamau.**
- **He was named Kenyatta which means "Kenya's lamp".**
- **He led Kenya to independence under KANU.**
- **He was one of the political leaders of Mau Mau rebellion.**
- **In April 1953,Kenyatta was found guilty of leading Mau-Mau rebellion and he was sentenced to seven years' imprisonment.**
- **He was the president of Kenya from 1963 til his death on 22nd August 1978. He was succeeded by Daniel Arap Moi his vice president.**

James Gichuru.



- **He was the minister of defence in Kenya's cabinet after independ**
- **He was one of the founders of African National Union.**
- **He was once the president of the Kenya African National Union.**

Tom Mboya.



- **He was the founder of the Kenya Local Government Workers' Union.**
- **He was one of the founder members and the first Secretary general of KANU.**
- **He was the Minister for Economic planning in the Kenyan government after independence until his assassination in 1969.**

Daniel Arap Moi.



- **He was one of the founder members of the KANU.**
- **He was a minister in the KANU government after independence.**
- **In 1967 he became the vice president and in 1978 he became the president of Kenya up to 1998 when he retired.**

Harry Thuku.

He was a founder of the younger Kikuyu Association which later changed to the East African Association in 1920.

He was a member of KAU and KANU until his death in 1970.

Oginga Odinga.



- He was one of the founder members and first vice president of KANU.
- He and others worked hard to get Kenyatta out of prison.
- He was the first Vice President of Kenya after independence.
- He founded the Kenya People's Union in 1967.

Dedan Kimathi.

- He was one of the military leaders of the Mau-Mau freedom fighters.
- The other military leader was General China.
- He was captured and executed by British forces on 15th Feb 1957.

Ronald Ngara.

- He was elected to the LEGCO in 1957.
- He was the first president of KADU.
- He was a cabinet minister in the government of Kenyatta until his death in 1972.

Julius Nyerere.



- He changed Tanganyika African Association into TANU.
- He founded the TANU.
- He was the first Chief Minister of Tanganyika in 1961.
- He led Tanganyika to independence under TANU.
- He retired from office in 1985 and was succeeded by Ali Hassan Mwinyi.

Achievements of Julius Nyerere for Tanzania.

- He united Tanganyika and Zanzibar to form Tanzania in 1964
- He was one of the founders of the Organisation of African Unity (OAU).
- He united the people of Tanganyika and made them into one nation.
- He improved the education in Tanzania.
- He made Kiswahili the national language of Tanzania.

EFFECTS OF COLONIAL RULE IN EAST AFRICA.

Political effects	Positive	❖ New states were created in Africa. ❖ Africans learnt new leadership skills. ❖ New systems of administration were introduced in East Africa.
	Negative	❖ Africans lost their independence to the colonialists. ❖ Africans were denied political rights. ❖ Traditional leaders lost their powers. ❖ Creation of new states led to separation of communities.
Social effects	Positive	❖ Formal education was introduced. ❖ Foreign languages were introduced in Africa. ❖ Social service centres like schools, hospitals were built.
	Negative	❖ Africans were segregated. ❖ It led to displacement of people. ❖ It led to loss of African culture.
Economic effects	Positive	❖ It led to development of towns and trading centres. ❖ Many cash crops were introduced in Africa.

		❖ It led to development of infrastructure like roads, industries. ❖ New forms of currency were introduced.
	Negative	❖ Heavy taxes were imposed on Africans. ❖ African local industries collapsed. ❖ It led to over exploitation of East Africa's natural resources.

POST INDEPENDENCE EAST AFRICA.

Post independence East Africa involves the changes that have taken place in East African countries since independence.

A number of changes have taken place in East African countries since independence.

Some of them include:

- **Formation of republics.**
- **Change of governments and leaders.**
- **Formation of political parties.**
- **Formation of the East African community.**
- **Development of transport and communication lines.**
- **Development of infrastructure like airports, railway lines, roads, banks, hotels etc.**
- **Development of industries.**
- **Development in technology.**
- **Development in trade.**

FORMATION OF REPUBLICS IN EAST AFRICA.

A Republic is a state or a country that is governed by a president who is elected by the people.

East African countries became republics in different years under different leaders and governments.

Country	*Year when it became a Republic*	*Leader/ executive president*
Rwanda	**1962**	**Gregoire Kayibanda.**
Kenya	**1963**	**Jomo Kenyatta**
Tanzania	**1964**	**Julius Nyerere**
Burundi	**1966**	**Michael Micombero**
Uganda	**1967**	**Dr. Apollo M.Obote**

Note:

- ✓ ***The 1967 constitution*** *made Uganda become a Republic.*
- ✓ *Obote became the president with more executive powers and William Wilberforce Nadiope as the vice president.*
- ✓ *The 1967 constitution also abolished all kingdoms (cultural institutions in Uganda). These included Buganda, Bunyoro, Ankole etc.*
- ✓ *Tanzania became a republic on 22nd April 1964 after the union of Zanzibar and Pemba with Tanganyika.*
- ✓ *The three states formed Tanzania with* ***Julius Nyerere*** *as the president and* ***Sheik Abeid Karume*** *as the first vice president and* ***Rashid Kawawa*** *as the second vice president.*

FORMATION OF POLITICAL PARTIES.

A political party is a organisation consisting of people with the same political ideologies and goals.

There are many political parties which have been formed in East Africa since independence.

Current political parties in Uganda.

- **National Resistance Movement (NRM)**
- **Forum for Democratic Change (FDC)**
- **Peoples Progressive Party (PPP)**
- **Peoples Development Party (PDP)**
- **Justice Forum (JEMA)**
- **Uganda People's Congress (UPC)**

Current political parties in Kenya.

- **Jubilee party**
- **Orange Democratic Movement (ODM).**
- **National Rainbow Coalition (NRC)**
- **People's Party of Kenya (PPK).**
- **Party of Independent Candidates of Kenya (PICK)**
- **Democratic Party (DP).**
- **United Democratic Movement (UDM).**

Current political parties in Tanzania

- **Chama Cha Mapinduzi (CCM)**
- **Labour Party (LP)**
- **United Democratic Party (UDP).**
- **National Convention for Construction and Reform (NCCR)**

Current political parties in Rwanda.

- **Rwandan Patriotic Front (RPF)**
- **Rwanda Socialist Party**
- **Christian Democratic Party.**
- **Islamic Democratic Party.**
- **Social Democratic Party.**
- **Party for Progress and Concord.**
- **Liberty Party.**

Current political parties in Burundi

- **National Council for the Defence of Democracy (NCDD)**
- **Independent Labour Party (ILP)**
- **Union for National Progress (UPRONA)**
- **Front for Democracy in Burundi (FDB)**
- **Liberal Party (LP).**

Ruling political parties in East Africa.

Country	*Party*	*Leader*
Uganda	National Resistance Movement Organisation	H.E Yoweri Kaguta Museveni
Kenya	Jubilee party	Uhuru Kenyatta
Tanzania	Chama Cha Mapinduzi	John Pombe Magufuli
Rwanda	Rwandan Patriotic Front	Paul Kagame
Burundi	National Council for the Defense of Democracy	Evariste Ndayishimiye

Reasons for the formation of Political Parties in East Africa today.

- **To advise the government**
- **To defend and fight for the rights of the people.**
- **To deal with common problems affecting people.**
- **To demand for improvement of welfare of the people.**
- **To protest the harsh government laws and policies.**

LEADERS OF EAST AFRICAN COUNTRIES SINCE INDEPENDENCE.

East African countries have had various governments and leaders of government since independence.

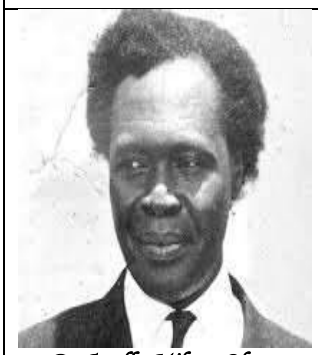
Factors that have led to change of governments/ leaders in East African countries.

- **Dictatorship among leaders.**
- **Lack of respect for human rights**
- **Bad governance**
- **Death of leaders in power.**
- **Political persecution**
- **Military coups.**

Presidents of Uganda since independence.

- **Sir Edward Muteesa II (9th Oct, 1962 – 2nd March, 1966)**
- **Dr.Apollo Milton Obote I (2nd March, 1966 – 25th Jan, 1971)**
- **Idi Amin Dada (25th Jan, 1971 – 11th April, 1979)**
- **Prof. Yusuf Kironde Lule (11th April, 1979 – 20th June, 1979)**
- **Godfrey Lukongwa Binaisa (20th June, 1979 – 12th May, 1980)**
- **Paulo Muwanga (12th May, 1980 – 15th Dec, 1980)**
- **Dr. Apollo Milton Obote II (17th Dec, 1980-27th July, 1985)**

- **Gen.Tito Okello Lutwa (27th July, 1985 – 26th Jan, 1986)**
- **H.E Yoweri Kaguta Museveni (26th Jan, 1986 up to date)**

 *Sir Edward Muteesa II*	❖ **Sir Edward Muteesa II was born on 19 November 1924 and died on 21 November 1969.** ❖ **He was the Kabaka of the Kingdom of Buganda in Uganda from 22nd November 1939 until his death in 1969.** ❖ **He was the thirty-fifth Kabaka of Buganda.** ❖ **The foreign press often referred to him as King Freddie, a name rarely used in Uganda.** ❖ **He was the first president of Uganda.** ❖ **He had no executive powers.(the executive powers were under the prime minister)** ❖ **His vice president was Sir Wilberforce Nadiope.** ❖ **In 1953, he was exiled to Britain by Sir Andrew Cohen for rejecting the proposed East African federation.** ❖ **In 1966, he was exiled to Britain by Apollo M.Obote who attacked his palace. This attack was led by Idi Amin Dada.**
 *Dr Apollo Milton Obote.*	❖ **He was born in Akokoro village in Apac district in Northern Uganda.** ❖ **Apollo Milton Obote was born on 28th December 1925 and died on 10 October 2005.** ❖ **he was a Ugandan political leader who led Uganda to independence in 1962 from British colonial administration.** ❖ **He was the first Prime Minister of Uganda from 1962 to 1966 and President of Uganda from 1966 to 1971, then again from 1980 to 1985. He was overthrown by Idi Amin in 1971, but regained power in 1980 a year after Amin's 1979 overthrow.** ❖ **He became the first executive president of Uganda.** ❖ **He attacked the Kabaka's palace in 1966 and exiled Kabaka Muteesa II to the Britain. This caused the Kabaka crisis of 1966.** ❖ **He abolished all kingdoms in Uganda.** ❖ **He declared Uganda a republic in 1967.** **Note:-*A republic*** *is a country headed by a democratically elected president.* ❖ **He died in exile in Zambia in 2005.**
 *Idi Amin Dada*	➢ **From 25TH Jan, 1971-11th April, 1979 (8yrs,76 days)** ❖ **He was born in 1925 and died on 16th August 2003.** ❖ **He was born to a Kakwa father and a Lugbara mother.** ❖ **He was a Ugandan military officer who served as the President of Uganda from 1971 to 1979** ❖ **He overthrew Obote through a coup.** ❖ **Obote had travelled to Singapore to attend a commonwealth conference.** **Forms of human rights abuse during Amin's regime.** ❖ **He banned all political parties in Uganda.** ❖ **He imprisoned those who opposed him.** ❖ **He killed those who opposed him.eg.Ben Kiwanuka.** ❖ **Other political opponents were kidnapped never to be seen again.**

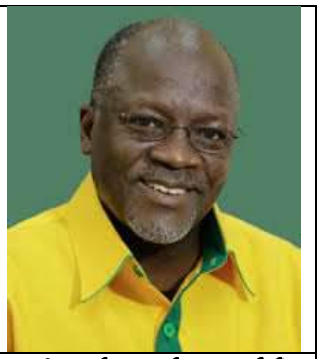
	❖ He expelled all Asians and the British in 1972 and declared an economic war. ❖ He ruled using decrees (unquestionable laws).There was no parliament during his regime. **Note:** *Amin was overthrown in 1979 when the Ugandans in exile under the Uganda National Liberation Front (UNLF) and the Tanzanian People's Defence Forces attacked Uganda.*
 *H.E Yoweri K, Museveni*	❖ He was born on 15th September 1944. ❖ He started a guerilla war against Obote II's government in 1981. ❖ He took over power from Tito Okello on 26th January, 1986. ❖ He restored kingdoms in 1993.

Presidents of Kenya since independence.

- Jomo Kenyatta 1963-1978.
- Daniel Arap Moi 1978-1998.
- Mwai Kibaki 1998-2013.
- Uhuru Kenyatta 2013 to date.



H.E Uhuru Kenyatta



H.E John Pombe Magufuli

Presidents of Tanzania since independence.

- Julius Nyerere Kambarage 1961-1985
- Ali Hassan Mwinyi 1985-1995
- Benjamin Mkapa 1995-2005
- Jakaya Kikwete. 2005-2015
- John Pombe Magufuli.2015 up to date.

Presidents of Rwanda since independence.

- Gregoire Kayibanda 1962-1973
- Juvenal Habyarimana 1973-1994
- Pasteur Bizimungu 1994-2000
- Paul Kagame 2000 up to date.



H.E.Paul Kagame



H.E Evariste Ndayishimiye

Presidents of Burundi since independence.

- Mwami Mwambutsa 1962-1966
- Ntare V 1966-1966
- Michael Micombero 1966-1976
- Jean-Baptiste Bagaza 1976-1987
- Pierre Buyoya 1987-1993
- Melchior ndadaye July 1993-Oct 1993.
- Cyprien Ntaryamira Feb 1994-April 1994.
- Sylvestre Ntibantunganya 1994-1996
- Pierre Buyoya 1996-2003
- Domitien Ndayizeye 2003-2005
- Pierre Nkurunziza 2005-2020.
- Evariste Ndayishimiye 2020 up to date.



H.E. Salva Kiii of South Sudan

CHALLENGES FACING POST INDEPENDENCE EAST AFRICAN COUNTRIES

Social challenges	*Economic challenges*	*Political challenges*
▪ High levels of illiteracy. ▪ Violation of human rights. ▪ High levels of poverty ▪ Ignorance among the people. ▪ Diseases. ▪ High infant and maternal mortality rate ▪ Teenage pregnancies and early marriages. ▪ Famine. ▪ Poor social service delivery. ▪ Low life expectancy.	▪ Poor transport and communication ▪ Low level of technology. ▪ Wide spread poverty. ▪ High dependency ratio. ▪ High levels of unemployment. ▪ Corruption ▪ Brain drain ▪ Over dependence on foreign aid.	▪ Civil wars and coups ▪ Violation of human rights ▪ High number of refugees. ▪ Dictatorship among leaders. ▪ Political greed among the leaders. ▪ Political instability

Possible solutions to the problems affecting Economic developments in East Africa.

Challenge(s)	*Cause(s)*	*Possible solution(s)*
❖ Famine	▪ Prolonged drought ▪ Civil wars. ▪ Poor farming methods. ▪ Outbreak of crop pests and diseases	▪ By mechanising agriculture. ▪ By encouraging farmers to use modern farming methods. By promoting peace and security in all East African countries. ▪ By encouraging farmers to grow more food crops.
❖ Corruption	▪ Low payments ▪ Delayed payments ▪ Greed for wealth.	▪ By enforcing laws against corruption. ▪ By paying attractive salaries to the workers. ▪ By paying workers in time.
❖ Diseases. ❖ High infant and maternal mortality rate ❖ Low life expectancy.	▪ Poor feeding ▪ Poor medical services in an area	▪ By improving health services in all East African countries.
❖ Civil wars and coups ❖ High number of refugees	▪ Bad governance ▪ Greed for power	▪ By promoting good governance in all East African countries. ▪ By holding peace talks to solve conflicts.
❖ Poor transport and communication	▪ Shortage of funds.	▪ By modernising infrastructure like roads, industries.
❖ High levels of illiteracy ❖ Ignorance among the people.	▪ Social injustice against the girls. ▪ Absence of schools in an area.	▪ By introducing universal education in all East African countries. ▪ By introducing adult literacy programs. ▪ By educating parents on the value of taking children to school
❖ Violation of human rights	▪ Dictatorial rule. ▪ Ignorance about human rights.	▪ By enforcing laws against human rights in East African countries. ▪ By sensitizing people about their rights.
❖ Wide spread poverty. ❖ High levels of unemployment.	▪ Low levels of education. ▪ Diseases ▪ Corrupt government officials	▪ The governments should provide small scale loans to people to start up various projects. ▪ Encouraging people to start up small scale industries.

❖ High dependency ratio. ❖ High population growth.	▪ High birth rate ▪ High migration rate. ▪ Polygamous marriage.	▪ By encouraging the use of family planning methods. ▪ By limiting the number of children in a family by law. ▪ By encouraging girl-child education.
❖ Poor social service delivery	▪ Shortage of funds ▪ Shortage of skilled labour ▪ Corruption. ▪ Poor transport network	▪ By training more skilled labour. ▪ By constructing better roads in the country. ▪ By enforcing laws against corruption.

DEMOCRATIC RULE IN EAST AFRICA

The word democracy comes from a Greek word "Demos" which means people.

Democracy is a system of government that is of the people, by the people and for the people.

Meaning:

- **Of the people**: The government comprises of regular citizens.
- **By the people**: The government is elected by its citizens
- **For the people**: The government is mainly formed to benefit the people.

Democracy is the system of government in which people power is exercised by all people in the country.

A democratic government is a system of government in which power is exercised by all citizens.

Democracy started from the city of Athens in Greece.

Principles of Democracy

- Human rights
- Rule of law
- Political stability
- Government transparency
- Democratic participation

Indicators of democracy in East Africa

- Regular free and fair elections
- Respect for human rights
- Constitutional rule
- Equality of all citizens
- Accessibility to all positions of leadership by all citizens

Advantages of democracy

- ❖ It promotes national unity.
- ❖ It promotes peaceful change of leadership.
- ❖ It promotes equality of all citizens.
- ❖ It promotes the spirit of patriotism and nationalism.
- ❖ It promotes respect for human rights.
- ❖ It controls bad leadership.

Disadvantages of democracy

- ❖ Decision making takes a long time.
- ❖ It is very expensive to exercise.
- ❖ It promotes dictatorship by the majority over the minority.

BASIC RIGHTS OF CITIZENS.

CITIZENSHIP.

Citizenship is the legal right of belonging to a particular country.

A citizen is a person who has the legal right of belonging to a particular country.

How one acquires citizenship of Uganda.

- **Through birth (is the legal right of belonging to a country when one's parents are citizens in that particular country)**
- **Through descent (is the legal right of belonging to a country a person gets when his / her ancestors were citizens in that country)**
- **Through registration. (is the legal right of belonging to a country granted to a foreigner who has applied for citizenship in a particular country)**
- **Through naturalisation (is the legal right of belonging to a country granted to a person after having spent a very long time in a particular country)**
- **Through adoption. (is the legal right of belonging to a country granted to foreigner who was brought up by a person who is a citizen in a particular country)**

Factors that determine one's citizenship.

- **Area of birth**
- **Marriage to a citizen**
- **Citizenship of parents**
- **Nationality law**

Types of citizenship

- **Single citizenship. This is the legal right of belonging to one particular country.**
- **Dual citizenship. This is the legal right of belonging to more than one country.**

Loss of citizenship of Uganda.

- **By spying against your country. (Espionage against Uganda).**
- **By joining the army of an enemy country to fight Uganda.**
- **If one's citizenship was acquired unlawfully/ by fraud.**
- **By denouncing the citizenship.**

Responsibilities/duties/obligations of a citizen

- **To pay taxes promptly**
- **To defend the country**
- **To help in maintaining law and order**
- **To participate in community work**
- **To respect the rights and freedoms of other people**
- **To obey national laws**
- **To be loyal to the rulers or head of state**
- **To register the birth of his or her children**

HUMAN BASIC NEEDS

Basic needs are things which man cannot live without.

Examples of human basic needs

- **Food**
- **Clothes**
- **Shelter**
- **Medical care**
- **Security**

Problems faced when getting human basic needs

- **Poverty**
- **Unemployment**
- **Laziness**
- **Sickness**
- **Poor supply of social services**
- **Corruption**
- **Bad weather changes**
- **Increasing population**

CHILDREN'S RIGHTS

Children rights are basic natural freedoms to which all children are entitled

In Uganda, A child is a person below 18 years of age

Examples of children's rights

- **A right to medical care**
- **A right to play.**
- **A right to protection.**
- **A right to have a name**
- **A right to food**
- **A right to education**

Importance of children's rights

- **They protect children from harm**
- **They promote respect for children**
- **They promote the welfare of children in the society**

Note: ***The Vice chairperson*** *is the local council I committee member who is in charge of protection of children's rights.*

CHILD ABUSE

Child abuse is the violation of children's rights

Forms of child abuse

- **Physical child abuse.**
- **Emotional child abuse.**
- **Psychological child abuse.**

Examples of child abuse practices.

- **Defilement**
- **Child labour**
- **Child neglect**
- **Forced early marriage**
- **Child battering**
- **Kidnapping**

Causes of child abuse

- **Poverty**
- **Parental neglect**
- **Death of parents**
- **Divorce or separation of parents**
- **Indiscipline of children**

Effects of child abuse

- **It leads to death of children.**
- **It causes body deformity.**
- **It leads to early pregnancies.**
- **It can lead to disease infections**

Ways of controlling children abuse

- **By sensitising children about their rights.**
- **By encouraging children to move in groups.**
- **By reporting cases of child abuse to elders.**
- **By educating the public on children's rights**
- **By encouraging children to behave well.**

FUNDAMENTAL HUMAN RIGHTS.

Human rights are basic natural freedoms to which all people are entitled.

Examples of fundamental human rights

- **The right to life**
- **Freedom from discrimination.**
- **Freedom from slavery.**
- **Freedom from unfair detainment.**
- **The right to trial.**
- **Freedom from torture.**
- **We are all equal before the law.**
- **Freedom to move.**
- **The right to seek a safe place to live in.**
- **Every grown up has the right to do a job.**
- **Every grown up has the right to marry.**
- **Right to a nationality.**
- **The right to own property.**
- **Freedom of thought.**
- **Freedom of expression.**
- **The right to democracy.**
- **Right to social security.**
- **The right to education.**
- **The right to food and shelter.**
- **The right to play.**

Human rights violation

This is the denial of the basic human freedoms people are entitled to.

Forms of human rights abuse

- **Torturing of political opponents.**
- **Raping of women.**
- **Killing of political opponents.**
- **Slavery.**
- **Mob justice.**
- **Denial of the freedom of movement.**
- **Imprisonment without trial**
- **Death penalty.**

Causes of mob justice in the society today.

- **Poverty**
- **Ignorance about of the law.**
- **Idleness**
- **Delayed justice**
- **Untrustworthy judicial system**

Dangers of mob justice

- **It causes injuries to the body.**
- **It leads to death of the suspect.**
- **It can lead to destruction of property**
- **It leads to body deformity.**

How mob justice can be controlled in the society.

- **By teaching people about the laws.**
- **By sensitising people about the dangers of mob justice**
- **By ensuring transparency in the judicial system**
- **By creating employment opportunities especially to the youths**

How the government can protect people against the human rights violation.

- **By teaching people about their rights.**
- **By enforcing laws against human rights abuse.**
- **By promoting peace and security in the country.**
- **By forming organisations that ensure the protection of human rights.**

Note: ***The Uganda Human Rights Commission (UHRC)*** *was set up in Uganda to ensure protection of human rights*

Roles that can be played by the citizens in preventing the human rights violation.

- **By respecting other people's rights.**
- **By reporting the cases of human rights abuse.**
- **By helping the police in arresting people who violate human rights.**
- **By sensitising other people about their rights.**

THE ELECTORAL PROCESS IN EAST AFRICA.

The electoral process is the method by which a person is chosen to hold a public office

An election is a formal democratic process of choosing leaders by voting for them.

Types of elections.

- **General elections.**
- **Primary elections.**
- **By-elections**
- **Referendum elections.**
- **Local elections.**

i) General election.

This is a formal democratic process in which people choose leaders at the national level eg. The president, members of parliament.

ii) Referendum election.

This is a formal democratic process in which people choose to accept or reject a political proposal that concerns all citizens in the country.

iii) Local election.

This is a formal democratic process in which people choose leaders at local council level ie. Local council I -V leaders.

iv) **By-election.**

This is a formal democratic process of choosing a leader to fill a vacant political post.

v) **Primary election.**

This is a formal democratic process in which a political party chooses a candidate to contest for a specific office in the general elections.

Causes of by-elections.

- **Death of the incumbent/ post holder.**
- **Resignation of the incumbent.**
- **Long term imprisonment of the incumbent.**
- **Cancellation of the election results by the court of law.**
- **Mental illness of the incumbent.**
- **When vote of no confidence has been made against the incumbent.**

Note: *By-elections lead to loss of government funds when organising them.*

Key activities in the electoral process

- **Voter registration.**
- **Voter education (civic education concerning elections)**
- **Party primary campaigns.**
- **Training of the electoral officials.**
- **Vote casting by registered voters.**
- **Vote counting.**

Organisation of National elections.

The Independent Electoral commission **is the body responsible for organizing and conducting regular free and fair elections in the country.**

It is under the *Ministry of Justice and Constitutional affairs.*

Justice Simon Byabakama is the current chairperson of the Uganda electoral commission.

The chairperson Electoral commission is appointed by the president and approved by the parliament.

General elections in Uganda are conducted after every five years.

Roles of the Electoral commission

- **To register voters and candidates.**
- **To prepare election materials**
- **To count votes and release election results.**
- **To carry out civic education concerning elections/ to carry out voter education.**
- **To demarcate polling stations and constituencies.**
- **To train the electoral officials**

Challenges faced by the Electoral commission in Uganda.

- **Shortage of funds.**
- **Delay of election materials**
- **Poor response from the voters.**
- **Election malpractices.**
- **Dishonest electoral officials.**
- **Voter bribery due to increased poverty among the electorate.**

Possible solutions to the challenges facing the Electoral commission.

- **By carrying out effective voter education. This can help to reduce the number of invalid votes.**
- **By eradicating poverty among the electorate.**
- **By distributing election materials in time.**
- **By punishing dishonest electoral officials.**
- **By providing adequate funds to the electoral commission.**

Importance of elections

- **They promote democracy in the country**
- **They promote peaceful change/ transition of leadership.**
- **They enable people get rid of bad leaders**
- **They enable people to choose their own leaders.**
- **They promote respect for human rights.**

Election malpractices.

These are illegal acts done during elections.
The election malpractices are the various forms of vote rigging.
Some of these practices may lead to cancellation of election results and hence leading to by-elections.

These practices include;

- **Voter bribery.**
- **Multiple voting.**
- **Torturing of opponents.**
- **Campaigning on the Election Day.**

Bad practices that happen during voting.

- **Bribing voters during elections.**
- **Harassing voters of a particular candidate.**
- **Ballot stuffing (putting pre-ticked ballot papers in the ballot box before elections)**
- **Grabbing and stealing ballot papers.**
- **Campaigning on the voting day.**
- **Cheating when counting votes.**

Bad practices that happen after elections.

- **Making fun of the losers of an election.**
- **Mis-recording of election results.**
- **A candidate refusing to accept defeat.**
- **Attacking a voter who has not voted a particular candidate.**
- **Unnecessary delay to announce final results.**

THE ELECTORAL SYSTEMS.

- **Secret ballot system**
- **Open election system**

(i) Secret ballot system

This is a system where a voter is given a ballot paper and secretly selects a person he/she wants.
This is a modern way of voting in the whole world.

Advantages of secret ballot system

- **It promotes friendship among people.**
- **Elections can easily be monitored by computers.**
- **A voter is free from interference.**

Disadvantages of secret ballot system

- **It is very expensive to conduct.**
- **Votes can easily be rigged.**
- **It is difficult to the illiterates and the blind.**
- **Election results take long to be declared.**

(ii) Open elections

These are elections held when everyone is seeing each step.
It is done by lining up behind the candidate or by putting up the hands.
This is the cheapest way of voting in many places.
This was common in the past.

Advantages of open elections

- **They are very cheap to conduct.**
- **Results can not easily be rigged.**
- **It is simple for the illiterates.**
- **It discourages bribery during elections.**
- **Releasing of election results takes a short time.**

Disadvantages of open elections

- **It promotes hatred among people.**
- **It limits people's freedoms.**
- **Some people are easily influenced by others during voting.**

Materials used during the process of elections.

- **Nomination forms. These are forms filled by the candidates and submitted to the Electoral Commission in order to be nominated for the posts they want.**
- **Ballot paper. This is a sheet bearing names and photograph of a candidate standing to be elected on particular post.**
- **A ballot box. This is a box where ballot papers are kept after voting.**
- **Voter's register.This is a list of all the people who register to participate in voting.**
- **Ink. It is used to mark a voter who has finished to vote.**
- **Basins.They are used to provide a safe place to for voters to cast his/her vote.**
- **Biometric machine.This is a machine which proves the details of a voter.**
- **Declaration forms.These are forms where election results are recorded.**

Terms used in elections

- **A Polling station is a place where voting takes place.**
- **A Polling day is the day when voting takes place.**
- **A Polling officer is a person who is in charge of elections at a polling station. He issues out ballot papers, declares results and fills the declaration form.**
- **A Polling assistant is a person who assists a polling officer at a polling station. they check for voters' names, issue out ballot papers, mark voters who have finished voting.**
- **A Polling constable is a person who is in charge of security at the polling station**
- **An Electorate refers to people in a country who qualify to vote.**
- **Proxy is a person who is given authority to vote on behalf of someone who is absent.**
- **Election monitors is a group of people from a foreign country who come to watch over elections.**
- **Voting by proxy is when a person who is absent gives authority to another person to vote on his/her behalf.**
- **The candidates' agent is a person who represents a candidate at a polling station.**
- **An eligible voter is a person who qualifies to vote. He/she must appear on the voters' register of that polling station.**
- **Returning officer is a person in charge of elections in the district or division.**

- **An electoral college is a group of electors who are selected to elect a candidate to a particular office.**
- **A candidate is a person who stands to be voted/contests in an election.**
- **A valid vote is a vote that has been ticked correctly.**
- **An invalid vote is a vote that has been ticked wrongly. It is counted on none of the candidates.**
- **A constituency is an electoral area represented by a member of parliament.**

Note: ***The Citizen's Coalition for Electoral Democracy in Uganda (CCEDU)*** *is the body responsible for monitoring the general elections in Uganda.*



Testing Exercise.

1. **Name the organisation which sponsored the journeys of most European explorers to East Africa.**
2. **State any two reasons for the coming of the European explorers to East Africa.**
3. **Why did most explorers who came to Uganda begin their journeys from Bagamoyo?**
4. **Name the physical feature that attracted most European explorers to Uganda.**
5. **Why did the early explorers to East Africa first go to Zanzibar before travelling to the interior?**
6. **Why was it difficult for the early explorers to Uganda to enter through Kenya?**
7. **Name any one explorer who made two journeys to East Africa.**
8. **Mention any two features in East Africa which were discovered by Henry M. Stanley.**
9. **Why did H.M Stanley circumnavigate Lake Victoria?**
10. **Name the first European explorer to come to East Africa.**
11. **Match the explorers in list A with the information given in list B correctly.**

List A	*List B*
(viii) John Speke	Crossed the Nandi and Masai land successfully.
(ix) Sir Samuel Baker	Circumnavigated lake Victoria.
(x) Joseph Thomson	Saw and named the Ripon falls.
(xi) Henry M. Stanley	Stopped slave trade in Acholi land.

12. **How was Prince Henry the Navigator helpful to the Portuguese explorers who came to East Africa?**
13. **Why were the Portuguese interested in finding the sea route to India?**
14. **Give one reason why the natives along the East African coast refuse to welcome Vasco da Gama.**
15. **Give any two reasons why the Portuguese settled along the East African coast.**
16. **State any two reasons why the Portuguese succeeded in conquering the East African coast.**
17. **Give any two reasons for the decline of the Portuguese rule in East Africa.**
18. **Why did the Portuguese build Fort Jesus at Mombasa?**
19. **Mention any two things which show that the Arabs once lived along the East African coast.**
20. **Give one way Fort Jesus contributes to the economic development of Kenya.**
21. **State any two effects of the coming of the European explorers to East Africa.**
22. **How did exploration work lead to colonisation of East Africa?**
23. **State any three problems that were faced by the early explorers to East Africa.**
24. **How is a Protectorate different from a Colony?**
25. **Give any two reasons for the coming of the European colonialists to East Africa.**
26. **Give the meaning of each of the following;**
    (i) **Scramble for Africa.**
    (ii) **Partition of Africa.**
27. **What role did Chancellor Otto Von Bismarck play towards colonisation of Africa?**
28. **Name any one East African country which was not partitioned in the Anglo-German agreement of 1886.**

29. Which Anglo-German agreement finalized the partition of East Africa?
30. Which European country colonised Rwanda and Burundi?
31. Mention any three methods the colonialists used to acquire colonies in East Africa.
32. State any two problems the colonialists faced during the establishment of their rule in East Africa.
33. Name the first colonial rule to be signed in Uganda.
34. Mention any two terms of the 1900 Buganda agreement.
35. What role did Sir Harry Johnston play during the signing of the 1900 Buganda agreement?
36. Name any two regents of kabaka Daudi Chwa.
37. Why was kabaka Daudi Chwa unable to sign the 1900 Buganda agreement?
38. How did the 1900 Buganda agreement affect the kabaka?
39. Mention the two forms of taxes that were introduces as a result of the 1900 Buganda agreement.
40. State any three effects of the 1900 Buganda agreement.
41. Why was kabaka Mwanga unable to sign the 1900 Buganda agreement?
42. Apart from the 1900 Buganda agreement, mention any two other agreements that were signed to put Uganda under colonial rule.
43. Give any two reasons why some natives in East Africa collaborated with the colonialists.
44. Name any two colonial collaborators in Uganda.
45. Give any two ways Semei Kakungulu promoted development in Eastern Uganda.
46. How was captain Frederick Lugard helpful to omukama Kasagama of Tooro?
47. How did Nuwa Mbaguta improve the transport network in Western Uganda?
48. State any two roles that were played by the collaborators towards the colonisation of East Africa.
49. Write the following in full.
    (i) IBEACO
    (ii) GEACO
50. Give one reason why IBEACO ran bankrupt.
51. How did Bishop Alfred Tucker support the work of the IBEACO in East Africa?
52. Give any two reasons why IBEACO was formed.
53. Mention the two systems of administration that were used by the European colonialists in East Africa.
54. Give one reason why the Germans chose to use direct rule in Tanganyika.
55. Give one way direct rule affected the African natives.
56. Which system of administration was used by the British colonialists in Uganda?
57. Give any two ways the British colonialists benefited from using the above system.
58. State any two reasons why the German colonialists were hated in Tanganyika.
59. What is a Mandate territory?
60. Name the international organisation that was formed to maintain world peace after world war I.
61. Why did German lose her colonies in Africa after world war I?
62. How was German punished by the League of Nations after world war I?
63. Which European country controlled the following countries after world war I?
    (i) Rwanda.
    (ii) Burundi
    (iii) Tanganyika
64. Name the British official who encouraged the settlement of the whites in the Kenya highlands.
65. Give any two ways the settlement of the whites in the Kenya highlands affected the natives.
66. How did colour bar policy affect the natives of Kenya?

67. Who was the first governor of the Equatorial province?
68. Why was Capt. Frederick Lugard related to the IBEACO?
69. Name the British prime minister who declared Uganda a British protectorate.
70. Give any two ways Sir Hesketh Bell contributed to the development of Uganda.
71. Name the British governor who formed the LEGCO in Uganda.
72. How did Sir Philip Mitchell promote higher education in Uganda?
73. What was the major cause of the Kabaka crisis of 1953?
74. Why was Sir Edward Muteesa II exiled to Britain in 1953?
75. Name the British governor of Uganda who exiled Kabaka Muteesa II to Britain.
76. Give any two reason why the LEGCO was formed in Uganda.
77. Name the first three Ugandan natives to be nominated on the LEGCO in Uganda.
78. Mention any three causes of the Maji Maji rebellion.
79. Apart from the Maji Maji, mention any three other rebellions that were staged in East Africa during colonial rule.
80. How was Jomo Kenyatta related to the Mau Mau rebellion?
81. Give any two ways Mau Mau rebellion affected the natives of Kenya.
82. Why is Seychelles islands historically remembered in Buganda and Bunyoro?
83. Name any four colonial resisters in East Africa.
84. State any two reasons why the Sudanese soldiers staged a mutiny against the colonialists in Uganda.
85. Give any two reasons why Africans' resistance against colonial rule was easily defeated.
86. How was the attainment of Uganda's independence different from that of Kenya?
87. Give any three reasons why the natives in East Africa demanded for their independence.
88. Complete the table below.
89. Name the political parties that led the following East African countries to independence.
    (i) Uganda.
    (ii) Kenya
    (iii) Tanzania
90. State the main reason for the formation of political parties in East Africa during colonial rule.
91. Give any four ways colonial rule affected the people of East Africa.
92. Give the meaning of the term Democracy.
93. Mention any two indicators of Democracy in East African countries.
94. State any three advantages of Democracy.
95. Give any three ways one can acquire citizenship of Uganda.
96. State any three responsibilities of a good citizen.
97. State any three causes of a by-election in a country.
98. Give any three ways the electoral commission organises national elections in Uganda.
99. Mention any three examples of election malpractices.
100. Give any two ways elections are important to a country.

TOPIC 5: RESPONSIBLE LIVING IN THE EAST AFRICAN ENVIRONMENT

INTRODUCTION TO ENVIRONMENT.

Environment refers to all things that surround man

Components of the environment

- **Animals**
- **Plants**
- **Water bodies**
- **Buildings**
- **Land/ soil**
- **Roads**
- **Vehicles**
- **Birds**
- **Insects**

Types of the environment

- **Biological environment.**
- **Physical environment.**

Biological environment

This is the type of environment which consists of living things

Components of the biological environment

- **Plants**
- **Animals**

Physical environment

This is the type of environment which consists of non-living things

Examples of physical environment that can be seen.

- **Mountains.**
- **Land/ soil.**
- **Cars**
- **Hills**
- **Valleys**
- **Buildings**

Examples of physical environment that cannot be seen

- **Air**
- **Vapour**
- **Temperature**
- **Electricity**

ENVIRONMENTAL PRACTICES

These are activities which people do on the environment

Some of these activities are friendly to the natural environment (positive) while others are dangerous to the natural environment (negative).

(a) Negative environmental practices

These are human activities which destroy the environment

These activities lead to environmental degradation

Note: ***Environmental degradation*** *is the misuse of the environment lowering its quality and productivity.*

Examples of negative environmental practices (activities that degrade the environment)

- **Deforestation (the massive cutting down of trees without replacement)**
- **Un controlled bush burning.**
- **Overgrazing. The grazing of many animals on the same piece of land for a long period of time**
- **Overcultivation. The use of land without giving it time to rest**
- **Site clearing**
- **Construction of roads**
- **Making of bricks**

Note: *Most of these negative environmental practices lead to soil erosion*

*Qn:**How do they lead to soil erosion?***
They leave the land bare exposing it to the agents of soil erosion

Causes of environmental degradation

- **Over population**
- **Wide spread of poverty**
- **Unemployment**
- **Insecurity/ political instability**
- **Industrialisation**

Natural causes of environmental degradation

- **Floods**
- **Drought**
- **Volcanic eruptions**
- **Storms**
- **Earthquake**
- **Lightning**

Land degradation.

This is the misuse of soil lowering its quality and productivity.

Ways people misuse/ degrade land.

- **Through deforestation.**
- **By carrying out overgrazing.**
- **Through over cultivation.**
- **Through swamp drainage.**
- **By dumping non-biodegradable materials on land.**
- **Through uncontrolled mining.**
- **Through bush burning.**

Note:

- ✓ ***Land fragmentation*** *is the division of land into plots.*
- ✓ ***Soil leaching*** *is sinking of soil nutrients to deeper layers of the soil where plant roots can not reach.*
- ✓ ***Land consolidation*** *is the process of putting together small pieces of land to form a big piece.*

Effects of soil degradation

- **It leads to shortage of land for crop growing.**
- **It leads to spread of deserts through fragmentation.**
- **It causes floods.**

Soil erosion.

This is the removal of top soil by the agents of erosion.

Agents of soil erosion

- **Flowing water**
- **Moving animals**
- **Wind**

Causes of soil erosion

- **Bush burning**
- **Over cultivation**
- **Deforestation**
- **Over grazing**
- **Monocropping**

Wetland degradation.

This is the misuse of wetlands lowering their quality and productivity.

Ways how wetlands are degraded.

- **Through wetland drainage (this is the removal of water from wetlands)**
- **Wetland pollution (dumping of industrial wastes, garbage and sewage in swamps)**
- **Burning of wetlands**
- **Over harvesting of wetland resources**

How to conserve wetlands.

- **By enforcing laws against wetland degradation.**
- **By teaching people about the importance wetlands.**

Uses of wetlands

- **They control floods.**
- **They are habitats for aquatic animals.**
- **They help in the formation of rain.**
- **They are fishing grounds.**
- **They provide raw materials for craft work.**
- **They help to clean water (they have sponge-like roots which filter water)**

Qn: How wetlands help to form rain.

- *They reduce the speed of flowing water making more water to evaporate and form rain.*

Dangers of environmental degradation

- **It leads to soil erosion**
- **It leads to soil infertility**
- **It leads to floods**
- **It leads to prolonged drought**
- **It leads to global warming**
- **It leads to diseases.**
- **It leads to displacement of wild animals.**
- **It leads to landslides**

(b) Positive environmental practices

These are human activities which help to conserve the environment

Environmental conservation/ protection is the act of protecting the environment from lowering its quality and productivity

General methods of environmental conservation

- **Sustainable use of the environment**
- **Waste management**
- **Protection of the environment by NEMA**

SUSTAINABLE USE OF THE ENVIRONMENT

This is the use of natural products and energy in the way that cannot harm the environment.

Examples of sustainable use of the environment.

- **Afforestation**
- **Re-afforestation**
- **Controlled wetland harvesting.**
- **Alternative energy use.**
- **Proper farming methods.**

- **Afforestation.**

  This is the planting of tree where they have never existed.

  Re-afforestation is the planting of tree where they have ever existed

Importance of trees in the environment.

- **They help in rain formation**
- **They control soil erosion by reducing the speed of rain drops that fall on the ground**
- **They are habitats for animals.**
- **They earn income through attracting tourists.**
- **They provide herbal medicine.**

- ❖ They act as wind breaks.
- ❖ They provide food.
- ❖ They purify air by absorbing carbon dioxide and releasing oxygen.

○ **Controlled wetland harvesting.**

This prevents the extinction of wetlands.

○ **Proper farming methods**

These are methods of farming which help to maintain soil fertility and prevent environmental degradation.

Examples of proper farming methods

- Crop rotation
- Contour ploughing
- Terracing
- Mulching
- Strip cropping
- Rotational grazing
- Inter cropping
- Agro-forestry
- Bush fallowing

Examples of poor farming methods

- Overgrazing.
- Over cultivation.
- Crop rotation.
- Monocropping
- Bush burning

(i) Crop rotation.

This is the growing of different crops in different seasons on the same piece of land.

Advantages of crop rotation

- ❖ It maintains soil fertility.
- ❖ It breaks the life cycle of pests.

(ii) Terracing.

Terracing controls soil erosion by reducing the speed of running water.

Soil erosion is the removal of top soil by the agents of soil erosion.

Agents of soil erosion

- Flowing water
- Moving animals
- Wind

(iii) Mulching

Mulching is the covering of top soil with dry plant materials.

Examples of mulches

- Dry leaves
- Dry grass
- Banana fibres

Advantages of mulching

- ❖ It maintains soil fertility.
- ❖ It controls soil erosion.
- ❖ It keeps the soil moist.
- ❖ It controls the growth of weeds.

Disadvantages of mulching

- ❖ Mulches are breeding places for pests e.g termites
- ❖ Mulched gardens can easily catch up fire.

(iv) Agroforestry is the growing of crops together with useful trees in the same garden.

Advantages of agroforestry

- Trees provide shade to crops.
- Trees act as wind breaks
- Leaves which fall from trees form humus

(v) Alternative energy use

This is where people use other sources of energy apart from fuel wood.

Examples of other sources of energy

- Solar energy from the sun
- Bio gas from garbage and animal wastes
- Hydro electricity from fast flowing water
- Geo thermal from hot springs

Importance of using other sources of energy in the environment.

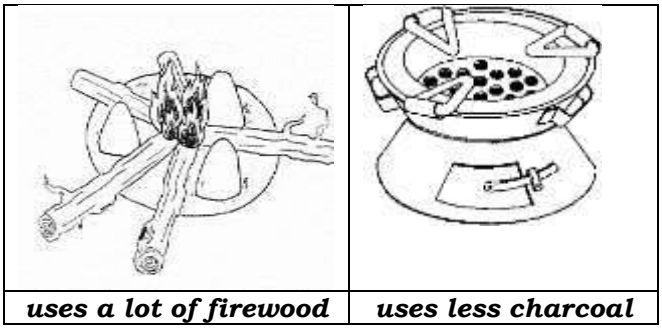
- It reduces air pollution through charcoal burning.
- It reduces the rate of deforestation for fuel wood.
- It helps in proper use of the garbage in the environment.

Examples of fuel wood

- Charcoal
- Fire wood

Examples of minerals that are used as sources of energy

- Coal
- Crude oil
- Uranium



uses a lot of firewood | *uses less charcoal*

Conservation of wood fuel

- By using energy saving cooking stoves.
- By turning saw dust into charcoal after mixing it with coffee husks
- By using energy saving cooking methods like covering what is being cooked
- Through rural electrification.



an energy saving grate.

Dangers of using wood fuel

- It leads to deforestation.
- It leads to air pollution through charcoal burning.
- It leads to soil erosion through cutting down trees.
- It leads to reduction in rain formation.

WASTES MANAGEMENT.

A waste is a material that is a by-product of human activity that has no further value.

Or: Wastes are things that have no value to humans.

Types of wastes

- Biodegradable wastes
- Non-biodegradable wastes

Biodegradable wastes are wastes which can decay/ rot.

Examples of biodegradable wastes

- **Animal remains.**
- **Plant remains eg baskets, paper bags, palm leaves bags.**

Non-biodegradable wastes are wastes which do not decay/ rot.

Examples of Non-biodegradable wastes.

- **Plastics**
- **Metals/ scrap**
- **Polythene bags**
- **Rubber products**

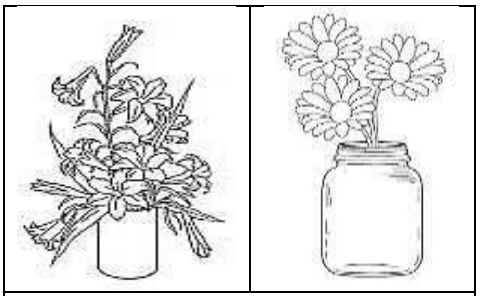
The 5Rs in proper management of wastes

- **Reuse**
- **Recycle**
- **Reduce**
- **Reject/ refuse**
- **Return**

○ **Reuse: This means using wastes for other purposes eg.**

- **Using a polythene bag more than once**
- **Using containers to hold flowers**
- **Using containers as dust bins**

○ **Recycle: This involves making new products from the materials that had been thrown away.**



Flowers in old tins

Examples of materials that can be recycled

- **Plastics**
- **Metals/ scrap**
- **Glass**

○ **Refuse/ reject: Here,one rejects to use non-biodegradable materials.**

○ **Return: This involves returning wastes to shops and manufacturers where they were bought.**

○ **Reduction: This involves minimising the generation of wastes in the environment.**

Causes for the increase of wastes in the environment.

- **Lack of proper waste disposal places**
- **Use of resources wastefully.**
- **Ignorance about the methods of recycling.**

CONSERVATION OF THE ENVIRONMENT

Environment conservation is the protection of the natural environment from lowering its quality and productivity.

It involves careful use and management of resources in the environment.

(a) Conservation of soil

- **By mulching**
- **By terracing**
- **By contour ploughing**
- **By crop rotation**
- **By rotational grazing**

Note:

- ✓ *Soil is conserved by controlling soil erosion.*
- ✓ ***Devegetation** is the removal of the plant cover leaving the soil bare.*
- ✓ *It leaves the land bare exposing it to agents of soil erosion.*

Human activities that lead to devegetation.

- ✓ *Bush burning*
- ✓ *Deforestation*
- ✓ *Overgrazing*

Conservation of wetlands

- **Through controlled harvesting of wetland products**
- **Avoid dumping garbage in wetlands**
- **By enforcing laws against swamp reclamation.**

Conservation of air.

Air is conserved by controlling air pollution.

Air pollution is the introduction of harmful substances into air/ atmosphere.

How to control air pollution

- **By planting more trees**
- **By treating waste gases from industries before being released to the atmosphere**
- **Proper maintenance to reduce exhaust fumes.**

Conservation of forests

- **Through afforestation and reafforestation.**
- **Through controlled harvesting of trees**
- **Through re-afforestation**
- **By establishing forest reserves**
- **By encouraging the use of energy saving cooking stoves**
- **Through rural electrification ie. it controls the rate of deforestation by reducing demand for wood fuel.**

Note: ***Rural electrification*** *is the extension of electricity in rural areas.*

Conservation of water.

- **By protecting trees in the environment.**
- **By harvesting rain water and using it wisely.**
- **By closing taps after fetching water.**
- **By reporting leaking water pipes to leaders.**
- **By removing wastes settling in trenches.**

Bodies that promote conservation of the natural environment in Uganda.

- ✓ **National Environment Management Authority (NEMA)**
- ✓ **National Forestry Authority (NFA)**
  This conserves forests in Uganda.
- ✓ **Uganda Wildlife Authority (UWA)**
  This is in charge of conservation of wildlife in Uganda.

National Environment Management Authority (NEMA)

It was started in 1995

It is in charge of conserving the environment/ wetlands in Uganda.

NEMA is under the *Ministry of Water and Environment.*

How NEMA conserves the environment/ roles of NEMA.

- ❖ **It teaches people about the importance of forests and swamps.**
- ❖ **It creates forest reserves.**
- ❖ **It enforces laws against wetland degradation.**
- ❖ **It evicts people settling in wetlands.**

Challenges faced by NEMA.

- **Shortage of funds.**
- **Ignorance among the people about the importance of wetlands.**
- **Rapid population growth. This creates need for more land for settlement.**

Importance of conserving vegetation.

- **It reduces soil erosion.**
- **It conserves the natural beauty of the environment.**
- **It promotes constant supply of wood fuel.**
- **It conserves the natural habitat for animals.**
- **It promotes tourism.**
- **It promotes constant supply of craft raw materials.**
- **It controls drought.**

CONSEQUENCES OF IRRESPONSIBLE LIVING IN THE ENVIRONMENT.

- **Floods**
- **Drought**
- **Soil erosion**
- **Land slides**
- **Pollution of the environment**
- **Diseases**
- **Resource depletion**
- **Over production of children**

(a) Floods

This is a large amount of water covering an area that is usually dry.

It is caused by too much rainfall.

Floods occur in low lands/ valleys.

Effects of floods

- **They lead to destruction of property.**
- **They lead to loss of animal and human life.**
- **They lead to displacement of people.**

Solutions to floods

- **By planting trees along river banks**
- **By constructing reservoirs to hold excess water**
- **By maintaining vegetation cover in catchment areas**

(b) Landslides

This is a large mass of soil that falls down the slopes of a mountain.

Landslides mainly occur in highland areas where trees have been cut down on a large scale.

Causes of landslides

- **Too much rainfall.**
- **Deforestation.**

Effects of landslides.

- **They lead to destruction of property.**
- **They lead to loss of animal and human life.**
- **They lead to displacement of people.**

Note:

- ✓ *Landslides can be controlled in highland areas by planting more trees.*
- ✓ *The government resettled the people who were affected by landslides in Bududa to Western Uganda which had a safer plateau.*

(c) Desertification/ prolonged drought.

This is the condition by which an area receives very little rainfall and has very few plants growing on it.

A Desert is an area that receives very little rainfall and has very few plants growing on it. Desertification comes as a result of uncontrolled removal of vegetation and swamp drainage.

Causes of drought

- **Deforestation**
- **Swamp drainage**
- **Bush burning.**

Effects of drought

- **It leads to shortage of food/ famine.**
- **It dries up pasture for animals.**
- **It leads to withering of crops/ crop failure**
- **It leads to soil infertility.**

How to control drought.

- **By planting more trees.**
- **By protecting vegetation and water sources.**

Note:- *Food production can be increased in desert areas by carrying out irrigation farming, growing drought-resistant crops and by growing fast maturing crops.*

(d) Pollution.

This is the introduction of harmful substances in the environment

Types of pollution

- **Air pollution**
- **Water pollution**
- **Land pollution**
- **Sound/ noise pollution**

(i) Air pollution.

This is the introduction of harmful substances into the atmosphere.

Things which pollute air (how air is polluted)

- **Fumes from factories and cars.**
- **Tobacco smoke from smokers.**
- **Smoke from volcanic mountains.**
- **Smoke from burning bushes and charcoal.**
- **Radioactive substances from bombs.**

Solutions to air pollution

- **Avoid bush burning.**
- **By maintaining vegetation cover.**
- **By fixing exhaust gas purifiers.**

(ii) Water pollution.

This is the contamination of water sources with harmful substances.

How water is polluted.

- **By dumping wastes into water bodies.**
- **By urinating and defecating into water bodies.**
- **By discharging untreated sewage into water bodies.**

How to control water pollution

- **By planting trees along river banks.**
- **By treating industrial wastes and sewage before releasing them into water bodies.**
- **By cleaning wells regularly.**

- Avoid pouring wastes into water bodies.

(iii) Land pollution.

This is the process of lowering the quality of land by adding wastes.

It is the introduction of harmful substances on land.

How land is polluted.

- By dumping garbage on land
- By dumping rocks from mines on land
- By dumping used tins, polythene bags and plastics on land
- Excessive use of artificial fertilizers.
- Dumping of old vehicles and factory machines on land.

Solutions to pollution of land.

- By recycling plastics and metals.
- By using compost manure instead of artificial fertilizers.

(iv) Sound pollution.

This is the condition when there is too much noise in the environment.

Causes of noise pollution

- Noise from war weapons.
- Noise from birds eg weaver birds.
- Noise from many people gathered in a sports stadium.
- Noise from engines of vehicles.

Effects of noise pollution

- It causes stress.
- It leads to diseases.
- It can lead to mental disorders.
- It causes permanent damage to the hearing system.

Diseases related to pollution

Type of pollution	*Disease(s)*
Water pollution	-cholera -dysentery -diarrhea -typhoid fever
Air pollution	-asthma -lung cancer -flu
Sound pollution	-headache -mental disorders

(e) Silting.

This is the deposition of soil into water bodies by erosion.

Silt is the soil carried by flowing water.

Effects of silting.

- It leads to creation of shallow water bodies
- It causes floods.

Solutions to silting.

- By controlling soil erosion
- Avoid cultivation along river banks

CLIMATE CHANGE.

Climate change is the variation/ fluctuation of the weather patterns of an area.

It is the change in the average weather condition over a long time.

Global warming is the major cause of climate change.

Global warming

This is the constant rise of world temperatures.

Or: **This is the continuous heating of the earth due to emission of greenhouse gases to the atmosphere.**

Examples of greenhouse gases.

- **Carbon dioxide**
- **Carbon monoxide**
- **Nitrous oxide**

Causes of global warming.

- **Deforestation**
- **Bush burning**
- **Industrialisation**
- **Ozone layer depletion**

Note

- ✓ *Global warming occurs when the ozone layer is destroyed by excessive sun heat (rays).*
- ✓ *Ozone layer is a layer of gases that protect the earth from strong sun rays.*
- ✓ *When trees are cut and bushes burnt, it reduces on the vegetation that would have absorbed carbon dioxide which destroys the ozone layer.*

Effects / indicators of global warming

- ❖ **Acidic rainfall**
- ❖ **Melting of snow on high mountains.**
- ❖ **Excessive heat during day.**
- ❖ **Incidents of severe and prolonged drought.**
- ❖ **Reduction in the volume of water in water bodies.**

Ways of reducing global warming.

- ❖ **By planting more trees.**
- ❖ **By using renewable sources of energy. eg hydro electricity and solar energy.**
- ❖ **By treating industrial fumes before emissions.**
- ❖ **Banning importation of old vehicles.**
- ❖ **By enforcing laws that protect the environment.**

Factors that cause change in climate.

- **Prevailing winds.**
- **Ocean currents**
- **Drainage/ Nearness to water bodies.**
- **Latitude (distance from the equator)**
- **Altitude**
- **Human activities.**
- **Vegetation**

Indicators of climate change.

- ❖ **Prolonged drought.**
- ❖ **Occurrence of storms.**
- ❖ **Reduction of crop productivity.**
- ❖ **Occurrence of floods.**

WEATHER DISASTERS.

A disaster is an unplanned occurrence which causes great harm or damage.

Examples of weather related disasters

- **Floods**
- **Landslides**
- **Drought**
- **Storms**
- **Lightning**
- **Hailstorms.**

Examples of manmade disasters.

- **Nuclear explosions.**
- **Plane crushes**
- **Food poisoning**
- **Terrorist attacks**
- **Motor accidents**



Testing Exercise.

1. **Mention any three components of the natural environment.**
2. **What is Environmental degradation?**
3. **Mention any three ways man degrades the environment.**
4. **How does burning of bushes lead to soil erosion?**
5. **Give any two ways people degrade land.**
6. **State the major cause of land fragmentation in Kigezi sub-region.**
7. **Mention any three causes of soil erosion.**
8. **State any three dangers of environmental degradation.**
9. **How is Afforestation different from Reafforestation?**
10. **State any two dangers that may result from wetland degradation.**
11. **Give any two ways trees support the life of wild animals.**
12. **Give any one way tees are important in people's homes.**
13. **Mention any three proper methods of farming the government recommends its citizens to use.**
14. **Give any two reasons why farmers are always encouraged to practise agro-forestry.**
15. **Mention any two minerals which are a source of energy.**
16. **Name the type of energy which is obtained from each of the following.**
    (i) Fast flowing water.
    (ii) Hot springs
    (iii) Garbage and animal wastes.
17. **Mention any two examples of wood fuel.**
18. **Give any two ways wood fuel can be conserved.**
19. **Give one step the government has taken to reduce minimise the use of wood fuel in rural areas.**
20. **Write down the 5Rs used in proper management of wastes.**
21. **Mention any two examples of non-biodegradable wastes in the environment.**
22. **Give one way one can reuse wastes in the environment.**
23. **How is a recycling community useful to people in your community.**
24. **Mention any four consequences of irresponsible living in the environment.**
25. **Give one way floods affect the natural environment.**
26. **What causes landslides in highland areas?**
27. **How best can people living in highland areas control landslides?**
28. **Give the meaning of the term Pollution.**
29. **Give any two ways people pollute water bodies in the environment.**
30. **Mention any two diseases that result from contamination of water bodies.**
31. **Mention any three factors influencing the climate of East Africa.**
32. **Give the meaning of the term Global warming.**
33. **Mention any three examples of weather-related disasters.**
34. **State any two causes of global warming.**
35. **Mention any two indicators of climate change in some parts of East Africa.**

EXCEL STANDARD SOCIAL STUDIES

PUPIL'S BOOK 7

FIRST EDITION

BY

EXCEL PUBLISHERS

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means of electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

Copyright © Excel publishers

Excel Publishers
"Excellence in every page"

For Excellence in Social Studies

ACKNOWLEDGEMENT

Developing a book of this nature requires a lot of support from colleagues, friends and family. I would like to register my deep-rooted gratitude to the following people for their unlimited assistance offered towards the completion of this book.

All teachers of Social Studies in Victoria Mutundwe Primary School and Makindye Junior school with whom I worked at various levels for their positive advice and criticism.

All authors whose books we used and consulted during our research for some of the materials in this book.

We do sincerely regret any mistakes which may be found anywhere in this book. It is not intended to be part of this book but accidental.

However, any person who does any unauthorized act in relation to this publication without prior written permission from the original authors, may be liable to criminal prosecution and civil claims for damage.

***Author*:** **Kimbugwe Apollo**

Typing: **Nassuuna Joyce**

Technical adviser: **Mary Flavia Namulindwa**

Cover design: **Excel Graphics**

Editing: **Excel Publishers Editorial Board**

PREFACE

Excel Standard Social Studies, Pupils' Book Seven has been developed basing on the revised Primary Seven Social Studies Syllabus as prescribed by the new curriculum of the National Curriculum Development Center (NCDC). The book contains accurate, relevant and current information covering all topics in all terms of the year in their order. It is intended to guide both teachers and learners.

The pupil's book cares for the interests of the learners in terms of simple and concise language used, simplified content to cater for all learners with different abilities and clear illustrations to make learning enjoyable through observation. Key words for each topic have also been included in order to enrich the learner's vocabulary and mastery of concepts.

The topics have well organized, relevant, and easy to understand notes and facts. It is written in a simple language and is well aided with maps and illustrations/diagrams where necessary to ease understanding.

The book is remarkably precise but detailed in content with no fact left hanging. It has been mainly written for Primary Seven in a language that is suitable for both rural and urban Pupils. The book can therefore be used with minimum teacher guidance.

The book has inbuilt and continuous assessment activities at the end of topic. These questions are to help the learners to test their understanding of the concepts covered and are to enable the teacher to track progress as coverage goes on. This also makes the book convenient for individual and class learning by the candidates.

The content of the book has been enriched to enable learners get solutions to the three main levels of assessment at primary level that is to say: Knowledge, Comprehension and Application.

The book is intended to provide learners with knowledge, skills and the desired attitudes and values of Social Studies and the Environment that are important to prepare learners for final assessment of the primary level.

The book is written and developed by experienced teachers of Social Studies and Religious Education and we welcome all comments on the publication with an open mind for the improvement in the teaching and learning of Social Studies. Comments and orders can be communicated directly through the following contacts:

TEL: +256 771 623617  and +256 700 770630, KAMPALA.
Email address: apolokimbugwe504@gmail.com

THEME: LIVING TOGETHER IN AFRICA

TABLE OF CONTENTS

Topic 1: Location of Africa on the Map of the World.

- Introduction to The World.....6
- Continents of The World.....6
- Uniqueness of Africa 7
- Locating Africa using Lines of Longitude and Lines of Latitude 7
- Using The Prime Meridian to tell the International time.....9
- The Shape and Size of Africa.....11
- African Countries 12
- Political Regions of Africa 14
- Land Locked Countries in Africa.....15

Topic 2: Physical Features of Africa.

- Introduction to Physical Features 22
- Location of Major Physical Features in Africa.....23
- Mountains 23
- Plateaus 26
- The Great Rift Valley and Basins.....27
- Coastal Plains 28
- Lakes 28
- Rivers 31
- The Influence of Physical Features 35

Topic 3: The Climate of Africa.

- Weather 39
- Climatic Zones of Africa 43
- Factors that Influence the Climate of Africa 50
- Breezes and Pressure Belts.....53
- Climate Change.....54
- The Influence of Climate on Human Activities.....55

Topic 4: Vegetation of Africa.

- Introduction to Vegetation 60
- Vegetation Zones of Africa 60
- Vegetation Distribution in Africa 67
- The Influence of Vegetation on Animals 68
- National Parks in Africa 69
- Tourism industry in Africa 72
- The Influence of Vegetation on Population 73
- Vegetation Conservation 74

Topic 5:The People of Africa, Ethnic Groups and Settlement patterns.

- Origin of the People of Africa 78
- Major Ethnic Groups in Africa 81
- Migrations today 86
- Political, Social and Economic Organisation among The People of Africa.....90

- Trans-Saharan trade 97

Topic 6. Foreign Influence in Africa.

- Foreign Traders in Africa.....100
- Trans-Atlantic trade.....102
- Christian Missionaries in Africa.....103
- European Explorers in Africa.....107
- The Portuguese Explorers in Africa.....112
- Colonialists in Africa.....114
- Scramble for and Partition of Africa.....115
- Establishment of Colonial Rule in Africa.....117
- Colonial Administrative systems in Africa.....119
- The Great Trek 121
- Apartheid Policy in South Africa.....122
- Reactions to Colonial Rule in Africa.....124
- Effects of Colonial rule.....126

Topic 7. Nationalism and The Road to Independence in Africa.

- Pan Africanism.....131
- The Rise of African Nationalism.....133
- The Struggle for Independence in Africa.....136
- Decolonisation of Africa.....137
- Systems of Government.....139
- Elections.....141

Topic 8. Post Independence Africa.

- Formation of The OAU.....146
- Formation of The AU.....148
- Regional Economic Groupings in Africa.....150
- EAC as a Common Market.....152

Topic 9. Economic Developments in Africa.

- Economic Resources and Developments in Africa.....156
- Industrial Development in Africa.....157
- Energy Resources in Africa.....159
- Multipurpose River Projects in Africa.....159
- Agricultural Development in Africa.....161
- Mining Industry in Africa.....163
- Tourism Industry in Africa.....164
- The Fishing Industry in Africa.....165
- Case Studies of Economic Developments.....167
- Challenges affecting Economic Developments in Africa.....185

Topic 10. Major World Organisations.

- Formation of The League of Nations.....193
- The United Nations Organisation (UNO).....193
- The Universal Declaration of Human rights.....197
- The Commonwealth of Nations.....199
- Organisation of Petroleum Exporting Countries (OPEC).....202

TOPIC 1: LOCATION OF AFRICA ON THE MAP OF THE WORLD

INTRODUCTION TO THE WORLD

The world refers to the earth, its countries, peoples and natural features.
The earth is the part of the world made up of land and water.
The part of the earth made of water is called hydrosphere.
The Rotation of the earth on its axis causes days and nights.
One complete rotation of the earth (of 360º) is made in a period of 24hrs.Therefore, the earth rotates through an angle of 15º in every 1hr (15º=60min/1hr), 1º in every 4min (1º=4min)
The Revolution of the earth around the sun causes changes in seasons.
An Orbit is the path followed by a planet as it moves around the sun.
Other planets that move around (revolve) the sun.

Distance from the sun in million km.	*Planet*	*Duration of one complete revolution*	*Diameter*	*Position according to size*	*Number of satellites*
57.9	Mercury	88days	4,879km	8th	0
107.9	Venus	225days	12,104km	6th	0
145.5	Earth	365.3days	12,756km	5th	1
228	Mars	1.9years	6,794km	7th	2
777.9	Jupiter	11.9years	142,984km	1st	16
1426	Saturn	29.4years	120,536km	2nd	18
2868	Uranus	83.8years	51,118km	3rd	18
4495	Neptune	163.8	49,528km	4th	8

The hydrosphere is made up of water bodies such as;Oceans,seas and lakes.

NB. A Water body is a large area covered with water.

The Major oceans and seas of the world

- Pacific ocean
- Atlantic ocean
- Indian ocean
- Arctic ocean
- Mediterranean sea
- Red sea
- Caspian sea
- Dead sea

CONTINENTS OF THE WORLD.

A continent is a large mass of land on the earth's surface.

The world is divided into 7 continents.

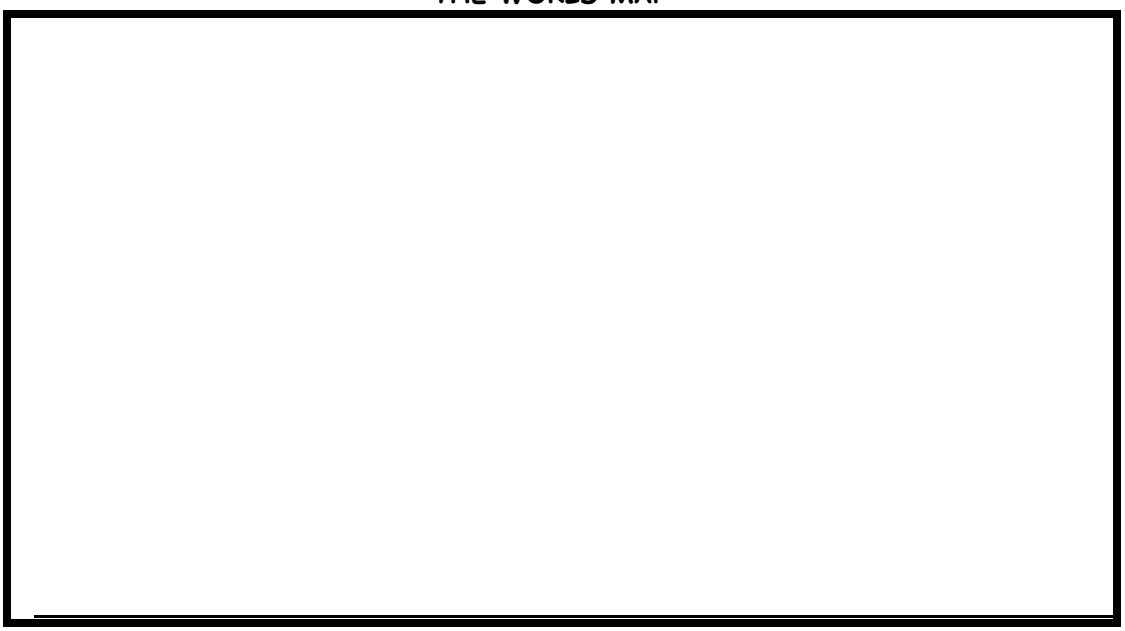
These include;

- Asia
- Africa
- North America.
- South America
- Antarctica
- Europe
- Australia

POSITION OF WORLD CONTINENTS, OCEANS AND SEAS

Facts about world continents.

- ✓ *Asia is the largest continent, followed by Africa, North America, South America, Antarctica, Europe and Australia.*
- ✓ ***Antarctica*** *is the only continent which is not inhabited by people because it experiences very cold climatic conditions.*
- ✓ *The highest point on earth is mountain Everest in Asia.*
- ✓ *Africa is the most central continent. This is because it is the only continent crossed by both the Equator and the Prime meridian,*
- ✓ *Antarctica is the largest cold desert in the world.*



THE CONTINENT OF AFRICA

How Africa is unique (different from other continents)

- Africa is the second largest continent.
- Africa is the most central continent
- Africa has the largest and hottest desert in the world.
- Africa has the largest number of inland countries.
- Africa has the largest race of black people.
- The longest river in the world is found in Africa.
- It is the only continent that lies within the four hemispheres.
- It has the largest area lying between the tropics.
- The shortest people in the world are found in Africa (the Pygmies)

Note:- *The Early Europeans referred to Africa as a dark continent because they had little knowledge about the interior of Africa.*

Factors that kept Africa's interior unknown to the Europeans for so long.

- Presence of huge highlands at certain entry points
- Africa's interior had hostile people.
- Presence of hot deserts at both extremes of the continent.
- Presence of dangerous animals in the interior of Africa.
- Lack of proper routes to the interior of Africa.
- Africa's interior had thick forests which harboured disease vectors.

LOCATING AFRICA USING LINES OF LONGITUDE AND LINES OF LATITUDE. (Grid reference)

Grid reference system **is the method of locating places using lines of longitude and lines of latitude.**

Africa lies between latitudes 37°N and 35°S, and longitudes 17°W and 52°E.

Lines of Latitude.

These are imaginary lines drawn on maps or globe from East to West.

The general name for all lines of latitude is *parallels* because they do not meet at any point.

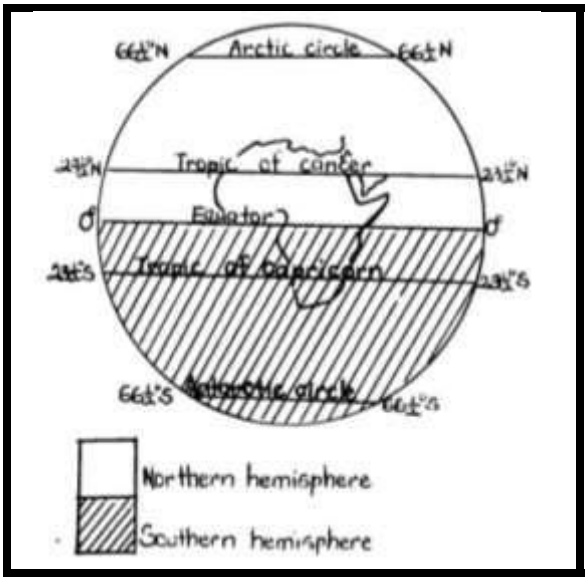
Latitude **is the distance in degrees North or South of the equator.**

Lines of latitude help in determining climate of places.

Lines of latitude help us to tell how far a place is North or South of the equator.

Major lines of latitude.

- **The Equator (0º)**
- **Tropic of Cancer (23½ºN)**
- **Tropic of Capricorn (23½ºS)**
- **Arctic circle (66½ºN)**
- **Antarctic circle (66½ºS)**



THE EQUATOR

The Equator divides the world into two equal parts (hemispheres)

The Equator is marked 0º because it is the starting point for all latitude readings.

The Equator is the most important line of latitude because it crosses the world at the centre.

All countries which are crossed by the equator lie in both the Northern and Southern hemisphere.

***A hemisphere* is a half part of the world as divided by the equator or prime meridian.**

The area between the Tropic of cancer and the Tropic of Capricorn is called the *Tropical region*.

Activity;

Use the political map of Africa and identify all African countries that;

(i) are crossed by the Equator.
(ii) completely lie in the Northern hemisphere
(iii) completely lie in the Southern hemisphere.
(iv) lie in both the Northern and the Southern hemisphere

Lines of Longitude

***Lines of longitude* are imaginary lines drawn on maps or globes from North pole to the South pole of the earth.**

The general name for all lines of longitude is *Meridians*.

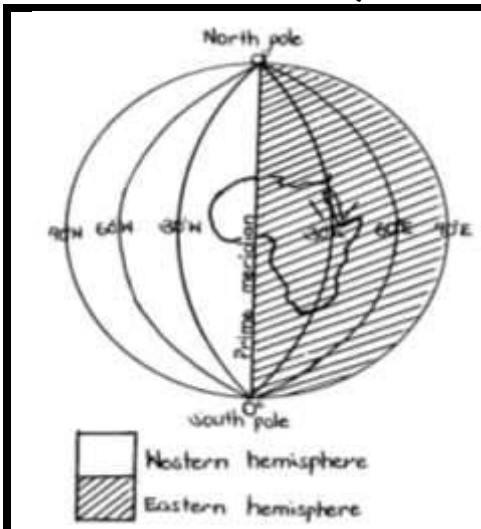
Lines of longitude meet at the poles of the earth.

***Longitude* is the distance in degrees East or West of the Prime meridian.**

Major lines of longitude.

The Prime meridian/ Greenwich meridian (0º)

The International dateline. (180ºE or W)



THE PRIME MERIDIAN/ GREENWICH MERIDIAN

The Prime meridian is also called the *Greenwich meridian* because it crosses Greenwich town in London.

The Prime meridian is marked 0º because it is the starting point for all longitude readings.

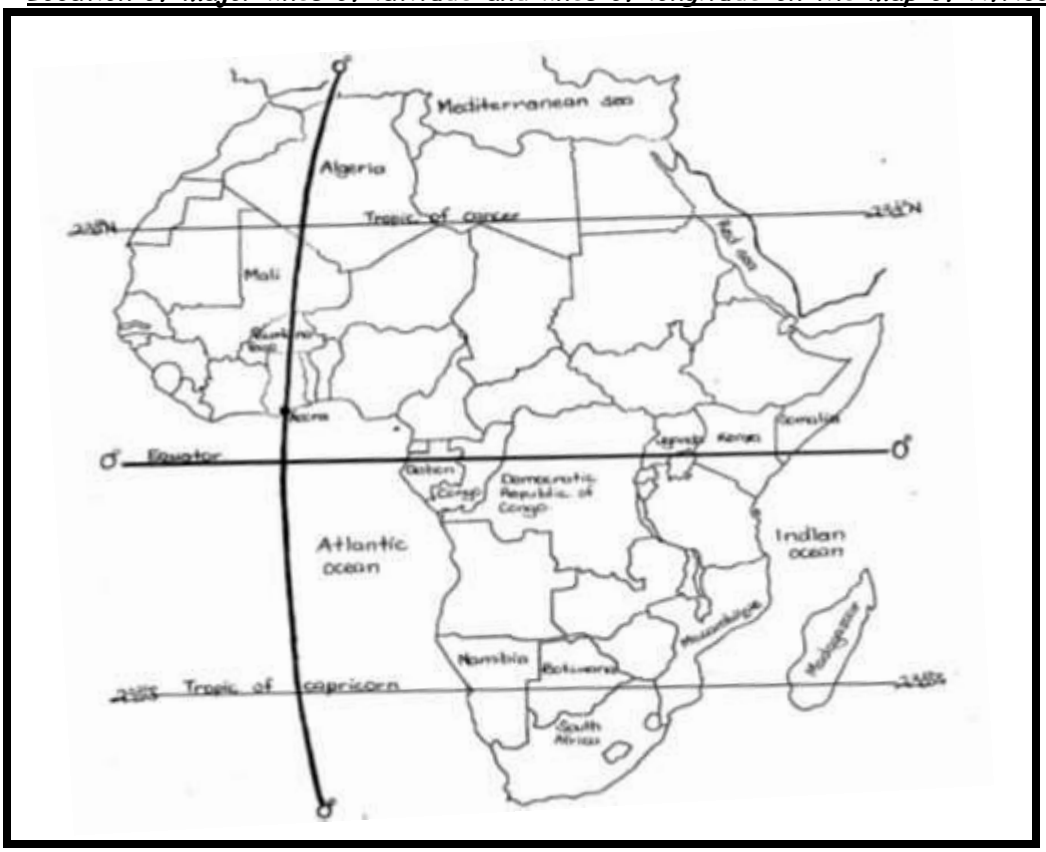
The Prime meridian divides the world into the Eastern and Western hemisphere.

All countries crossed by the Prime meridian lie in both the Eastern and Western hemisphere.

NOTE;

- *The Prime meridian helps in telling international time.*
- *The International dateline separates one day from the next day.*
  e.g. East of the Greenwich meridian may be Friday while West of it is Thursday
- *Both lines of longitude and lines of latitude help in locating places on a map.*

Location of major lines of latitude and lines of longitude on the map of Africa.



Activity.

Use the political map of Africa and identify all African countries that;

(i) are crossed by the Greenwich meridian.
(ii) completely lie in Western hemisphere
(iii) completely lie in the Eastern hemisphere.
(iv) lie in both the Western and the Eastern hemisphere.

Finding Time According to GMT.

Different regions of the world have different time zone according to the distance from the Prime meridian.

Places which are in the same time zone have the same standard time.

E.g. Uganda, Kenya and Tanzania are in the same time zone, and so have the same standard time. (East Africa standard time)

East Africa lies at longitude 45º while Rwanda and Burundi are 30ºE of the Greenwich meridian.

Note:

- ✓ *The rotation of the earth on its axis causes day and night.*
- ✓ *The earth makes one complete rotation of 360^0 in one day (24hours).*
- ✓ *Therefore, it rotates through an angle of 15^0 in every 1hour (60min).*
- ✓ *Every 15^0 E or W of the Greenwich meridian is a time zone.*
- ✓ *When you travel 15^0 westwards, you lose an hour while travelling 15^0 eastwards makes you gain an hour.*

Note:

-We usually add (+) hours for places which are in the East and subtract (-) the time when finding the time for places which are in the West.

*-Changing of the time to and from 24hr clock (by either adding or subtracting 12 hrs) affects the units in which the time is given.(ie. From **am** to **pm** and viceversa).*

Time in each time zone is calculated basing on the Greenwich mean time (GMT) which is at 0º longitude.

Example 1:

Find the time in East Africa which is 45^0 if it is 2:00pm at GMT.

Solution,

15^0=1hr

$45^0=(\frac{45}{15})$ hrs.

=3hrs

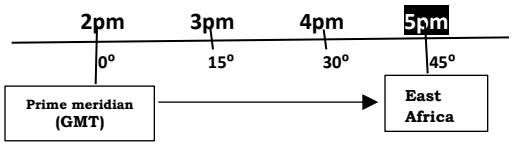
Time in East Africa=2:00pm

+3.00hrs

5:00pm

Therefore, time in East Africa is ***5:00pm.***

OR:



Therefore, time in East Africa is ***5:00pm***

Example 2.

What time will it be in a country P which is 60^0W if it is 2:00pm in Ghana?

Solution,

15^0=1hr

$60^0=(\frac{60}{15})$ hrs

=4hrs

Time in coutry P is = 2:00pm (+12hours)

-4.00hrs

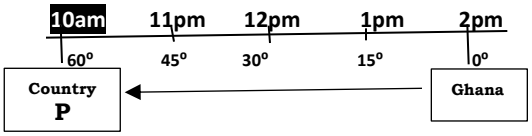
=14.00hrs

-4.00hrs

10:00am

Therefore, the time in that country will be ***10:00am.***

OR:



Therefore, the time in country P will be ***10:00am***

Example 3.

If it is 1:00pm at GMT, what time is it in East Africa?

Solution,

15^0=1hr

$45^0=(\frac{45}{15})$ hrs.

=3hrs

Time in East Africa=1:00pm

+3.00hrs

4:00pm

Therefore, time in East Africa is ***4:00pm.***

Example 4.

Find the time in Dakar, Senegal which is 15°W if it is 1:00pm in Ghana.

Solution,

15^0=1hr

$15^0=(\frac{15}{15})$ hrs

=1hr

Time in Dakar, Senegal =1:00pm (+12hours)

-1.00hr

=13.00hrs

-1.00hr

12:00midday.

Therefore, time in Dakar, Senegal is ***4:00pm.***

THE SHAPE AND SIZE OF AFRICA

The shape of Africa is not even. It is wide in the North and narrow in the south.
Africa is about 8,000km from the far North at Ras Ben Sakka in Tunisia to the far South at Cape Agulhas in South Africa.
Horizontally, Africa is about 7,400km from the far East at Ras Hafun in Somalia to the far West at Cape Vert peninsula in Senegal.
Africa's coastline is more regular than those of other continents, with few bays and gulfs.
A coast is an area of land besides the sea or ocean.
A coastline is the land lying along the coast.

Features along Africa's coastline.

- Bays
- Gulfs
- Capes
- Straits
- Isthmus
- Islands
- Peninsulas.

A bay is a part of the sea or ocean partly enclosed by land.

Examples of bays include;

- Bengo bay in Angola.
- Richards bay in South Africa.
- Delagoa bay in Mozambique.
- Ungwana bay in Kenya.
- St. Helena bay in South Africa.

A gulf is a large area of the sea or ocean which is almost surrounded by land.

Examples of gulfs include;

- Gulf of Guinea
- Gulf of Suez.
- Gulf of Aqaba
- Gulf of Aden (between Yemen and Somalia)

A cape is an area of land that protrudes/ continues into the sea.

Examples of capes include;

- Cape Agulhas in south Africa.
- Cape Vert in Senegal
- Cape Hafun in Somalia.
- Cape Blanc in Tunisia.

A strait is a narrow water passage joining two water masses.
OR; is a narrow water passage separating two land masses.

Examples of straits include;

- Strait of Gibraltar (separating Africa from Europe)
- Strait of Mandals / Bab-el-Mandeb.
- Mozambique channel (separating Madagascar from Africa's main land)
- Zanzibar channel.

A peninsula is an area of land that is almost surrounded by a water body.

Examples of peninsulas include;

- The Horn of Africa
- The Sinai peninsula
- Cape Vert peninsula
- The Arabian Peninsula.

An island is an area of land that is completely surrounded by a water body.

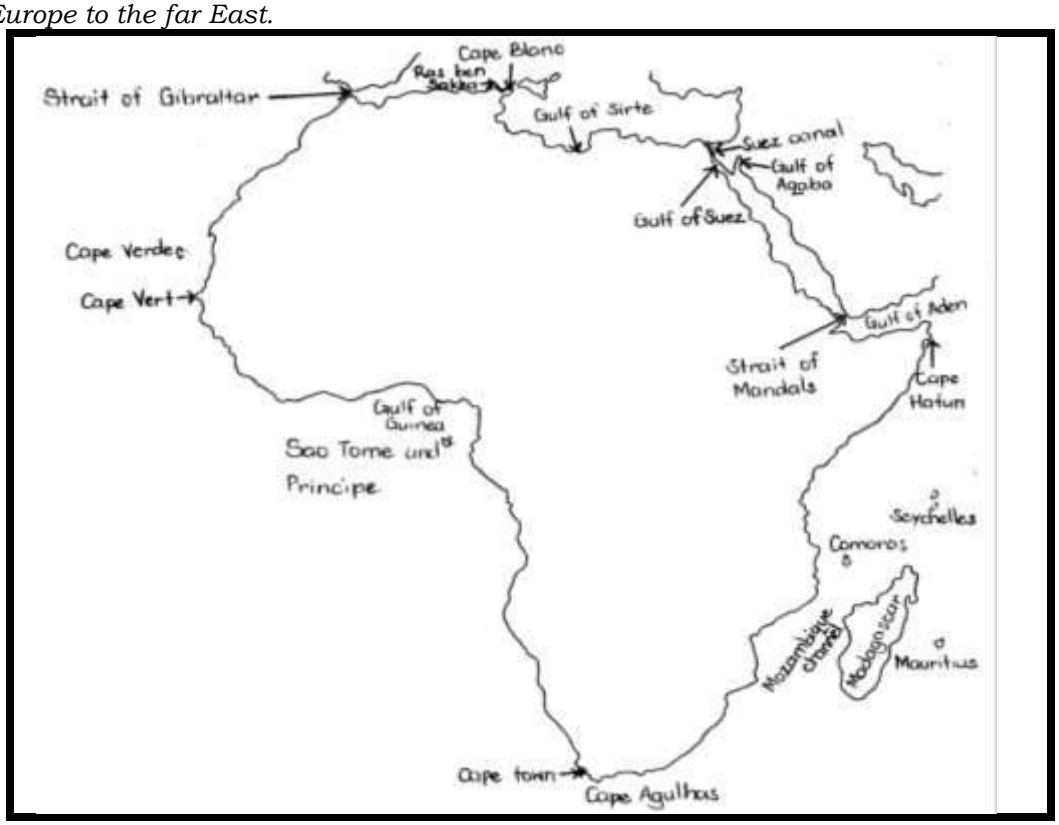
Island countries in Africa include;

- Madagascar.
- Comoros
- Seychelles
- Mauritius
- Sao Tome and Principe.
- Cape Verde

An Isthmus is a narrow strip of land connecting two land masses.
OR: Is a narrow strip of land separating two water masses.
For example, -the Suez isthmus (before the construction of the Suez canal)
NOTE;

- ✓ ***The Suez canal*** *is a large man made water channel in Egypt connecting the Red sea to the Mediterranean sea.*
- ✓ *It was constructed between 1859 and 1869 by the French Suez company led by Ferdinand De Lesseps. It was officially opened on 17th Nov, 1869.*

- ✓ *In July 1956, president Gamal Abdel Nasser brought the Suez canal under control of the Egyptian government.*
- ✓ *The Suez canal was constructed to shorten the distance travelled by water vessels from Europe to the far East.*



AFRICAN COUNTRIES

The African continent is made up of 55 countries.
Algeria is the largest country in Africa while Seychelles is the smallest.
The creation of South Sudan as an independent nation made Sudan lose her position as the largest African country.
Africa has 6 island countries while 49 are inland countries.

African countries in their order of size,and their capital cities.

No	*Country*	*Capital city*		*No*	*Country*	*Capital city*
1.	Algeria	Algiers		29	Burkina Faso	Ouagadougou
2.	Dem.Rep. of Congo	Kinshasa		30	Gabon	Libreville
3.	Sudan	Khartoum		31	Western Sahara	El-Aaiun
4.	Libya	Tripoli		32	Guinea	Conakry
5.	Chad	N'Djamena		33	Uganda	Kampala
6.	Niger	Niamey		34	Ghana	Accra
7.	Angola	Luanda		35	Senegal	Dakar
8.	Mali	Bamako		36	Tunisia	Tunis
9.	South Africa	Pretoria		37	Malawi	Lilongwe
10.	Ethiopia	Addis Ababa		38	Eritrea	Asmara
11.	Mauritania	Nouakchott		39	Benin	Porto Novo
12.	Egypt	Cairo		40	Liberia	Monrovia
13.	Tanzania	Dodoma		41	Sierra Leone	Freetown
14.	Nigeria	Abuja		42	Togo	Lomé

15.	Namibia	Windhoek		43	Guinea Bissau	Bissau
16.	Mozambique	Maputo		44	Lesotho	Maseru
17.	Zambia	Lusaka		45	Equatorial Guinea	Malabo
18.	South Sudan	Juba		46	Burundi	Gitega
19.	Somalia	Mogadishu		47	Rwanda	Kigali
20.	Central.A.Republic	Bangui		48	Djibouti	Djibouti
21.	Madagascar	Antananarivo		49	Swaziland (Eswatini)	Mbabane
22.	Botswana	Gaborone		50	Gambia	Banjul
23.	Kenya	Nairobi		51	Cape Verde	Praia
24.	Cameroon	Yaoundé		52	Comoros	Moroni
25.	Morocco	Rabat		53	Mauritius	Port Louis
26.	Zimbabwe	Harare		54	Sao Tome & Principe	Sao Tome
27.	Congo Brazzaville	Brazzaville		55	Seychelles	Victoria
28.	Cote d'Ivoire	Yamoussoukro				

Newly created states in Africa

- **Western Sahara from Morocco in 1976**
- **Eritrea from Ethiopia in 1993**
- **South Sudan from Sudan in 2011.**

NB: *The creation of Eritrea as an independent state made Ethiopia become a land locked country.*

LOCATION OF AFRICAN COUNTRIES.

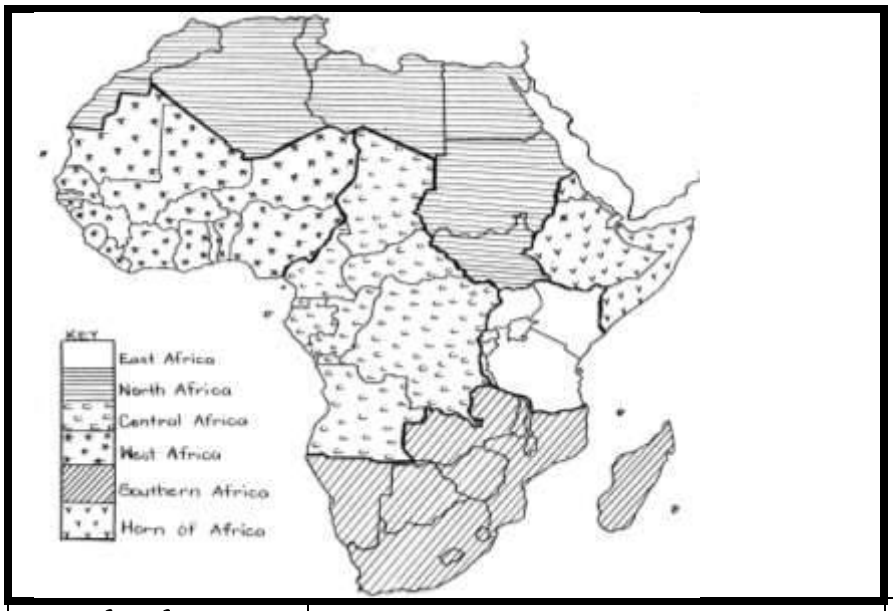


POLITICAL REGIONS OF AFRICA.

Africa is divided into six major geographical regions.

These include:

- East Africa
- West Africa.
- Central Africa.
- Southern Africa.
- North Africa
- Horn of Africa.



Political region	*Countries*	*Dominant common market*
East Africa	-Uganda -Burundi -Kenya -Seychelles -Tanzania -Mauritius -Rwanda -Comoros	East African Community(EAC)
Central Africa	-DRC -Cameroon -Chad -Equatorial Guinea -Angola -C.A.Rep -Gabon -Congo Brazzaville -Sao Tome and Principe	Economic Community of Central African states (ECCAS)
Horn of Africa	-Somalia -Eritrea -Ethiopia -Djibouti	Intergovernmental Authority on Development(IGAD)
Southern Africa	-South Africa -Lesotho -Namibia -Eswatini -Botswana -Zimbabwe -Malawi -Madagascar -Zambia -Mozambique	-Southern African Development Community (SADC)
West Africa	-Nigeria -Gambia -Mali -Cape Verde -Burkina Faso -Senegal -Niger -Mauritania -Benin -Guinea Bissau -Ghana -Guinea -Cote D'Ivoire -Sierra Leone -Liberia -Togo	-Economic Community of West African States (ECOWAS)
North Africa	-Egypt -Western Sahara -Libya -Tunisia -Morocco -Algeria -Sudan -South Sudan	

LAND LOCKED COUNTRIES IN AFRICA

A land locked country **is a country without a coastline.**

There are 16 land locked countries in Africa.

These include;

- **Uganda**
- **Mali**
- **Burkina Faso**
- **Chad**
- **Zambia**
- **Lesotho**
- **C.A.R**
- **South Sudan**
- **Ethiopia**
- **Zimbabwe**
- **Eswatini**
- **Botswana**
- **Burundi**
- **Rwanda**
- **Malawi**
- **Niger**

Note;-*Lesotho* *is an enclave state. It is completely surrounded by the Republic of South Africa.*

*-**An enclave state** is an independent country which is completely surrounded by another country.*

Problems faced by land locked countries in Africa.

- **High taxation on overseas imports at the sea port.**
- **Delay of overseas imports in transit.**
- **High transport costs when importing goods.**
- **There is limited trade with the rest of the world.**
- **High prices for imported goods.**

➢ **Note:**

- ✓ ***Smuggling*** *is the illegal importation and exportation of goods.*
- ✓ *Smuggling reduces market for locally manufactured goods.*
  Smuggled goods compete for market with the locally manufactured goods.
- ✓ *smuggling may also lead to importation of low quality goods into the country.*
- ✓ ***Imports*** *are goods that are brought in a country from other countries eg. Vehicles Uganda imports from Germany.*
- ✓ ***Exports*** *are goods a country sells to other countries eg.food Uganda sells to South Sudan.*

Steps land locked countries can take/ have taken to solve some of the above challenges.

- **By joining regional economic groupings.**
- **By using alternative sea routes when importing goods.**
- **By encouraging domestic industrial production.**
- **By improving security along the high ways.**
- **By using more than one sea ports to handle their imports and exports.**
- **By using air transport when transporting overseas goods.**

Non-Land Locked Countries in Africa.

A non-land locked country **is a country which has a coastline.**

There are 39 non-land locked countries in Africa, each with one or more than one sea ports.

These sea ports handle imports and exports for both the land locked and non-land locked countries.

Major sea ports in Africa

Sea port	*Country*
-Port Mombasa	Kenya
-Port Dar-es-salaam	Tanzania
-Port Sudan	Sudan
-Port Mogadishu	Somalia
-Port Matadi	DRC
-Port Accra -Port Takoradi	Ghana
-Port Durban -Cape Town -Port Elizabeth -Port East London	South Africa

-Port Lagos -Port Harcourt	Nigeria
-Port Tunis	Tunisia
-Port Alexandria	Egypt
-Port Luanda	Angola
-Port Tripoli -Port Benghazi	Libya

Benefits enjoyed by non-land locked countries

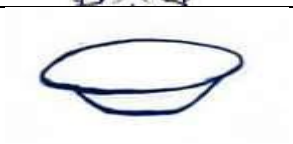
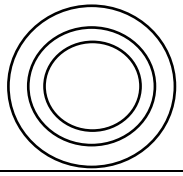
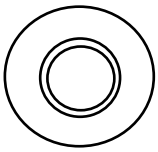
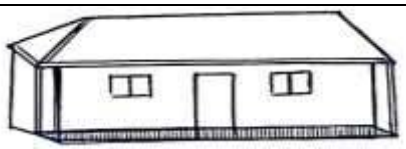
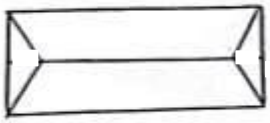
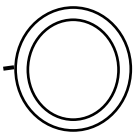
- Low taxation on overseas goods at the sea ports.
- They earn income through taxing goods for land locked countries that pass through them.
- They enjoy wide trade with the rest of the world.

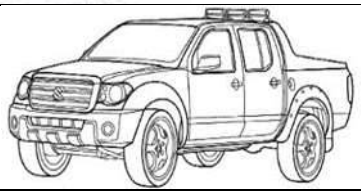
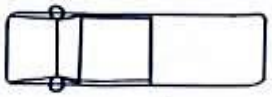
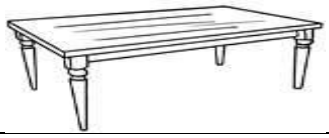
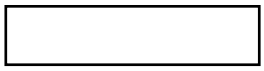
Note:-***Hinterlands*** *are areas in a country that are far away from the coast or main cities.*

REVISION OF MAPS AND PICTURES.

A map is a drawing/ respresentation of an object as seen from above.
Maps show how objects look like when viewed directly from above.
We use symbols to help us understand and interpret a map of a detailed area.
The boundary of a map determines the size and shape of the map.
A picture is a representation of an object as seen from above.
All features on a picture can be clearly seen as real objects.
Pictures are more detailed than maps.

Maps and Pictures of different objects

Object name	*Picture*	*Map*
a tree		
a plate		
a pot		
a house		
a chair		
a cup		

a hut		
a car		
a table		

Similarity between maps and pictures.

- Both are representations of objects.

Types of maps.

(i) Political maps. These maps show boundaries of villages, counties, districts and countries.

(ii) Topographic maps. These maps show physical features/ landforms of a given area.eg.mountains etc.

(iii) Flow-line maps. These show movement of people, goods, animals etc.

(iv) Thematic maps. These show various social and economic themes eg. trade, energy.

Importance of maps.

- ❖ They are used for locating places.
- ❖ They help travelers to plan for routes to take while on their journeys.
- ❖ They help people to know the relief, climate and vegetation of different areas.

ELEMENTS OF A MAP.

- ❖ A compass direction
- ❖ A scale
- ❖ A title/heading
- ❖ A frame
- ❖ A key.

Importance of different elements of a good map.

Element	*Importance*
❖ A compass direction	❖ It shows the direction of places on a map
❖ A title/ heading	❖ It helps one to know what the map is all about.
❖ A key	❖ It helps a map reader to interpret symbols used on a map.
❖ A scale	❖ It helps a map reader to calculate the actual ground distance on a map.
❖ A frame	❖ It shows the extent of the area represented by the map.

MAP SYMBOLS

These are features that are used to represent real objects on a map.

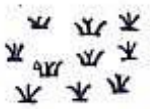
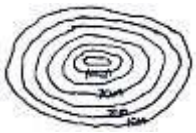
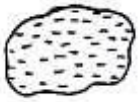
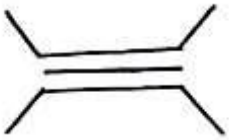
Why symbols are used on maps.

- ❖ To avoid congestion an the map.
- ❖ To ensure neatness of a map.

Common colours used on maps.

- ✓ Green-represents vegetation.
- ✓ Brown and purple-represent hills and mountains (highlands)
- ✓ Blue-represents water bodies.
- ✓ Yellow-represents scattered short grass.
- ✓ Red-represents major roads and boundaries.

Common symbols used on maps.

				
a rift valley	*waterfall*	*a dam*	*a canal*	*a swamp*
				
a quarry	*a hill*	*airport*	*contours*	*factory*
				
railway line	*a port*	*hospital*	*mountain peak*	*permanent lake*
				
seasonal lake	*church*	*a bridge*	*seasonal river*	*compass direction*

A COMPASS DIRECTION

- **A compass** is an instrument used to find direction of places.
- A drawn compass is called *a compass rose.*

People who use a compass.

- Rally drivers
- Tourists
- Pilots
- Mountain climbers
- Sailors
- Scouts and girl guides.
- Soldiers.

A compass direction.

A compass direction is a symbol used on a map to show the direction of places.

The compass points are divided into the cardinal points,semi-cardinal points (secondary points) and tertiary points.

Cardinal points are the four major points of a compass.

These include;

- North
- South
- West
- East

Secondary points are the directions that lie midway of cardinal poits.

Semi-cardinal points lie at 45° from cardinal points.

These include;

- South East
- South West
- North East
- North West

A SCALE.

A scale helps a map reader to calculate the actual ground distance on a map.

A map reader who reads a map without a scale may fail to calculate the actual ground distance on a map.

A scale is only found on accurate maps.

A sketch map is a map which is not drawn to scale while an accurate map is a map which is drawn to scale.

Types of scales.

(i) Linear scale.

This is the type of scale drawn using lines that are divided into equal parts.

Example;

*Find the actual ground distance between town **Q** and town **S** if there is a distance of 6cm between the two towns on the map.*

Solution;

1cm = 100km

6cm = (6×100)km

= 600km.

*Therefore,the actual ground distance between Town **Q** and Town **S** is 600km.*

(ii) Representative scale/ fractional scale.

This is the type of scale written in as a mathematical fraction.

It can also be written as a ratio.eg. $\frac{1}{100\text{km}}$ **or 1:100km.**

(iii) Statement scale.

This type of scale can be given as a statement or words.

Eg.1cm on a map represents 100km on the ground





1. **What is a continent?**
2. **Mention the seven continents of the world in the world in the order of their size starting with the largest.**
3. **Name the water body that separates Africa from;**
   - **(i) Europe.**
   - **(ii) America.**
   - **(iii) Arabia.**
   - **(iv) Australia**
4. **Name the only continent which is not inhabited by people.**
5. **Why is the continent in (4) above not inhabited by human beings?**
6. **What causes days and night?**
7. **State the effect of the revolution of the earth around the sun.**
8. **Mention the commonest way of telling directions in your community.**
9. **Give any three ways one can locate places on a map.**
10. **What is the direction of Africa from Europe?**
11. **Kato was going to school in the morning and he saw his shadow;**
    - **(i) Infront of him. In which direction was the school?**
    - **(ii) behind himself. In which direction was his home?**
    - **(iii) on his right hand side. In which direction was the school?**
    - **(iv) on his left hand side. In which direction was his school?**

12. Name the most central continent of the world.
13. Why is the above continent considered to be the most central continent?
14. Why was Africa referred to as a dark continent by the early Europeans?
15. Mention any three factors that kept Africa's interior unknown to the early Europeans for so long.
16. Give any three ways Africa is different from other continents.
17. What general name is given to lines of latitude?
18. Give the meaning of each of the following.
    (i) Latitude
    (ii) Lines of latitude
    (iii) Lines of longitude
    (iv) Tropical region
    (v) A hemisphere
19. Apart from Uganda, mention four other African countries which are crossed by the Equator.
20. Mention two major physical features which are crossed by the Equator in Uganda.
21. Why is the equator marked 0^0?
22. Why are lines of latitude sometimes called the parallels?
23. Name the island countries in Africa which are crossed by the following lines of latitude.
    (i) Equator.
    (ii) Tropic of Capricorn
24. What general name is given to lines of longitude?
25. Name the city in West Africa which is crossed by the Prime meridian.
26. Why is the Prime meridian sometimes called the Greenwich meridian?
27. Name the water body that neighbours Africa which is crossed by the Prime meridian
28. Mention the four countries which are crossed by the Prime meridian.
29. Name the line of longitude that helps in telling the international time.
30. Why do people living in Mombasa see the sun earlier than those in Kasese?
31. How are lines of latitude and lines of longitude important?
32. Find the time in East Africa which is 45^0 E if it is 10:00pm in England.
33. How is a Strait different from an Isthmus?
34. State the main reason for the construction o0f the Suez canal.
35. Name the water way that separates Africa from Europe.
36. What term refers to a narrow water passage that connects two large water bodies?
37. Name the water way that connects the Red sea to the Mediterranean sea.
38. How is the strait of Gibraltar politically important to Africa?
39. Name the water channel that separates Madagascar from Africa's main land.
40. What is an Island?
41. Mention the two island countries in Africa which are surrounded by the Atlantic ocean.
42. Name the largest African country.
43. How did the creation of Eritrea as an independent state affect Ethiopia?
44. Complete the table below.

Region of Africa.	*Any three countries*
(i) East Africa	---------- ---------- ----------
(ii) West Africa	---------- ---------- ----------
(iii) ----------	South Africa ---------- ----------
(iv) Central Africa	---------- ---------- ----------
(v) ----------	---------- ---------- Somalia
(vi) ----------	Libya ---------- ----------

45. Mention the newest state in Africa.

46. Name any three African countries which are completely surrounded by the Indian ocean.
47. Why is Lesotho referred to as an enclave state?
48. Name the smallest East African country.
49. Why is Seychelles islands historically remembered in Buganda and Bunyoro?
50. Why is Uganda referred to as a land locked country?
51. State any three problems Uganda faces due to her location.
52. Mention the two neighbouring countries of Uganda which are land locked.
53. How is Uganda different from Nigeria in terms of location?
54. Give one way port Mombasa has promoted economic development of Uganda.
55. Why are imports more expensive in Uganda than in Kenya?
56. Mention the type of tax charged on;
    (i) Locally manufactured goods.
    (ii) Imports/ goods entering a country.
57. Name the body that was set up by Uganda Revenue Authority (URA) to control smuggling in the country.
58. Give any two ways smuggling affects economic development in a country.
59. Why does Uganda import most of her goods through port Mombasa?
60. State any two ways Uganda can solve the challenges she faces due to her location.
61. How is a map different from a picture?
62. Mention any three elements of a good map.
63. Why are maps drawn by P.7 pupils referred to as sketch maps?
64. What problem is a map reader likely to face when reading a map without a;
    (i) Scale?
    (ii) Key?
    (iii) Title?
    (iv) Compass direction?
65. Mention any two types of scales commonly used on maps.
66. Why are foreign tourist to Uganda always given maps of places they are to visit?
67. Why are symbols used on maps instead of real objects?
68. Find the actual ground distance between Town K and Town S which are 8cm apart using the scale 1cm=150km.
69. How is a compass different from a compass direction?
70. Sarah was facing North West and she turned through an angle of 135^0 anti-clockwise. Which new direction did she face?

TOPIC 2: PHYSICAL FEATURES OF AFRICA.

INTRODUCTION TO PHYSICAL FEATURES

Physical features are features of the earth's surface that give it shape.

These features are categorised into; drainage and relief features.

Relief features

These are landforms which are identified according to their altitude.

***Altitude* is the height above the sea level.**

Altitude is measured using an instrument called an *altimeter.*

***Relief* is the physical appearance of the land.**

Relief features are the highlands and low lands of an area.

Relief features include;

- **Mountains**
- **Plateaus**
- **Rift valleys**
- **Valleys**
- **Coastal plains**
- **Basins**
- **Highlands**
- **Low lands**

Drainage features

Drainage features are landforms that contain water.

Drainage features are the water bodies of an area.

Drainage features include;

- **Lakes**
- **Oceans**
- **Seas**

Note:-

- ✓ *Africa's plateau is tilted to the North. This results into the northward flow of river Nile from lake Victoria towards the Mediterranean sea.*
- ✓ *The flow of river Nile from lake Victoria to lake Kyoga shows that lake Victoria is on a higher altitude than lake Kyoga.*

Importance of physical features

- ❖ **They earn income through attracting tourists.**
- ❖ **They are used when locating places.**
- ❖ **Some of them are mining grounds.**
- ❖ **Some of them are fishing grounds.**
- ❖ **They modify climate by helping in rain formation.**
- ❖ **Some physical features form natural boundaries between countries. This is because, these features are permanently fixed.**

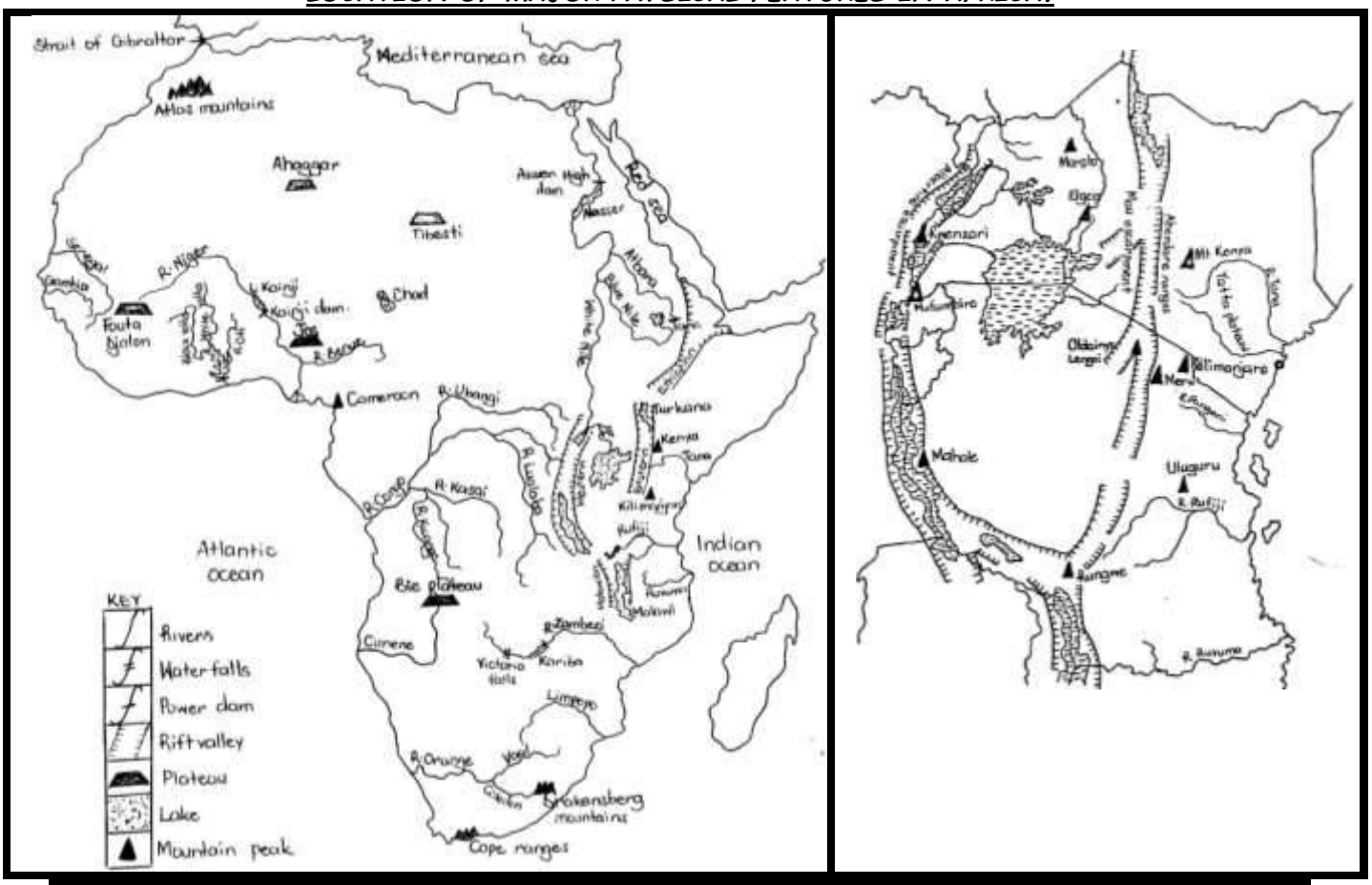
eg,-***River Ruvuma*** *creates a natural boundary between Tanzania and Mozambique.*

-***River Kagera*** *forms a natural boundary between Uganda and Tanzania.*

-***River Semliki, mountain Rwenzori, the Western Rift valley, lake Albert*** *and* ***lake Edward*** *create a natural boundary between Uganda and DRC.*

-***Mountain Elgon*** *creates a natural boundary between Uganda and Kenya.*

LOCATION OF MAJOR PHYSICAL FEATURES IN AFRICA.



MOUNTAINS IN AFRICA.

A mountain is a large raised piece of land, usually higher than a hill.

Types of mountains in Africa.

- Volcanic mountains
- Block mountains
- Fold mountains

VOLCANIC MOUNTAINS.

These are mountains formed as a result of *volcanicity.*

Volcanicity is the process by which magma is forced onto the earth's surface through a vent.

Volcanicity can also be called *volcanic activity* or *volcanic eruption.*

A volcano is a mountain with a vent through which magma is forced through the earth crust and onto the earth's surface.

Magma refers to the molten rock in the earth crust.

Lava refers to the molten rock on the earth's surface.

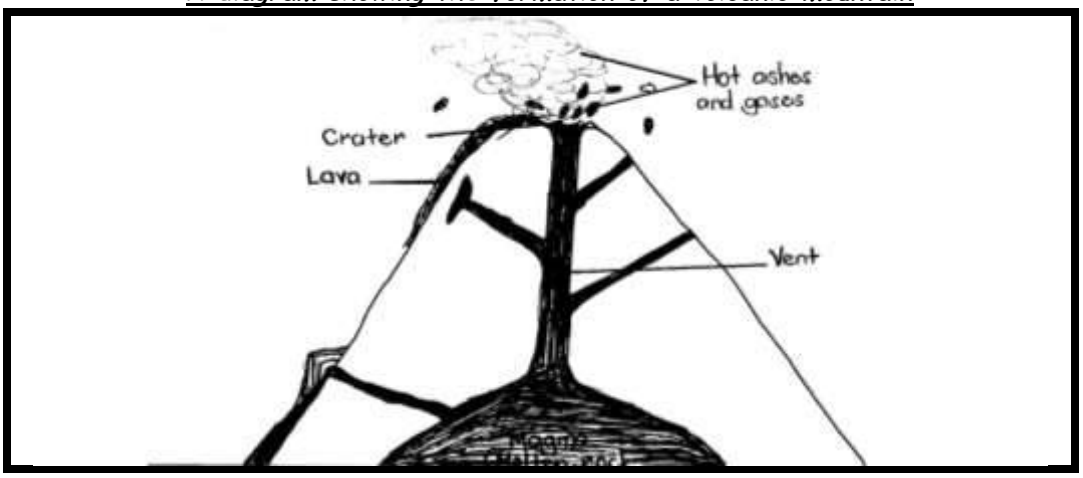
Types of volcanoes

Type of volcano	Description	Example(s)
Active volcanoes	These are mountains which can erupt at any time.	• Nyamulagira in DRC • Nyiragongo in DRC • Mountain Mufumbiro in Uganda. • Ol Doinyo Lengai in Tanzania
Dormant volcanoes.	These are mountains that have not erupted in the recent past but still show signs of erupting.	• Mountain Moroto in Uganda. • Mountain Longonot in Kenya.
Extinct volcanoes	These are mountains that do not show any signs of erupting.	• Mountain Kilimanjaro in Tanzania. • Mountain Kenya • Mountain Elgon in Uganda

Other volcanic mountains in Africa include;

- **Drakensberg mountains in Lesotho and South Africa**
- **Mountain Longonot in Kenya.**
- **Mountain Mufumbiro in Uganda.**

A diagram showing the formation of a volcanic mountain



Importance of volcanicity

- **It leads to formation of fertile volcanic soils which are favourable for crop growing.**
- **Volcanic mountains attract tourists who bring in income.**

Dangers of volcanicity.

- **It leads to death of people and animals.**
- **It leads to destruction of property.**
- **It leads to air pollution.**

Other features formed as a result of volcanicity.

- **Crater lakes.**
- **Calderas**
- **Inselbergs**
  - ***An inselberg*** *is an isolated hill that stands above the general level of the surrounding land eg.Labwor hill in Karamoja, Musaijamukuru hill in Hoima, Osukuru hill in Tororo.*
  - *These inselbergs attract tourists who bring in income and are also a major source of minerals eg. The Osukuru hills which provide limestone used for making cement.*
- **Lava dammed lakes**
- **Hot springs /geysers eg. Kitagata hotsprings in Bushenyi, Sempaya hotsprings in Bundibugyo**
  - *Hot springs attract tourists and also help in generation of geothermal energy.*

FOLD MOUNTAINS

Fold mountain are formed as a result of *folding.*

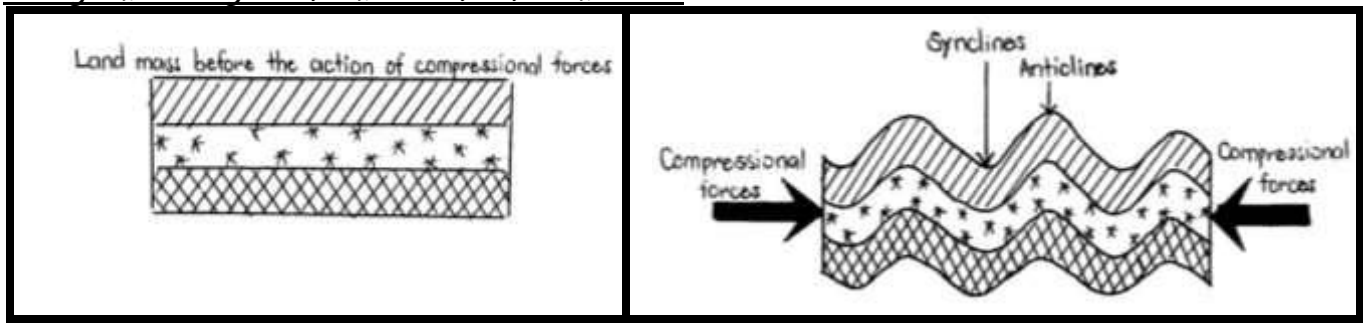
Folding **is the process by which land mass is forced to collide due to compressional forces.**

Fold mountains are formed when two land masses are forced to collide by horizontal earth movements causing the rocks to be folded and uplifted.

The raised parts of a fold mountain are called *anticlines.*

The sunken parts of a fold mountain are called synclines.

A diagram showing the formation of a fold mountain



Examples of fold mountains in Africa.

- Cape ranges in South Africa.
- Atlas mountains in North West Africa (Morocco)

BLOCK MOUNTAINS

These mountains are also called *horst mountains.*

Block mountains were formed as a result of ***faulting.***

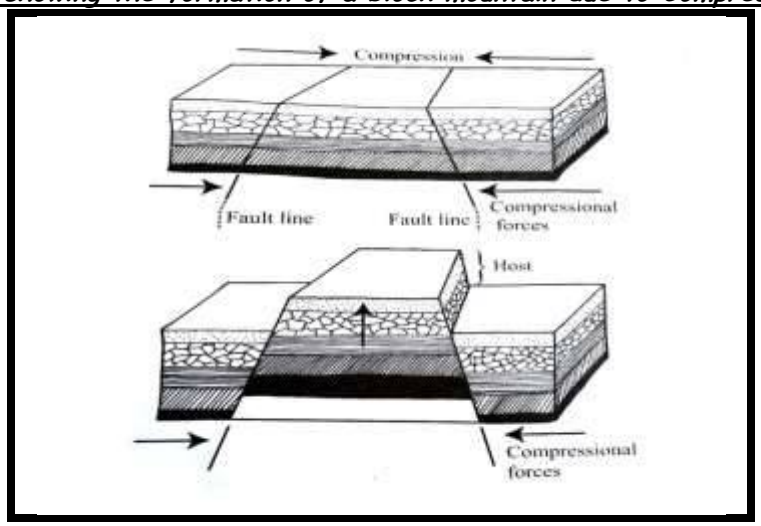
Faulting is the cracking/ breaking of rocks in the earth's crust.

The central block between the two faults is lifted up by compressional forces forming a block mountain.

Forces that led to the formation of a block mountain

- Compressional forces
- Tensional forces.

A diagram showing the formation of a block mountain due to Compressional forces.



Examples of block mountains in Africa.

- Mountain Rwenzori in Uganda
- Mountain Usambara in Tanzania
- Mountain Uluguru in Tanzania
- Mountain Pare in Tanzania
- Mountain Danakil in Ethiopia

Highest peaks of major mountains in Africa.

Mountain	*Type*	*Formation*	*Highest peak*	*Description*	*Location*
Mountain Kilimanjaro	Volcanic	Volcanicity	Kibo peak	Snowcapped	Tanzania
Mountain Kenya	Volcanic	Volcanicity	Batian peak	Snowcapped	Kenya
Mountain Rwenzori	Block	Faulting	Margherita peak	Snowcapped	Uganda
Mountain Elgon	Volcanic	Volcanicity	Wagagai peak	Dry	Uganda
Mountain Mufumbiro	Volcanic	Volcanicity	Muhavura peak	Dry	Uganda
Mountain Moroto	Volcanic	Volcanicity	Sokdek	Dry	Uganda
Drakensberg mountains	Volcanic	Volcanicity	Thabana-Ntlenyana	Dry	Lesotho
Cape ranges	Fold	Folding	Du Toits	Dry	S.Africa
Atlas mountains	Fold	Folding	Toubkal	Dry	Morocco
Mountain Cameroon	Volcanic	Volcanicity	Fako	Dry	Cameroon

HIGHLANDS IN AFRICA.

A highland is an area of land consisting of hills and mountains.

Examples of highlands in Africa.

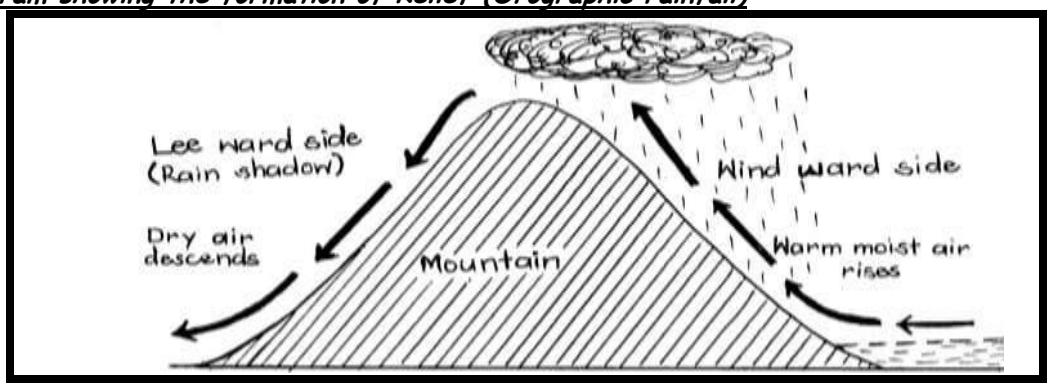
- Kenya highlands
- Ethiopian highlands
- Guinea highlands
- Adamawa highlands

Importance of highlands (hills and mountains)

- ❖ **They help in rain formation.**
- ❖ **They have fertile soils which support crop cultivation.**
- ❖ **They attract tourists who bring in income.**
- ❖ **They have cool temperatures which favour dairy farming.**
- ❖ **They are used by telecommunication companies to place on masts.**
- ❖ **Some mountains form natural boundaries between countries.**

Eg-*Mountain Rwenzori creates a natural boundary between Uganda and DRC.*
-Mountain Elgon creates a natural boundary between Uganda and Kenya.
-Mountain Mufumbiro creates a natural boundary between Uganda and Rwanda.

A diagram showing the formation of Relief (Orographic rainfall)



Disadvantages of mountains.

- ❖ **They hinder agricultural mechanisation.**
- ❖ **They make road and railway construction difficult.**
- ❖ **Some volcanic mountains erupt and destroy property.**
- ❖ **They are greatly affected by landslides and soil erosion.**

Problems faced by people living on slopes of mountains.

- ❖ **Severe soil erosion.**
- ❖ **Landslides.**
- ❖ **Poor ground transport.**
- ❖ **Poor agricultural mechanization.**

Why transport is very poor in highland areas.

It is difficult and expensive to construct roads in mountainous areas.

Note:

- ✓ *People living in highland areas (Kapchorwa) rear donkeys to use them as means of transport.*
- ✓ *Road transport can also be improved in highland areas by constructing winding roads.*
- ✓ *Landslides can be reduced in highland areas through planting trees*

Why agricultural mechanisation is poor in mountainous areas.

The steep slopes make the use of tractors difficult.

PLATEAUS / PLATEAUX

A Plateau **is a raised flat topped piece of land.**
The plateau covers the largest part of Uganda.
It lies between 200m and 2000m above the sea level.

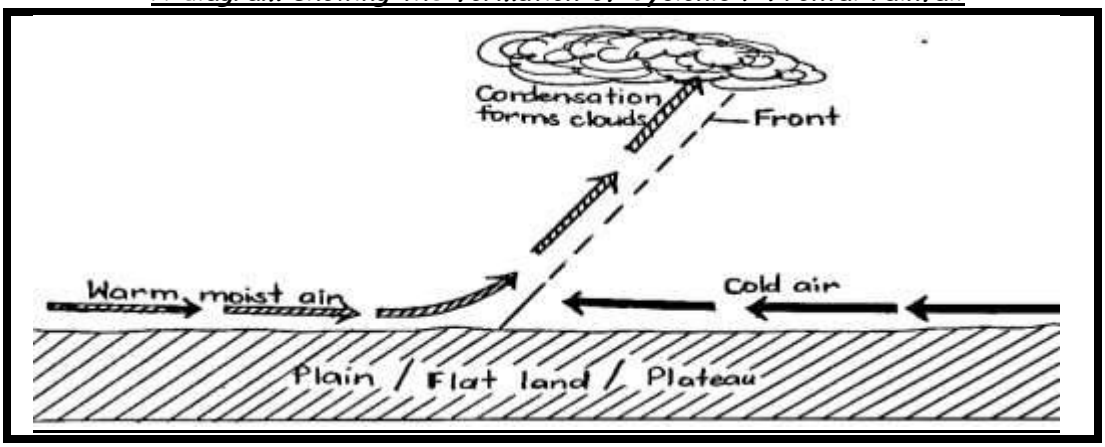
Features found on a plateau

- **Lakes**
- **Rivers**
- **Streams**
- **Hills**
- **Plains**

Economic activities carried out in plateau areas.

- **Crop cultivation**
- **Tourism**
- **Fishing**
- **Mining**
- **Animal rearing**
- **Lumbering**
- **Industrialisation.**

A diagram showing the formation of Cyclonic / Frontal rainfall



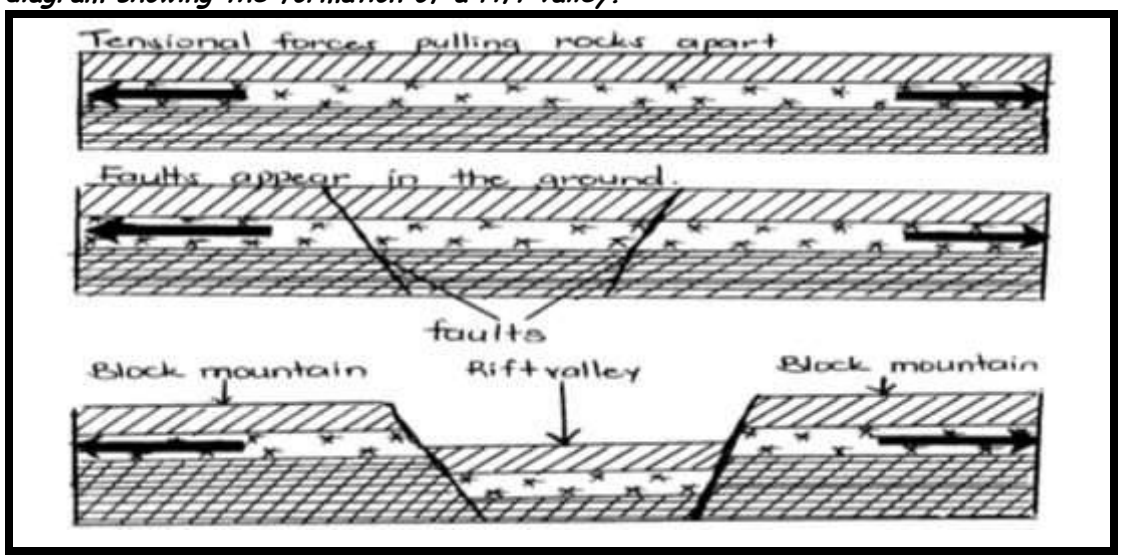
Major plateaus in Africa

- Nyika plateau in Kenya
- Yatta plateau in Kenya
- Jos plateau in Nigeria
- Bie plateau in Angola
- Fouta Djallon in Guinea
- Tibesti in chad
- Ahaggar plateau in Algeria

THE AFRICAN GREAT RIFTVALLEY

A rift valley is a long and wide depression on the earth's surface with steep sides.
The steep sides of a rift valley are called *escarpments.*
The rift valley was formed as a result of *faulting.*
The Great rift valley starts from Syria and runs through Jordan, Red sea, Ethiopia, Kenya, Uganda, Tanzania and ends at Beira in Mozambique.
The width of the Great rift valley varies from 30 to 100km.

A diagram showing the formation of a rift valley.



Arms/ branches of the African Great riftvalley.

Arm/ branch	*Location*	*Major escarpment*	*Rift valley lakes*
The Ethiopian rift valley	•It enters Africa from Red sea and runs through Danakil depression.	Mega escarpment.	-L .Abaya -L.Ashala -L .Azwai -L.Shamo
The Western rift valley	•It runs through Uganda, Rwanda, Burundi and Tanzania.	Albertine escarpment	-L.Albert -L.Edward -L.Tanganyika

The Eastern rift valley	•It runs through Kenya and Tanzania.	Mau escarpment	-L.Turkana -L.Manyara -L.Magadi -L.Baringo -L.Nakuru -L.Natron -L.Eyasi
The Malawian rift valley	•It runs through Malawi and Mozambique.	Muchinga escarpment	-L.Malawi

Economic activities done in Rift valley areas

- Crop cultivation
- Mining
- Tourism
- Fishing
- Animal rearing

Dangers / disadvantages of the Rift valley.

- ❖ It is affected by soil erosion.
- ❖ It hinders road and railway construction.
- ❖ It experiences very high temperatures due to low altitude.

BASINS

A Basin is a large low lying land between plateaus and highlands.
Basins are formed as a result of sinking of land masses/ *down warping.*
When water collects in some basins, lakes are formed.

Examples of basins in Africa.

- The Victoria basin
- The Congo basin
- The Okavango basin
- The Chad basin
- The Nile basin
- The Zambezi basin
- Orange basin
- Senegal basin

COASTAL PLAINS

A Coastal plain is a narrow strip of land along the coast.
Coastal plains favour the construction of sea ports and also promote tourism.
The coastline of Africa is not regular due to the effect of waves.

Features found on the coastal plain

- Coral reefs
- Cliffs
- Beaches
- Lagoons

***Coral reefs** are hard rocks at the bottom of the sea formed by polyps.*

Importance of coral reefs

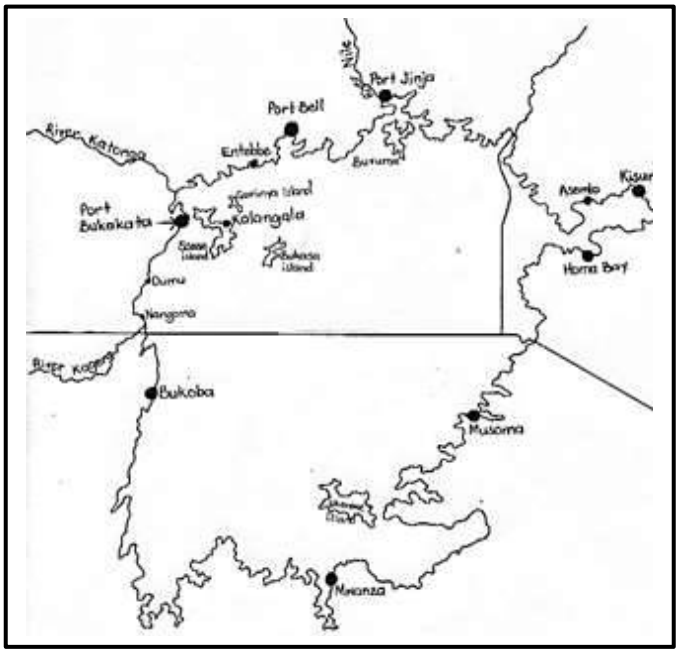
- ❖ *The attract tourists who bring in income.*
- ❖ *They also provide limestone which is used for making cement.*
- ❖ *They are used for making jewellery.*

LAKES IN AFRICA.

A lake is a large depression / hollow on the earth's surface in which water collects.

Major lakes in Africa

- Lake Victoria
- Lake Tanganyika
- Lake Turkana
- Lake Chad
- Lake Tana
- Lake Malawi
- Lake Ngami
- Lake Volta
- Lake Nasser
- Lake Kainji
- Lake Kariba

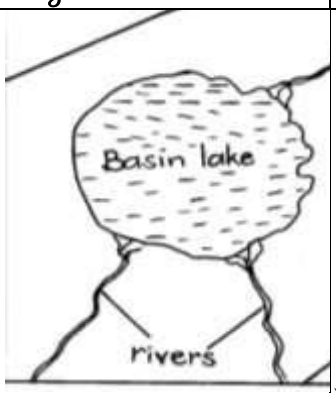
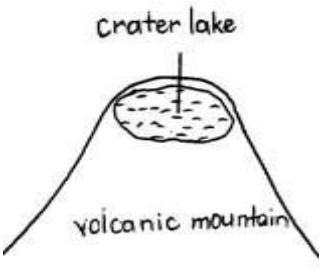
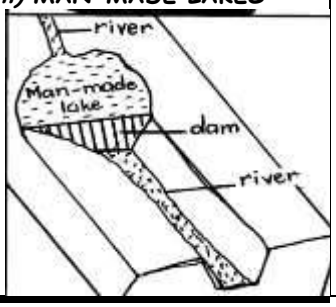


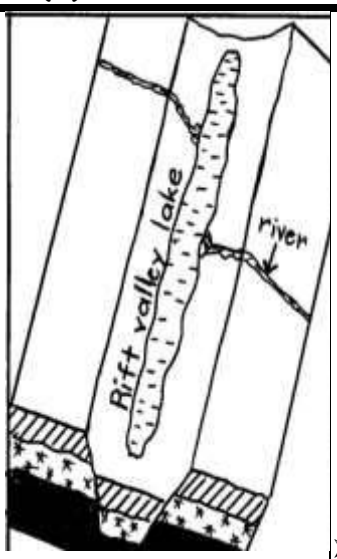
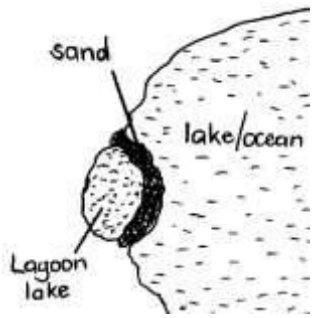
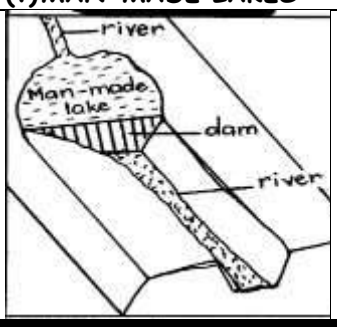
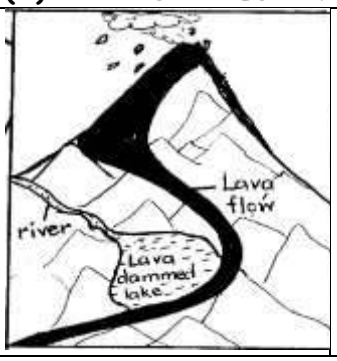
Activity: Locate the major lakes and rivers on the map of Africa in your book

TYPES OF LAKE FORMATIONS

- **Basin lakes/ depression lakes/ down warped lakes**
- **Rift valley lakes**
- **Ox-bow lakes**
- **Crater lakes**
- **Glacial lakes**
- **Lava dammed lakes**
- **Manmade lakes**
- **Lagoon lakes**

(i) BASIN LAKES

Diagram	*Description*	*Examples*
	**These are also called depression lakes/ down warped lakes.** **Basin lakes were formed as a result of *down warping.*** ***Characteristics of basin lakes*** **They are irregular in shape.** **They are wide and usually shallow.** **They have inlet and outlet rivers.** **They have fresh water.** **Note:** ➢ *Basin lakes have fresh water because they have outlet rivers.* ➢ *Lake Victoria referred to as an inter-territorial lake because it is shared by three East African countries.* ➢ *Lake Victoria has got inland ports which handle imports and exports of East African countries. This is how it promotes inter-territorial trade in the region.*	• **Lake Victoria** • **Lake Kyoga** • **Lake Chad** • **Lake Amboseli** • **Lake Ngami in Botswana**
(ii) CRATER LAKES		
	**These are formed on top of volcanic mountains.** **They are formed as a result of volcanicity.**	• **L. Katwe in Uganda.** • **L. Nyamunuka in Uganda** • **L. Muhavura in Uganda.** • **L. Panjam in Nigeria**
***(iii)* MAN-MADE LAKES** 	**They are formed as a result of *dam construction.*** **They can also be formed as a result of digging valley dams in swamps.**	• **L. Volta in Ghana (the largest)** • **L. Nasser on R.Nile in Egypt.** • **L. Kariba in Zambia** • **L. Kainji on R.Niger in Nigeria**

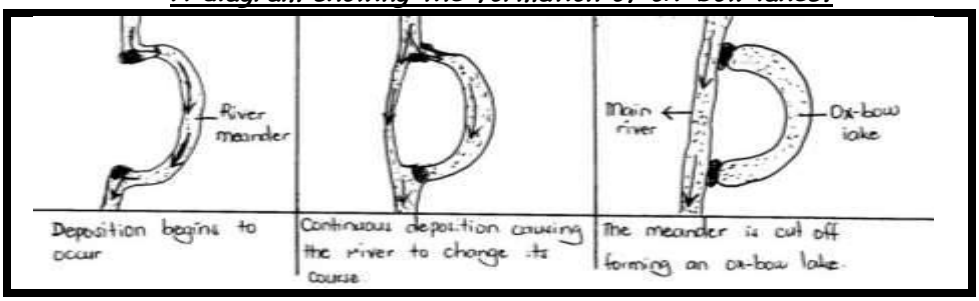
(iv) RIFT VALLEY LAKES		
	These are lakes which lie on the floor of the rift valley and were formed as a result of faulting. ***Characteristics of rift valley lakes*** • They are long and narrow (oblong) • They are deep. • They are salty. • They have steep sided shores. • Most of them have no outlet rivers. ***Why rift valley lakes are salty.*** • They lie on top of salt rocks. (because they experience a lot of evaporation) • They have no outlet rivers. Note:- ➢ *Most rift valley lakes have no major outlet rivers.* ➢ *Lake Magadi provides salt and soda ash used for making glasses.*	-(refer to the African Great rift valley)
(iv) LAGOON LAKES		
	These are formed as a result of ***marine deposition.*** They are formed when sand or mud separates the sea water. Most lagoon lakes in Africa are found at the West Africa coast due to an indented coastline. The East African coast has few lagoon lakes because it is smooth	• L.Nabugabo in Uganda. • L.Koule in Ghana • L.Nokeu in Benin • L.Igela in Gabon
(v)MAN-MADE LAKES		
	They are formed as a result of ***dam construction.*** They can also be formed as a result of digging valley dams in swamps.	• L. Volta in Ghana (the largest) • L. Nasser on R.Nile in Egypt. • L. Kariba in Zambia • L. Kainji on R.Niger in Nigeria
(vi) LAVA DAMMED LAKES / VOLCANIC LAKES		
	They are formed when lava flows and blocks a flowing river.(as a result of volcanicity) Then water collects behind to form a river.	• L. Bunyonyi (the deepest in Uganda) • L. Mutanda in Uganda • L. Tana in Ethiopia • L. Kivu in Rwanda and DRC

VII) *OX-BOW LAKES*

These are formed as a result of *river deposition.*

They are mainly formed on meandering rivers in the lower stage of a river.

A diagram showing the formation of ox-bow lakes.



Examples of Ox-bow lakes

- **Lake Utange on river Rufiji**
- **Lake Gambi on river Tana in Kenya.**
- **Lake Manzala on the Nile delta in Egypt.**

RIVERS IN AFRICA

A river **is a mass of flowing water on the earth's surface.**

Most rivers in Africa originate from high plateaus and highlands because such areas receive plenty of rainfall which provides water to the rivers.

Rivers flow from areas of high altitude to areas of low altitude.

Rivers continuously get their water from rainfall, melting snow or underground water flow.

Examples of major rivers in Africa.

- **River Nile**
- **River Congo**
- **River Ruvuma**
- **River Kagera**
- **River Rufiji**
- **River Zambezi**
- **River Volta**
- **River Senegal**
- **River Orange**
- **River Limpopo**
- **River Gambia**
- **River Benue**
- **River Atbara**
- **River Tana**

Examples of seasonal rivers in Africa.

- **River Turkwel in Kenya**
- **River Lagh Bor in Kenya**
- **River Lagh Bogal in Kenya**

Terms related to rivers.

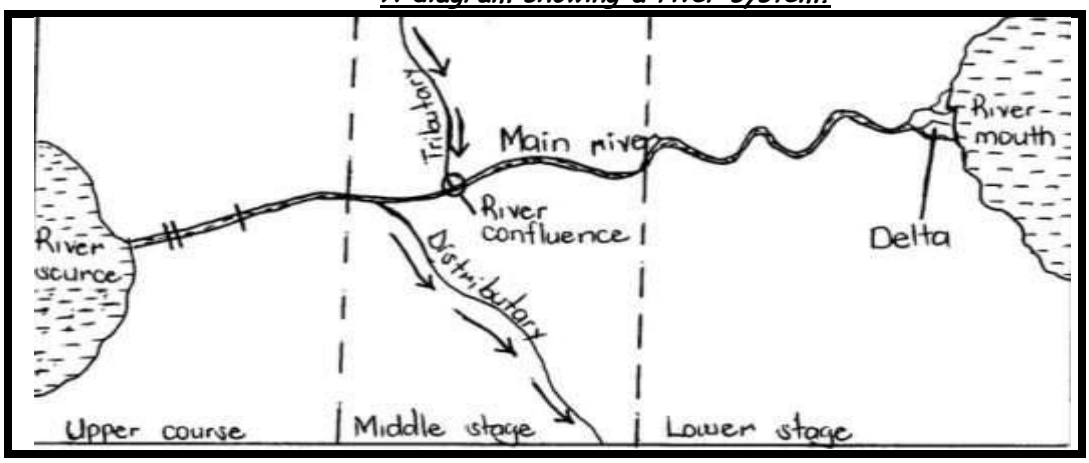
- ***A river source*** **is a point where a river begins to flow.**
- ***A river mouth*** **is a point where a river ends its flow.**
- ***A tributary*** **is a small river that joins the main river.**
- ***A distributary*** **is a small river that branches away from the main river.**
- ***A river confluence*** **is a place where two or more rivers meet.**
- ***An estuary*** **is a wide part of a river as it ends its flow/enters the sea or a lake.**
- ***A drainage basin*** **is an area of land drained by a river, its tributaries and distributaries.**
- ***A flood plain*** **is a flat area near a river that often floods when the water level rises.**
- ***A delta*** **is the place where a river divides/splits into several streams as it ends its flow.**

E.g.-R.Nile, R.Zambezi, R.Okavango and R.Niger form delta at their mouths.

Note:

- ✓ *Deltas are formed at the mouths of rivers, as a result of river deposition.*
- ✓ *Deltas have rich fertile soil for crop growing.*
- ✓ *They also attract tourists who bring in income.*
- ✓ *A waterfall is a steep flow of a river.*
- ✓ *Waterfalls attract tourists who bring in income, and also help in generation of hydro electricity.*
- ✓ *However, waterfalls may cause water accidents and also block water transport.*

A diagram showing a river system.



Stages of River Development

A river has three main stages/ courses.

These are;

- **The Youth stage/Upper course**
- **The Mature stage/ Middle stage**
- **The Old stage/ Lower stage (Senile)**

Stage	*Characteristics*
The Upper course	• **It has waterfalls and rapids** • **The river flows fast.** • **It forms a V-shaped valley (gorge).** • **There is a lot of vertical erosion.** **NOTE:** ➢ *This stage is suitable for generation of hydro electricity because it has many waterfalls.* ➢ *The upper stage is suitable for tourism because it has waterfalls which attract tourists.*
The Middle stage	• **The river flows gently.** • **It forms a U-shaped valley.** • **There is lateral erosion in this stage.** • **It begins to form meanders.**
The Lower stage	• **The river flows slowly.** • **It forms meanders and ox-bow lakes.** • **It form a deltas or an estuary.** • **The river deposits its load forming flood plains.**

Features found along river valleys.

- **Waterfalls**
- **Deltas**
- **Estuaries**
- **Gorges**
- **Ox-bow lakes**

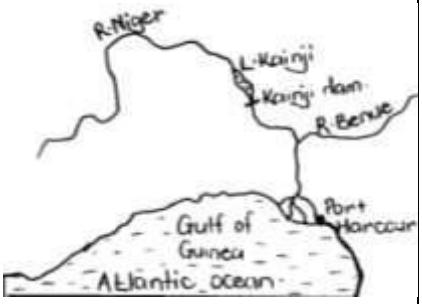
RIVER NILE

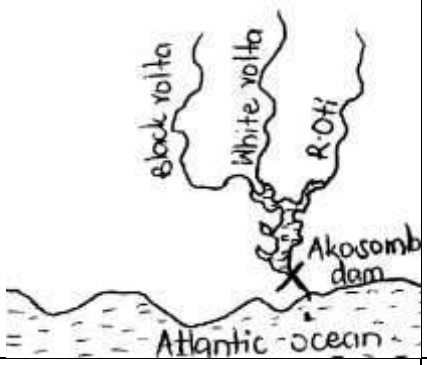
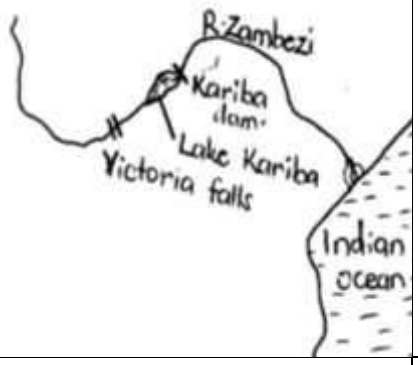
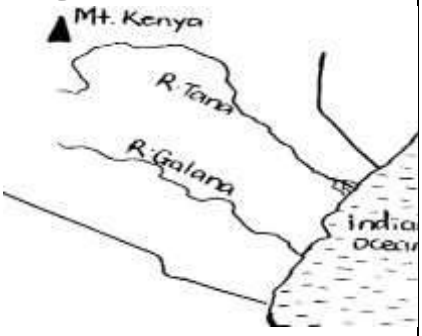
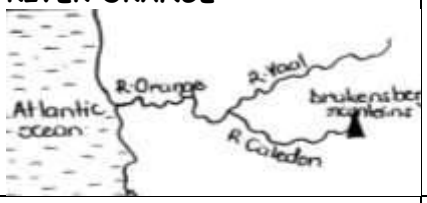
▪ **River Nile is the longest river in the world.** ▪ **Its local name is Kiira.** ▪ **It flows northwards because the North is on a low altitude.** ▪ **John Hanning Speke was the first European explorer to see the source of river Nile.**	***Source***	**-Lake Victoria**
	Mouth	**-Mediterranean sea**
	Countries drained	**-Uganda -Sudan -Ethiopia -Egypt -South Sudan**
	Main tributaries	**-Blue Nile from lake Tana in Ethiopia** **-River Atbara** **-River Achwa in Uganda**

<table>
<tr>
<td rowspan="3">
</td>
<td>Waterfalls</td>
<td>-Karuma falls
-Murchison falls
-Itanda falls</td>
</tr>
<tr>
<td>Hydroelectric power dams</td>
<td>-Nalubaale power dam
-Kiira dam in Uganda
-Bujagali power dam
-Karuma dam
-Aswan high dam in Egypt
-Jebel Aulia dam in Sudan
-Roseires dam in Sudan
Note:
-The construction of Aswan High dam resulted into creation of lake Nasser.
-The Nile is the life blood of Egypt because the people of Egypt depend on the water of the Nile for irrigation and domestic use.</td>
</tr>
<tr>
<td>Nile valley countries</td>
<td>-Uganda,-South Sudan,
-Ethiopia, -Sudan, -Egypt.
<u>NB:</u>-<u>The Nile valley</u> is the area drained by river Nile, its tributaries and distributaries.
-The Nile valley is densely populated because it receives reliable rainfall, and also has fertile soils which support crop growing.</td>
</tr>
</table>

<u>Other rivers in Africa</u>

<table>
<tr>
<td>RIVER CONGO

</td>
<td>❖It is the biggest river in Africa.
❖It forms an estuary at its mouth.
❖It forms a natural boundary between DRC and Congo-Brazzaville
<u>Power dams on river Congo</u>
-Nzilo power dam -Inga power dam
<u>Major tributaries of river Congo</u>
-River - River Kasai
❖It carries the largest volume of water to the ocean.
because;
-it has many tributaries
-it originates from equatorial climatic region which receives plenty of rainfall throughout the year.</td>
</tr>
<tr>
<td>RIVER NIGER

</td>
<td>❖ It flows through Niger and Nigeria, and pours its water into the Atlantic ocean.
❖ It forms a delta at its mouth. ie.the Niger delta.
❖ River Benue is the main tributary of river Niger.
❖ The construction of Kainji dam on river Niger resulted into formation of lake Kainji.
<u>Importance of the Niger delta.</u>
❖ It has many oil wells.
❖ It has fertile soils for crop growing.
❖ It attracts tourists who bring in income.</td>
</tr>
</table>

RIVER VOLTA 	❖ It flows through Burkina Faso and Ghana, and pours its water into the Atlantic ocean. ❖ The construction of the Akosombo power dam along river Volta resulted into creation of lake Volta. ❖ Lake Volta is the largest manmade lake in Africa. ***Main tributaries of river Volta.*** -Black Volta, -White Volta, -River Oti.
RIVER ZAMBEZI 	❖ It flows through Zambia and Mozambique. ❖ It pours its water into the Indian ocean. ❖ It forms a delta at its mouth. ❖ Lake Kariba was formed after the construction of Kariba dam along river Zambezi. ***Hydro electric power dams along river Zambezi.*** ❖ Kariba dam in Zambia ❖ Cahora Bassa dam in Mozambique ❖ Kafue dam in Zambia NB: *Victoria falls along river Zambezi in Zambia are the highest waterfalls in Africa.*
RIVER TANA 	❖ It originates from the Kenya highlands and flows into the Indian ocean. ❖ River Thiba and River Nyamindi are the main tributaries of river Tana. ❖ *River Thiba* supplies water to *Mwea Tebere irrigation scheme*. (famous for rice growing) ❖ The *Seven Forks scheme* was built on river Tana. ***Power dams built along river Tana.*** -Gitaru dam, -Kindaruma, -Kamburu, -Masinga dam, -Kiambere dam.
RIVER ORANGE 	❖ It originates from the Drakensberg mountains and flows into the Atlantic ocean. ❖ *River Vaal* and *river Caledon* are the main tributaries of river orange. ❖ *Vaal power* dam and *Verwoerd dam* were built along river orange in South Africa.
RIVER LIMPOPO	❖ It flows into the Indian ocean. ❖ It forms a natural boundary between South Africa and Mozambique.

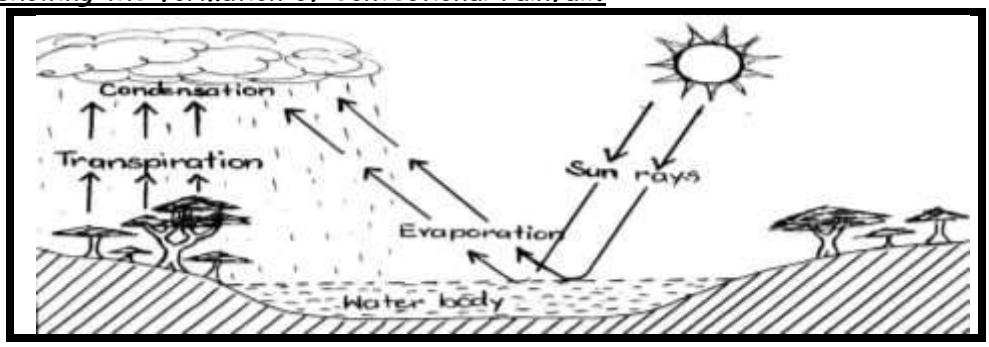
Rivers in Africa and the water bodies they pour their water.

Ocean/ sea/ lake	*Rivers*
Lake Victoria	-River Kagera -River Katonga -River Mara -River Nzoia -River Yala
Indian ocean	-River Ruvuma -River Rufiji -River Pangani -River Tana, -River Galana,
Atlantic ocean	-River Congo, -River Senegal, -River Niger, -River Gambia, -River Volta, -River Orange.
Mediterranean sea	-River Nile

Importance of lakes and rivers

- ❖ They help in rain formation.
- ❖ They act as fishing grounds.
- ❖ Rivers help in generation of hydro electricity.
- ❖ They attract tourists who bring in income.
- ❖ They form natural boundaries between countries.
- ❖ They are used for recreation.
- ❖ They are used as a medium of water transport.
- ❖ They provide water for irrigation, domestic and industrial use.

A diagram showing the formation of Convectional rainfall.



Problems associated with lakes and rivers.

- ❖ Drowning
- ❖ Flooding
- ❖ They harbour disease vectors.
- ❖ Rivers and lakes hinder road and railway construction.

Problems facing lakes and rivers

- ❖ Silting which reduces the depth of water bodies.
- ❖ Overuse of water from lakes and rivers.
- ❖ Drought which lowers the water level.
- ❖ Dumping of wastes into water bodies.
- ❖ Over fishing.

Why most parts of rivers in Africa are not navigable (not used for for transport)

- ❖ Some rivers have waterfalls and rapids.
- ❖ Some parts of rivers are shallow and narrow
- ❖ Some rivers have dangerous aquatic animals.
- ❖ Some rivers have floating vegetation.(suds)

THE INFLUENCE OF PHYSICAL FEATURES.

a) On People

- ❖ Mountainous areas attract human settlement due to the presence of fertile soils for cultivation.
- ❖ Plains favour pastoralism due to the presence of pasture.
- ❖ Ground transport is poor in highland areas due to the presence of steep slopes.
- ❖ Many people settle around lakes and rivers because such areas receive reliable rainfall and have fertile soils which support crop cultivation.

Factors which attract human settlement in;

i) Plateau areas

- ❖ Presence of pasture for animals.
- ❖ Agricultural mechanisation is easy in such areas.
- ❖ Construction of houses, roads, railways and industries is easy.
- ❖ Natural hazards like floods are not common in these areas.

ii) Highland areas

- ❖ Presence of fertile soils.
- ❖ Availability of reliable rainfall.

Common economic activities carried out in highland areas.

- Crop farming
- Dairy farming
- Mining

Reasons why there are very few people living in higher parts of mountains.

- Transport is poor in higher parts of the mountains
- Highland areas experience very low temperatures which do not favour human settlement.

b) On Plants

- Areas around lakes and rivers have many plants due to plenty of rainfall received.
- Slopes of mountains have forests due to presence of fertile soils and reliable rainfall received.
- Mountain tops have few plants due to low temperatures.

c) On Animals.

- Plains have plenty of grass which attracts animals.
- Water bodies favour aquatic animals.
- Pastoralism is common on plateau areas due to the presence of pasture for animals.
- There are many climbing animals eg.mountain gorillas in highland areas due to the presence of many fruit trees.

d) On Climate.

- Mountains receive plenty of relief rainfall.
- The wind ward side of a mountain receives plenty of rainfall because it receives warm moist air.
- The lee ward side of the mountain receives very little rainfall because it receives dry winds.
- Mountainous areas experience very low temperatures because they lie at a higher altitude.
- Rift valleys and low lands experience very high temperature because they are of low altitude.
- Lake shores receive plenty of convectional rainfall.



Testing Exercise.

1. Which physical feature covers the largest part of Uganda?
2. Why does river Nile flow from lake Victoria towards lake Kyoga?
3. Mention any three rivers that flow into lake Victoria.
4. Why are physical features used to create boundaries between places?
5. Mention the three types of mountains in Africa.
6. Compare the following mountains in terms of their formation.
   (i) Mountain Rwenzori and mountain Kilimanjaro
   (ii) Mountain Elgon and Atlas mountains.
   (iii) Drakensberg mountains and the Cape ranges mountains
7. How does volcanicity promote farming activities in an area?
8. Why is it not advisable for people to settle on slopes of volcanic mountains?
9. Mention the forces responsible for the formation of fold mountains.
10. What name is given to the;
    (i) Raised parts of a fold mountain?
    (ii) Sunken parts of a fold mountain?
11. Give the meaning of each of the following;
    (i) Volcanicity
    (ii) Faulting
12. Why is the highest peak of mountain Rwenzori snowcapped throughout the year?
13. Why did Henry Morton Stanley name mountain Rwenzori "the mountains of the moon"?
14. Give any three ways volcanicity affects the natural environment.
15. Mention one factor that favours the growth of arabica coffee on the slopes of mountain Rwenzori.
16. State any three problems facing people living in mountain areas.

17. Complete the table below correctly.

Mountain	*Formation*	*Highest peak*
(i) Mountain Elgon	volcanicity	----------
(ii) ----------	----------	Margherita
(iii) Mountain Kilimanjaro	----------	----------
(iv) Mountain Moroto	----------	----------
(v) Drakensberg mountains	----------	----------

18. How can road transport be made possible in highland areas?
19. How is mountain Rwenzori politically important to Uganda?
20. Mention ant two other mountains in East Africa that were formed through similar process as mountain Rwenzori.
21. Give one way the presence of mountains promotes economic development of an area.
22. State any one way mountains hinder economic development in an area.
23. Why does the lee ward side of a mountain receive very little rainfall?
24. What factor makes the wind ward side of a mountain suitable for crop growing?
25. Give the meaning of a Plateau.
26. Which type of rainfall is mostly received in plateau areas?
27. Name the forces that led to the formation of the rift valley.
28. What name is given to the steep sides of a rift valley?
29. Name the major escarpments of the Western rift valley?
30. Why do rift valley areas experience very high temperatures?
31. Give any two factors that favour dairy farming in the Kenya highlands.
32. How are hills useful to telecommunication companies?
33. State the major cause of landslides in mountainous areas.
34. Give one way landslides can be controlled in hilly areas.
35. State any three characteristics of rift valley lakes.
36. How is the rift valley similar to block mountains in terms of their formation?
37. Name the relief feature that lies along the East African coast.
38. Give any two ways coral reefs are economically important.
39. What name is given to the hard rocks formed by polyps at the bottom of the seas and oceans?
40. Name the largest fresh water lake in Uganda.
41. Why is lake Victoria referred to as an inter-territorial lake?
42. Mention any four physical feature that create a boundary between Uganda and Democratic Republic of Congo.
43. Complete the table below correctly.

Lake	Formation	Any three examples.
(i) Basin lakes	----------	---------- ---------- --------
(ii) Rift valley lakes	----------	---------- ---------- --------
(iii) ----------	----------	Lake Katwe ---------- --------
(iv) ----------	Marine deposition	Lake Nabugabo ---------- --------
(v) ----------	----------	Lake Bunyonyi ---------- -------
(vi) Ox-bow lakes	----------	---------- ---------- --------

44. Why do most rift valley lakes usually have salty water?
45. State any two characteristics of basin lakes.
46. Why is lake Katwe not considered to be a rift valley lake yet it lies on the floor of the rift valley?
47. Compare lake Tanganyika and lake Kyoga in terms of their formation.
48. Which lake in Kenya is referred to as a sanctuary for flamingoes?
49. Name one man-made lake found along each of the following rivers

(i) River Nile
(ii) River Volta
(iii) River Zambezi
(iv) River Niger.

50. Name the deepest lake in Africa.
51. Mention any four inland ports located on lake Victoria.
52. How does lake Victoria promote inter-territorial trade among the East African countries?
53. Mention any four major rivers in Africa that drain into the Indian ocean.
54. Why do most rivers in Africa originate from high mountains?
55. Name the largest river in Africa.
56. Mention any three rivers in Africa that form deltas at their mouths.
57. Give one reason why the Nile delta is densely populated.
58. Give any two ways waters falls along river Nile have promoted economic development in Uganda.
59. Why does river Congo carry the largest volume of water to the sea as compared to other rivers in Africa?
60. Mention any two characteristics of the upper stage of a river.
61. Why is the upper stage of a river suitable for hydro electric power generation?
62. How did the construction of Nalubaale power dam affect the Ripon falls?
63. Mention any three rivers in Africa that pour their water into the Atlantic ocean.
64. Which stage of a river is characterised by ox-bow lakes?
65. Mention the main tributary of river Nile in Uganda.
66. Why is lake Kyoga so swampy?
67. Give any two ways the Niger delta is economically important to Nigeria.
68. What name is given to the part of river Nile between lake Victoria and lake Albert?
69. What natural evidence shows that lake Victoria is on a higher altitude than the Mediterranean sea?
70. How is the mouth of river Congo different from that of river Niger?
71. What factor makes navigation along the Victoria Nile difficult?
72. State the political importance of river Ruvuma to Tanzania.
73. State the major cause of land fragmentation in Kigezi sub-region.
74. How does terracing help to reduce soil erosion in highland areas?
75. Why are there usually very few people living in higher parts of mountains in Africa?

TOPIC 3: **THE CLIMATE OF AFRICA.**

INTRODUCTION TO WEATHER.

Weather is the state of the atmosphere of a place at a given time.

Meteorology is the scientific study of weather.

A meteorologist is a scientist who studies weather.

Elements of weather are measured and recorded at a *weather station/ meteorological centre.*

The biggest meteorological centre/ weather station in Uganda is *Entebbe meteorological centre.*

Weather forecasting is the telling of the expected future weather conditions of an area.

Importance of weather forecasting.

It helps farmers to plan well their farm activities. e.g. Planting, harvesting etc.

It helps travellers to prepare for their journeys.

It helps pilots and sailors to avoid air and water accidents.

Main aspects of climate.

- Rainfall
- Temperature.

Types and conditions of weather.

Type of weather	*Condition of weather*
Rainy weather	Rainy
Windy weather	Windy
Cloudy weather	Cloudy
Sunny weather	Sunny

Elements of weather / factors of weather

- Rainfall
- Humidity
- Cloud cover
- Sunshine
- Temperature
- Wind
- Air pressure

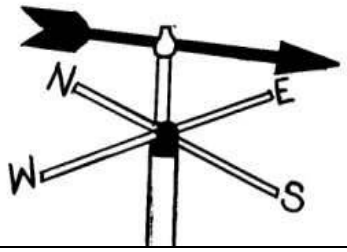
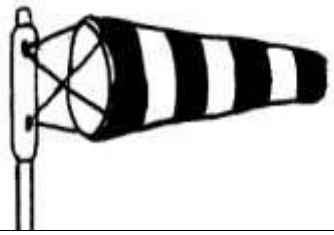
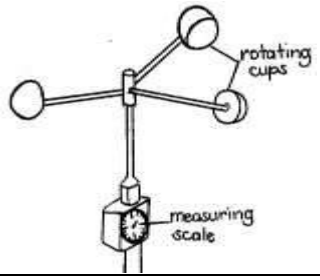
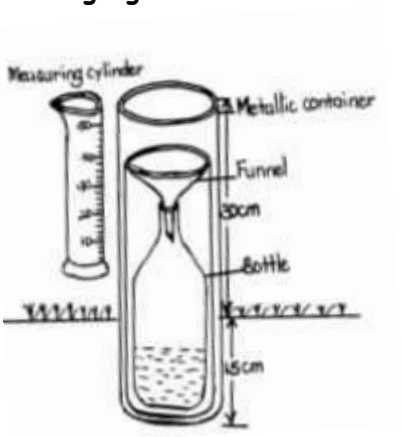
Importance and dangers of various weather elements

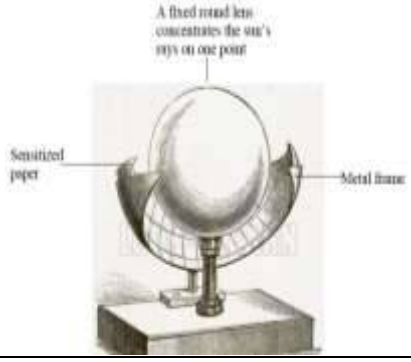
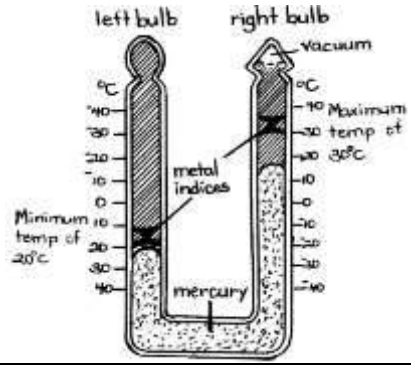
Element	*Importance and dangers*
Wind	❖ ***Wind*** is air in motion. ❖ Wind is caused by the *difference in atmospheric pressure.* ❖ Wind blows from the areas of high atmospheric pressure to areas of low pressure. ***Importance*** ❖ It is used in winnowing. ❖ Wind drives away bad smell. ❖ It dries people's clothes. ❖ It helps in sailing boats on large water bodies. ❖ It helps in pollination. ❖ It helps in flying kites and balloons. ❖ It can be turned into power by wind mills. Wind mills are mainly used in Karamoja to pump water. ***Dangers.*** ❖ Strong wind destroys farmers' crops. ❖ Wind causes soil erosion. ❖ It pollutes the environment by raising dust. ❖ It drives away clouds that would bring rainfall. ❖ Strong wind blows off roofs of houses. ❖ Strong wind makes water vessels capsize on water bodies. ❖ Dry winds cause desert conditions in areas where they blow to.

Clouds	❖ These are solid drops of rain in the atmosphere. ***Importance*** ❖ Clouds protect us from direct sun rays. ❖ Some clouds give us rain eg. Nimbus clouds. ❖ Clouds regulate world temperatures. ❖ Clouds keep the earth warm at night.
Rainfall	❖ ***Rainfall*** is the amount of rain received in a particular area. ❖ Areas that receive plenty of rainfall are usually densely populated while those that receive unreliable rainfall usually have very few people (are sparsely populated) Types of rainfall ❖ Convectional rainfall (mostly received around forests and large water bodies) ❖ Relief/ Orographic rainfall (received mostly in highland areas) ❖ Cyclonic/ frontal rainfall (received mostly in plateau areas/ plains) ***Importance*** ❖ Rain is a natural source of water in the environment. ❖ It helps plants to grow well. ❖ It helps to reduce dust in the environment. ❖ It helps to cool the environment. ❖ It increases the volume of water in water bodies. ❖ Rain water softens the soil for cultivation. ***Dangers*** ❖ Too much rainfall causes floods. ❖ It causes landslides in mountainous areas which lead to displacement of people, death of people and animals, destruction of property etc. ❖ It leads to soil erosion. ❖ Heavy rainfall destroys farmers' crops. ❖ It makes murram roads muddy and slippery.
Sunshine	The sun is the major source of light in the environment. Africa receives abundant sunshine throughout the year because the sun is overhead Africa throughout the year. Sunshine is tapped and utilized by many people in Africa in form of solar energy. ***Importance*** ❖ It is used in preserving food. ❖ It is a source of Vitamin D. ❖ It dries farmers' crop harvests. ❖ It is used in generation of solar energy. ❖ It helps in drying clothes. ***Dangers*** ❖ Strong sunshine leads to drought. ❖ Direct sun rays cause skin cancer. ❖ It leads to global warming. ❖ It dries up pasture for animals. ❖ It causes dust in the environment. ❖ It dries crops in the garden before they are ready for harvesting.

WEATHER INSTRUMENTS

These are tools used in measuring and recording atmospheric conditions.

Weather instrument	Importance
Wind vane / a weather cock 	❖ **It shows the *direction of wind.*** ❖ **A wind vane is placed in an open place or on top of buildings to prevent wind obstruction.** **Note:-***An arrow of a wind vane usually points to the direction from which wind is blowing.*
A Windsock 	❖ **It is used to determine the *strength of wind.*** ❖ **It's usually found at the airports, air fields, at chemical plants etc.** **Note:-***A wind sock is* ***not*** *among the instruments of weather found at a weather station.*
An Anemometer 	❖ **It measures the *speed of wind.*** ❖ **It has cups which trap wind and rotate as wind blows into them.** ❖ **The speed of wind is measured in kilometres per hour (km/hr)**
A Rain gauge 	❖ **It is used to *measure the amount of rainfall received* in an area.** ❖ **It is always placed at least *30cm* above the ground to prevent splashes and flowing water on the ground from entering the rain gauge.** ❖ **It should be placed 15cm below the ground to prevent the evaporation of water collected and to make it firm.** ❖ **It is placed in an open flat place to prevent obstruction of rain drops in order to take accurate measurements.** ***Importance of different parts of a rain gauge.*** ❖ ***The funnel****-it directs water into the bottle.* ❖ ***Water bottle****-it collects the amount of rain water received.* ❖ ***Measuring cylinder****-it is used for measuring the amount of water collected in the bottle.* **Note:-***Rainfall is measured in* ***millimetres*** *in order to know the depth of rain water into the soil.*
A ceilometer	❖ **It is used to measure the height and thickness of clouds.**

A Barometer 	❖ It is used to measure *air pressure.* ❖ Air pressure is measured in millibars. ❖ Measuring air pressure enables experts to predict storms.
A Sunshine recorder 	❖ It shows the duration of sunshine in a day.
Hygrometer 	❖ It is used to measure *humidity.* ❖ *<u>Humidity</u> is the amount of water vapour in the atmosphere.*
Six's thermometer 	❖ It measures the highest and lowest temperatures of the day.

<u>A STEVENSON SCREEN.</u>

This is a wooden box with louvres on metallic stands in which delicate weather instruments are kept at a weather station.

It protects weather instruments from rainfall and direct heat.

The Stevenson screen is made of louvres to allow free air circulation in the box.

It is painted white to enable it reflect sunlight.

It is raised 1.5m above the ground to keep it free from splash water.

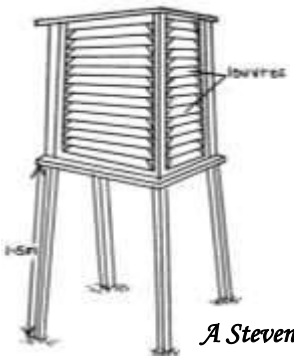
It is made of wood to prevent it from absorbing heat.

Weather instruments kept in a Stevenson screen.

- **Barometer**
- **Hygrometer**
- **Six's thermometer (Maximum and thermometer).**

***Note*:**

- *The above instruments are kept in a Stevenson screen in order to protect them from destruction since they are delicate.*
- ***The Ministry of Water and Environment** is responsible for monitoring weather and climate, and issuing advice to the public on weather conditions in Uganda.*



A Stevenson screen

CLIMATE OF AFRICA.

Climate is the average weather condition of a place recorded for a long time.

Climatology is the scientific study of climate.

A climatologist is a scientist who studies climate.

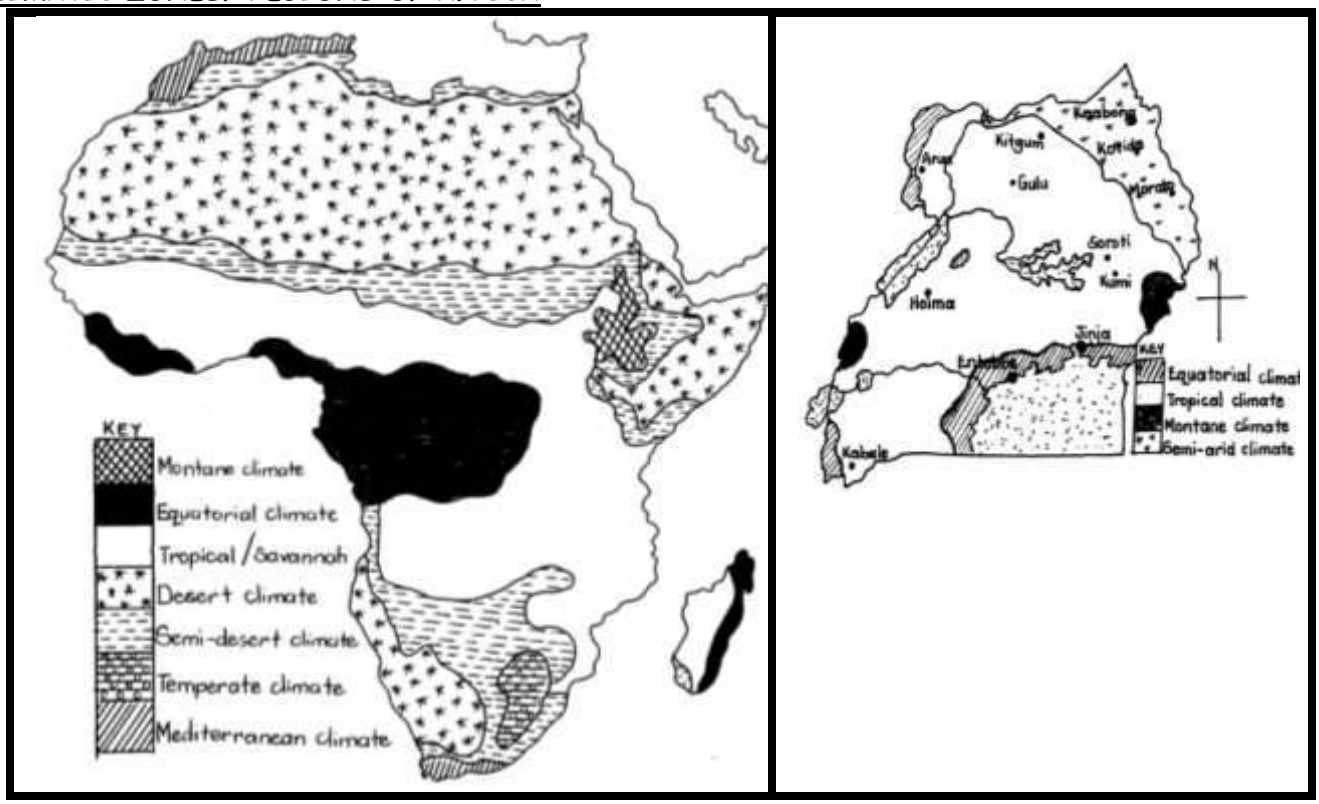
CLIMATIC REGIONS/ ZONES OF AFRICA

A climatic region **is a large area that experiences the same / similar weather patterns.**

The climatic regions of Africa include the following;

- **Equatorial climatic zone.**
- **Tropical (Savannah) climatic zone**
- **Semi-desert/ Semi-arid climatic zone**
- **Desert / Arid climatic zone**
- **Mountain / Montane climatic zone**
- **Mediterranean climatic zone.**
- **Temperate climatic zone.**

CLIMATIC ZONES/ REGIONS OF AFRICA



i) EQUATORIAL CLIMATE

It is described as hot and wet throughout the year.

This type of climate is experienced in areas lying between 5ºN and 5ºS of the equator.

The high rate of evaporation and transpiration causes heavy rainfall in this region (usually above 1750mm)

In Uganda, Equatorial climate is mostly experienced on the shores of lake Victoria.

African countries that experience Equatorial climate

- **Democratic Republic of Congo**
- **Gabon**
- **Central African Republic**
- **Congo Brazzaville**
- **Equatorial Guinea**
- **Uganda-on the shores of lake Victoria**

Characteristics of Equatorial climate.

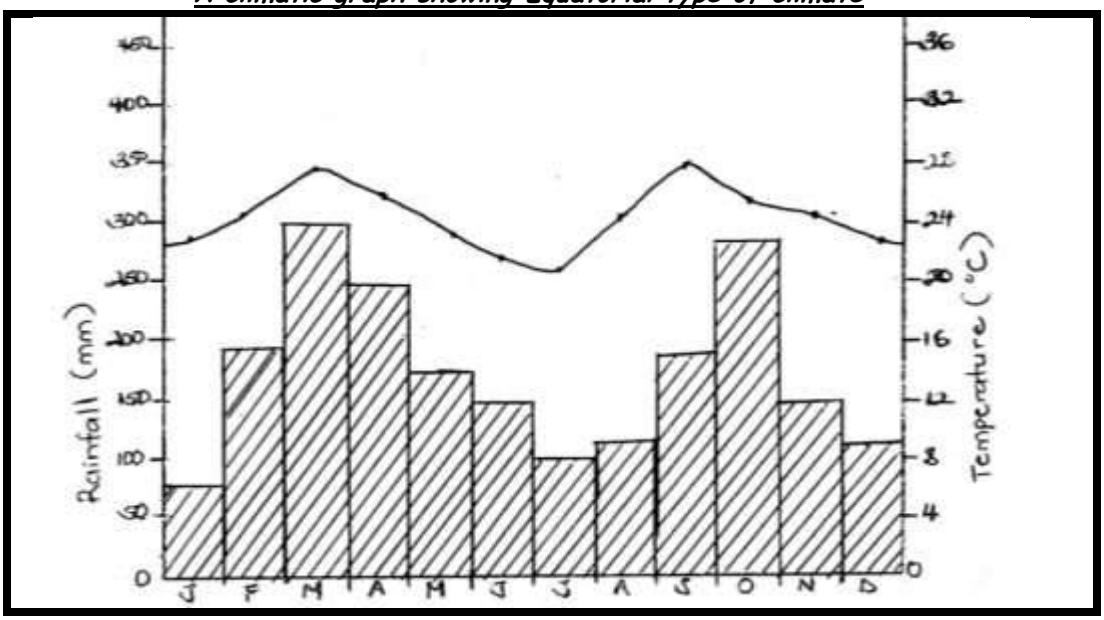
- ❖ **It is hot and wet throughout the year.**
- ❖ **Convectional rainfall is mostly received. (mainly in the afternoon.)**
- ❖ **It has no dry month.**
- ❖ **It has two heavy maximum rainfall seasons. (a double rain maxima during the equinoxes)**
- ❖ **It experiences very high temperatures daily. (of about 25º daily on average.)**

Note:- *People living in Equatorial climatic region build houses with slanting roofs to allow easy flow of rain water off the roofs/ to allow easy down flow of rain water from the roofs.*

A climatic table showing Equatorial type of climate.

Months	J	F	M	A	M	J	J	A	S	O	N	D
Temp (ºC)	23	25	27	26	24	22	21	25	28	26	25	23
Rainfall(mm)	70	190	300	250	170	150	50	120	180	270	150	120

A climatic graph showing Equatorial type of climate



Note:-*According to the above table and the graph, the increase in temperatures causes increase in the amount of rainfall received in the Equatorial climatic region.*

Economic activities carried out in equatorial climatic region

- **Crop growing**
- **Lumbering**
- **Tourism**

Common crops grown in equatorial climatic region

- **Oil palm**
- **Cocoa**
- **Rubber**
- **Coffee**
- **Bananas**

Note:- *The above crops are commonly grown because they require plenty of rainfall for them to grow well.*

ii) TROPICAL CLIMATE / SAVANNAH CLIMATE

Tropical climate is described as hot and wet.

Tropical type of climate is experienced in most parts of Africa.

This is because most parts of Africa lie between the tropics (with in the tropical region).

This type of climate is experienced between the Tropic of cancer and the Tropic of Capricorn.

Tropical climatic region lies in areas between 5º to 15ºN and 5º to 15ºS of the equator.

African countries that experience Tropical climate.

- **Uganda**
- **Zambia**
- **Zimbabwe**
- **Kenya**
- **Tanzania**
- **Rwanda**
- **Ghana**
- **Nigeria**
- **Burundi**
- **Mali**
- **Malawi**

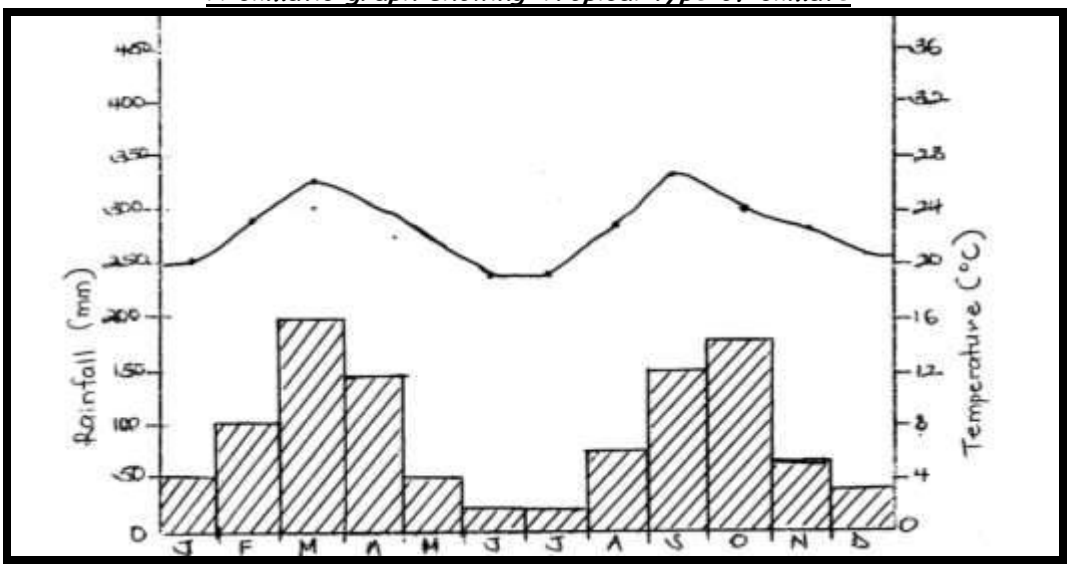
Characteristics of Tropical climate

- ❖ **Rainfall is mainly received when the sun is overhead the equator.**
- ❖ **It has two wet seasons and two dry seasons.**
- ❖ **Rainfall decreases as one moves far from the equator.**
- ❖ **Tropical type of climate is hot and wet.**

The climatic table showing Tropical type of climate.

Months	J	F	M	A	M	J	J	A	S	O	N	D
Temp. (ºC)	20	23	26	24	22	18	19	23	27	24	23	21
Rainfall (mm)	50	110	200	140	50	25	25	75	150	175	60	40

A climatic graph showing Tropical type of climate



Note:-*According to the above table and the graph, the increase in temperatures causes increase in the amount of rainfall received in the Tropical climatic region.*

Economic activities commonly carried out in Tropical climatic region

- **Crop growing**
- **Tourism**
- **Bee keeping**
- **Pastoralism**
- **Lumbering**

Common crops grown in Tropical climatic region

- **Maize**
- **Sorghum**
- **Beans**
- **Ground nuts**
- **Fruits like; jack fruits, oranges, mangoes, guavas,**

iii) DESERT CLIMATE / ARID CLIMATE and (iv) SEMI-DESERT CLIMATE /SEMI-ARID CLIMATE

Desert climate **is described as hot and dry throughout the year.**

Semi-desert climate **is described as hot and dry.**

Desert areas receive very little rainfall because they receive dry winds.

Deserts are very hot during day with temperatures ranging between 35°-50°C.

Deserts are very cold at night due to the absence of clouds in the sky.

Desert climate is experienced in areas located between the Tropical and Mediterranean climatic region.

Major deserts in Africa.

- **Sahara desert (the largest and hottest in the world)**
- **Namib desert**
- **Kalahari desert**

African countries that experience desert climate

- **Libya**
- **Angola**
- **Egypt**
- **Somalia**
- **Western Sahara**
- **Morocco**
- **Namibia**

Note:

- ***Marine deserts*** *are deserts caused by dry winds blowing over large water bodies eg. Namib desert.*
- ***Continental deserts*** *are deserts caused by dry winds blowing over land for example the Sahara desert, Kalahari desert.*
- ***Harmattan winds*** *are responsible for causing desert conditions in the Sahara.*
- *People living in desert areas usually wear light white clothes to reflect sunlight and heat.*
- *The desert dwellers build houses with flat roofs in order to prevent desert storms from blowing off their roofs, and also to regulate indoor temperatures.*
- *Sand dunes and Oases are the major tourist attractions in desert areas.*
- ***Sand dunes*** *are large heaps of sand formed by blowing wind in the desert.*
- ***An oasis*** *is a place where water can be obtained in the desert.*
- *The Desert dwellers wear turbans on their heads to keep their bodies cool by preventing the loss of body moisture through the heads*

Importance of oases.

- **They provide water for irrigation farming and for domestic use.**
- **They attract tourists who bring in income.**

Characteristics of Desert climate.

- **It is hot and dry throughout the year.**
- **There is very low humidity.**
- **It receives very little rainfall.**
- **It has hot days and cold nights.**
- **Skies are clear with less cloud cover.**

Economic activities commonly done in desert areas.

- **Irrigation farming**
- **Pastoralism**
- **Tourism**

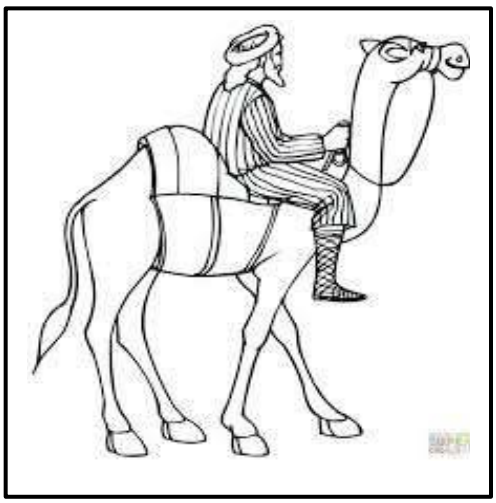
Note:

-Crop farming in desert areas is done around oases through irrigation.

-Barley, dates and olives are commonly grown in desert areas.

-Most crops grown in desert areas take a short time to mature (cereal crops)

-River Nile, lake Chad and oases provide water to dwellers of the Sahara.



Common animals kept in desert areas.

- **Camels (for use as means of transport)**
- **Cattle**

Importance of camels to desert dwellers

- ❖ They are used for transport.
- ❖ They are a source of income when sold.
- ❖ They provide meat.
- ❖ They provide milk to them.

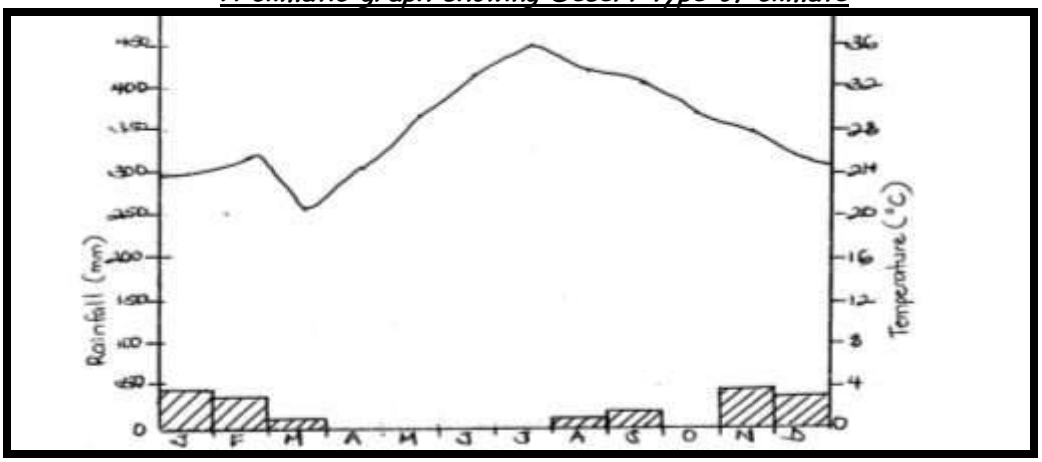
Factors that enable camels to survive in harsh desert conditions.

- ❖ They have large humps which store fats for so long.
- ❖ They have long eyelashes which protect their eyes from desert sand.
- ❖ They have large hooves which enable them to walk on desert sand.
- ❖ Their nostrils can close which protect which protect their noses from desert sand.
- ❖ Their body temperature changes which prevents water loss from the body through sweating.

A Climatic table showing Desert type of climate.

Months	J	F	M	A	M	J	J	A	S	O	N	D
Temp. (°C)	24	26	21	25	30	34	36	34	33	30	28	26
Rainfall (mm)	40	30	15	==	==	==	==	15	20	==	45	35

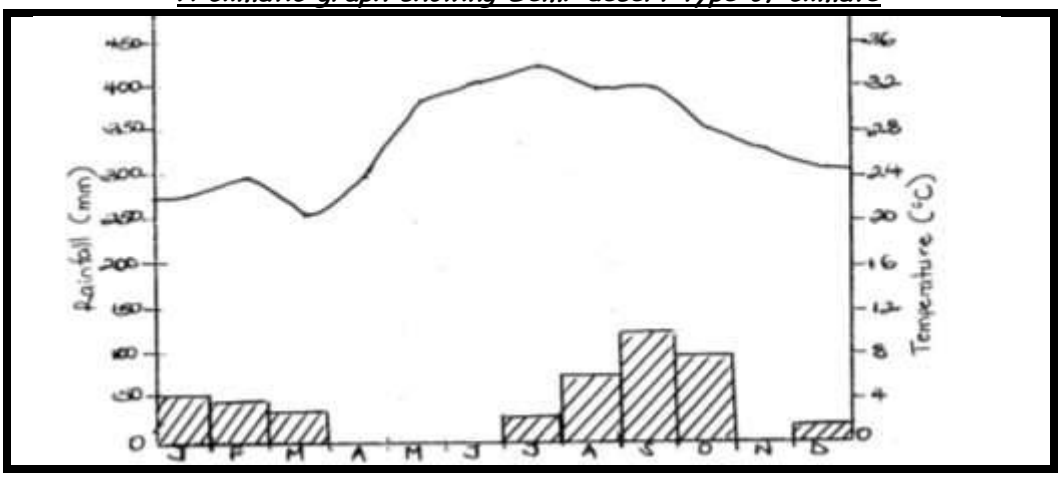
A climatic graph showing Desert type of climate



A Climatic table showing Semi-desert type of climate.

Months	J	F	M	A	M	J	J	A	S	O	N	D
Temp (°C)	23	24	21	24	31	33	34	32	32	29	27	25
Rainfall (mm)	50	40	28	==	==	==	30	75	120	100	==	20

A climatic graph showing Semi-desert type of climate



Note:-*North Eastern Uganda and the Northern part of Kenya experience Semi-desert climate because they lie on the lee ward side of the Ethiopian highlands.*

v) ***MEDITERRANEAN CLIMATE.***

It is described as warm dry summers and cool wet winters

It is also called the *Warm Temperate Western margin.*

It is experienced in areas between 30° and 40° North and South of the Equator.

It is experienced in areas bordering the Mediterranean sea and the extreme Western corner of South Africa. (Cape region of South Africa)

When it is winter in the North, it is summer in the South and vice versa.

The coldest months in North Africa are December and January while June and July are the hottest.

The coldest months in South Africa are June and July while December and January are the hottest.

The Westerly winds cause rainfall in the Mediterranean climatic region during winter

African countries that experience Mediterranean climate.

- Morocco
- Algeria
- Tunisia
- Libya

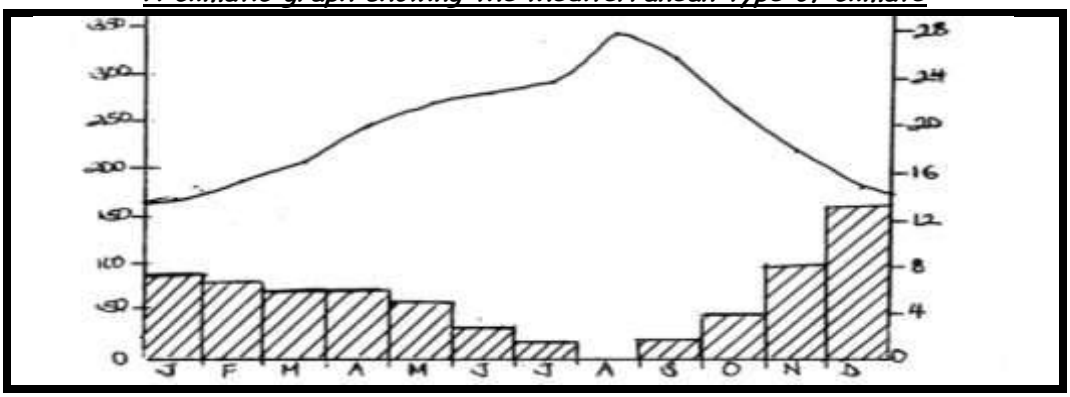
Characteristics of Mediterranean climate.

- ❖ It has cool and wet winters
- ❖ It has hot and dry summers.
- ❖ It receives moderate rainfall especially during winter.
- ❖ It experiences high temperatures during summer.
- ❖ Rainfall decreases with the increase in temperature.

A Climatic table showing Mediterranean type of climate.

Months	J	F	M	A	M	J	J	A	S	O	N	D
Temp(°C)	14	15	17	20	22	23	24	28	26	22	18	15
Rainfall (mm)	90	80	70	70	60	30	18	==	20	50	100	130

A climatic graph showing the Mediterranean type of climate



Note:-*According to the above table and the graph, rainfall decreases with the increase in temperature in the Mediterranean climatic region.*

Common economic activities carried out in Mediterranean climatic region.

- Citrus fruit growing.
- Tourism
- Lumbering
- Wine making
- Animal rearing (pastoralism)

Major crops grown in Mediterranean climatic region.

- Citrus fruits like; oranges, lemons, limes, tangerines, grape vines.

Products obtained from citrus fruits

- Juice
- Wine

vi) ***TEMPERATE CLIMATE.***

Temperate climate is described as warm wet summers and cool dry winters.

It is experienced in Eastern parts of South Africa.

It extends to the Drakensberg mountains.

The areas that experience Temperate climate in South Africa are called the Veld / High Veld.

The High Veld is warm with temperatures ranging between 10°-19°C.

African countries that experience Temperate climate.

- **South Africa**
- **Eswatini**
- **Lesotho**

States in South Africa that experience Temperate climate.

- **Orange free state**
- **Cape colony**
- **Transvaal**
- **Natal province**

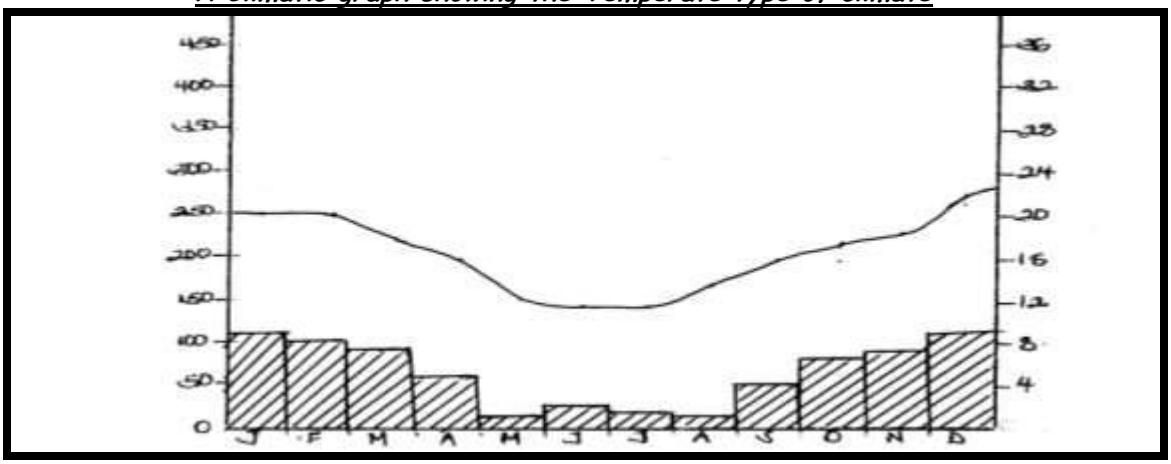
Characteristics of Temperate climate.

- ❖ **It receives moderate rainfall during summer.**
- ❖ **Rainfall increases with the increase in temperature.**
- ❖ **It has warm and wet summers.**
- ❖ **It has cool and dry winters.**

A Climatic table showing Temperate type of climate.

Months	J	F	M	A	M	J	J	A	S	O	N	D
Temp (°C)	20	20	18	16	13	12	12	14	16	18	19	22
Rainfall(mm)	115	100	95	60	20	30	20	15	50	80	85	110

A Climatic graph showing the Temperate type of climate



Note:-*According to the above table and the graph, rainfall decreases with the decrease in temperature and viceversa.*

Economic activities commonly done in temperate climatic region

- **Sheep rearing**
- **Ranching**
- **Crop cultivation**
- **Dairy farming**
- **Tourism**

Note:

-***Sheep rearing*** *is the main economic activity carried out in Temperate climatic region (the Veld)*

-***Merino sheep*** *is mainly reared in Temperate climatic region. (mainly for wool production and for mutton)*

-***Dairy farming*** *in Temperate region is favoured by the presence of plenty of pasture for animals, and favourable cool climate which favours dairy farming.*

-Crops commonly grown in Temperate climatic region include; maize, sugarcanes, potatoes, wheat, etc.

vii) *MOUNTAIN CLIMATIC REGION / MONTANE CLIMATIC REGION*

Montane climate is experienced in highland areas.

Temperature reduces with the increase in altitude.

Temperature reduces by 1°C for every 100 metres above the sea level.

The highest peaks of some mountains in Africa are snowcapped because they rise high above the snow line.

The wind ward side receives plenty of rainfall because it receives warm moist air.

The lee ward side receives very little rainfall because it receives dry winds.

Some areas in Africa that experience Montane climate.

- Areas around mountain Rwenzori
- Areas around mountain Kenya
- Areas around mountain Elgon
- Areas around mountain Kilimanjaro
- The Ethiopian highlands

African countries that experience Montane climate

- Ethiopia.
- South Africa
- Kenya
- Uganda

Characteristics of Montane climate.

- ❖ It has cool temperature.
- ❖ Relief rainfall is mostly received.
- ❖ The wind ward side receives more rainfall than the lee ward side.

Economic activities commonly done in Montane climatic region.

- Crop cultivation (Arabica coffee cultivation)
- Tourism
- Lumbering
- Dairy farming

FACTORS THAT INFLUENCE THE CLIMATE OF AFRICA

- Nearness to water bodies (drainage)
- Latitude
- Altitude
- Human activities
- Ocean currents
- Prevailing winds
- Vegetation

The Influence of the above factors on Climate.

1. ***PREVAILING WINDS***

Wind is moving air.

Wind is caused by the difference in atmospheric pressure.

Wind blows from areas of high pressure to areas of low pressure.

Categories of winds.

On shore winds.

These blow from the sea to land.

They usually bring rain because they pick moisture from seas and lakes over which they blow.

Off shore winds.

These are winds which blow from land towards the sea.

They are usually dry and bring no rain because they pick no moisture from the land over which they blow.

Terms associated with winds.

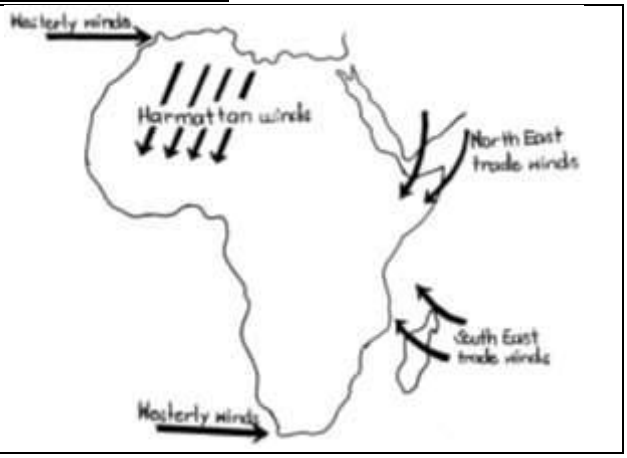
i) ***Trade winds*** are winds that were used by the early traders to move their boats.

ii) ***Monsoon winds*** are winds whose direction is reversed from one season to the next.

iii) ***Westerly winds*** are regular winds that blow from the West towards the East outside the tropics.

Winds that influence the climate of Africa

The North East trade winds	▪ These blow from Arabia towards the Horn of Africa. ▪ They bring no rain because they pick no moisture from the desert over which they blow.
The South East trade winds	▪ These blow over the Indian ocean. ▪ They bring a lot of rainfall to the Eastern part of Africa because they carry a lot of moisture.



The Westerly winds	▪ **These bring rain to the Mediterranean areas and Cape province of South Africa.**	
The Harmattan winds.	▪ **These are hot and dry winds blowing over the Sahara.** ▪ **They bring no rain to West Africa because they pick no moisture.**	

2. <u>OCEAN CURRENTS.</u>

***<u>Ocean currents</u>* are masses of water flowing in a particular direction across the ocean.**

Ocean currents are categorised into warm and cold ocean currents.

***Warm ocean currents* are currents which flow from warm areas to cold areas.**

For example;

- **Mozambique current**
- **Guinea current**
- **Agulhas current.**

***Cold ocean currents* are currents which flow from cold areas to warm areas.**

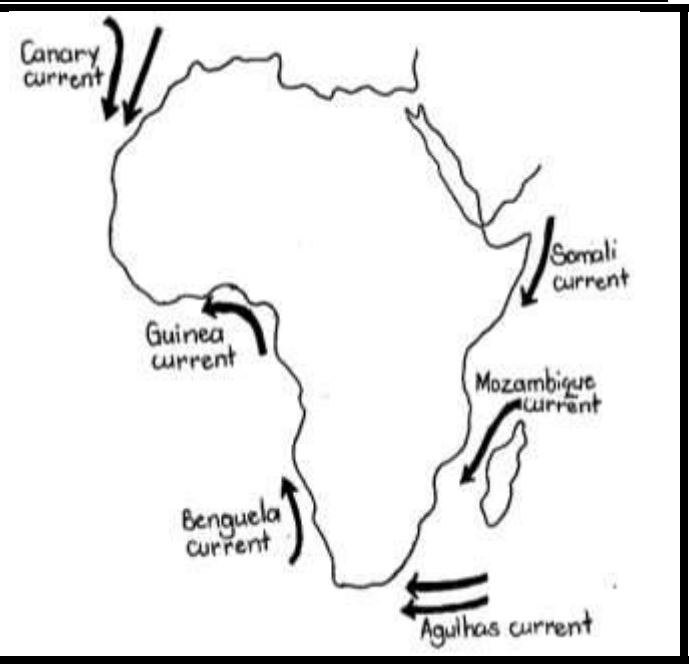
For example

- **Somali ocean current**
- **Benguela current**
- **Canary current.**

Note:- *The winds that blow over warm ocean current pick a lot moisture and bring rainfall to the main land.*

-The winds that blow over cold ocean currents pick no moisture and bring no rainfall to the main land.

<u>Ocean currents that influence the climate of Africa.</u>



<u>The influence of the above ocean currents on climate of Africa.</u>

- ***Somali current****-They cause desert conditions in the Horn of Africa.*
- ***Mozambique current****-They bring rain to the Eastern side of Madagascar and Southern Africa.*
- ***Canary current****-They bring no rain to North West Africa.*
- ***Benguela current****-They cause desert conditions in the Namib and Kalahari desert.*
- ***Guinea current****-They bring rain to West Africa.*
- ***Agulhas current****-They cause rain to South Africa.*

Note:-*The influence of ocean currents on climate is that areas which receive warm ocean currents have a warmer climate than those that receive cold ocean currents.*

<u>Winds which cause different ocean currents</u>.

Winds	*Ocean currents caused*
South East trade winds	• **Mozambique currents**
	• **Agulhas current**
South West monsoon winds	• **Guinea current**

3. ALTITUDE

Altitude **is the height above the sea level.**

Temperature reduces with the increase in altitude.

The lower parts of a mountain are warmer and have higher temperatures than the higher parts of the mountain.

The higher the altitude, the cooler the temperature, and the lower the altitude, the hotter the temperature.

Note:- *Mombasa is hotter than Kasese because Mombasa is on a lower altitude than Kasese.*

4. VEGETATION

Places with thick vegetation usually receive plenty of rainfall while those that have scanty vegetation usually receive very little rainfall.

Note:- *Vegetation modifies climate of an area by helping in the formation of convectional rainfall through transpiration.*

5. HUMAN ACTIVITIES

Some human activities affect climate positively while others affect climate of an area negatively.

Human activities that affect climate of an area positively.

- **Afforestation**
- **Reafforestation**
- **Agro-forestry**

Human activities that affect climate of an area negatively.

- **Deforestation**
- **Bush burning**
- **Swamp drainage**
- **Industrialisation**

6. LATITUDE

Latitude **is the distance in degrees North or South of the equator.**

Areas which are near the Equator are hotter than those which are far away from the equator.

Low latitude areas are areas which are near the equator, and are usually very hot.

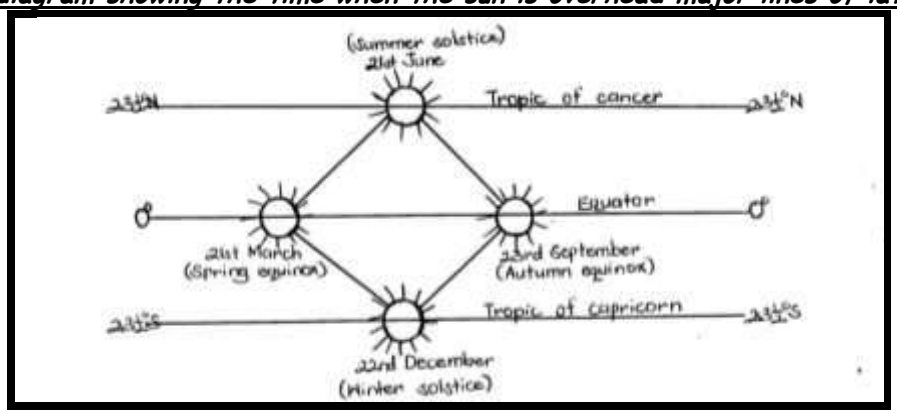
High latitude areas are areas which are far away from the Equator and are usually cool.

Areas which are far away from the Equator are usually very cool because they receive slanting sun rays.

Note;

- *Most parts of Africa are always hot because the sun is overhead Africa throughout the year.*
- ***The Revolution of the earth*** *(in 365days) causes changes in seasons. ie. Winter, Summer, Spring and Autumn.*
- ***Tropical region*** *is the area of land lying between the Tropic of cancer and Tropic of Capricorn.*
- ***Equinox*** *is the time of the year when the sun is overhead the equator.*
- *The days and nights are always equal whenever the sun is overhead the equator.*
- *Very high temperatures are experienced around equinoxes.*
- ***Solstice*** *is the time of the year when the sun is overhead the tropics.*
- *Areas which are far away from the equator usually experience very low temperatures because they receive slanting sun rays which travel a very long distance to the earth.*

A diagram showing the time when the sun is overhead major lines of latitude.



7) NEARNESS TO WATER BODIES (DRAINAGE SYSTEM)

Areas near large water bodies usually receive more rainfall than those which are far away from large water bodies.

Areas near large water bodies usually receive convectional rainfall.

Winds that blow over large water bodies pick a lot of moisture which rises and condenses to form convectional rainfall.

Note: - *Water bodies modify climate by helping in the formation of convectional rainfall through evaporation.*

Characteristics of convectional rainfall

- **It is mainly received in the afternoon.**
- **It is usually accompanied by lightning and thunder.**
- **It is mostly received in areas that experience a lot of evaporation and transpiration.**

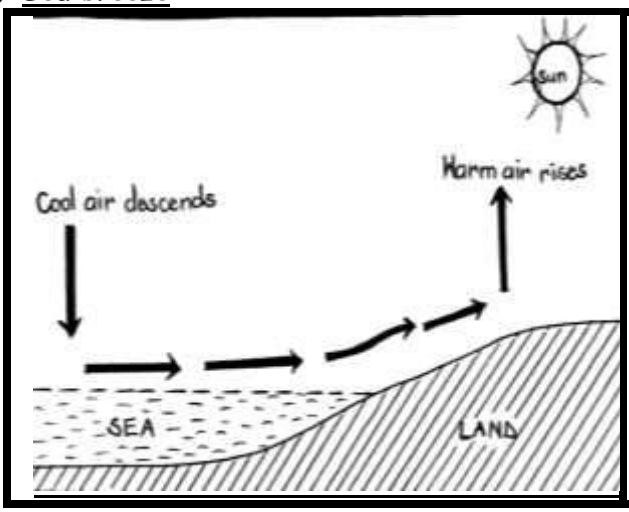
BREEZES.

A breeze **is the movement of air from a cool region to a warm region.**

Types of breezes.

- **Sea breeze**
- **Land breeze**

i) Sea breeze



This is the movement of cool air from the sea towards land.

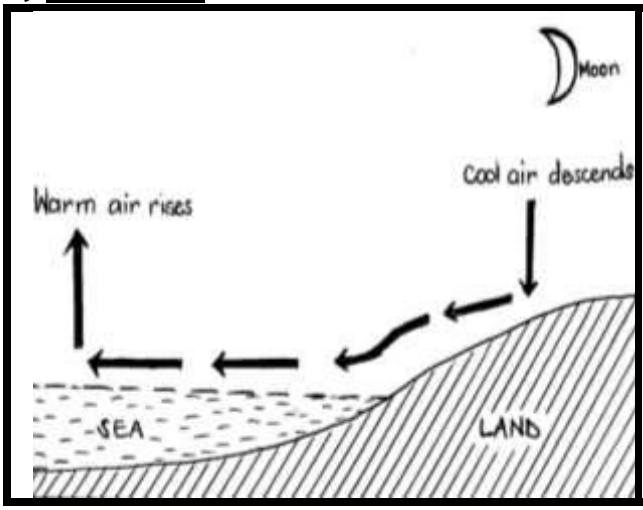
It takes place during the *day.*

During the day, the land is heated faster than water bodies.

The warm air on land rises and cold air from the sea moves towards land to replace it.

NB:- *Sea breezes help in formation of convectional rainfall.*

ii) Land breeze



This is the movement of cold air from land towards the sea.

It takes place during the *night.*

At night, the land cools faster than the sea.

The warm air from the sea where pressure is low rises and the cooler air blows from land towards the sea to replace it.

PRESSURE BELTS

Air pressure **/ atmospheric pressure is the force exerted by air on the earth's surface.**

Pressure belts **are regions of the earth that experience almost the same atmospheric pressure.**

Cool areas have high pressure while warm areas have low pressure.

Mountain tops and hill tops (highland areas) have high pressure while valleys, plains/ plateaus (low lands) have low pressure.

Causes of difference in pressure.

- **Altitude**
- **Latitude**
- **Temperature**

Effect of the difference in pressure.

It causes the direction of wind.

Note:-

- *Wind blows from areas of high pressure to areas of low pressure.*
- ***Isobars*** *are lines drawn on weather maps connecting places with the same atmospheric pressure.*
- ***Isotherms*** *are lines drawn on weather maps joining places with equal temperatures.*
- ***Isohyets*** *are lines drawn on weather maps connecting places that receive the same amount of rainfall.*
- ***Isonephs*** *are lines drawn on weather maps connecting places with the same cloud cover.*
- ***Isohels*** *are lines drawn on weather maps connecting places that receive equal amounts of sunshine.*
- ***Contours*** *are lines drawn on maps joining places of the same altitude (height above the sea level).*

CLIMATE CHANGE

Climate change is the long-term, large scale fluctuation in the patterns of weather experienced in an area.

It is the fluctuation of the average weather condition of an area over a long period of time.

It is experienced through changes in precipitation, temperature and wind.

Global warming is the major cause of climate change.

Global warming

This is the constant rise of world temperatures.

Or: **This is the continuous heating of the earth due to emission of greenhouse gases to the atmosphere.**

Examples of greenhouse gases.

- **Carbondioxide**
- **Carbonmonoxide**
- **Nitrous oxide**

Causes of global warming.

- **Deforestation**
- **Bush burning**
- **Industrialisation**
- **Ozone layer depletion**

Note

- ✓ *Global warming occurs when the ozone layer is destroyed by excessive sun heat (rays).*
- ✓ *Ozone layer is a layer of gases that protect the earth from strong sun rays.*
- ✓ *When trees are cut and bushes burnt, it reduces on the vegetation that would have absorbed carbondioxide which destroys the ozone layer.*

Effects / indicators of global warming

- ❖ **Acidic rainfall**
- ❖ **Melting of snow on high mountains.**
- ❖ **Excessive heat during day.**
- ❖ **Incidents of severe and prolonged drought.**
- ❖ **Reduction in the volume of water in water bodies.**

Ways of reducing global warming.

- ❖ **By planting more trees.**
- ❖ **By using renewable sources of energy. eg hydro electricity and solar energy.**
- ❖ **By treating industrial fumes before emissions.**
- ❖ **Banning importation of old vehicles.**

❖ By enforcing laws that protect the environment.

THE INFLUENCE OF CLIMATE ON HUMAN ACTIVITIES

a) Desert and Semi-desert climate

Economic activities commonly carried out in Desert climate.

- Pastoralism.
- Tourism.
- Crop cultivation.

The influence of desert climate on human activities.

❖ People grow crops by irrigation.
❖ People build houses with flat roofs in order to prevent desert storms from blowing off their roofs.
❖ Pastoralism is favoured by the presence of large vacant land.
❖ Animals with large humps and large hooves are reared eg. camels.
❖ Sand dunes and oases encourage tourism.

Problems faced by people living in desert areas.

❖ Sand dust caused by storms.
❖ High temperatures during day time.
❖ Shortage of water.
❖ Poor transport
❖ Shortage of pasture for animals.

Possible solutions to the problems faced by people living in desert areas.

❖ By digging valley dams to store water.
❖ By practising irrigation farming to increase food supply.
❖ By growing drought-resistant crops.
❖ By growing fast maturing crops.
❖ By rearing camels in order to use them as means of transport.
❖ By painting houses with white in order to reflect sunlight.
❖ By dressing in light white clothes to reduce heat during day.

b) Equatorial and Tropical climate.

Economic activities commonly carried out in Equatorial and Tropical climate.

- Tourism.
- Crop growing.
- Lumbering

The influence of Equatorial and Tropical climate on human activities.

❖ Lumbering is done in the tropical rain forests.
❖ Tourism is favoured by the plenty of animals.
❖ Perennial crops are usually grown due to plenty of rainfall received.
❖ People wear thick clothes to provide warmth on rainy and windy weather.
❖ People keep a variety of animals due to presence of pasture for animals.(in Tropical climatic region)
❖ Houses are built with slanting roofs to allow easy flow of rain water off the roofs.

Problems faced by people living in Equatorial and Tropical regions.

❖ Floods
❖ Attacks from wild animals
❖ Poor ground transport.
❖ Presence of many disease vectors like tsetse flies, mosquitoes etc.

Possible solutions to the problems faced by people living equatorial and tropical climatic region

❖ By building houses with slanting roofs.
❖ By wearing rain coats and gum boots to safeguard against rainy weather.
❖ By creating more wildlife conservation areas.

c) Montane climate

Economic activities commonly carried out in Montane climate.

❖ Tourism.
❖ Crop growing.
❖ Lumbering

The influence of the montane climate on people.

- **People build houses with slanting roofs.**
- **People rear donkeys for use as means of transport.**
- **People wear thick clothes to protect their bodies from much coldness.**
- **Thick forests promote lumbering in this climatic region.**
- **People grow perennial crops due to plenty of rainfall received.**

Problems faced by people living in Montane climatic region.

- **Poor transport network.**
- **Landslides.**
- **Severe soil erosion**
- **Much coldness**

Possible solutions to the problems faced by people living in montane climatic region

- **By building winding roads.**
- **By keeping donkeys for transport.**
- **By wearing thick clothes to overcome much coldness.**
- **By planting trees to reduce soil erosion and landslides.**

Note:

- *Plant roots control landslides in highland areas by holding the soil particles firmly.*
  How does climate affect people's way of dressing?
- *People living in cool areas usually wear thick clothes while those that live in hot areas usually wear light clothes.*
  How does weather affect people's way of dressing?
- *On cold days, people usually wear thick clothes while on hot days, people usually wear light clothes.*



Testing Exercise.

1. **Give the meaning of each of the following.**
   (i) Weather.
   (ii) Weather forecasting.
2. **Mention any three elements of weather.**
3. **How is weather forecasting important to farmers?**
4. **Mention one element of weather that makes people carry umbrellas.**
5. **What causes wind?**
6. **Why do desert areas experience very cold nights?**
7. **Mention any two farmers' activities that are carried out during each of thee seasons.**
   (i) Dry season.
   (ii) Wet season
8. **Give any two ways wind promotes farming activities in an area.**
9. **How can tall buildings be protected from being struck by lightning?**
10. **Why is rainfall measured in millimetres?**
11. **Complete the table below correctly.**

Weather instrument	*Importance*	*Element of weather related*
(i) Rain gauage	----------	Rainfall
(ii) ----------	Measures the speed of wind	----------
(iii) Sunshine recorder	----------	----------
(iv) ----------	----------	Air pressure
(v) ----------	Shows the direction of wind	----------
(vi) Hygrometer	----------	----------
(vii) Ceilometer	----------	----------

12. A P.7 pupil saw an an arrow of a wind vane pointing to the South. From which direction was wind blowing?
13. Why is a rain gauge always placed in an open flat place?
14. Why is a rain gauge always placed 30cm above the ground?
15. Mention any two instruments of weather kept in a Stevenson screen.
16. How is a wind sock useful to pilots?
17. Give the meaning of the term Humidity.
18. Why is a Stevenson screen made of louvres?
19. What causes heavy rainfall in the Equatorial climatic region when the sun is overhead the Equator?
20. State any two characteristics of each of these types of climate.
    (i) Equatorial climate
    (ii) Tropical climate
    (iii) Desert climate
    (iv) Mediterranean climate
    (v) Temperate climate
21. Why do equatorial regions experience very cold nights?
22. Mention any two African countries that experience each of the types of climate below.
    (i) Equatorial climate
    (ii) Mediterranean climate
23. Why do most people living in the equatorial climatic region buil houses with slanting roofs?
24. Complete the table below correctly

Type of climate	*Description*	*Two suitable economic activities*
(i) Equatorial climate	----------	-------- ---------
(ii)Savannah climate	----------	-------- ---------
(iii) ----------	It is hot and dry.	--------- ---------
(iv) ----------	----------	-Irrigation farming -Pastoralism
(v)----------	Warm dry summers and cool wet winters	--------- --------
(vi) Temperate climate	----------	--------- --------

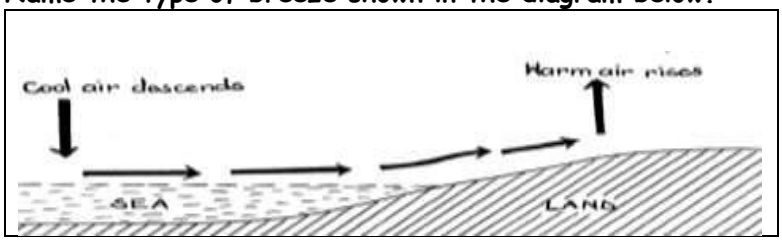
25. Which type of climate is experienced in moist parts of Africa?
26. Why do most parts of Africa experience the type of climate in (25) above?
27. Mention the two months of the year when the sun is overhead the Equator.
28. Name the hottest and largest desert in Africa.
29. Why do desert areas experience very cold nights?
30. How can crop farming be made possible in arid areas of Africa?
31. Mention any two major economic activities that are commonly carried out in desert climatic areas.
32. Why do most desert dwellers build houses with flat roofs?
33. Why do people living in deserts usually wear turbans on their heads?
34. State one way sand dunes are economically important?
35. Give the meaning of each of the following.
    (i) Equinox
    (ii) Sand dunes
    (iii) An oasis
36. Mention any three factors that enable camels to survive in harsh desert conditions.
37. Name the animal that is referred to as the ship of the desert?
38. Why does the North Eastern part of Uganda receive very little rainfall?

39. Apart from irrigation farming, give any two other ways food production can be increased in arid areas.
40. Name the climatic region of Africa which favours the growth of citrus fruits.
41. Mention any four citrus fruits that are commonly grown in the above region.
42. State any two factors that favour dairy farming in the temperate climatic region of South Africa.

Study the climatic graph below and use it to answer the questions 42 to 48.

Months	J	F	M	A	M	J	J	A	S	O	N	D
Temp (^{O}C)	24	26	29	26	24	22	21	25	30	26	25	23
Rainfall(mm)	70	190	300	250	170	150	50	120	180	270	150	120

43. Name the climatic region in which the above information in which the above information was recorded.
44. Give a reason for your answer in (43) above.
45. Calculate the annual temperature range according to the information in the table above.
46. In which month were the highest temperatures experienced?
47. What is the relation between rainfall and temperature according to the above table?
48. Which month received the least amount of rainfall?
49. Calculate the annual rainfall that was received in the climatic region in which the above table was recorded.
50. Name the ocean currents that is responsible for causing desert conditions in Namib desert.
51. How do the following ocean currents influence the climate of Africa?
    (i) Guinea warm ocean current.
    (ii) Canary current
    (iii) Somali current
52. Apart from prevailing winds, mention any four other factors that influence the climate of Africa.
53. How do the following winds affect the climate of Africa?
    (i) Harmattan winds
    (ii) Westerly winds
    (iii) South East trade winds
54. Which element of climate is influenced by the change in altitude?
55. State the effect of the revolution of the earth.
56. What causes heavy rainfall in the equatorial climatic region when the sun is overhead the equator?
57. Why is Kibo peak snowcapped throughout the year?
58. How does altitude affect climate of an area?
59. Why is Mbale cooler than Mombasa?
60. Why do areas which are far away from the equator usually experience very low temperatures?
61. What is a Breeze?
62. Name the type of breeze shown in the diagram below.



63. Give a reason to support your answer in (62) above.

64. How are sea breezes important to farmers?
65. In which way does deforestation lead to global warming?
66. State any two problems faced by people living in desert climatic region.
67. How are valley dams useful to people living in North Eastern Uganda?
68. Give any two ways people safeguard themselves against rainy weather.
69. How does planting of trees in mountainous areas help to control landslides?
70. Why are there always very few people living on the lee ward sides of mountains?

TOPIC 4: VEGETATION OF AFRICA

INTRODUCTION TO VEGETATION.

Vegetation is the plant cover of an area.

It includes all plants that grow on the surface of the earth.

Types of vegetation

- Natural vegetation
- Planted vegetation

(i) Planted vegetation

Planted vegetation is the plant life cover of an area that is planted by man.

Examples of planted vegetation.

- Planted forests
- Planted grass eg.paspalum
- Planted flowers
- Crops

(ii) Natural vegetation

Natural vegetation is the plant life cover of an area that grows on its own.

It includes all plants in the environment that grow without the influence of man.

Examples of natural vegetation.

- Natural forests
- Grasslands
- Shrubs
- Swamp vegetation
- Thickets
- Natural flowers
- Bushes

Importance of vegetation

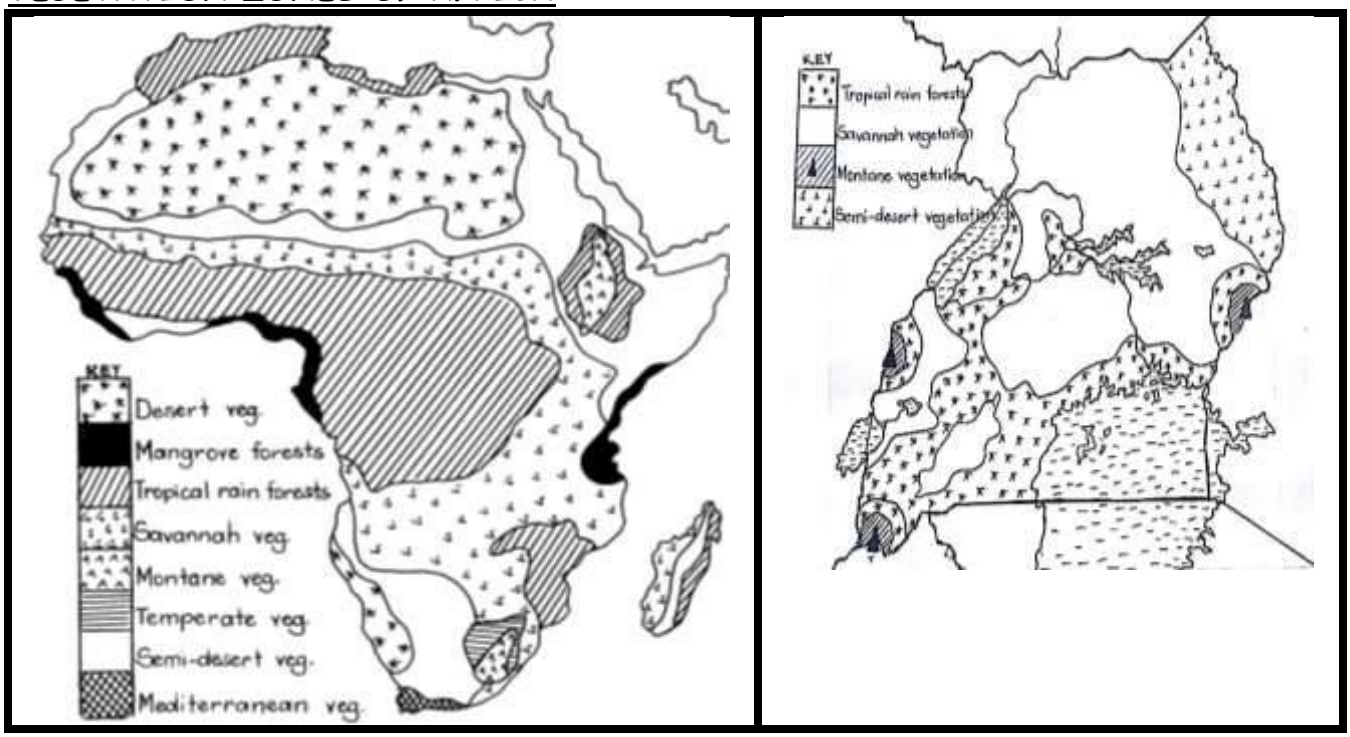
- It helps in formation of convectional rainfall.
- It is a source of wood fuel. i.e. charcoal, firewood,
- It purifies air by absorbing carbon dioxide and releasing oxygen to the atmosphere.
- It provides raw materials for the pulp industry.
- It provides herbal medicine to people.
- It provides raw materials for crafts industry.
- It is a source of income through attracting tourists.
- Wattle trees provide tannin used for softening leather.
- It is a source of food to people and animals.
- It acts as natural habitat for wild animals.

VEGETATION ZONES OF AFRICA.

(TYPES OF NATURAL VEGETATION)

- Savannah vegetation
- Montane/ Mountain vegetation
- Temperate vegetation
- Mangrove vegetation
- Desert vegetation
- Semi-desert vegetation
- Equatorial rain forests / Tropical rain forests

VEGETATION ZONES OF AFRICA



a) <u>EQUATORIAL RAIN FORESTS</u>

This vegetation zone is described as ever green.

Equatorial rain forests are also called the <u>Tropical rain forests.</u>

They are called rain forests because they grow in areas that receive plenty of rainfall.

Tropical rain forests mainly grow in areas which experience equatorial climate.

They are found along the coast of West Africa and Central Africa.

In Uganda, tropical rain forests are mainly found around the shores of lake Victoria.

<u>Examples of Tropical rain forests (Natural forests) in Uganda.</u>

- **Budongo forest in Masindi**
- **Mabira forest in Buikwe**
- **Malabigambo forest in Rakai**
- **Maramagambo forest in Rubirizi and Mitooma.**
- **Bugoma forest in Hoima.**
- **Ssese forest in Kalangala.**
- **Kibale forest in Kibale.**

<u>African countries with Tropical rainforests.</u>

- **Democratic Republic of Congo**
- **Gabon**
- **Congo Brazzaville.**
- **Ghana**
- **Cameroon**

<u>Characteristics of Equatorial rain forests.</u>

- **Trees are ever green. (they don't shed their leaves).**
- **Trees are of different species.**
- **Trees have broad leaves.**
- **Trees grow very tall due to phototropism (to get sunlight).**
- **Trees have buttress roots.**
- **Trees have hard wood.**
- **Trees form a canopy (a layer of branches and leaves that form a cover to the ground).**
- **They have a thick undergrowth which makes them impenetrable.**

Common tree species in Equatorial rain forests/ hard wood trees.

- **Mahogany**
- **African walnut**
- **Ebony**
- **Teak**
- **Green heart**
- **Rose wood**
- **Mvule trees (Iroko)**

Economic activities commonly done in Equatorial rain forests.

- **Lumbering**
- **Herbal medicine collection**
- **Fruit gathering.**
- **Charcoal making**
- **Tourism**

NOTE:

- ***A canopy*** *is an umbrella-like structure formed by trees in tropical rain forests.*
- *Common tree species in planted forests include; Eucalyptus, Cedar, Fir, Spruce, Cypress, Pine etc. These tree species provide soft wood.*
- *Most trees in planted forests provide soft wood timber from which various products such as match boxes, papers, ply wood, toilet papers, wooden rulers, pencils are made.*
- *Most trees in natural forests provide hard wood timber from which various products such as wooden tables, wooden desks, wooden windows, benches, cupboards, wooden chairs are made.*
- ***Deciduous trees*** *are trees that shed their leaves during the dry season.*

Importance of forests.

- **Forests help in formation of convectional rainfall through transpiration.**
- **They are source of income through tourism.**
- **They act as a habitat for wild animals.**
- **They are source of herbal medicine.**
- **They help to reduce soil erosion.**
- **They are source of timber.**
- **Trees act as wind breaks.**

Problems facing forests

- **Deforestation.**
- **Outbreak of bush fires.**
- **Human encroachment on forests.**

DEFORESTATION

Deforestation is the massive cutting down of trees without replacement.

Lumbering is the cutting down/felling of mature trees for production of timber.

Reasons why people cut down trees/ carry out deforestation.

- **To get land for settlement**
- **To get land for crop growing.**
- **To get land for constructing roads.**
- **To get land for building industries.**
- **To get timber.**
- **To get wood fuel.**
- **To get land for constructing flat play grounds.**

Dangers / effects of deforestation.

- **It leads to soil erosion.**
- **It leads to desertification/ drought.**
- **It destroys the natural habitat for animals.**
- **It leads to displacement of wild animals.**
- **It leads to extinction of some valuable tree species.**
- **It reduces the amount of rainfall received in an area.**

FOREST CONSERVATION.

Forest conservation is the act of protecting forests from extinction.

Ways of conserving forests.

- **By practising afforestation.**
- **By practising reafforestation.**
- **By practising agro-forestry**
- **By teaching people on the importance of forests.**
- **By educating people about the dangers of deforestation.**
- **Through rural electrification. (extension of electricity to rural areas)**
  - **Note:**
    - ***Afforestation*** *is the planting of trees on a large scale where they have never been/ existed.*
    - ***Reafforestation*** *is the planting of trees on a large scale where they have ever been/ existed.*
    - ***Agro-forestry*** *is the growing of crops together with useful trees on the same piece of land.*
    - ***Forestry*** *is the practice of planting and caring for forests.*
    - ***National Forestry Authority (NFA)*** *is the body that is responsible for conservation of forests in Uganda.*
    - ***National Environment Management Authority (NEMA)*** *is the body responsible for conservation of the environment in Uganda.*

Roles of NFA.

- **It teaches people about the importance of forests.**
- **It enforces laws against deforestation.**
- **It creates forest reserves.**
- **It evicts people settling in forest reserves.**

b) MANGROVE FORESTS.

Mangrove forests / swamps are found in low lying areas along the coast of Africa.

The mangrove forests are also called *mangrove swamps* because they grow in salty sea water.

African countries with Mangrove forests

- **Tanzania**
- **Nigeria**
- **Ghana**
- **Cote d'Ivoire**
- **Sierra Leone**
- **Mozambique**
- **Cameroon**

Characteristics of Mangrove forests

- **They have hard wood.**
- **Trees have buttress roots above the ground.**
- **They commonly grow in salty water.**
- **They have water proof timber.**

Note: *-Timber from mangrove forests is suitable for ship building because it is water proof.*
-The buttress roots help trees in mangrove forests to stand firmly in salty water.

Importance of Mangrove forests.

They provide waterproof timber used for ship building.

c) MEDITERRANEAN VEGETATION

Mediterranean vegetation is found in North West Africa and Southern tip of South Africa (Cape province)

The growth of forests in this region is favoured by too much rainfall received in winter.

Countries where Mediterranean forests are found.

- **Tunisia**
- **Algeria**
- **South Africa.**
- **Libya**
- **Morocco**

Characteristics of Mediterranean vegetation

- **The trees have thick leaves in order to reduce the rate of transpiration.**
- **Trees have deep and widely spread roots.**

❖ **Trees shed their leaves during the dry season (to reduce the rate of transpiration)**

Common tree species in Mediterranean forests

- **Cypress**
- **Fir**
- **Citrus fruits.**
- **Cedar**
- **Pine**

Economic activities commonly done in Mediterranean vegetation zone.

- **Lumbering**
- **Tourism**

GRASSLANDS

Grasslands **are large areas of land covered with grass.**

The height of grass depends on the amount of rainfall received and the fertility of the soil.

Savannah grasslands and temperate grasslands are the main examples of Africa's grasslands.

d) TEMPERATE GRASSLANDS

It grows in Temperate climatic region.

Temperate grasslands of Africa are called the High veld / the Veld.

The Veld is called the High veld because it is on a high plateau in South Africa.

States in South Africa with temperate grasslands

- **Orange Free State**
- **Transvaal**
- **Natal**

Characteristics of temperate grasslands.

❖ **They have few scattered short trees.**

❖ **Its grass is short.**

❖ **Grass is long and narrow with a hairy covering.**

Common economic activities carried out in temperate grasslands**.**

- **Sheep rearing**
- **Dairy farming.(due to the presence of plenty of pasture for animals, and favourable cool climate)**

e) SAVANNAH VEGETATION

Savannah is the name given to the Tropical grasslands of Africa.

Savannah vegetation covers the largest part of Africa.

Savannah vegetation is located in the Tropical region of Africa.

Parts of Savannah vegetation

- **Savannah grassland / dry savannah vegetation**
  This has short grass and few scattered trees.
- **Savannah woodland / wooded savannah / wet savannah vegetation**
  It has tall grass and many trees.

Note;

✓ *Miombo woodland of Central Tanzania is an example of wooded savannah.*

✓ *Miombo woodland is sparsely populated because the area is highly infested with tsetse flies which spread sleeping sickness to people, and nagana to cattle.*

✓ ***Bee keeping*** *is the main economic activity carried out in Miombo woodland of central Tanzania.*

✓ *Most game parks in Africa are located in savannah grasslands because there is plenty of pasture for animals.*

Characteristics of Savannah vegetation

❖ **It has tall grass.**

❖ **It has scattered trees.**

❖ **Trees have long roots which they use to tap underground water.**

❖ **Grass appears green during the wet season.**

❖ **Trees usually shed their leaves during the dry season. (in order to reduce the rate of transpiration)**

Note: -***Deciduous trees*** *are trees that shed their leaves during the dry seasons.*

African countries with savannah vegetation.

- Uganda
- Kenya
- Malawi
- Tanzania
- Angola
- Zambia
- Zimbabwe

Common tree species in savannah vegetation.

- Acacia
- Baobab
- Palm trees

Economic activities commonly done in savannah vegetation

- Tourism
- Bee keeping
- Pastoralism

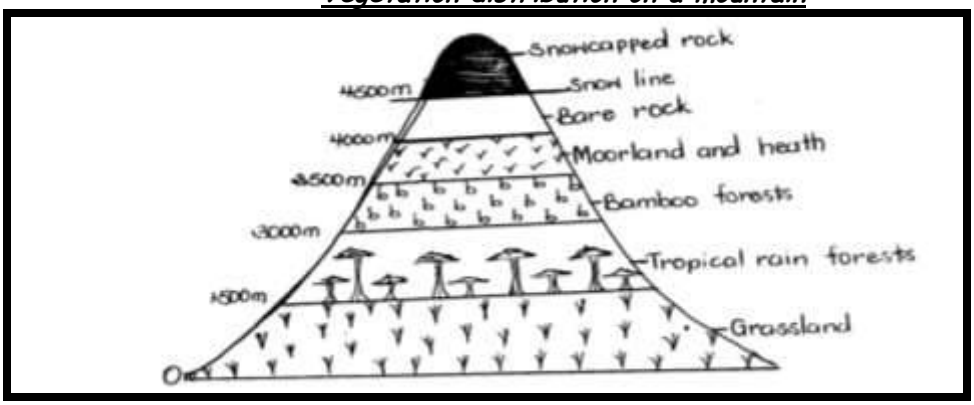
f) MOUNTAIN VEGETATION

It is also called montane vegetation.
It is found in mountainous areas.
Vegetation changes with increase in altitude.
In East Africa, montane vegetation is mainly found on slopes of mountain Rwenzori, mountain Kenya, mountain Elgon, mountain Kilimanjaro etc.

Factors that cause vegetation variation in mountainous areas.

- Altitude
- Temperature
- Rainfall distribution.

Vegetation distribution on a mountain



Note;-***Heath*** *is the low evergreen rough grass.*
-***Moorland*** *is an area of highland covered with heath.*

Areas where Mountain vegetation is found.

- Mountain Rwenzori in Uganda and DRC.
- Mountain Kilimanjaro in Tanzania.
- Drakensberg mountains in Lesotho.
- Ethiopian highlands in Ethiopia
- Mountain Kenya in Kenya
- Mountain Elgon in Uganda and Kenya.

Characteristics of Mountain vegetation

- ❖ The trees are ever green.
- ❖ Vegetation grows in zones according to altitude.
- ❖ The foothills have savannah grasslands.
- ❖ The trees grow very tall.
- ❖ There are few plants on top of the mountain due to low temperatures.

Economic activities commonly done in Mountain vegetation.

- Lumbering
- Charcoal making.
- Bee keeping.
- Fruit gathering
- Tourism
- Herbal medicine collection.

g) DESERT and SEMI-DESERT VEGETATION.

A Desert is a large dry area of land with few plants growing on it.
Desert vegetation is found in Desert climatic condition.
Deserts in Africa include; Sahara desert, Namib desert and Kalahari desert.
The land in deserts is usually covered with sand dunes and bare rocks.
Crop growing and livestock farming is mostly done around oases.

Plants that survive in very dry conditions grow in this region.
Desert vegetation has few trees because it receives very little rainfall.
Trees in desert vegetation have thick barks and thin leaves to reduce the rate of transpiration.
Cactus is able to survive in desert conditions because it stores water in its stem.

Characteristics of Desert vegetation

- Trees have thick barks.
- Trees are scattered.
- Trees are short and thorny.
- Trees have long roots to tap underground water.
- Trees have thin leaves that reduce the rate of transpiration.
- Vegetation is scanty and resistant to drought.

Common plants in Desert vegetation.

- Cactus
- Baobab
- Poppies
- Acacia

African countries with Desert vegetation

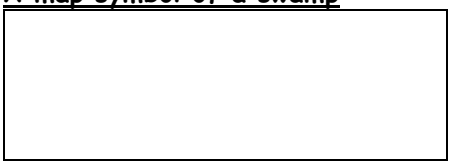
- Algeria
- Libya
- Morocco
- Namibia
- Egypt
- Angola

Note: -***Pastoralism*** *is the major economic activity carried out in Desert vegetation.*

SWAMP VEGETATION.

A swamp is a water logged area with vegetation.
Or. A swamp is an area that has vegetation and plenty of water.
Swamps are sometimes referred to as wetlands.
Swamps are found along rivers, lakes and valleys.

A map symbol of a swamp



Examples of swamp vegetation

- Papyrus
- Palm trees

Economic activities commonly carried out in swampy areas.

- Crop growing
- Fishing
- Mining
- Tourism
- Pottery
- Brick making .

Swamp resources/ craft raw materials got from swamps.

- ✓ Papyrus reeds-used for making baskets, mats, hats etc
- ✓ Palm leaves-used for making mats etc.
- ✓ Clay-used for making products like cups, plates, pots, flower vessels etc
- ✓ Sand-used for building.

Common crops grown in swamps

- Rice
- Yams
- Vegetables
- Sugarcane.

Importance of swamps.

- They are a source of water.
- They are a source of fish eg. Mud fish.
- They are a source of minerals eg. Sand
- They are habitats for aquatic animals eg. crocodiles, hippopotamuses, frogs etc.

- ❖ They help in formation of convectional rainfall.
- ❖ They help to filter water. (they have spongy-like roots which help to filter water)
- ❖ Swamps help to control floods.
- ❖ They are a source of raw materials for craft work eg. papyrus reeds, palm leaves etc.
- ❖ They attract tourists who bring in income.

Ways people misuse swamps.

- ❖ By dumping industrial wastes in swamps.
- ❖ Through uncontrolled harvesting of papyrus reeds.
- ❖ By burning swamp vegetation.
- ❖ Through swamp drainage.
  - ➢ Note:
    - ✓ ***Swamp drainage*** *is the removal of water from swamps.*
    - ✓ ***Swamp reclamation*** *is the act of changing a swamp from its natural state for other uses.*
    - ✓ *Swamp encroachment is the illegal settlement in swamps.*

How people drain swamps.

- ❖ By adding murram in swamps.
- ❖ By digging channels in swamps.

Reasons why people drain swamps.

- ❖ To get land for crop growing.
- ❖ To get land for constructing industries.
- ❖ To get land for settlement.
- ❖ To construct roads.

Dangers of draining swamps.

- ❖ It leads to drought/ desertification.
- ❖ It leads to death of aquatic animals.
- ❖ It leads to floods.
- ❖ It leads to displacement of aquatic animals.
- ❖ It leads to reduction in craft raw materials.

Problems faced by people living near swamps.

- ❖ Floods during the rainy season.
- ❖ Attacks from aquatic animals.
- ❖ Poor road transport.
- ❖ Attacks from disease vectors that live in swamps.

VEGETATION DISTRIBUTION IN AFRICA.

Vegetation distribution is the way plant life is spread in an area.

Some parts of Africa have thick vegetation while others have scanty/ scattered vegetation.

Factors that influence/ affect vegetation distribution in Africa.

- Altitude
- Human activities
- Drainage system
- Nature of soils
- Rainfall distribution / climate.

How the above factors affect the vegetation of Africa.

Climate / Rainfall distribution

Areas which receive plenty of rainfall have thick vegetation while those that receive very little rainfall have scanty vegetation.

Drainage system

Areas near large water bodies have thick vegetation while those that are far away from large water bodies have scanty vegetation.

Altitude.

Areas of low altitude have thick vegetation while those of high altitude have very little vegetation.

Nature of soils / Soil fertility.

Areas with fertile soils have thick vegetation while those with infertile soils have scanty vegetation.

Human activities

Some human activities promote the growth of vegetation while others destroy vegetation of an area.

Human activities that destroy vegetation.

- **Deforestation**
- **Overcultivation**
- **Swamp drainage.**
- **Overgrazing**
- **Bush burning**

Note:

- *-Deforestation, bush burning and over grazing cause soil erosion.*
  Qn: *How does deforestation cause soil erosion?*
- *It leaves the land bare exposing it to agents of soil erosion.*

Human activities which promote the growth of vegetation.

- **Afforestation**
- **Agro-forestry**
- **Reafforestation**
- **Rotational grazing**

THE INFLUENCE OF VEGETATION ON ANIMALS.

ANIMAL DISTIBUTION IN DIFFERENT VEGETATION ZONES.

a) EQUATORIAL RAIN FORESTS.

- **There are tall trees that provide shelter to climbing animals.**
- **There are few herbivorous animals due to little grass.**
- **There are many climbing animals which feed on fruits in this zone.**

NB: *The bamboo shoots in some mountainous areas are eaten as food by the mountain gorillas.*

Common animals in Equatorial rain forests.

- **Baboons**
- **Monkeys**
- **Mountain gorillas**
- **Chimpanzees**

***Why climbing animals are common in Tropical rainforests*.**

- **They have many fruits which climbing animals feed on.**
- **There are many trees which provide a conducive habitat for climbing animals.**

b) SAVANNAH VEGETATION

- **Grass eating animals (herbivorous animals) are common in this region.**
- **Flesh eating animals (carnivorous animals) also live in savannah vegetation in order to feed on herbivorous animals.**
- **Animals that feed on both flesh and grass (omnivorous animals) are also common here due to the presence of plenty of food.**

Why most animals live in Savannah vegetation zone.

- **There is plenty of pasture for animals.**
- **Carnivorous animals live in savannah to hunt other animals.**

Common animals in Savannah vegetation.

- **Zebras**
- **Lions**
- **Hyenas**
- **Leopards**
- **Warthogs**
- **Buffaloes**

- Antelopes
- Kobs

c) SWAMP VEGETATION

❖ Animals that live both in water and on land are common in swamp vegetation.

Common animals in swamp vegetation

- Crocodiles
- Frogs
- Tortoises
- Hippopotamuses/Hippopotami
- Snakes

d) DESERT VEGETATION.

❖ There are few animals in desert vegetation due to limited grass and water for animals.
❖ Burrowing animals are common in this zone.
❖ Animals that can survive for so long without taking water are common.

Common animals in Desert vegetation.

- Squirrels
- Camels
- Ostriches
- Newts

e) TEMPERATE GRASSLANDS.

❖ There are many herbivorous animals in this zone due to the presence of pasture.
❖ Carnivorous and omnivorous animals are also common in this zone.

Why there are many animals in Temperate grasslands

❖ There is plenty of pasture for animals.
❖ Presence of many herbivorous animals which carnivorous animals feed on.

Common animal species in Temperate grasslands.

- Antelopes
- Gazelles
- Wolves
- Lions
- Kobs
- Leopards
- Zebras
- Rhinoceros

f) MOUNTAIN VEGETATION

❖ It has many animals with a lot of fur.
❖ It has many climbing animals that feed on fruits.
❖ It has many gorillas that feed on bamboo shoots.

Common animals in montane vegetation.

- Mountain gorillas
- Monkeys
- Chimpanzees
- Baboons

PLACES FOR WILDLIFE CONSERVATION.

- National parks
- Zoos
- Sanctuaries
- Game reserves
- Marine parks

NATIONAL PARKS IN AFRICA.

A game park is a large area of land gazetted by the government for wildlife conservation. Wildlife refers to animals, birds, plants and insects that live on their own in the natural habitat.

Most game parks in Africa are located in savannah grasslands because there is plenty of pasture for animals.

Examples of national parks in Africa (MK Standard SST, Pupil's book 7 pg 52)

- Ruaha national park in Tanzania
- Bwindi national park in Uganda
- Serengeti national park in Tanzania
- Mgahinga national park in Uganda
- Murchison falls national park in Uganda
- Lake Nakuru national park in Kenya
- Lake Mburo national park in Uganda
- Virunga national park in DRC
- Queen Elizabeth national park in Uganda
- Kruger national park in South Africa
- Kidepo valley national park in Uganda
- Garamba national park in DRC

- Tsavo national park in Kenya
- Awash national park in Ethiopia
- Kouf national park in Libya
- Mudumu national park in Namibia
- Gemsbok national park in Botswana
- Karoo national park in south Africa

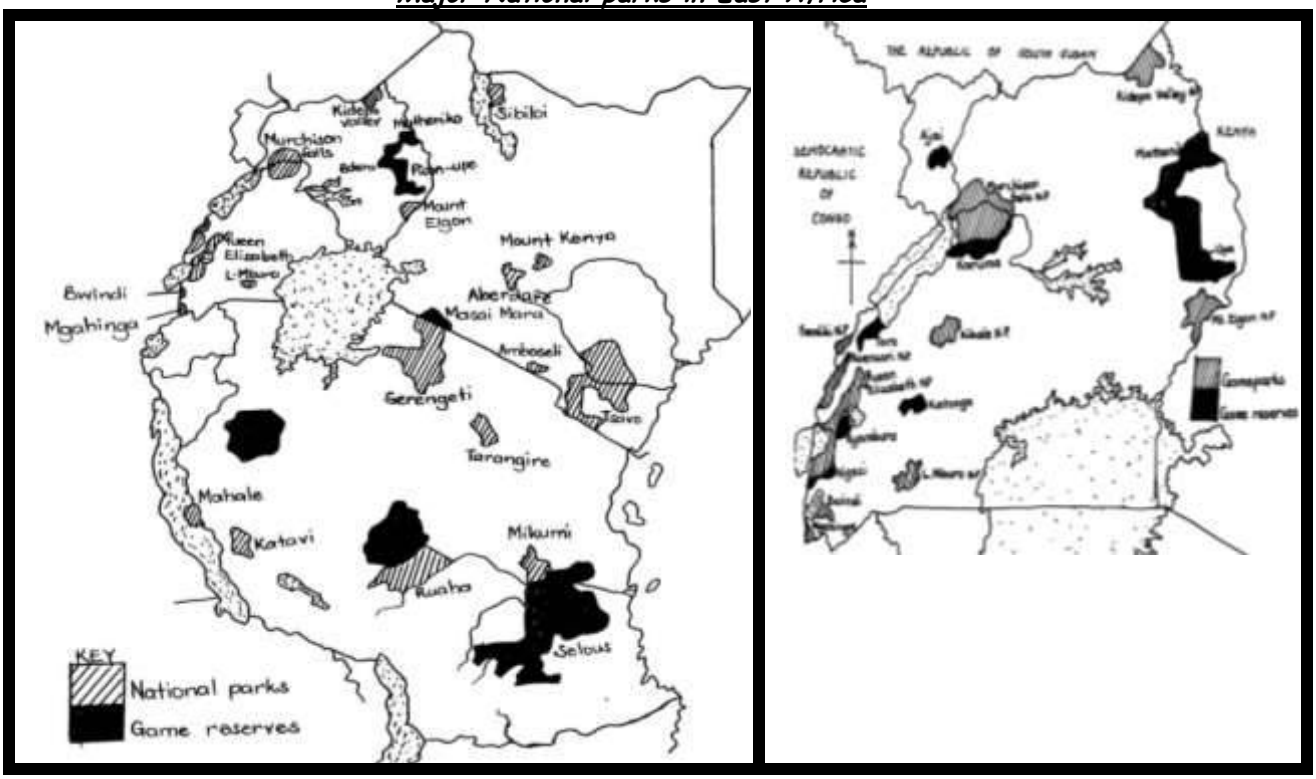
A Game reserve is a large area of land gazetted by the government for future expansion of game parks.

Controlled hunting can be allowed in a game reserve after seeking permission.

Examples of game reserves

- Pian-upe game reserve in Uganda.
- Selous game reserve in Tanzania (the largest in East Africa).
- Bokora game reserve in Uganda.
- Masai mara game reserve in Kenya.
- Ajai game reserve in Uganda.
- Kigezi game reserve in Uganda.
- Matheniko game reserve in Uganda.
- Karuma game reserve in Uganda.
- Katonga game reserve in Uganda.

Major National parks in East Africa

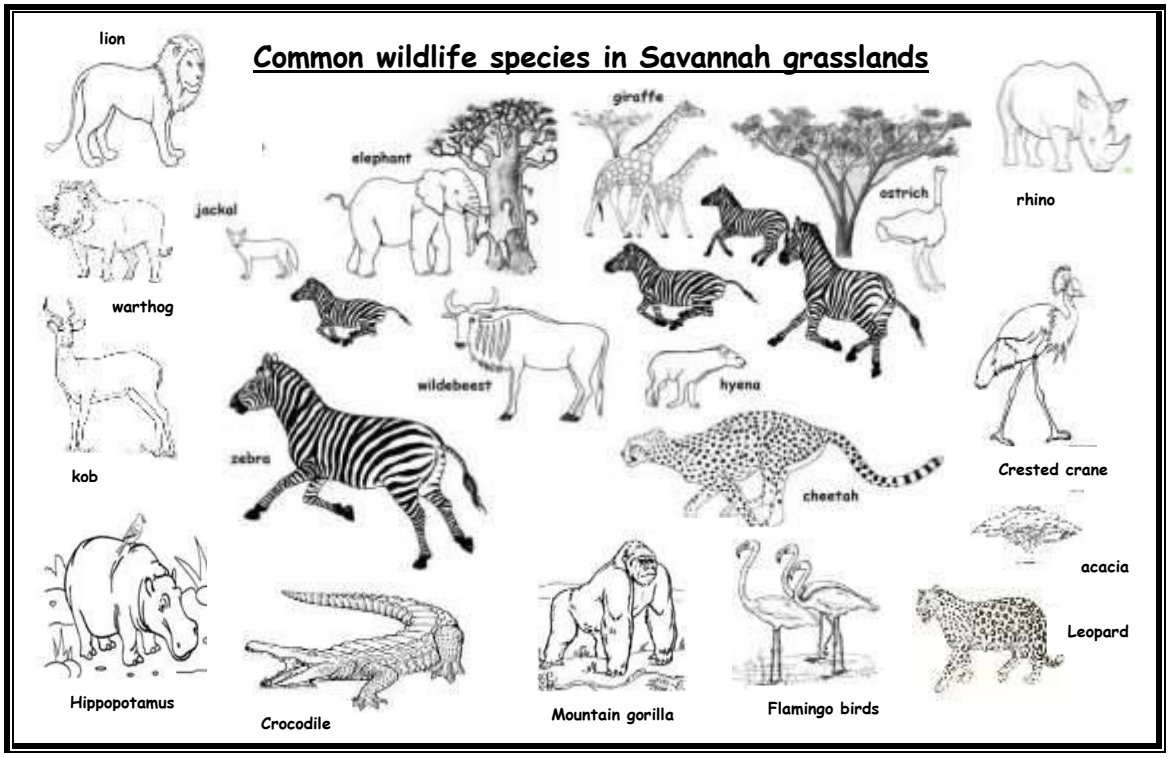


Note:

- ✓ ***Murchison falls national park*** *is the largest national park in Uganda*
- ✓ ***Ruaha national park*** *is the largest national park in East Africa.*
- ✓ ***Tsavo national park*** *is the largest national park in Kenya.*

Major tourist attractions in selected Africa's national parks.

National park	*Major tourist attraction*
Murchison falls national park	Crocodiles / Murchison falls
Kidepo valley national park	Ostriches
Queen Elizabeth national park	Hippopotamuses
Lake Mburo national park	Zebras
Lake Nakuru national park	Flamingo birds.
Bwindi and Mgahinga national park	Mountain gorillas
Tsavo national park	Lions
Serengeti national park	Wildebeests



Importance of national parks.

- ❖ They create job opportunities to people.eg.The game rangers
- ❖ They earn income through attracting tourists.
- ❖ They promote the development of infrastructure e.g. Hotels, roads.
- ❖ They are used for education and scientific research.
- ❖ They help to preserve wildlife for the future generation to see.
- ❖ They promote international relationships.

Activities that commonly take place in Africa's national parks.

- Animal tracking
- Game drives
- Nature walks
- Mountain climbing
- Boat rides
- Bird watching

Prohibited/ unauthorised activities in national parks.

- Animal grazing
- Hunting
- Crop cultivation
- Human settlement.

Problems facing national parks in Africa.

a) Poaching

- ❖ Poaching is the illegal hunting of animals in national parks.
- ❖ It leads to extinction of animal species in national parks.
- ❖ Poaching reduces the number of animals in national parks.

Why people carry out poaching.

To get meat.
To get horns and ivory from them.
To get hides and skins.

b) Prolonged drought

- ❖ It dries pasture on which animals feed.
- ❖ It also destroys the natural habitat for animals.

c) Bush fires.

- ❖ They destroy habitats for animals.
- ❖ They destroy pasture for animals.
- ❖ They lead to death of animals.
- ❖ They lead to displacement of wild animals.

d) Outbreak of animal diseases.

- Diseases lead to death of animals in national parks.

e) Human encroachment on national parks.

- It leads to displacement of wild animals.

f) Political instability in some parts of Africa.

- It leads to death of animals in national parks.
- It leads to displacement of wild animals.
- It leads to destruction of the natural habitat for animals.

Possible solutions to the problems facing national parks in Africa.

- By enforcing laws against poaching.
- By sensitising people about the importance of wild animals
- By improving on security in areas near national parks.
- By extending veterinary services in national parks.
- By enforcing laws against human encroachment on national parks.

Ways of caring for animals.

- By protecting them.
- By feeding them on nutritious feeds.
- By treating sick animals.
- By treating sick animals.

Note:- *Game wardens protect wildlife in national parks, and also control fire from destroying plants and animals.*

Importance of caring for animals.

- It promotes tourism.
- It reduces death of animals.
- It promotes education and research.

TOURISM INDUSTRY IN AFRICA.

Tourism is the movement of people to places of interest for pleasure, enjoyment or study purpose.

A tourist is a person who travels to places of interest for pleasure, enjoyment and study purposes.

Tourism is called an industry because;

- It generates income.
- It creates job opportunities to people.

Tourism is called *an invisible trade* because it generates income without exchanging physical goods.

Tourism is called *an invisible export* because it generates foreign exchange without exporting physical goods.

Types of tourists.

- Local tourists
- International tourists.

Local tourists move from one part of the country to another for tourism while international tourists move from one country to another for tourism.

Tourist attractions in Africa.

- Wildlife
- Historical sites
- Physical features
- Beautiful beaches
- Climate
- Culture

Importance of the Tourism industry.

- It creates job opportunities to people.
- It promotes the development of infrastructure like roads, lodges, hotels.
- It promotes international relationship.
- It creates market for locally manufactured goods.



Hotels provide accommodation to tourists.

- ❖ It is a source of revenue to the government.
- ❖ It promotes conservation of wildlife.

Problems facing the Tourism industry in Africa.

- ❖ Political instability in some parts of Africa.
- ❖ Poor transport and communication network.
- ❖ Poor accommodation facilities.
- ❖ Shortage of funds to promote the industry.
- ❖ Limited tourist attractions in some parts of Africa.
- ❖ Limited advertisement of tourist attractions on international media.

Possible solutions to the problems facing Africa's Tourism industry.

- ❖ By improving on security in Africa.
- ❖ By enforcing laws against poaching.
- ❖ By constructing better roads in all parts of Africa.
- ❖ By advertising Africa's tourist attractions on international media.
- ❖ By importing new species of wildlife in Africa.
- ❖ By training more game wardens.
- ❖ By building better accommodation facilities in Africa.
- ❖ By gazetting more wildlife conservation areas.



Modern roads promote tourism

Dangers of Tourism.

- ❖ Some tourists come as spies.
- ❖ Tourism can bring about spread of diseases in the country.
- ❖ Tourism can bring about change of culture.
- ❖ Some tourists teach people anti-social behaviours.

THE INFLUENCE OF VEGETATION ON POPULATION

Population is the number of people living in an area at a given time.

Population distribution is the way people are spread in an area.

Some vegetation zones have sparse population while others have dense population.

Population distribution per zone.

Vegetation zone	*Population distribution*	*Reason for population distribution*
• Equatorial rain forests	• They are sparsely populated.	❖Presence of disease vectors. ❖Poor transport ❖Presence of many thick forests. ❖Presence of many wild animals. ❖Presence of soggy soils due to heavy rainfall.
• Desert areas	• They are sparsely populated.	❖They are hot and dry throughout the year. ❖They receive very little rainfall. ❖They have poor transport network.
• Savannah vegetation zone	• It is densely populated.	❖The areas receives reliable rainfall. ❖Presence of fertile soils which support cultivation. ❖It is not greatly affected by disease vectors.
• Mediterranean regions	• They are densely populated.	❖Presence of fertile soils which support cultivation.

		❖Presence of favourable cool climate for settlement.
• Mountain vegetation	• Slopes of mountains are densely populated.	❖Presence of fertile soils. ❖They receive reliable rainfall which favours crop growing.
	• The tops of mountains have very few people.	❖They experience very cold climate. ❖Some have rocks and snow.
• Swamp vegetation	• It is sparsely populated.	❖Presence of dangerous aquatic animals in swamps. ❖Swamps are greatly affected by floods. ❖There are many disease vectors in swampy areas.

Dangers of vegetation.

- ❖ It harbours dangerous animals to people.
- ❖ It harbours disease vectors.
- ❖ Thick vegetation hinders road and railway construction.
- ❖ Some vegetation is poisonous to people and animals.
- ❖ It creates hiding places for wrong doers.

Effects of population / people on vegetation.

- ❖ People clear vegetation to get land for settlement.
- ❖ People cut down trees in order to get wood fuel.
- ❖ People clear vegetation to construct industries.
- ❖ People clear vegetation to construct roads.

VEGETATION CONSERVATION

This is the protection of plant life from being destroyed.

It is the act caring for and protecting plants in the environment.

Human activities which destroy vegetation in an area.

- ❖ Deforestation
- ❖ Bush burning
- ❖ Swamp drainage.
- ❖ Over cultivation.
- ❖ Brick making
- ❖ Over grazing

Ways how man destroys vegetation in an area.

- ❖ Through bush burning
- ❖ Through deforestation.
- ❖ Through swamp drainage.
- ❖ Through uncontrolled wetland harvesting.
- ❖ Through overgrazing.
- ❖ Through overcultivation.

Ways of conserving vegetation.

- ❖ By afforestation.
- ❖ By reafforestation.
- ❖ Through agro-forestry.
- ❖ By establishing game parks and game reserves.
- ❖ By establishing forest reserves.
- ❖ Through rural electrification.
- ❖ By using energy saving cooking stoves.
- ❖ By enforcing laws against deforestation.
- ❖ By teaching people about the importance of vegetation.
- ❖ Through rotational grazing.
- ❖ Through controlled harvesting of plants in the environment.

Ways of caring for vegetation in the environment.

- By watering plants during the dry season.
- By adding manure to the soil.
- By weeding the crops.
- By thinning vegetation.
- By pruning plants.
- Through rotational grazing.

Ways of caring for vegetation.

- Through afforestation.
- Through reafforestation.
- By watering plants in the environment.
- By manuring plants.
- By pruning plants.
- Through rotational grazing.
- Through practising agro-forestry.

Note:

- ***National Environment Management Authority*** *(NEMA) is the body responsible for conservation of the environment in Uganda.*
- ***National Forestry Authority*** *(NFA) is the body responsible for conservation of forests in Uganda.*
- *NEMA is under the* ***Ministry of Water and Environment.***

How NEMA conserves the environment.

- It teaches people about the importance of forests and swamps.
- It evicts people settling in forest reserves.
- It creates forest reserves.
- It enforces laws against wetland degradation.

Importance of conserving vegetation.

- It controls global warming.
- It controls soil erosion.
- It controls drought.
- It promotes tourism.
- It conserves the natural habitat for animals.
- It ensures constant supply of wood fuel, crafts raw materials, herbal medicine.
- It conserves the natural beauty of the environment.



Testing Exercise.

1. Give the meaning of the term Vegetation.
2. Mention any two examples of each of the following types of vegetation
   (i) Natural vegetation
   (ii) Planted vegetation
3. State any two characteristics of planted forests.
4. Mention any three tree species that are common in planted forests.
5. Which type of wood is mostly obtained from planted forests?
6. Give one reason why people plant flowers in their compounds.
7. How does vegetation help to purify air in the environment?
8. Mention the four vegetation zones of Africa.
9. Why are tropical rain forests called the rain forests?
10. Name the largest natural forest in Uganda.
11. Which natural forest is found along Kampala-Jinja highway?
12. Why is Bwindi forest referred to as an impenetrable forest?
13. State any three characteristics of natural forests.
14. Why do most trees in planted forests grow very tall?
15. Mention any three tree species that commonly grow in natural forests.
16. What are Deciduous trees?

17. Mention any two economic activities that are commonly done in each of the following vegetation zones.
    (i) Equatorial rain forests.
    (ii) Montane vegetation
    (iii) Temperate vegetation.
    (iv) Desert vegetation.
18. Why do some trees in the tropical region shed their leaves during the dry season?
19. How do herbalists benefit from the natural forests in their locality?
20. Give any two ways forests are useful to wild animals.
21. State any two problems facing forests.
22. State any two ways the activity of deforestation is affects the natural environment.
23. Give any two reasons why people carry out deforestation.
24. Name one East African country where the mangrove forests are commonly found.
25. How have the mangrove forests promote the development of the fishing industry in East Africa?
26. Why is timber obtained from the mangrove forests suitable for ship building?
27. Write the following in full.
    (i) NFA
    (ii) NEMA
    (iii) UWA
28. Give any two ways NFA conserves forests in Uganda.
29. State any two characteristics of each of the following types of natural vegetation.
    (i) Desert vegetation.
    (ii) Savannah vegetation.
    (iii) Montane vegetation.
30. Name any two districts in Uganda that have Semi-desert vegetation.
31. Which type of natural vegetation covers the largest part of Uganda?
32. Why are most game parks in Uganda located in Savannah grasslands?
33. What are Deciduous trees?
34. Why is Miombo woodland of Central Tanzania sparsely populated?
35. State the major economic activity carried out in Miombo woodland.
36. Give any two ways oases are useful to the desert dwellers.
37. How do swamps promote the development of the crafts making industry in an area.
38. Give any two reasons why people drain swamps.
39. Which type of natural vegetation covers the North Western part of Africa and the extreme Southern tip of South Africa?
40. State any two problems that are commonly faced by people living in swampy areas.
41. State any one way swamp drainage is dangerous to the environment.
42. How does climate affect the distribution of vegetation in an area.
43. In which way does overgrazing cause soil erosion in an area?
44. Give one reason why there are many mountain gorillas in Mgahinga national park.
45. Mention any four factors that influence vegetation distribution in Africa.
46. What is a Game park?
47. Name the largest game park in East Africa.
48. Which game park in Uganda would you advise a foreign tourist who wants to see mountain gorillas to visit?
49. Name the game park in Uganda which is famous for crocodiles.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

50. Name the largest game reserve in East Africa.
51. Mention the commonest animal species at Serengeti national park in Tanzania.
52. Give any three ways game parks promote the development of a country.
53. Which problem did the Uganda railway builders face at Tsavo national park?
54. Mention any two man's activities that are prohibited in national parks.
55. State any three problems facing game parks in Uganda.
56. Why is tourism called an;
    (i) industry?
    (ii) Invisible trade?
57. Mention any three major tourist attractions in Africa.
58. Mention the government ministry that is responsible for conservation of the environment in Uganda.
59. Apart from tourism, mention any one other example of Uganda's invisible export.
60. State any three problems facing the tourism industry in Africa.
61. Name the major tourist attraction found in Queen Elizabeth national park.
62. How do good hotels promote tourism in a country?
63. Name the body that is responsible for conservation of the environment in Uganda.
64. How is poaching a threat to the tourism industry?
65. Which game park in Kenya is famous for flamingo birds?
66. Mention any two human activities that destroy vegetation in an area.
67. How does deforestation lead to soil erosion?
68. Give any two reasons why the tropical rain forests are always densely populated.
69. State any one reason why there are always no people living on slopes of most mountains in Africa.
70. Give any three ways the tourism industry in Uganda can be improved.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

EXCEL STANDARD SOCIAL STUDIES

PUPIL'S BOOK 7

FIRST EDITION

BY

EXCEL PUBLISHERS

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means of electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

Copyright © Excel publishers

Excel Publishers
"Excellence in every page"

For Excellence in Social Studies

ACKNOWLEDGEMENT

Developing a book of this nature requires a lot of support from colleagues, friends and family. I would like to register my deep-rooted gratitude to the following people for their unlimited assistance offered towards the completion of this book.

All teachers of Social Studies in Victoria Mutundwe Primary School and Makindye Junior school with whom I worked at various levels for their positive advice and criticism.

All authors whose books we used and consulted during our research for some of the materials in this book.

We do sincerely regret any mistakes which may be found anywhere in this book. It is not intended to be part of this book but accidental.

However, any person who does any unauthorized act in relation to this publication without prior written permission from the original authors, may be liable to criminal prosecution and civil claims for damage.

Author: Kimbugwe Apollo

PREFACE

Excel Standard Social Studies, Pupils' Book Seven has been developed basing on the revised Primary Seven Social Studies Syllabus as prescribed by the new curriculum of the National Curriculum Development Center (NCDC). The book contains accurate, relevant and current information covering all topics in all terms of the year in their order. It is intended to guide both teachers and learners.

The pupil's book cares for the interests of the learners in terms of simple and concise language used, simplified content to cater for all learners with different abilities and clear illustrations to make learning enjoyable through observation. Key words for each topic have also been included in order to enrich the learner's vocabulary and mastery of concepts.

The topics have well organized, relevant, and easy to understand notes and facts. It is written in a simple language and is well aided with maps and illustrations/diagrams where necessary to ease understanding.

The book is remarkably precise but detailed in content with no fact left hanging. It has been mainly written for Primary Seven in a language that is suitable for both rural and urban Pupils. The book can therefore be used with minimum teacher guidance.

The book has inbuilt and continuous assessment activities at the end of topic. These questions are to help the learners to test their understanding of the concepts covered and are to enable the teacher to track progress as coverage goes on. This also makes the book convenient for individual and class learning by the candidates.

The content of the book has been enriched to enable learners get solutions to the three main levels of assessment at primary level that is to say: Knowledge, Comprehension and Application.

The book is intended to provide learners with knowledge, skills and the desired attitudes and values of Social Studies and the Environment that are important to prepare learners for final assessment of the primary level.

The book is written and developed by experienced teachers of Social Studies and Religious Education and we welcome all comments on the publication with an open mind for the improvement in the teaching and learning of Social Studies. Comments and orders can be communicated directly through the following contacts:

TEL: +256 771 623617  and +256 700 770630, KAMPALA.
Email address: apolokimbugwe504@gmail.com

THEME: LIVING TOGETHER IN AFRICA

TABLE OF CONTENTS

Topic 1: Location of Africa on the Map of the World.

- Introduction to The World.....6
- Continents of The World.....6
- Uniqueness of Africa 7
- Locating Africa using Lines of Longitude and Lines of Latitude 7
- Using The Prime Meridian to tell the International time.....9
- The Shape and Size of Africa.....11
- African Countries 12
- Political Regions of Africa 14
- Land Locked Countries in Africa.....15

Topic 2: Physical Features of Africa.

- Introduction to Physical Features 22
- Location of Major Physical Features in Africa.....23
- Mountains 23
- Plateaus 26
- The Great Rift Valley and Basins.....27
- Coastal Plains 28
- Lakes 28
- Rivers 31
- The Influence of Physical Features 35

Topic 3: The Climate of Africa.

- Weather 39
- Climatic Zones of Africa 43
- Factors that Influence the Climate of Africa 50
- Breezes and Pressure Belts.....53
- Climate Change.....54
- The Influence of Climate on Human Activities.....55

Topic 4: Vegetation of Africa.

- Introduction to Vegetation 60
- Vegetation Zones of Africa 60
- Vegetation Distribution in Africa 67
- The Influence of Vegetation on Animals 68
- National Parks in Africa 69
- Tourism industry in Africa 72
- The Influence of Vegetation on Population 73
- Vegetation Conservation 74

Topic 5:The People of Africa, Ethnic Groups and Settlement patterns.

- Origin of the People of Africa 78
- Major Ethnic Groups in Africa 81
- Migrations today 86
- Political, Social and Economic Organisation among The People of Africa.....90
- Trans-Saharan trade 97

Topic 6. Foreign Influence in Africa.

- Foreign Traders in Africa.....100
- Trans-Atlantic trade.....102
- Christian Missionaries in Africa.....103
- European Explorers in Africa.....107
- The Portuguese Explorers in Africa.....112
- Colonialists in Africa.....114
- Scramble for and Partition of Africa.....115
- Establishment of Colonial Rule in Africa.....117
- Colonial Administrative systems in Africa.....119
- The Great Trek 121
- Apartheid Policy in South Africa.....122
- Reactions to Colonial Rule in Africa.....124
- Effects of Colonial rule.....126

Topic 7. Nationalism and The Road to Independence in Africa.

- Pan Africanism.....131
- The Rise of African Nationalism.....133
- The Struggle for Independence in Africa.....136
- Decolonisation of Africa.....137
- Systems of Government.....139
- Elections.....141

Topic 8. Post Independence Africa.

- Formation of The OAU.....146
- Formation of The AU.....148
- Regional Economic Groupings in Africa.....150
- EAC as a Common Market.....152

Topic 9. Economic Developments in Africa.

- Economic Resources and Developments in Africa.....156
- Industrial Development in Africa.....157
- Energy Resources in Africa.....159
- Multipurpose River Projects in Africa.....159
- Agricultural Development in Africa.....161
- Mining Industry in Africa.....163
- Tourism Industry in Africa.....164
- The Fishing Industry in Africa.....165
- Case Studies of Economic Developments.....167
- Challenges affecting Economic Developments in Africa.....185

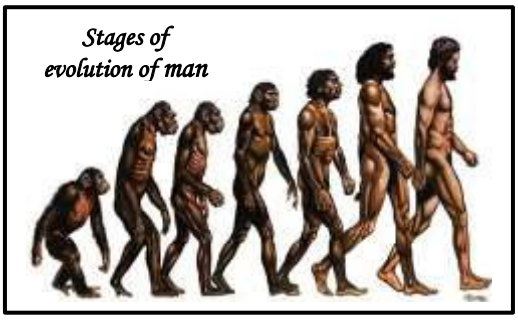
Topic 10. Major World Organisations.

- Formation of The League of Nations.....193
- The United Nations Organisation (UNO).....193
- The Universal Declaration of Human rights.....197
- The Commonwealth of Nations.....199
- Organisation of Petroleum Exporting Countries (OPEC).....202

TOPIC 5: THE PEOPLE OF AFRICA, ETHNIC GROUPS AND SETTLEMENT PATTERNS.

ORIGIN OF THE PEOPLE OF AFRICA

STONE AGE



Stone age is the time when early man used tools made out of stones.

Stages of stone age

- The Old stone age/ Early stone age/ Palaeolithic
- The Middle stone age/ Mesolithic
- The New/Late stone age/Neolithic.

THE OLD STONE AGE

It was the first stage of stone age.

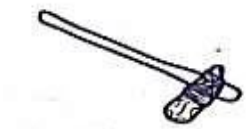
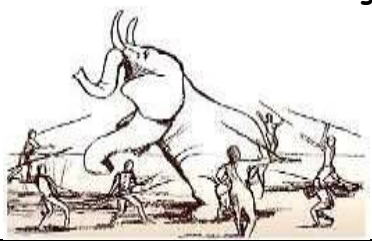
It is also called the Early stone age.

Characteristics of Old stone age

- Early man had a hairy body.
- Man used to eat raw meat.
- Man lived a wild and unsettled way of life.
- Man had no permanent homes.
- Man used simple tools made out of stones.
- Man slept under big trees and stones.

Tools used by early man in the Old stage age.

Old stone age man

Name of the tool	*Drawing*	*Use of the tool to early man*
Bolas		❖ It was used to trap fast running animals during hunting
Hand axe		❖ It was used for skinning animals.
Hand spears		❖ It was used for hunting 
Bone needle		❖ It was used for stitching animal skins and hides to make clothes
Cleaver		❖ It was used for chopping meat

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Wooden club		❖ It was used for killing trapped animals
Bow and arrow		❖ It was used for hunting and fishing.

Examples of early man's food.

- ❖ Raw meat
- ❖ Wild honey
- ❖ Fruit
- ❖ Insects
- ❖ Plant roots
- ❖ Barks of trees
- ❖ Fish

Ways early man obtained food.

- ❖ By hunting.
- ❖ By gathering wild berries (fruit).
- ❖ By fishing.
- ❖ Collecting wild honey.

Places where early man used to live.

- ❖ Caves
- ❖ Under big trees.
- ❖ Along river banks
- ❖ On lake shores

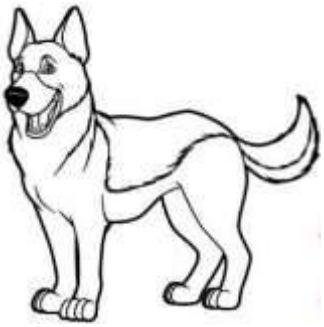
➢ Note:-***The discovery of fire*** *marked the end of Old stone age and marked the beginning of Middle age.*

MIDDLE STONE AGE

This was the second stone age of early man's development.
It is also called the Mesolithic period.
The discovery of fire marked the beginning of the Middle stone age.

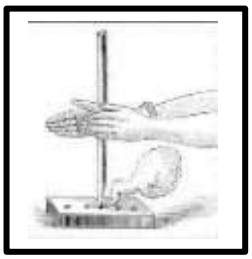
Characteristics of man in the Middle stone age.

- ❖ Man started living in caves.
- ❖ Man started eating roasted meat.
- ❖ Man started hunting using traps.
- ❖ Man started using animal skins as blankets.
- ❖ Man tamed the first animal (a dog).
- ❖ Man had less hairy body than in old stone age.



How early man discovered fire.

He rubbed a dry stick into a hole in a dry piece of wood.
As a result of friction, fire was produced.



How fire was important to early man.

- ❖ It was used for roasting meat.
- ❖ It was used to boil poison.
- ❖ It was used for hardening his tools. eg.pots
- ❖ It provided light in caves.
- ❖ It provided warmth to early man in caves.
- ❖ It was for protection (scaring away wild animals).

Ways how fire helped man to live in caves.

- ❖ It provided light in caves.
- ❖ It provided warmth in caves.
- ❖ It scared away wild animals.

Importance of a dog to early man.

- ❖ It helped early man during hunting.
- ❖ It protected early man from wild animals.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

- **Note:** ***The discovery of farming*** *marked the end of Middle stone age and marked the beginning of New stone age period.*

THE NEW STONE AGE.

This stone age is also referred to as the Late stone age/ Neolithic.

Man started it with the discovery of farming.

Characteristics of man in the New stone age.

- **Man started to live in small organised communities.**
- **Man started growing crops (this made man to start living a settled life).**
- **Man tamed many domestic animals.**
- **Man started living in simple huts.**
  - **Note:** ***The discovery of Iron smelting*** *marked the end of Stone age and the beginning of Iron age.*

Ways farming helped early man to live a settled life.

- **Man had enough food for eating.**
- **Man needed to settle and take care of his crops and animals.**

IRON AGE.

This is a period when early man started using tools made of iron.

Black smithing is the act of making iron tools.

A black smith is a person who shapes and repairs iron tools.

Iron smelting was started by the Cushites/ Hamites at Meroe in Ethiopia and was introduced in Uganda by the Bachwezi.

Examples of iron tools that were made and used by early man.

- **Panga**
- **Saucepans**
- **Arrows**
- **Hoe**
- **Spear**
- **Knife**

How the discovery of iron smelting improved early man's life.

- **Man was able to make better tools for farming.**
- **Man was able to make better tools for hunting.**
- **Man made strong weapons for protection.**
- **Man has made better means of transport.**
- **Man made better fishing tools.**

THE PEOPLE OF AFRICA

Africans are people whose origin is in Africa.

Africa is believed to be the cradle of mankind.This is because the oldest skull of man was discovered in Africa by Dr.Louis Leakey,at Olduvai Gorge in Tanzania.

The oldest skull is believed to have been for a man called "Zinjanthropus" which means Black man.

We can get information about the past through the study of history.

History is the study of the past events.

Sources of historical information include the following;

-archaeology, -written history, -oral tradition, -anthropology, -linguistics, etc.

The indigenous people of Africa include;

- **The Berbers in North Africa.**
- **The Tuaregs of the Sahara.**
- **The Oromo,Afar,Beja and Somali of the Horn of Africa.**
- **The Yoruba, Fulani and Igbo of West Africa.**
- **The Pygmies (also Bambuti) of Central Africa.**
- **The Khoikhoi (also called the Hottentots) of Southern Africa.**

- The Bushmen of East Africa.

Characteristics that make Africans different from other people.

- They have a dark skin.
- They have short hair.

MAJOR ETHNIC GROUPS IN AFRICA.

An ethnic group is a large group of people with the same origin, same traditional occupation and speak related languages.

A tribe is a large group of people with the same origin, same traditional occupation and speak the same language.

Characteristics of an ethnic group.

- People have the same traditional occupation.
- People speak related languages.
- People share the same origin.
- People have the same ancestor.

Major ethnic groups in Africa.

- The Bantu
- Nilotics
- Cushites
- The Khoisans.
- Semites
- Nilo-Hamites

Origins of major ethnic groups in Uganda.

Ethnic group	*Origin*	*Traditional occupation*
❖ Bantu	❖ Cameroon highlands	❖ Crop growing/ cultivation
❖ Nilotics/River-Lake Nilotes	❖ Bahr-el-Ghazal	❖ Pastoralism/ animal rearing
❖ Hamites/Cushites	❖ Ethiopia	❖ Pastoralism
❖ Plain Nilotes/Nilo-Hamites	❖ Ethiopian Highlands	❖ Pastoralism
❖ Highland Nilotes	❖ Ethiopian Highlands	❖ pastoralism

Factors that affected settlement patterns of ethnic groups into East Africa..

- Climate
- Nature of the Soil
- Availability of land.
- Vegetation
- Water bodies
- Occupation

How the above factors influenced the settlement patterns of Ethnic groups in East Africa.

- Climate:
  Most people settled in areas with favourable climate for their traditional; occupation. Areas that receive much rainfall attracted the cultivators while areas that receive low rainfall attracted cattle keepers.
- Nature of the soils:
  The Bantu who were cultivators settled in the interlacustrine region which had fertile soils for crop growing.
- Land:
  Most ethnic groups migrated into East Africa to acquire enough land for growing crops and rearing animals.
- Vegetation:
  Most pastoral tribes settled in areas with savannah vegetation to get pasture for their animals.
- Water bodies:

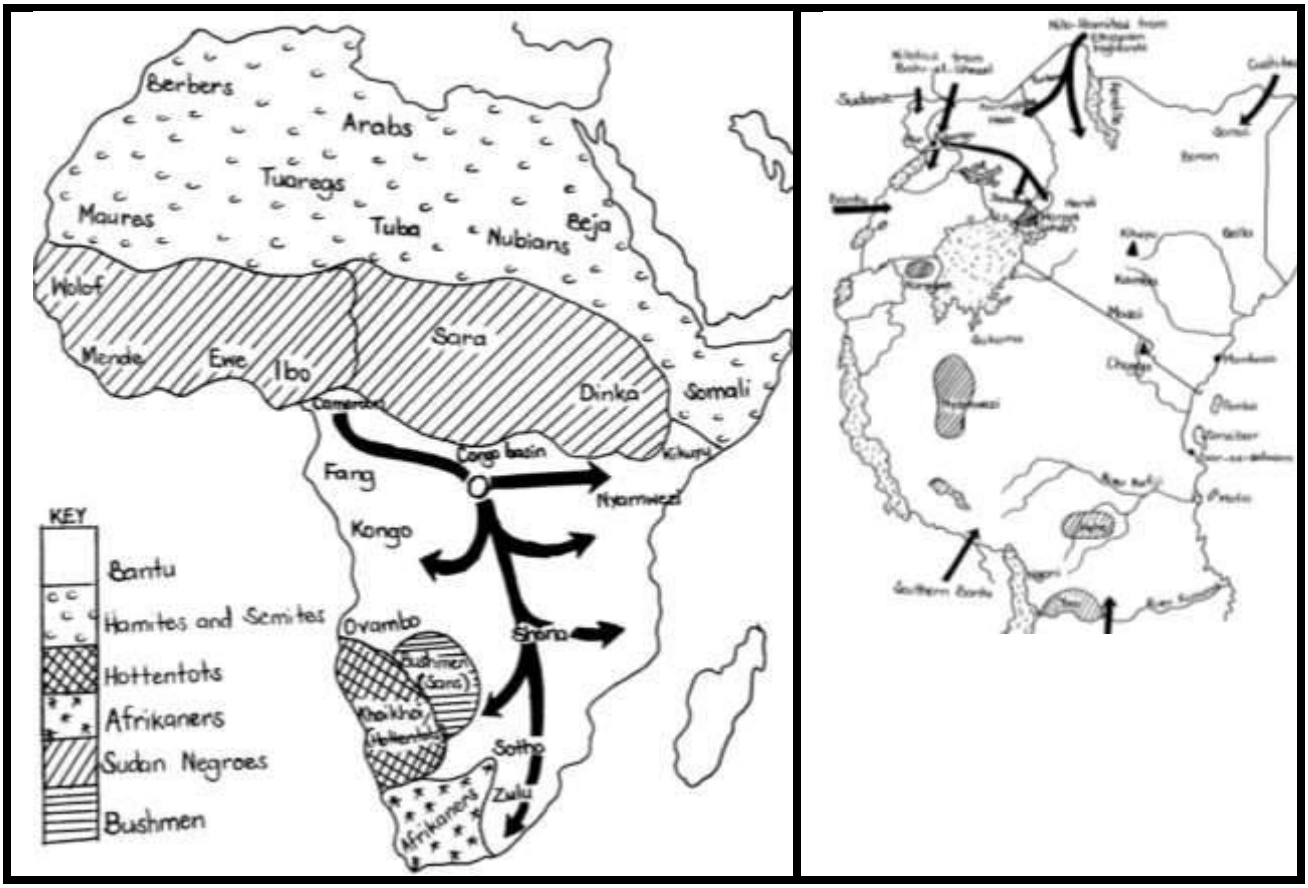
apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Most tribal groups settled around water bodies in order to get water for home use, for their animals and to carryout fishing.

- **Occupation :**

Most ethnic groups in East Africa settled in areas that were suitable for their traditional occupation eg.the Bantu settled in areas that had fertile soils and received reliable rainfall which support crop growing, the Nilotics were pastoralists which made them settle in areas that had plenty of pasture for their animals.

MAJOR ETHNIC GROUPS IN AFRICA.



THE BANTU

The Bantu is the largest ethnic group in Africa.

The main occupation of the bantu is *cultivation*.

The Bantu are believed to have originated from Cameroon highlands and settled in the Congo basin in Central Africa, before spreading to other parts of Africa.

The Bantu are so called because they speak related languages with a common suffix "ntu" when referring to people or things.

The Bantu who came to East Africa mainly settled in the Interlacustrine region.

Interlacustrine region is the land between the great lakes of East Africa.

These lakes include; lake Victoria, lake Albert, lake Edward, lake Tanganyika and lake Kivu.

Why the Bantu settled in the Interlacustrine region.

- **The area receives plenty of rainfall.**
- **The area has fertile soils which support crop cultivation.**

Note.

- ***A tribe*** *is a large group of people who have the same origin and speak the same language.*
- *The interlacustrine region was originally inhabited by the* ***Bushmen.***
- *The migration of the Bantu into East Africa led to the displacement of the Bushmen.*
- *The Bushmen moved southwards and finally settled in the Kalahari desert in Southern Africa.*

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Bantu tribes in East Africa

Country	*Bantu tribes.*
Uganda	-Baganda –Basoga –Bagishu –Batooro –Bakiga –Bakonzo–Banyankore –Banyoro.
Kenya	-Abaluhya –Akamba –Kikuyu –Meru –Mijikenda -Maragoli -Embu -Pokomo
Tanzania	-Nyamwezi –Ngoni –Yao –Sukuma –Hehe –Chagga
Rwanda	-Hutu
Burundi	-Hutu

Note:

- ***The Ngoni*** *were the last Bantu group to move and settle in East Africa.*
- *They migrated from South Africa.*
- *They were escaping from the civil wars of Shaka Zulu.*

Migration groups of the Bantu.

Migration group	*Bantu tribes*
Central Africa Bantu	-Bakongo –Chewa –Bemba
Eastern Africa Bantu	-Baganda –Basoga –Bagishu –Bakonzo Nyamwezi –Ngoni –Yao –Hehe –Chagga
Southern Africa Bantu	-Zulu –Xhosa –Herero –Avambo –Shona –Venda –Tswana -Sotho

Some Bantu tribes that settled on slopes of mountains.

Mountain	*Bantu tribe*
Mountain Rwenzori	Bakonzo
Mountain Mufumbiro	Bafumbira , Bakiga
Mountain Elgon	Bagishu
Mountain Kilimanjaro	Chagga
Mountain Kenya	Kikuyu

Causes of the Bantu migrations.

- Outbreak of epidemic diseases in their cradleland.
- Internal and external conflicts.
- The need for fertile land for cultivation.
- Outbreak of famine.
- Shortage of land.
- Over population in their cradle land.
- Prolonged drought.

Reasons for the migrations of the Bantu into east Africa.

- They were looking for water and pasture for their animals.
- They were escaping from external attacks.
- They were escaping from epidemic diseases which attacked them.
- To look for areas that received reliable rainfall. .
- To look for enough land to carry out cultivation.
- To look for fertile soils for crop cultivation.

Countries in Africa where the Bantu mainly settled.

- Uganda
- Kenya
- Tanzania
- South Africa
- DRC
- Congo Brazzaville
- Zimbabwe
- Botswana.

Effects of the migration and settlement of the Bantu.

a) Positive effects.

- The Bantu introduced new crops where they settled.
- They formed kingdoms and chiefdoms where they settled.
- They introduced new languages.
- They introduced new farming systems.

NB:- The *Bantu tribes were able to form kingdoms because they lived a settled life.*

b) Negative effects.

- **It led to displacement of people from areas where they settled. (the Bushmen were displaced from the Interlacustrine region. They moved southwards and settled in the Kalahari desert)**
- **They caused wars and conflicts where they settled.**
- **They led to loss of culture through intermarriages.**
- **They led to increased population where they settled which caused shortage of land.**

THE NILOTES

The Nilotes are called so because they had their origin along the Nile valley.
The Nile valley countries include; Uganda, Ethiopia, South Sudan ,Sudan and Egypt
The main occupation of the Nilotes is pastoralism.

The sub-groups of the Nilotes include the;

- **River-lake Nilotes /Nilotics / Luo speakers.**
- **Highland Nilotes**
- **Plain Nilotes/ Nilo-Hamites**

Tribes under different sub-groups of the Nilotes.

Sub-group	*Origin*	*Country*	*Tribes under the Nilotes*
River-lake Nilotes	*Bahr-el-Ghazal*	Uganda	-Acholi –Alur –Jopadhola
		Kenya	-Jaluo
		South Sudan	-Dinka –Nuer –Azande
Highland Nilotes.	*Ethiopian highlands*	Uganda	-Sabiny
		Kenya	-Nandi –Sabiny –Marakwet –Tugen –Kipsigis -Keijo
		Tanzania	-Dadong
Plain Nilotes	*Ethiopian highlands*	Uganda	-Iteso –Karimojong -Langi -Kumam
		Kenya	-Masai -Turkana -Samburu
		Tanzania	-Masai -Barabaig

Note;

- ✓ *The Nilotics first settled at **Pubungu** (presently known as Pakwach) when they entered in East Africa.*
- ✓ *The Legend of the Spear and the Bead explains the separation of the Nilotics while at Pubungu.*
- ✓ ***The Alur** tribe came into existence as a result of intermarriages between the Nilotics and the Lendu.*
- ✓ *The **Sabiny** are found in both Uganda and Kenya.*
- ✓ *The **Masai** are found in both Kenya and Tanzania.*
- ✓ *Some tribes under the Nilotes in Africa changed from pastoralism to mixed farming.*

Reasons why some tribes under the Nilotes in Africa changed from pastoralism to mixed farming.

- **They settled in areas with fertile soils.**
- **They settled in areas that receive reliable rainfall.**

Cause of the migrations of the Nilotes into East Africa.

- **Shortage of pasture for animals.**
- **Internal and external attacks.**
- **Outbreak of epidemic diseases.**
- **High population which led to shortage of land.**
- **Prolonged drought in their cradle land.**
- **Outbreak of famine in their cradle land.**

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Effects of the migration of the Nilotes.

a) Positive effects.

- ❖ They introduced Luo language where they settled.
- ❖ The number of domestic animals increased in East Africa.
- ❖ They formed chiefdoms where they settled.
- ❖ They introduced new crops such as millet, sorghum, and sweet potatoes in East Africa.
- ❖ They founded the Luo-Biito dynasty.
- ❖ They introduced new culture like pet names and luo languages.

b) Negative effects.

- ❖ They displaced people where they settled.
- ❖ The Luo invasion led to collapse of Bunyoro-Kitara empire.
- ❖ Population increased where they settled which resulted into shortage of land.

THE CUSHITES

They are also called the Hamites.
They are believed to have moved from Asia and settled in the Horn of Africa.
Their main occupation is pastoralism / cattle keeping.

Tribes under the Cushites in Africa.

Country	Tribes under the Cushites.
Uganda	-Bahima -Basita -Bahinda
Rwanda	-Tutsi
Burundi	-Tutsi
Kenya	-Rendille -Boran -Galla -Somali
Tanzania	-Mbugu -Iragu
Ethiopia	-Afar -Ogaden -Oromo
Somalia	-Somali -Hawiyah.

Note:- *The **Tuaregs** of North Africa also belong to the Cushites.*

THE SUDANIC.

The Sudanic people are believed to have migrated from Juba in South Sudan.
They settled in the West-Nile sub-region of Uganda.
They carried out mixed farming.

Tribes under the Sudanic in East Africa.

- Lugbara
- Okebu
- Madi
- Lendu

THE KHOISAN PEOPLE

This group is made up of the *Khoikhoi* and the *Sans.*
The Khoikhoi are the earliest inhabitants of Southern Africa.
The Khoikhoi were formerly called the *Hottentots* while the Sans were formerly known as the *Bushmen.*
The Khoisans are mainly hunters and pastoralists.
The Bantu and the Europeans led to displacement of the Khoisans from their fertile areas.
They moved and settled in Kalahari desert, Namibia and Botswana.

THE PYGMIES.

They are believed to be the earliest inhabitants of Central Africa.
They are also known as Bambuti.
They get their food by hunting and gathering fruits.
The pygmies have reduced in number due to intermarriages.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Countries where the pygmies are mainly found.

- **Democratic Republic of Congo**
- **Congo Brazzaville**
- **Gabon**
- **Central African Republic.**

THE COLOUREDS

These were groups of people formed as a result of intermarriages between the whites, blacks and Asians.

THE SEMITES

The Semites have a mixture of African, Arabic and Jewish blood.
Arabs from Arabia and the Jews from Middle East settled in the Horn of Africa.
They intermarried with the African people and formed the Semites.
The Semites were basically pastoralists.

Tribes under the Semites.

- **The Nubians of Uganda, Kenya and Sudan.**
- **Eritreans of Eritrea.**
- **The Amhara and Tigre of Ethiopia.**

THE NEGROES.

These are the Africans who were victims to slave trade taken to America.

THE AFRIKANERS.

These were the descendants of the Dutch farmers who migrated and settled in South Africa.
The Dutch farmers were also known as the *Boers*, which means *farmers.*
***Afrikaans* is the language spoken by the Afrikaners.**
The Afrikaners is the largest European descendants group in Africa.
The Boers fought the Khoisans in order to take over their land.

Points to note:

- ✓ *The **Pygmies** are the shortest people in the world.*
- ✓ *The **Fulani** of West Africa (Nigeria) is the world's largest pastoral tribe.*
- ✓ *The Fulani of Nigeria practice **Transhumance**.(seasonal movement of people with animals.)*
- ✓ *The **Tuaregs** are the oldest inhabitants of the Sahara.*
- ✓ *Baganda, Kikuyu and the Sukuma are the largest tribes in Uganda, Kenya and Tanzania respectively.*
- ✓ *The **Zulu** is the largest tribe in South Africa.*

Problems faced by Ethnic groups during their migrations.

- ❖ **Attacks from hostile people.**
- ❖ **Attacks from tropical diseases.**
- ❖ **Attacks from wild animals.**
- ❖ **Difficulty in crossing some physical features e.g. rivers.**
- ❖ **Shortage of food and water.**
- ❖ **Walking long and tiresome journeys.**

MIGRATIONS TODAY

***Migration* is the movement of people with their property from one place to another for settlement.**

Types of migration

- **Internal migration**
- **External migration.**

(i) EXTERNAL MIGRATION.

This is the movement of people with their property from one country to another for settlement.

Forms of external migration

- **Immigration**
- **Emigration**

***Emigration* is the process by which a person leaves his/her country and goes to live permanently in another country.**

Such a person is called an *emigrant.*

***Immigration* is the process by which a person comes to live permanently in a country that is not his/hers.**

Such a person is called an *immigrant*.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Causes of immigration and emigration.

- Civil wars/ internal conflicts.
- Shortage of land.
- Need for better social services.
- Marriage bondage.
- Unemployment.
- To invest their excess capital.
- Job transfers.

Effects of immigration and emigration.

- It leads to population increase in areas of settlement.
- It leads to introduction of new languages.
- It leads to intermarriages among people.
- It leads to land shortage in areas of settlement.
- It leads to loss of culture through intermarriages.
- It leads to large labour force in new areas of settlement.

Reasons why people leave their own countries to settle in others permanently.

- To look for better paying jobs.
- To look for areas that are free from wars.
- To look for enough land.
- To look for better social services.
- To look for trade opportunities.

(ii) INTERNAL MIGRATION.

Internal migration is the movement of people with their property from one part of a country to another for better settlement.

The migrant remains within his own country.

Forms of internal migration.

- Rural-urban migration.
- Urban-rural migration.
- Rural-rural migration.
- Urban-urban migration.

RURAL-URBAN MIGRATION.

This is the movement of people with their property from villages to towns looking for better settlement.

Causes of Rural-Urban migration.

- Unemployment in villages.
- Poor health services.
- Poor transport systems in villages.
- Poor education services in villages
- Job transfers from villages to towns.
- Internal conflicts.
- Insecurity in villages.

Reasons why people move from villages to towns.

- To look for better paying jobs.
- To look for better education services.
- To look for a large market for their goods.
- To get access to/enjoy social amenities like electricity and piped water.
- To look for better health services.
- To look for wider market for their goods.
- To run away from dangerous cultural practices like Female Genital Mutilation.

Effects of Rural-Urban migration.

- It leads to depopulation in rural areas which reduces market for goods in rural areas.
- It leads to shortage of labour in villages.
- It leads to low food production.
- It leads to high crime rate in towns.
- It leads to a high rate of unemployment in urban areas.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Ways in which the government can reduce rural-urban migration.

- By setting up industries in rural areas to create jobs for people.
- By extending electricity to villages (rural electrification).
- By improving the social service delivery in villages.
- By encouraging people in villages to start up small- scale industries.

Note:-***Rural electrification*** *is the extension of electricity to rural areas.*

Problems faced by people living in urban centres/ towns.

- High crime rate.
- Congestion/traffic jam.
- Easy spread of communicable diseases.
- Poor housing facilities e.g.slums.
- High rate of unemployment.
- High cost of living.
- Poor sanitation.

Reasons why urban centres/ towns are densely populated.

- They have better paying jobs.
- They have better education services.
- They have better social amenities.
- They have better health services.
- They have better business opportunities.

URBAN -RURAL MIGRATION

Urban-rural migration is the movement of people with their property from towns to villages for better settlement.

Causes of Urban-Rural migration.

- Insecurity in towns.
- High costs of living in towns.
- Retirement from jobs in towns.
- Outbreak of epidemic diseases in towns.
- Job transfers from towns to villages.
- Need for large vacant land for crop growing.
- Unemployment in towns.

Reasons why people move from towns to villages.

- To look for land for farming.
- To extend their businesses to villages.
- To get market for their goods.
- To look for areas which are free from natural disasters.
- To look for areas with low costs of living.

Effects of Urban-Rural migration.

- It leads to shortage of labour in towns.
- It leads to shortage of market for goods in towns.
- It leads to land shortage in villages.
- It leads to population increase in villages.

Ways the government can encourage Urban-Rural migration.

- By extending electricity to rural areas (Rural electrification)
- By encouraging the setting up of small scale industries in villages.
- By building better hospitals in villages.
- By constructing better schools in villages.
- By providing better security in villages.

URBAN-URBAN MIGRATION.

This is the movement of people with their property from one town to another looking for better settlement.

Causes of Urban-Urban migration.

- Job transfers from one town to another.
- Low market for goods.
- Insecurity in some towns.
- High costs of living in some towns.
- Poor sanitation in some towns.
- Natural disasters in some towns eg.floods.

Reasons why people move from one town to another.

- To look for better jobs.
- To look for a large market for their goods.

- To look for better security services.
- To invest their capital in other towns.
- To look for towns which are free from natural disasters.

Effects of Urban-Urban migration.

- It leads to population increase in new towns where people settle.
- It leads to shortage of market where they leave.
- It leads to shortage of labour where they leave.
- It leads to shortage of land in the new areas of settlement.

RURAL-RURAL MIGRATION.

This is the movement of people with their property from one village to another looking for better settlement.

Causes of Rural-Rural migration.

- Social conflicts.
- Soil infertility in some villages.
- Insecurity in some villages.
- Shortage of water and pasture.
- Shortage of land.
- Outbreak of epidemic diseases.

Reasons why people move from one village to another.

- To look for fertile soils for crop growing.
- To look for water and pasture for animals.
- To run away from social conflicts.
- To look for areas with better security.
- To look for areas which are free from epidemic diseases.
- To look for areas which are free from natural disasters.

Effects of Rural-Rural migration.

- It leads to conflicts with the inhabitants of the places they migrate to.
- It leads to intermarriages.
- It leads to introduction of new cultures.
- It leads to low population in places where people migrate from.
- It leads to introduction of new languages where people settle.

How do people in Urban areas benefit from those living in Rural areas.

- People in urban areas get food from villages.
- People in villages provide market for goods produced in towns.
- Industries in towns get raw materials from villages.

Problems faced by people living in urban areas/ towns.

- Congestion of people in towns.
- High crime rate.
- Sound pollution.
- Development of slums.
- High cost of living.
- Traffic jam.
- Unemployment among people.

Possible solutions to the above problems.

- Deploying more security officers to improve security.
- By building storeyed houses.
- By constructing wider roads in towns.
- By building flyovers and foot paths.
- By teaching people the dangers of poor sanitation.
- By installing/putting security cameras on houses and along the roads.

Ways people in Rural areas benefit from people in Urban areas.

- People in towns provide market for food from villages.
- They provide rural areas with goods produced in towns.
- People in towns provide farm inputs to farmers in villages eg.insecticides, fertilizers

Problems faced by people in rural areas.

- Poor health services.
- Poor transport system.
- Low electric power supply.
- Shortage of safe water.
- Poor education services.
- Poor housing facilities.

Possible solution to the problems faced by people in rural areas.

- By constructing better roads in rural areas.
- By starting up small scale industries.
- By extending electricity to rural areas/ by promoting rural electrification.
- By setting up better health centres in villages.
- By building better schools in rural areas.

Note:-*Brain drain* *is the movement of highly trained/ qualified people from one country to another for settlement.*

***Causes of brain drain*.**

- *Underpayment.*
- *Political instability as a result of civil wars.*
- *Seeking for higher education.*
- *Search for employment opportunities.*

Reasons why people migrate today.

- To search for better jobs.
- To search for areas with fertile soils.
- To get enough land for crop growing.
- To get access to better social services.
- To search for areas which are free from disasters.

Effects of migrations today.

a) Positive effects

- It creates a large market for goods in towns.
- It leads to introduction of new languages.
- It leads to high revenue collection in towns.
- It leads to cheap labour force in towns.
- It creates job opportunities to people.

***b) Negative effects*.**

- It has led to land fragmentation in towns.
- It leads to limited labour force in villages.
- It leads to brain drain.
- It promotes the spreading of communicable diseases.
- It leads to loss of culture through intermarriages.
- It has led to increased crime rate in urban areas.
- It leads to over exploitation of resources in densely populated areas.
- It leads to limited market for goods in villages.

POLITICAL ORGANISATION AMONG PEOPLE OF PRE-COLONIAL AFRICA.

Political organisation refers to the way people govern themselves.

The people of Africa were politically organized;

- Through kingdoms.
- Through chiefdoms.
- Through empires.
- Through clan systems.

An empire is a large territory under one ruler.

A kingdom is a territory ruled by a king or a queen.

Ancient political units in Africa.

Political unit	*Examples*
Empires	❖ Zenj empire (along the East African coast.) ❖ Ethiopian empire. ❖ Moroccan empire.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

	❖ Bunyoro-Kitara empire. ❖ Nyamwezi empire in Tanzania		
Kingdoms	*Kingdom*	*Tribe*	*King's title.*
	Buganda kingdom in Uganda.	Baganda	Kabaka
	Bunyoro kingdom in Uganda	Banyoro	Omukama
	Tooro kingdom in Uganda	Batooro	Omukama
	Ankole kingdom in Uganda	Banyankole	Omugabe
	Wanga kingdom in Kenya	Luhya	Nabongo
	Ashanti in Ghana	Ashanti/Asante	Asantehene
	Zulu kingdom in South Africa.	Zulu	
	Kingdom of eSwatini	Swazi	
Chiefdoms	❖ Nyamwezi chiefdom in Tanzania ❖ Chagga chiefdom in Tanzania ❖ Busoga chiefdom in Ugamda ❖ Hehe chiefdom in Tanzania ❖ Kilindi chiefdom in Tanzania ❖ Acholi chiefdom in Uganda		

BUNYORO-KITARA EMPIRE.

This was the earliest empire to be formed in East Africa.
It was founded by the Batembuzi.
The Batembuzi formed a ruling dynasty called the *Tembuzi dynasty.*
The Tembuzi dynasty was founded by Ruhanga and his brother Nkya.
The Batembuzi were believed to be demi-gods because they could perform miraculous signs.

Note;

- ✓ ***A dynasty*** *is a series of rulers who belong to the same family.*
- ✓ *The Tembuzi dynasty came to an end after the locking of king Isaza in the underground world by king Nyamiyonga.*
- ✓ ***King Isaza*** *was the last king of the Batembuzi.*
- ✓ *The* ***Batembuzi*** *were succeeded by the Bachwezi.*

The Chwezi Dynasty.

It was formed by the Bachwezi.
The Bachwezi came from Ethiopia.
The Bachwezi had their headquarters at Bigobyamugenyi, in present day district Sembabule.
King Ndahura was the first king of the Bachwezi while King Wamala was the last.

How the knowledge of iron smelting strengthened the Chwezi empire.

- ❖ **The Bachwezi made strong tools for cultivation.**
- ❖ **The Bachwezi were able to make strong weapons for defense.**

Contributions of the Bachwezi in East Africa.

(a) Economic contributions

- ❖ **They introduced the knowledge of iron smelting.**
- ❖ **They introduced long horned cattle.**
- ❖ **They started salt mining at Lake Katwe.**
- ❖ **They introduced the knowledge of bark cloth making.**
- ❖ **They started coffee cultivation in East Africa.**

(b) Social contributions.

- ❖ **They introduced local chess (Mweso game)**
- ❖ **They introduced the knowledge of building grass-thatched houses.**
- ❖ **They introduced sandal wearing in East Africa.**
- ❖ **They introduced the idea of digging ditches for protection against their enemies.**

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

(c) Political contributions

- ❖ **They introduced a centralised monarchy system.**
- ❖ **They introduced royal regalia.**
- ❖ **They introduced the idea of building reed palaces.**

Reasons for the collapse of the Chwezi empire.

- ❖ **The empire was too large to be controlled by one ruler.**
- ❖ **Death of the beloved cow Bihogo.**
- ❖ **Outbreak of drought and famine in the empire.**
- ❖ **Disunity among the people in the empire.**
- ❖ **Rebellions by distant princes.**
- ❖ **The Luo invasion/ The coming of the Luo speakers (this led to final collapse of the empire)**

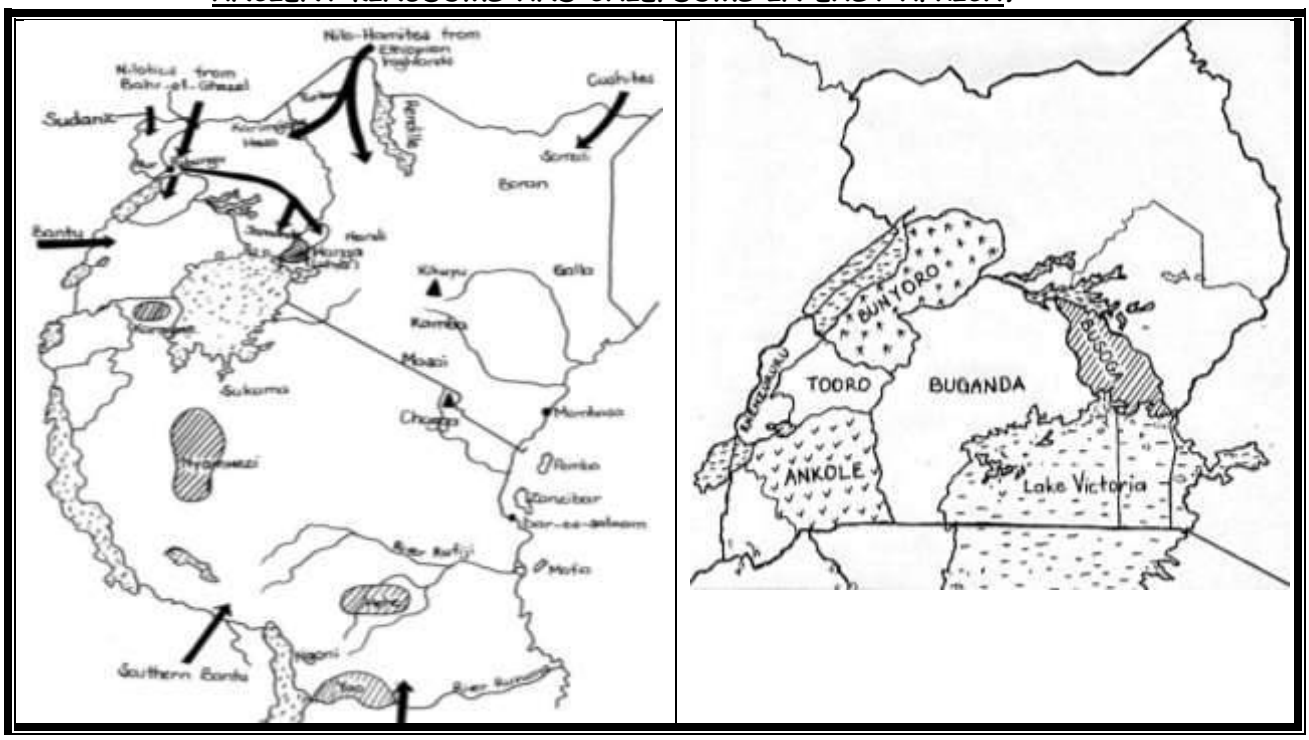
Note:

- ➢ ***The Luo-Biito*** *dynasty replaced the Chwezi dynasty.*
- ➢ *The Luo-Biito dynasty was founded by* ***Isingoma Mpuga Rukidi****.*
- ➢ *Mpuga Rukidi is believed to be the first Omukama of Bunyoro kingdom, and his brother* ***Kato Kimera*** *founded Buganda kingdom.*
- ➢ *Bunyoro kingdom replaced the Chwezi dynasty.*
- ➢ *Kingdoms such as Buganda, Tooro, Ankole, Wanga, Karagwe etc were formed after the collapse of Bunyoro-Kitara empire.*

Characteristics of kingdoms.

- ❖ **They have hereditary rulers.**
- ❖ **They have royal regalia as instruments of authority.eg. The royal spear, royal drum, royal crown, royal stool.**
- ❖ **They have a single supreme king at a time.**
- ❖ **They have social and cultural institutions.**

ANCIENT KINGDOMS AND CHIEFDOMS IN EAST AFRICA.



Advantages/importance of kingdoms.

- ❖ **They promote unity among people.**
- ❖ **They promote culture in the society.**
- ❖ **They help to mobilise people for national tasks e.g. elections, immunisation.**

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

- ❖ They promote morals among the people.
- ❖ They promote development through the provision of social services.
- ❖ They offer scholarships to students.

Disadvantages of kingdoms.

- ❖ They promote dictatorship.
- ❖ There is unequal distribution of wealth among the people.
- ❖ They promote tribalism.
- ❖ They promote the interests of the minority over the majority.
- ❖ They promote regional rather than national development.
- ❖ They promote dictatorship since the king is not elected.

SOCIAL ORGANISATION AMONG THE PEOPLE OF PRE-COLONIAL AFRICA.

Social organization refers to the way how people relate with one another.

The people of pre-colonial Africa were socially organized under the following;

- ➢ They formed clan units.
- ➢ They had families.
- ➢ They had age groups.
- ➢ They had rules and regulations.
- ➢ They offered traditional education/ informal education.
- ➢ They carried out social activities.
- ➢ They had traditional ways of worship. They were believers in the African Traditional Religion (ATR)
- ➢ They performed traditional practices.
- ➢ They had taboos. (beliefs that forbade people from certain acts)
- ➢ Culture was highly respected by all people in the society.

Note:

- ✓ ***A family*** *is a group of people related by blood, marriage or adoption.*
- ✓ *A clan is an organised group of people under one ancestor.*
- ✓ *Clans are formed by families related to each other.*
- ✓ ***A Lineage*** *is a small group of people in a clan under one ancestor.*
- ✓ *Clan leaders were responsible for organising clan ceremonies that brought together different clan members.*

Each clan is headed by a clan leader who performs the following roles;

- ✓ ***Keeping clan records.***
- ✓ ***Presiding over clan ceremonies.***
- ✓ ***Chairing clan meetings.***
- ✓ ***Settling disputes among clan members.***
- ✓ ***Distributing land among clan members.***

Clan symbols of identification include:

- ❖ Drumming.
- ❖ Totem
- ❖ Clan name

Culture of the people of pre-colonial Africa.

- ❖ ***Culture*** is the way of life of the people in a given society.
- ❖ It refers to the behaviours, beliefs, norms, values and practices that are passed on from one generation to another.

Types of culture.

- Material culture eg. weapons, tools, clothes, food, royal regalia, crafts etc.
- Non-material culture eg. taboos, customs, greeting, dancing, language, religion etc

Elements of culture:

- Religion
- Food
- Dressing style.
- Dancing style.
- Greeting style.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Importance of culture.

- ❖ **Culture promotes unity among people.**
- ❖ **It promotes morals among people.**
- ❖ **It promotes identity.**
- ❖ **It promotes respect in the society.**
- ❖ **Cultural institutions promote development of areas**

Ways of preserving/ promoting culture.

- **By protecting historical sites.**
- **By organising music festivals.**
- **By organising traditional games.**
- **By telling stories and legends.**
- **By wearing cultural clothes.**
- **By teaching culture in schools.**
- **By organising cultural games**

Dangers of some cultural practices.

- ❖ **Some are painful.**
- ❖ **Some cause psychological torture to people.**
- ❖ **Some of them lead to body deformity.**
- ❖ **Some lead to violation of human rights.**
- ❖ **Some cultural practices lead to spreading of diseases.**

N.B:-***Female Genital Mutilation*** *was commonly practised by the Sabiny in Eastern Uganda.*
*-**Circumcision** is commonly practised by the Bakonzo and the Bagishu in Uganda.*

SOCIAL ACTIVITIES AMONG THE PEOPLE OF PRE-COLONIAL AFRICA.

Social activities **are activities which bring many people together in the community.**

Examples of Social activities among pre-colonial societies.

- **Wedding ceremonies.**
- **Circumcision ceremonies**
- **Burial ceremonies.**
- **Children naming ceremonies.**
- **Initiation of the heirs ceremonies.**

NB: *-Graduation ceremonies are also examples of social activities celebrated in our society today.*

Importance of Social activities.

- ❖ **Social activities promote unity among people.**
- ❖ **They promote identity.**
- ❖ **They strengthen clan norms.**
- ❖ **They promote culture in the society.**
- ❖ **They promote moral values among people.**
- ❖ **They promote love among people.**

ECONOMIC ORGANISATION AMONG THE PEOPLE OF PRE-COLONIAL AFRICA.

African societies economically organised themselves under trade communities.
Different communities exchanged goods to get what each society didn't produce.
Economic organisation involves the various economic activities done by the people of Africa.

Ways the people of pre-colonial East Africa were economically organised.

- **Through practising their traditional occupation.e.g. cultivation, pastoralism, fishing etc.**
- **Through iron smelting.**
- **Through carrying out trade. The main system of trade was barter trade because there was no medium of exchange during that time.**

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Economic activities done by the people of Pre-colonial Africa.

- **Cultivation**
- **Weaving**
- **Pottery**
- **Trading**
- **Iron working.**
- **Pastoralism**
- **Hunting.**

Trade in pre-colonial Africa.

Trade **is the buying or selling of goods and services.**

The system of trade used was barter because there was no money/ medium of exchange by then.

Systems of trade.

- **Barter trade.**
- **Monetary trade**

Barter trade **is the exchange of goods for goods or services.**

Factors that promoted barter trade long ago.

- ❖ **Absence of currency.**
- ❖ **Unity among the people.**
- ❖ **Production of different kinds of goods by different communities.**

Advantages of barter trade.

- ❖ **It promotes unity among people.**
- ❖ **It favours the illiterates.**
- ❖ **It favours people without money.**

Disadvantages of barter trade.

- ❖ **It is very difficult to transport some bulky goods over long distances.**
- ❖ **There is double coincidence of wants.**
- ❖ **There is no standard measure for the value of goods.**
- ❖ **It does not favour people without physical goods to exchange.**

NB:

- ➢ *-Barter trade system was replaced by* ***monetary trade.***
- ➢ *Monetary trade is the system of trade that involves the use of money as a medium of exchange.*
- ➢ *-Cowrie shells was the first form of currency to be introduced in Uganda. It was introduced by the early Arab traders.*
- ➢ *Rupees was the second form of currency to be used in Uganda. It was introduced by the Indian traders.*

Effects of barter trade on the people of pre-colonial Africa.

- **It promoted peace and unity.**
- **It enabled people get new items of trade.**
- **It promoted friendship among people.**
- **It led to development of trade routes.**

LONG DISTANCE TRADE (Revision of P.6 work).

This was the trade carried out between the people at the coast and those in the interior of East Africa.

It was called long distance trade because the traders moved very long distances carrying goods on foot.

It was mainly between the coastal traders (Arabs) and the Africans in the interior of East Africa.

Kilwa, Mombasa, Zanzibar, Bagamoyo, Tanga and Pangani were the main trading centres during Long distance trade.

Traders moved in caravans for protection against hostile people and dangerous animals.

apolokimbugwe504@gmail.com TEL: **+256771623617 / +256700770630**

Slaves were needed to carry goods to and from the coast of East Africa during long distance trade.

A map showing the trade routes of the Arabs during Long distance trade in East Africa.



Active participants in Long distance trade.

- Baganda.
- Hehe
- Chagga
- Nyamwezi
- Yao.
- Akamba.
- Kikuyu

Ivory was an important trade item during the Long distance trade.



Foreigners who took part in the Long distance trade.

- Arabs.
- Indians.
- Persians.

Trading centres/towns during Long distance trade.

- Zanzibar.
- Sofala
- Tabora.
- Kilwa.
- Bagamoyo.

Trade items from different tribes.

Baganda	*Nyamwezi*	*Kamba*	*Yao*
ivory,slaves,hides, skins ,cattle	hoes, ivory, salt, iron ore, grains, wax	ivory, hides and skin, honey and wax.	ivory, slaves.

Goods that were brought to East Africa during the Long distance trade.

- Guns
- Mirrors
- Swords
- Beads
- Carpets
- Glasses
- Clothes
- Ornaments

Effects of Long distance trade.

a) **Positive effects.**

- Kings and chiefs became richer.
- It led to introduction of new items in East Africa.
- It led to introduction of Arabic language.
- Long distance routes later developed into major roads.
- It led to development of coastal towns.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

- It led to expansion of kingdoms.
- It led to development of Swahili culture in East Africa.
- It led to introduction of new dressing styles.
- It led to the spread of Islam in East Africa.

b) Negative effects.

- It led to introduction of slave trade.
- It led to over exploitation of East Africa's resources.
- It led to loss of African culture.
- It lead to death of people as a result of slave trade.
- It led to wars and conflicts among societies.

TRANS-SAHARAN TRADE.

This was the trade carried out between the people of North Africa and those of West Africa across the Sahara desert.

Traders moved in caravans for protection against hostile people and dangerous animals.

Camels were used as means of transport during the Trans-Saharan trade because they are able to resist the harsh desert conditions.

Qn: *Why are camels able to resist the harsh desert conditions?, give any three reasons.*

Active participants in Trans-Saharan trade.

Foreigners	-Arabs –Romans –Jews –Greeks
Africans	-Berbers –Hausa –Tuaregs –Ashanti –Mandingo -Soninke

Trade items during Trans-Saharan trade.

Goods brought to West Africa	-mirrors –guns –beads –carpets –glasses –swords –clothes -ornaments
Goods obtained from West Africa	-gold –slaves –hides and skins –bee wax –ivory -wheat

Effects of Trans-Saharan trade/ Long distance trade.

a) Positive effects.

- It led to expansion of kingdoms e.g. Mali, Ghana etc.
- It led to development of towns.
- It led to introduction of Islam in West Africa.
- New trade items were introduced in west Africa.
- Trade routes later developed into permanent roads.

b) ***Negative effects.***

- It led to introduction of slave trade.
- Africa's valuable resources were taken away.
- It led to loss of culture due to intermarriages between the local people and the foreigners.
- Families broke up due to slave trade.

Reasons for the decline of Trans-Saharan trade

- European colonisation of West Africa.
- Shortage of some trade items like gold.
- The rise of Trans-Atlantic trade.



Testing Exercise.

1. Mention any four sources of history.
2. State any one advantage oral tradition has over written history as a source of history.
3. Why is Dr. Louis Leakey remembered in the history of East Africa?

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

4. Name the place in East Africa where the oldest skull of man was discovered.
5. Why is East Africa referred to as the cradle of mankind?
6. Name the stone age site in Uganda which is famous for rock paintings.
7. How is Bigobyamugenyi historically related to the Bachwezi?
8. State any two characteristics of the old stone age man.
9. Which important discoveries marked the end of each of the following stone ages;
   (i) Old stone age.
   (ii) Middle stone age.
   (iii) New stone age.
10. Give any two ways the discovery of fire helped early man to live in caves.
11. How was a dog useful to early man.
12. In which way did the discovery of farming help man to live a settled life?
13. Give any three ways early man obtained his food.
14. How was a bolas useful to early man?
15. Give one way the discovery of iron smelting improved early man's life.
16. Complete the table below correctly.

Ethnic group	*Origin*	*One tribe in each country*		
		Uganda	*Kenya*	*Tanzania*
(i) Bantu	----------	----------	--------	---------
(ii) ----------	----------	Sabiny	--------	---------
(iii) ----------	----------	----------	Masai	---------
(iv) Cushites	Ethiopia	----------	--------	---------

17. What is an Ethnic group?
18. State any two characteristics of an ethnic group.
19. Mention the largest ethnic group in Africa.
20. In which way did the traditional occupation of the Nilo-Hamites influence their areas of settlement?
21. Give any two reasons why the Bantu settled in the Interlacustrine region.
22. Give any three causes for the migration of the Bantu.
23. How did the migration of the Bantu into East Africa affect the Bushmen?
24. Mention any three Bantu tribes that settled on slopes of mountains in East Africa.
25. Stte any three positive effects of the migration of the Bantu in East Africa.
26. How is Pubungu important in the history of the Nilotics?
27. Which tribe under the Highland Nilotes is found in both Uganda and Kenya?
28. State any one reason why some tribes under the plain Nilotes changed from practising pastoralism to mixed farming.
29. How did Alur tribe come into existence in East Africa?
30. Which tribe under the Plain Nilotes is found in both Kenya and Tanzania?
31. How did the evolution of Uganda's boundaries affect the Sabiny?
32. State one way the immigration of the Nilotics into East Africa affected Bunyoro-Kitara empire.
33. Name the ethnic group which occupies the largest part of the West Nile region.
34. Mention any two tribes that belong to the above ethnic group.
35. Which groups of people in Africa were formerly called the following names?
   (i) Hottentots
   (ii) Bushmen
36. Mention one tribe in Africa that belongs to the Semites.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

37. Mention the largest Bantu tribe in Southern Africa.
38. Name the largest Bantu tribe to migrate into East Africa.
39. State the main reason for the migration of the tribe in (38) above.
40. State any three problems that were faced by the ethnic groups to different parts of Africa.
41. Give any two reasons why many people migrate from villages to towns.
42. State any two ways rural-urban migration affects the development of rural areas.
43. Give any three ways the government can encourage the migration of people from towns to villages.
44. Give the meaning of the term Rural electrification.
45. State any three problems facing people in most urban areas of East Africa.
46. Give the meaning of Urban-Rural migration.
47. Mention any three causes of Urban-rural migration.
48. Give any two ways people living in rural areas benefit from those who live in towns.
49. Give any two ways people living in urban areas benefit from those who live in villages.
50. State any two ways the government can improve the lives of the people living in rural areas.
51. Give one reason why the government is encouraging the construction of storeyed houses in towns.
52. Name the earliest empire to be formed in East Africa.
53. Mention any two political contributions of the Bachwezi in East Africa.
54. Give any three ways the Bachwezi contributed to the economic development of Uganda.
55. State any three factors for the collapse of Bunyoro-Kitara empire.
56. How did the big size lead to the collapse of Bunyoro-Kitara?
57. Give any two ways kingdoms are important to a country.
58. Give any two ways the people of pre-colonial Africa organised themselves socially.
59. Mention any two symbols of a clan.
60. Give any three ways clan leaders are important in our society today.
61. Mention the two types of culture.
62. Give any two ways culture is important in the community.
63. State any two ways of promoting culture in our society today.
64. Which bad cultural practice was common amongst the Sabiny?
65. What are Social activities?
66. Mention any three cultural activities that are common in our society today.
67. State any two ways social activities are important in the community.
68. Why was Barter system of trade used among pre-colonial societies in Africa?
69. What was Long distance trade?
70. Why did the Long distance traders always move in caravans?
71. Give any three ways long distance trade affected the people of East Africa.
72. What was Trans-Saharan trade?
73. Mention any two factors that led to the decline of Trans-Saharan trade.
74. Mention any three trade items that were obtained from the interior of East Africa during Long distance trade.
75. How did Long distance trade affect the population of elephants in East Africa?

TOPIC 6: FOREIGN INFLUENCE IN AFRICA.

A foreigner is a person who comes to an area from another part of the world.

Influence is the power to change or control something.

Foreign influence in Africa refers to the changes that were brought about by different groups of people who came to Africa.

Groups of foreigners in Africa include;

- The traders
- Missionaries
- White settlers
- Explorers
- Colonialists

These groups originated from:

- Asia
- Europe
- America

FOREIGN TRADERS IN AFRICA.

These mainly came to carry out trade.

Groups of foreign traders in Africa.

- Arab traders from Arabia
- Indian traders from India.
- Persian traders from Persia.
- European traders from Europe.

Note:

- *Foreign traders introduced monetary system of trade in Africa.*
- *Barter trade was replaced by monetary trade.*
- *Monetary trade is the system of trade that involves the use of money as a medium of exchange.*

Foreign currencies introduced by traders in Africa.

- Cowrie shells by the Arab traders.
- Yen by the Persian traders
- Rupees by the Indian traders.

ARAB TRADERS

This was the first group of foreigners to come to Africa.

The Arab traders came from Arabia.

The Arabs came to the East African coast in special boats called **dhows.**

The monsoon winds helped to sail the dhows of the Arab traders across the Indian ocean.

They settled along the coast of East Africa and formed the Zenj empire.

The coast of East Africa was called "**Land of zenj**" meaning "the land of black people".

Ahmed bin Ibrahim was the first Arab trader to come to Uganda.

Kabaka Ssuuna II welcomed the first Arab traders to Uganda in 1844.

Reasons for the coming of the Arab traders to Africa.

- To carryout trade.
- To spread the Islamic faith.
- Some were running away from religious wars and persecution in their home country.

Examples of trade items the Arabs brought to Africa by the early Arab traders.

-guns - mirrors - gun powder -ornaments - beads -glasses - jewellery - carpets.

Examples of trade items the Arabs got from Africa by the early Arab traders.

-ostrich feathers - ivory - gold - local salt - slaves - hides -wax -iron ore - copper. etc.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Trading centres that were developed by the Arab traders in Africa.

- **Zanzibar**
- **Mombasa**
- **Kilwa**
- **Mogadishu**
- **Sofala**
- **Malindi**
- **Tanga**
- **Dar-es-salaam**

Effects of the coming of the Arab traders to Africa.

a) Positive effects

- ❖ **They introduced the Arab styles of dressing and building houses.**
- ❖ **They built coastal towns eg.Kilwa, Mombasa etc.**
- ❖ **They introduced new trade items eg. guns, clothes etc.**
- ❖ **They introduced zebu cattle.**
- ❖ **They introduced Islamic faith.**
- ❖ **They introduced new crops e.g. Cloves at Zanzibar.**
- ❖ **They introduced cowrie shells as a form of currency.**

b) Negative effects.

- ❖ **They exploited Africa's resources.**
- ❖ **It led to introduction of slave trade which caused death of people.**
- ❖ **It led to loss of culture through intermarriages e.g. Swahili culture emerged as a result of intermarriages between the Arabs and the coastal bantu people.**
- **They undermined African culture.**

Reasons why the Arabs took long to enter the interior of East Africa.

- **They feared hostile tribes like Masai.**
- **There were no proper routes to the interior of East Africa.**
- **They feared attacks from dangerous wild animals.**

Reasons why the Arabs took long to spread Islam in Africa.

- ❖ **The Arabs were more interested in trade than spreading Islam.**
- ❖ **There were very few muslim preachers in Africa.**
- ❖ **The Africans hated the Arabs for being slave traders.**
- ❖ **Arabic language was too difficult to be understood by the people of Africa.**
- ❖ **The Africans feared some Islamic practices such as circumcision, fasting etc.**

Points to note about the Foreign traders in Africa

The Banyans were Indians who were money lenders. They lent money to the local traders in East Africa.

The Indian coolies were Indians who were brought to build the Kenya-Uganda railway.

***Allidina Visram** opened up the first shop in Kampala.*

THE INDIAN TRADERS.

These came from India.

They came into groups i.e.Banyans and Indian coolies.

The Banyans was the major group of Indian traders.

The Banyans used to lend money to the local traders.

The Indian coolies were brought to build the Kenya-Uganda railway.

Contributions of the Indians to the economic development of East Africa.

- **They opened up shops in East Africa e.g.Allidina Visram who started up the first shop in Kampala.**
- **The Indian coolies built the Kenya–Uganda railway.**
- **They introduced rupees as a new form of currency.**
- **The Banyans lent money to local traders.**

- They introduced Rupees as a form of currency.
- They built industries in East Africa e.g. Kakira sugar factory by Madhivan and Lugazi sugar factory by Mehta.

✓ *Note:-**The Rupees** was the second form of currency replacing the Cowrie shells.*

EUROPEAN TRADING COMPANIES IN AFRICA.

- ❖ Imperial British East Africa Company (IBEACo) led by Sir William Mackinnon.
- ❖ German East Africa Company (GEACo) led by Dr. Carl Peters.
- ❖ British South Africa Company led by Ceal Rhodes
- ❖ Royal Niger Company led by Sir George Goldie

Reasons for the formation of trading companies.

- ❖ To carry out trade.
- ❖ To set up commercial empires in Africa.
- ❖ To control African territories on behalf of their home governments.
- ❖ To protect the missionaries.

Major activities done by European trading companies.

- Trading.
- Building of transport and communication lines.
- Administration of colonial territories.

Note:

***Capt. Frederick Lugard** was the representative of IBEACo in Uganda.*
Trading companies built transport and communication lines in East Africa.

Reasons why IBEACO ran bankrupt.

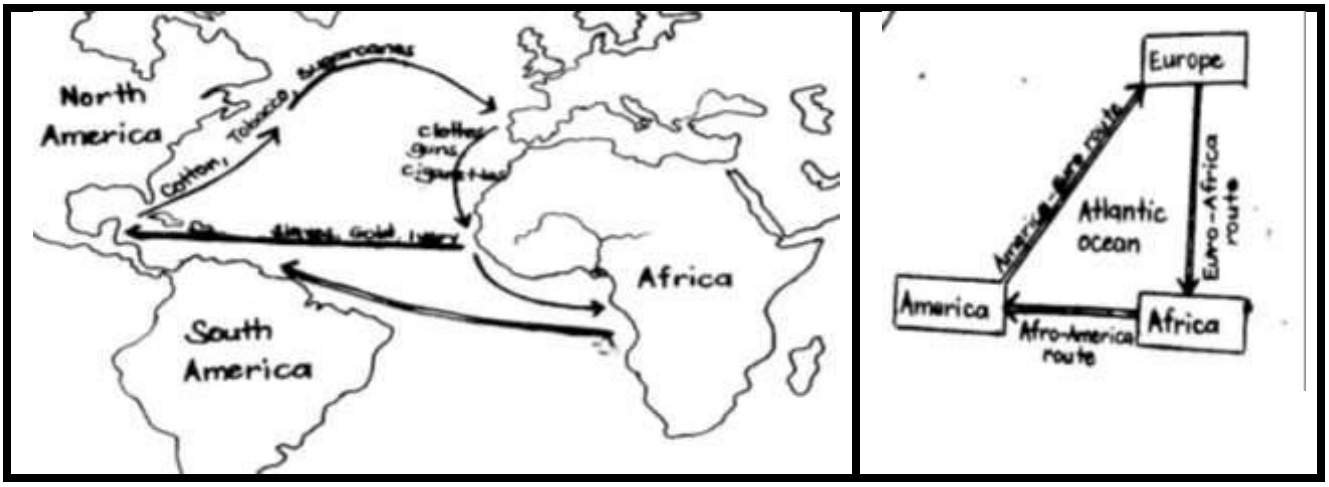
- ❖ It lacked a reliable source of income.
- ❖ It employed many personnel who needed big pay.
- ❖ It got involved in political administration which was costly.
- ❖ It controlled a too large territory.

TRANS-ATLANTIC TRADE.

- ❖ Trans-Atlantic trade was the trade carried out among the people of Africa, America and Europe across the Atlantic ocean.
- ❖ It is sometimes referred to as ***Triangular trade*** because it followed a triangular route.

Main trade routes of Triangular trade.

- Euro-Africa route.
- Afro-America route.
- America-Euro route.



Goods obtained from Africa during Triangular trade.

- Slaves.
- Ivory
- Gold
- Oil palm
- Bee wax.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Goods obtained from America during Triangular trade.

- **Tobacco**
- **Sugarcane**
- **Cotton**
- **Silver**

Goods brought to Africa during Triangular trade.

- **Guns**
- **Glasses**
- **Clothes**
- **Cigarettes**

Factors that promoted Triangular trade.

- ❖ **Increased European participation.**
- ❖ **The industrial revolution in Europe.**
- ❖ **The presence of winds and ocean currents.**
- ❖ **Profitability of the trade to traders.**

Note:

Slaves were mainly taken to work on plantations of tea, sugarcane, cotton, tobacco, coffee and in mines.

Goree island *was the largest slave market in West Africa during Trans-Atlantic trade.*

Countries where the slaves from Africa were taken.

- **Mexico**
- **Brazil**
- **Cuba**
- **Venezuela**
- **Portugal**
- **Britain**
- **Germany**
- **Chile**
- **France**

Why the slaves were needed.

- ❖ **To serve as domestic workers in Europe.**
- ❖ **There was need for labour on plantations and in mines.**

Effects of Trans-Atlantic trade.

a) Positive effects.

- ❖ **It led to introduction of new trade items in Africa.**
- ❖ **It led to introduction of new crops like cocoa.**
- ❖ **The volume of trade increased in West Africa.**

b) Negative effects.

- ❖ **It led to exploitation of Africa's resources.**
- ❖ **It led to destruction of property through slave raids.**
- ❖ **It led to reduction of manpower in West Africa.**
- ❖ **It led to depopulation in Africa.**

CHRISTIAN MISSIONARIES IN AFRICA.

- ❖ *A missionary* **is a person who spreads his /her religion in a foreign land.**
- ❖ *A Christian missionary* **is a person who spreads Christianity in a foreign land/ country.**
- ❖ *A missionary society* **is an organisation of people with the interest of teaching a religion in a foreign country.**
- ❖ *A mission station* **is a place where people are taught about a certain religion.**

Note:

- ✓ *The Christian missionaries who came to Uganda were invited by Kabaka Muteesa I of Buganda.*
- ✓ ***Henry Morton Stanley*** *wrote a letter on behalf of Kabaka Muteesa I inviting Christian missionaries to Uganda.*

Reasons why kabaka Muteesa I invited Christian missionaries.

- ***He wanted them to protect him against his enemies.***
- ***He wanted them to bring him guns to fight against his enemies.***

- ***He wanted them to promote literacy in Buganda.***
- ***He wanted them to spread Christianity in Buganda.***

Reasons for the coming of the Christian missionaries to Africa.

- ❖ To spread Christianity (main reason)
- ❖ To spread European culture.
- ❖ To spread Western civilisation.
- ❖ To suppress the spreading of Islam.
- ❖ To introduce legitimate trade/ to fight against slave trade.
- ❖ To teach people how to read and write.

Main groups of Christian missionaries that came to Africa.

- Protestant missionaries
- Catholic missionaries.

Missionary societies that worked in Africa.

Missionary society	*Origin*	*Region of Africa*	*Leader(s)*
❖ Church Missionary Society	• England	East Africa	• Johann L. Krapf • Johannes Rebmann • Jakob Erhardt
❖ Holy Ghost fathers	• France	West Africa	• Father Brachet
❖ The Society for the Propagation of the Gospel in Foreign parts.	• England		• Rev.Thomas Thompson.
❖ Church Missionary Society (CMS)	• England	West Africa (Sierra Leone)	• Rev. Renner • Peter Hartwing
❖ The Methodist Episcopal church	• America	West Africa (Liberia)	• Rev. Cox
❖ The Wesleyan Methodist Missionary Society	• England	West Africa	• Rev. Freeman
❖ The Bremen Society	• Germany	West Africa	
❖ Church of Scotland Mission	• Scotland	West Africa	
❖ The Universities Mission to Central Africa	• England	Central Africa	• Dr. David Livingstone.
❖ London Missionary Society	• England	Central Africa	• Roger Price
❖ The Paris Evangelical Missionary Society	• France	Central Africa	
❖ The Church of Scotland Mission	• Scotland	Central Africa	
❖ The White Fathers		Central Africa	• Father Van Cost
❖ The Paris Evangelical Missionary Society	• France	Southern Africa	• Gosselin
❖ London Missionary Society	• England	Southern Africa	• John Smith

Note:

The above missionary societies sponsored / funded the journeys of Christian missionaries to Africa.

Notable Christian missionaries in Africa with their contributions.

Missionary	Contribution(s)
Alexander Mackay 	• He was the leader of the church missionary society in Uganda. • He was a carpenter, builder, and teacher. • He introduced the first printing press in Uganda. • The printing press was used to print reading materials and prayer books. • He taught practical and vocational skills like carpentry and joinery.
Dr. Albert Cook	• He built Mengo hospital.(the first hospital in Uganda) • He treated people suffering from sleeping sickness on the shores of lake Victoria.
Kenneth Borup	• He introduced the fast growing cotton seeds in Uganda. This cotton was called the American upland cotton.
Robert Ashe	• He introduced the first bicycle in Uganda.
Bishop Alfred Tucker	• He mobilized funds from Europe to support the activities of IBEACo, when it had run bankrupt.
Johann Ludwig Krapf 	• He was the first missionary to come to East Africa in 1844. • He was later joined by Johannes Rebmann in 1846. • Krapf built the first mission station in East Africa at Rabai Mpya near Mombasa in Kenya. • Rabai Mpya acted as a base for missionary activities like;Bible reading, Bible translation, music rehersals, training of catechists(clergymen) etc. • Krapf wrote the first Swahili dictionary. • Krapf translated the New testament Bible into Kiswahili language. He wanted to ease Bible reading, communication and hymn book reading. Note:-*Krapf became the first European to see mountain Kenya and river Tana.*
Johannes Rebmann	• He greatly influenced the lives of the Chagga. • He became the first European to see mountain Kilimanjaro.
Jakob Erhardt	• He attempted to draw the first map of East Africa.
Dr Steer	• He built homes for the freed slaves in Zanzibar. • He built a cathedral at Zanzibar.
Dr. David Livingstone. 	• He strongly opposed slave trade in East Africa and Central Africa. • He helped in ending slave trade in Africa through writing negative reports to his home government about the evils of slave trade. • He died of malaria in 1873 at Chitambo's village near lake Bangweulu in Zambia. • Susi and Chuma were his two faithful servants who carried his body to the East African coast. • He was buried at Westminster Abbey, a burial place for prominent people in England.

Problems faced by the Christian missionaries in Africa.

- **Attacks from dangerous wild animals.**
- **Attacks from hostile people.**
- **Shortage of supplies like food, medicine.**
- **Difficulty in communication with the local people.**
- **Opposition from the Arabs.**
- **They walked long and tiresome distances due to poor transport.**
- **Difficulty in crossing some physical features like lakes and rivers.**

Effects of missionary work in Africa.

a) Positive effects.

- **Missionaries introduced new crops e.g. cotton.**
- **They spread Christianity in Africa.**
- **They introduced formal education.**
- **They introduced modern drugs.**
- **They built schools eg. Namilyango College in 1902, Gayaza High school by the CMS in 1904, Mengo High School by the CMS in 1898, King's College Budo by the CMS in 1906, St.Mary's College Kisubi by the White fathers in 1906 etc.**
- **They built hospitals eg. Mengo hospital, Nsambya hospital, Rubaga hospital, Lacor hospital etc.**
- **They taught people practical skills eg carpentry, building, agriculture.**
- **They helped in ending slave trade in Africa.**
- **They discouraged bad cultural beliefs e.g. The Igbo in Nigeria considered twins as evil.**

b) Negative effects.

- **Missionaries paved way for colonisation of Africa.**
- **They preached against African cultures.**
- **It led to division among people through religion.**
- **It led to religious wars.**

Note:

Reading ,Writing, Arithmetic and Religious education were the subjects taught in early missionary schools.
Formal education is the type of education which replaced informal education.
Namilyango college was the first boarding school to be built by the Christian missionaries in Uganda.(by the Mill Hill fathers in 1902)

Activities done by missionaries in Africa.

- **Evangelism**
- **Building of educational institutions.**
- **Building of churches and hospitals.**
- **Opening up of mission stations.**
- **Practical skills development such as carpentry, building.**

How missionary work led to colonisation of Africa.

- **Missionary teachings caused divisions among people which weakened the African societies.**
- **Missionary teachings softened the hearts of the Africans which made them warmly welcome the colonialists.**
- **Missionaries called their home governments for protection in case of attacks.**
- **They acted as interpreters for the Africans and the colonialists.**
- **They signed treaties which were used by the colonialists to take over colonies.**

EUROPEAN EXPLORERS IN AFRICA

An explorer is a person who travels to foreign places in order to find out more about them.

Most Explorers who came to Uganda came from Europe.

Most European explorers who came to Uganda wanted to find the source of River Nile

Most European explorers who came to Uganda were sponsored by by the Royal Geographical Society (RGS).

Reasons for the coming of European explorers to Africa.

- To study the geography of Africa.
- To find out the shortest sea route to the far East.
- To find trade opportunities in Africa.
- To open up way for the coming of the colonialists.

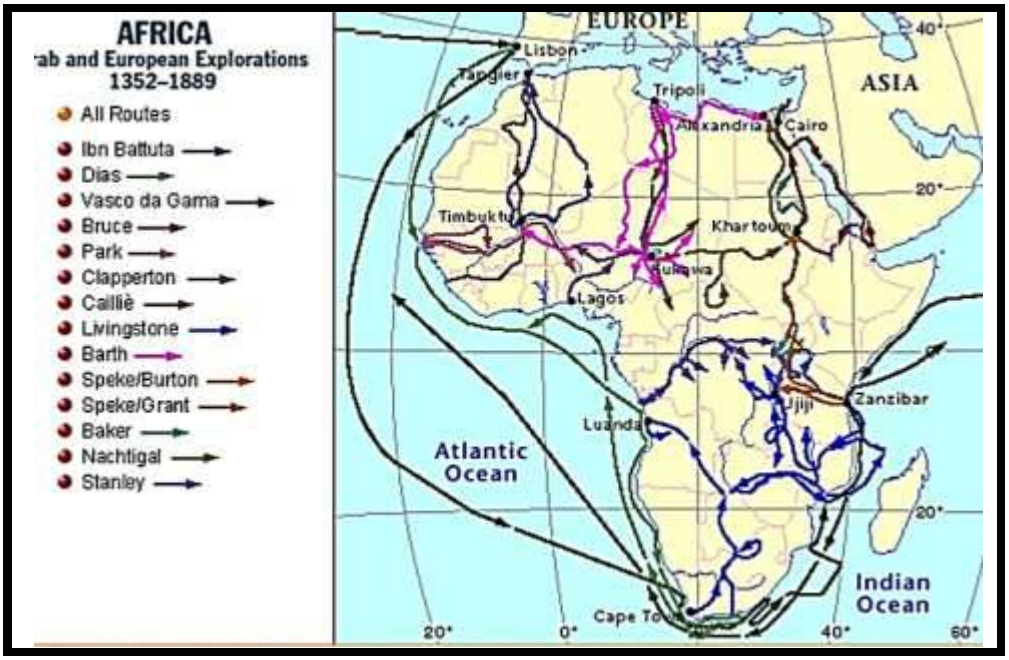
Organisations which sponsored explorers' journeys to Africa.

- Royal Geographical Society (RGS)
- African Association.

Early explorers in Africa

East Africa	*West Africa*	*Southern and Central Africa*
• John Hanning Speke • Henry Morton Stanley • Joseph Thomson • Richard Burton • James Grant • Sir Samuel Baker • Vasco da Gama • Count Teleki • Jakob Erhardt • Johannes Rebmann • Johann Ludwig Krapf.	• Mungo Park • Richard Lander • John Lander • Rene Caillie • Hugh Clapperton • Dr. Heinrich Barth • Gaspard Mollen • Major Laing • *De Brazza*	• Dr. David Livingstone.

EUROPEAN EXPLORERS IN AFRICA

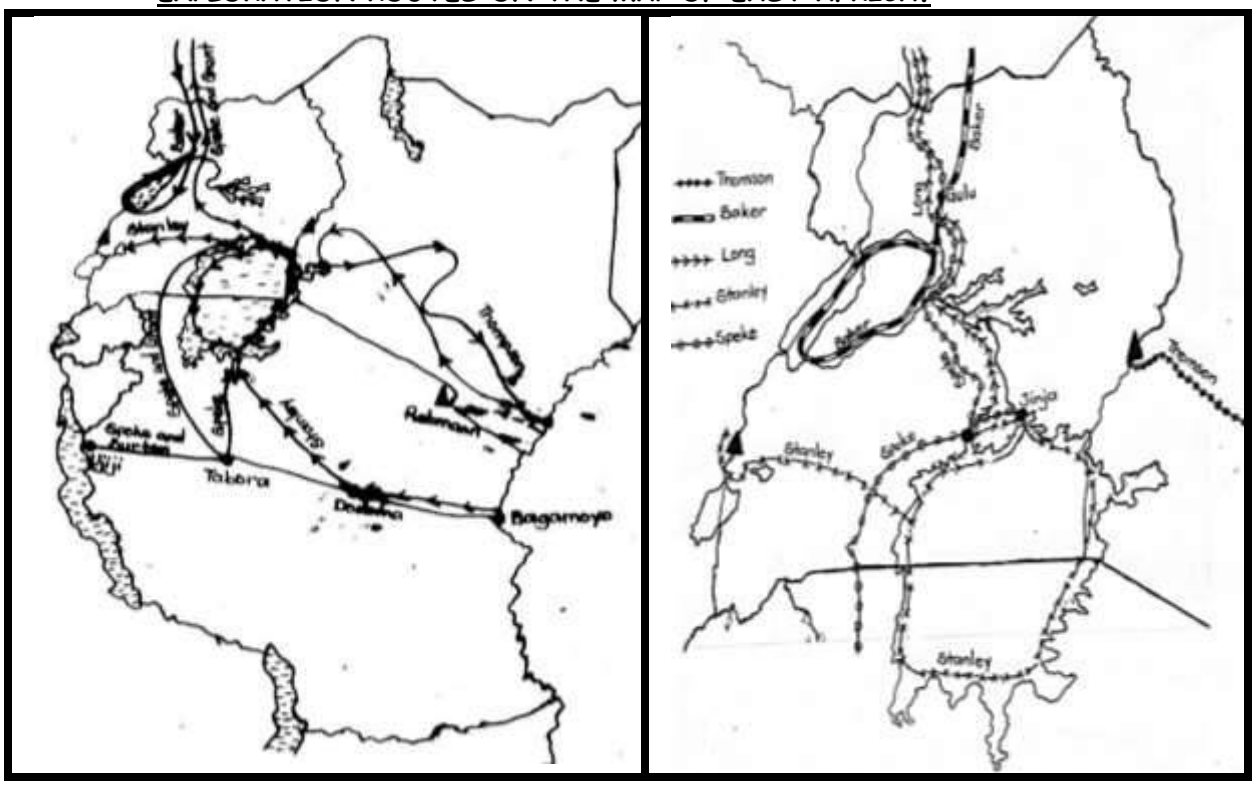




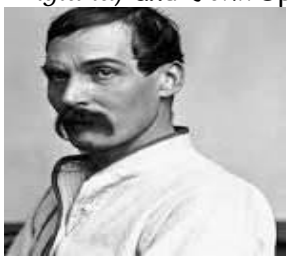
John and Richard Lander

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

EXPLORATION ROUTES ON THE MAP OF EAST AFRICA.



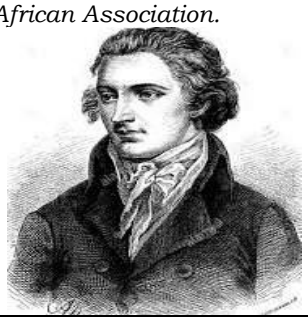
Major discoveries made by famous European explorers in Africa

John Hanning Speke *From England.* *With Burton in 1857* *With Grant in 1860* 	• **Lake Victoria** • **The source of River Nile.** • **Ripon falls** **Note** - *John Speke was the first European explorer to come to Uganda (in 1862).* - *He named the **Ripon falls** at the source of river Nile after Lord Murchison who was the president of the RGS by then.* - *He also named **lake Victoria** after Queen Victoria of England.*
Richard Burton *(from England)* **and** John Speke 	• **Lake Tanganyika** ❖ **They were sent by the Royal Geographical Society to find the source of river Nile** ❖ **They entered into East Africa through Bagamoyo, via Tabora to Ujiji on lake Tanganyika.** ❖ **On their return, Burton fell sick and remained at Tabora. Speke continued northwards and came across a great water body which he believed to be the source of River Nile.**

apolokimbugwe504@gmail.com TEL: **+256771623617 / +256700770630**

James grant and John Speke. 	❖ **The two were sent to find the source of river Nile.** ❖ **While at Karagwe,Grant fell sick and remained at Karagwe under the care of king Rumanika who welcomed them to his kingdom.** ❖ **Speke moved northwards and entered into Buganda.** ❖ **He was welcomed by Kabaka Muteesa I in 1862.** ❖ **Speke gave gifts of clothes, rifles, knives and beads to the king.** ❖ **Speke moved eastwards and reached the source of River Nile on 28th July, 1862.** ❖ **Speke was later joined by Grant ant the two followed river Nile moving towards its mouth in the North.** ❖ **They met another explorer called Sir Samuel Baker at Gondokoro in Sudan.**
Sir Samuel Baker. *From England* 	• **Murchison falls** • **Lake Albert** ***Note:*** ✓ *John Speke and James Grant met Sir Samuel Baker at Gondokoro in South Sudan.* ✓ *Baker with his wife Jane Baker wanted to find the source of River Nile from its mouth in Egypt.* ✓ *He saw and named lake albert in 1864.* ✓ ***Lake Albert** was named after the husband of Queen Victoria of England.* ✓ *He saw and named the **Murchison falls** after the president of RGS.*
Henry Morton Stanley *A Welsh from Wales* 	• **Mountain Rwenzori.** • **Lake George.** • **Lake Edward.** ***Note:*** ❖ **Stanley came to Africa in three different occasions.** **<u>Stanley's 1st journey in 1871.</u>** ❖ **He came to look for Dr. David Livingstone.** ❖ **He was sponsored by two newspapers namely;-** - **Daily telegraph.** - **New York Herald tribune.** **<u>Stanley's 2nd journey in 1874.</u>** **He was sent to prove whether lake Victoria was the source of River Nile.** ❖ **He used his canoe he had named Lady Alice to circumnavigate lake Victoria.** **Henry Morton Stanley circumnavigated lake Victoria to prove whether lake Victoria was the source of River Nile.** ❖ **In 1875, Henry Morton Stanley reached Kabaka Muteesa I's palace and requested him to allow missionaries to come to Uganda.**

	❖ **On Kabaka's request, Henry Morton Stanley wrote a letter on behalf of Kabaka Muteesa I inviting Christian missionaries to come to Uganda.** ❖ **The letter was taken by <u>Linant de Bellefonds.</u> And it appeared in the Daily Telegraph newspaper.** **Note:** ✓ ***Linant de Bellefonds*** *arrived in the Kabaka's palace in April 1875. This is where he also met Henry Morton Stanley.* ✓ *He collaborated with Stanley's idea of inviting the missionaries.* ✓ *Bellefonds was killed in Sudan on 26th August 1875 and the letter was sent to* ***Charles Gordon****, the governor of the Equatorial province, who sent it to the Queen of England.* **Henry Morton Stanley then moved westwards and saw Mountain Rwenzori and named it "the mountains of the moon" This was because of the snow on its peak which glitters like a moon.** ❖ **He also saw and named lake Edward and lake George.** ❖ **He then continued westwards through Democratic Republic of Congo and returned to Europe.** **<u>Stanley's 3rd journey (1887-1890).</u>** ❖ **He came to rescue Emin Pasha from the Equatorial province.**
Joseph Thomson *From Scotland* 	• **Mountain Elgon** • **Lake Nakuru.** • **Lake Baringo.** **Note:** ✓ *Thomson was sent to find the shortest route from the coast to lake Victoria.* ✓ *Thomson was the first European to cross the Nandi and Masai land successfully.*
Johann Ludwig Krapf *From Germany*	• **Mountain Kenya** • **River Tana**
Johannes Rebmann *From Germany in 1846*	• **Mountain Kilimanjaro**
Jakob Erhardt	• **He attempted to draw the first map of East Africa.**
Dr. David Livingstone *From Scotland.*	• **River Zambezi** • **Victoria falls along river Zambezi.** • **Lake Mweru along the border of Zambia and DRC.** • **Lake Bangweulu in Zambia** • **Lake Nyasa (Malawi)** • **River Lualaba** **Note:** ✓ *Livingstone was a doctor, an explorer and a missionary.*

	✓ *He was the greatest explorer in Africa because he spent a lot of his life time exploring the African continent from 1841 till his death in 1873.*
James Bruce *From Scotland.*	• **Blue Nile** • **Lake Tana**
Mungo Park *From Scotland, sent by the African Association.* 	• **He was the first European explorer to see river Gambia in 1795.** • **He was tracing the mouth of river Niger.** • **He drowned and died at Bussa rapids in 1806** • **He made a report on natural resources, people and transport on river Niger.**
Richard Lander and John Lander *From Britain*	• **To continue with Mungo park's exploration of river Niger.** • **They were the first European explorers to see the mouth of river Niger.** **Note:** ✓ *Richard Lander died in West Africa.* ✓ *John Lander made a report on the possibilities of trade in West Africa.*
Major Gordon Laing *From Britain.* *He was killed in 1826 after Timbuktu*	• **He was the first European explorer to locate the source of river Niger.** • **He was the first European to cross the Sahara from North to South.**
Rene Caille *From France in 1827*	• **River Senegal** • **Fouta Djallon hills.**
Dr. Heinrich Barth	• **Adamawa highlands in Cameroon.**
Hugh Clapperton *From Scotland.*	• **He travelled from Tripoli across the Sahara desert and died Of malaria and dysentery in West Africa.**
Mary Henrietta Kingsley 	• **She was the first European explorer to see and climb mountain Cameroon.** • **She made three different journeys to Africa.** • **She wrote a book revealing how slave traders mistreated the Africans in West Africa.** • **She carried out exploration work in West Africa, Central Africa and Southern Africa.**
Charles Chaille Long (*from America***)**	❖ **He was the first European to see lake Kyoga.** • **He arrived in Buganda in 1874 and became the second European explorer to see Lake Victoria.**

<u>Notable facts about explorers in East Africa.</u>

✓ ***<u>Vasco da Gama</u>*** *was the first European explorer to come to East Africa.*

✓ *John Speke and Richard Burton were the first European explorers to travel to the interior of East Africa.*

✓ *The Portuguese were the first explorers to come to East Africa.*

- ✓ ***Bartholomew Diaz*** *was the first European explorer to sail around Africa up to the Cape of Good Hope.*
- ✓ *Africa was referred to as "**a white man's graveyard**" because many Europeans died of malaria in West Africa.*

Why most European explorers who came to the interior of East Africa entered through Bagamoyo.

- ✓ *There was a direct route from Bagamoyo to the interior of East Africa.*
- ✓ *The route through Bagamoyo had friendly people.*

Qn: *Why was it difficult for explorers who travelled to Uganda to pass through Kenya?*

Why most European explorers who came to the interior of East Africa first went to Zanzibar.

- ✓ *To learn Kiswahili language.*
- ✓ *To get permission from the sultan of Zanzibar.*
- ✓ *To get porters to carry their supplies.*

THE PORTUGUESE EXPLORERS.

The Portuguese were the first explorers to come to Africa.

The Portuguese explorers wanted to find the shortest sea route to India.

Prince Henry the navigator **sponsored the journeys of most Portuguese explorers to Africa.**

He also started a school for navigation at Sagres which trained navigators.

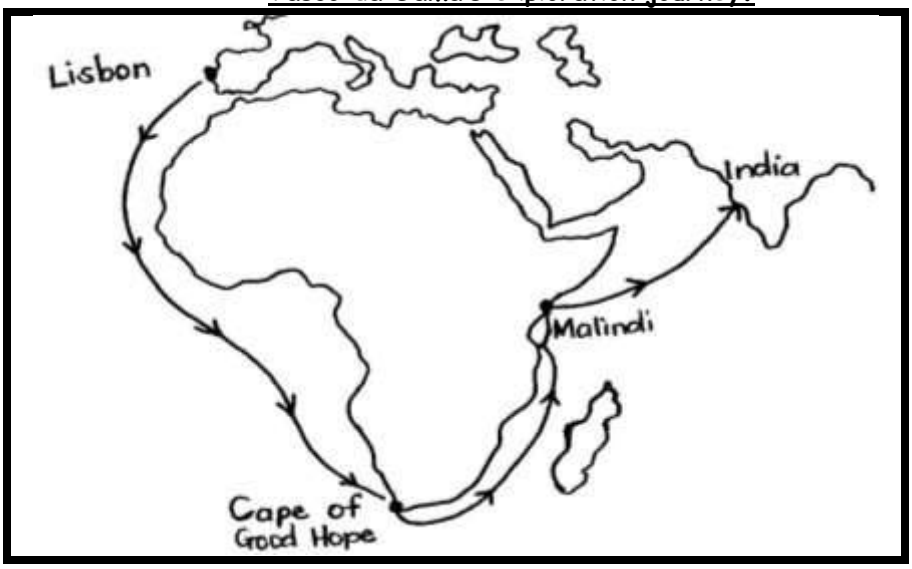
The Portuguese wanted to find the shortest sea route to India because they wanted to get silk and spices from the far East.

Portuguese explorers who came to East Africa.

Bartholomew Diaz	• **He reached the Cape of Good Hope in South Africa in 1488.** • **He was unable to continue due to shortage of supplies, so he went back to Portugal.**
Pedro da Covilla	• **He travelled over the African continent from the North.** • **He sailed down the Red sea and followed the Arabs' trade route up to Sofala.**
Vasco da Gama 	• **He was sent to continue from where Bartholomew Diaz had reached.** • **He sailed from Lisbon, Portugal in 1497 and reached Calcutta, India on 20th May 1498.** • **Da Gama became the first Portuguese sailor to find a sea route to India.** • **He named the Cape of Good Hope because he had got hope of reaching India.** **Note:** • ***The Arabs along the East African coast didn't welcome Vasco da Gama because:*** ❖ *They hated Christianity which the Europeans were spreading.* ❖ *They thought that the Europeans would interfere with their trade.* ***Sultan Seyyid Ali of Malindi*** *welcomed Vasco da Gama. He gave him an Indian captain called* ***Ahmed bin Majid*** *to direct his ships to India.*

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Vasco da Gama's exploration journey.



PORTUGUESE CONQUEST OF THE EAST AFRICAN COAST.

- **The Portuguese established their headquarters in Mozambique and Mombasa was their major coastal town.**
- **They divided their empire into provinces for easy administration, and each province was under the rule of a Governor.**
- **The Portuguese introduced Christianity which caused a lot of hatred from the coastal people who were already under Arab influence.**
- **The Portuguese administrators were very harsh, corrupt, over taxed traders and always isolated themselves from the natives.**
- **They controlled the East African coast for 200 years and their rule declined.**

Why the Portuguese conquered the East African coast.

(Why the Portuguese came and settled along the East African coast)

- **They wanted to control the profitable trade along the coast of East Africa.**
- **They wanted to create a resting base for their sailors.**
- **They wanted to fight Muslims domination in East Africa.**
- **The East African coast had good natural harbours for trade and defense.**
- **They wanted to control the coastal states and make them pay tributes to Portugal.**

Why the Portuguese succeeded in conquering the East African coast.

- **The Portuguese had superior weapons.**
- **They had well trained soldiers.**
- **They used surprise night attacks.**
- **Disunity among the coastal towns.**

Reasons for the decline of the Portuguese rule in East Africa.

- **Corrupt Portuguese officials.**
- **Poor communication with the home government.**
- **The Portuguese administrators along the coast were very few.**
- **The coming of the British and the French also weakened their rule.**

Effects of Portuguese rule along the coast.

a) Positive effects.

- **They built Fort Jesus which is now a major tourist attraction.**
- **They spread Christianity along the coast.**
- **They introduced new crops e.g. Pawpaws, pineapples.**

- **They introduced new methods of farming.**
- **East Africa was linked to Europe and India.**

Note:

- ✓ *Fort Jesus was built for protection against enemies.*
- ✓ *Fort Jesus still stands today as an important historical monument which attracts tourists.*

b) Negative effects.

- **It led to decline of coastal trade.**
- **They imposed heavy taxes on traders which decreased trade.**
- **It led to destruction of coastal towns e.g. Kilwa and Mombasa which were burnt.**

Effects of the coming of European explorers to Africa.

- **Africa was made known to the rest of the world.**
- **They renamed physical features e.g. Lake Victoria instead of Nalubaale.**
- **They paved way for the coming of the missionaries and the colonialists.**

How exploration work led to European colonisation of Africa.

- **Explorers made reports about the rich natural resources of Africa which attracted the colonialists.**

Problems that were faced by the European explorers in Africa.

- **Walking long and tiresome journeys.**
- **Attacks from dangerous animals.**
- **Shortage of supplies like food, medicine.**
- **Attacks from tropical diseases.**
- **Attacks from hostile people.**
- **Difficulty in communication with the natives.**

COLONIALISTS IN AFRICA.

Colonialism **is the practice by which a powerful / superior country controls weaker / inferior country.**

A colonialist **is a person who controls an inferior country on behalf of his home country.**

A colony **is a country which is controlled and developed by a powerful country with an aim of having permanent settlement.**

A protectorate **is a country which is controlled and protected by a powerful country for economic gains with no aim of having permanent settlement.**

Qn: *How is a Colony different from a Protectorate?*

Reasons for the coming of the colonialists to Africa.

- **They wanted to get raw materials for their home industries.**
- **They wanted to invest their surplus capital.**
- **They wanted to find market for their processed goods.**
- **To get more space for resettling excess population.**
- **The desire for political pride.**

Industrial revolution in Europe.

- **This was the time when there was great change in production of goods from hand tools to power machines.**

How industrial revolution led to colonisation of Africa.

- **It increased need for raw materials.**
- **It increased need for market for industrial goods.**
- **It increased need to invest surplus capital.**
- **It increased need for land for expansion of industries.**

Colonial powers that had colonies in Africa.

- **Great Britain**
- **France**
- **Portugal**
- **Italy**
- **Germany**
- **Spain**
- **Belgium**

NB: ***France*** *had the biggest number of colonies in Africa.*

THE SCRAMBLE FOR AND PARTITION OF AFRICA.

Scramble for Africa **was the struggle among European countries to have territories in Africa.**

Partition of Africa **was the peaceful sharing of African territories amongst European powers.**

European countries which scrambled for African territories.

- **Great Britain**
- **France**
- **Germany**
- **Portugal**
- **Spain**
- **Italy**
- **Belgium**

Reasons for scramble for Africa.

- **They wanted to get raw materials for their home industries.**
- **They wanted to invest their surplus capital.**
- **They wanted to find market for their processed goods.**
- **To get more space for resettling excess population.**
- **The desire for political pride.**

The BERLIN CONFERENCE OF 1884

This was a meeting in which European countries with interest in colonising Africa discussed the partition of Africa.

The conference was held in Berlin, Germany.

It was called by king Leopold II of Belgium.

The Berlin conference was chaired by Chancellor Otto Von Bismarck.

It was held purposely to find peaceful means of partitioning Africa (sharing African territory amongst European powers).

Effects of Partition of Africa.

- **It led to creation of new states.**
- **Africans lost their independence.**
- **Some people lost their historical origin.**
- **It led to separation of communities.**

Colonies in Africa.

A colony **is a country which is controlled and developed by a powerful country with an aim of having permanent settlement.**

Cape colony was the first colony to be established in Africa.

It was established by the Dutch.

Colonies in Africa.

- **Kenya**
- **Zimbabwe**
- **Angola**
- **Mozambique.**
- **South Africa**

Note:

- ✓ ***Anglophone states in Africa*** *are countries that were colonized by Britain. Such countries use English as their official language.*

They include; Uganda, Kenya, South Africa, Nigeria, Ghana etc.

- ✓ ***Francophone states in Africa*** *are countries that were colonized by the France. Such countries use French as their official language.*

They include; Senegal, Madagascar, Benin, Mali, Algeria etc.

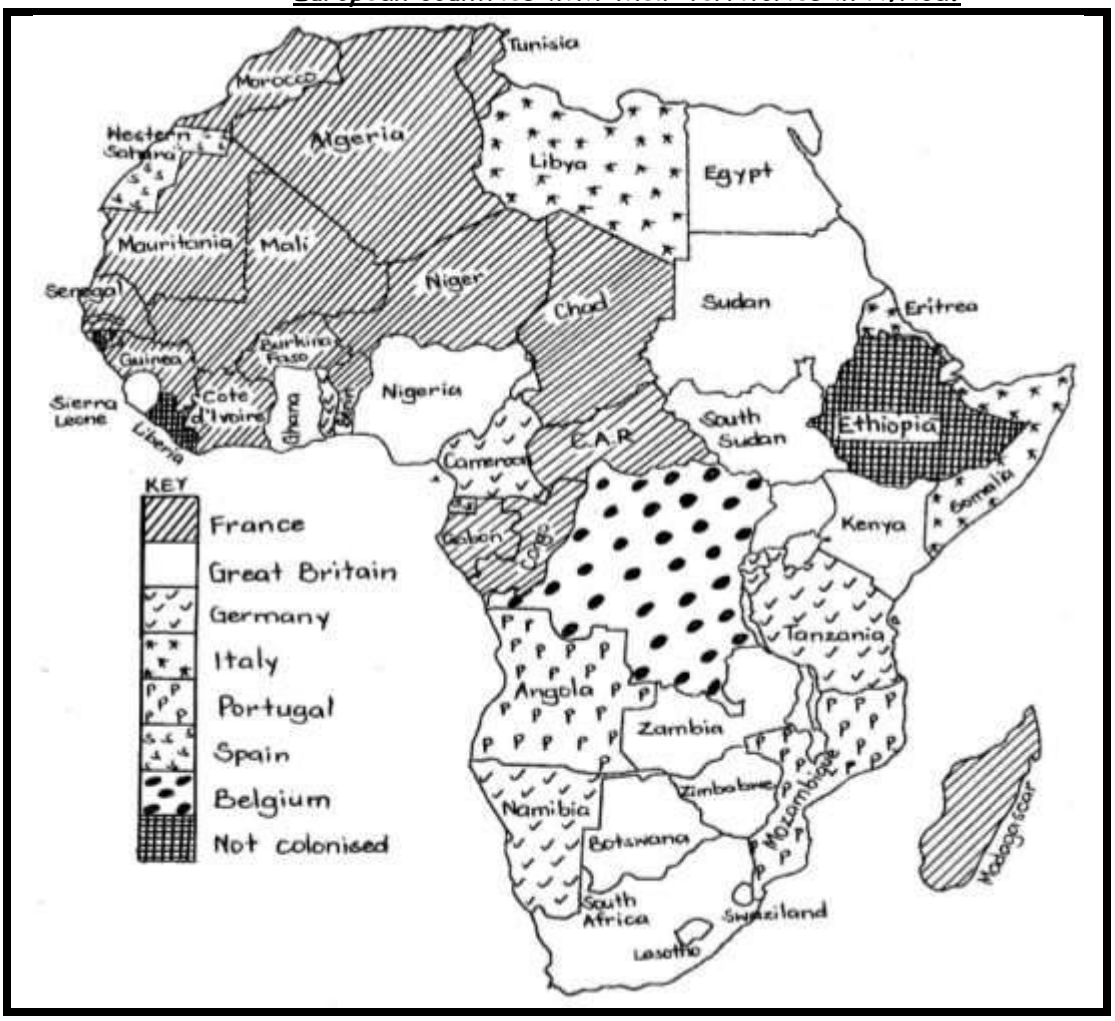
European territories in Africa.

Great Britain	***France***	***Germany***	***Portugal***	***Italy***
• Uganda • Kenya • Zambia • Egypt • Botswana • South Africa • Sudan • Nigeria • Zimbabwe • Zambia • Malawi • Lesotho • Ghana • Eswatini • Sierra Leone	• Morocco • Algeria • Tunisia • Mali • Madagascar • Gabon • Congo Brazzaville • Gambia • Algeria • Burkina Faso • Benin • Cote d'Ivoire • Central African Republic • Comoros • Guinea • Djibouti • Niger • Mauritius	• Tanzania • Rwanda • Burundi • Namibia • Cameroon • Togo	• Mozambique • Angola • Cape Verde • Sao Tome and Principe. • Guinea Bissau	• Somalia • Eritrea • Libya
Spain •Western Sahara •Equatorial Guinea	**Belgium** •Democratic Republic of Congo			
Not colonized (empire free states) Liberia Ethiopia	❖ Liberia was a land for freed slaves. ❖ Ethiopia had a strong army which resisted against colonial rule. Note: ✓ *The mountainous nature of Ethiopia provided hiding places for Ethiopian soldiers.* ✓ ***Emperor Menelik II*** *(1889-1913) and* ***Emperor Haile Selassie*** *(1930-1974) of Ethiopia resisted against Italian occupation of Ethiopia.*			

African countries and their colonial names.

Country	*Colonial name.*
Uganda	Uganda Protectorate
Kenya	British East Africa
Tanzania	German East Africa
Democratic Republic of Congo	Belgian Congo
Ghana	Gold Coast
Cote d'Ivoire	Ivory Coast
Togo	French Togoland
Zambia	Northern Rhodesia
Zimbabwe	Southern Rhodesia
Burkina Faso	French Upperland
Sudan	Anglo-Egyptian Sudan
Benin	Dahomey

European countries with their territories in Africa.



ESTABLISHMENT OF COLONIAL RULE IN AFRICA.

Methods used by the colonialists to establish their rule in Africa.

- **Use of military force.**
- **Through signing agreements / treaties.**
- **Through divide and rule policy (fueling existing misunderstandings)**
- **Use of trading companies like IBEACo, GEACo.**
- **Use of African collaborators.**

Problems faced during the establishment of colonial rule

- **Limited funds.**
- **African resistance.**
- **Absence of a centralised system of administration in some areas.**
- **Difficulty in communication with the African natives.**
- **Tribal wars in some communities.**

a) Signing of treaties.

A treaty is a formal agreement between two or more people.

Treaties were signed in areas where the African natives voluntarily accepted colonial rule.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Colonial agreements that were signed in Uganda.

- **The 1894 Protectorate treaty**
- **The 1900 Buganda agreement**
- **The 1900 Tooro agreement.**
- **The 1901 Ankole agreement.**
- **The 1933 Bunyoro agreement.**

The 1900 Buganda agreement

Year of signing	❖ **1900**
Signatories	➢ **Apollo Kaggwa on behalf of Buganda kingdom.** ➢ **Sir Harry Johnston on behalf of the British protectorate government.** **Note:** ➢ ***Kabaka Daudi Chwa*** *didn't sign the 1900 Buganda agreement because he was still an infant.* ➢ ***Kabaka Mwanga*** *didn't sign this agreement because he was still in exile.* ➢ *Kabaka Daudi Chwa ruled Buganda with the help of the regents.* ➢ ***A Regent*** *is a person who is appointed to rule on behalf of an infant king.* ***Regents of Kabaka Daudi Chwa.*** ▪ *Sir Apollo Kaggwa* ▪ *Stanslas Mugwanya* ▪ *Zakaria Kisingiri*
Terms of the agreement	❖ **Taxation** ❖ **Land** ❖ **Governance**
Recommendations	❖ **Kabaka's powers were to be reduced.** ❖ **Hut and gun taxes were to be introduced.** ❖ **Buganda kingdom was to be enlarged and divided into 20 counties.** ❖ **The Lukiiko was to be given more powers.** ❖ **Buganda's land was to be divided into Mailo and Crown land.** ❖ **Kabaka's title of His Majesty was to be changed to His Highness.** ❖ **The number of members on the Lukiiko was to be increased.** **Note:** ✓ *Mailo land was given to the kabaka while Crown land was given to the British protectorate government in this agreement.* ***Why the British colonialists had to be given the crown land.*** ✓ *To get land for building schools, hospitals, churches, administrative offices etc.*
Effects	❖ **Kabaka's were reduced and were given to the Lukiiko.** ❖ **Hut and gun taxes were introduced.** ❖ **Buganda's land was divided into Mailo and crown land.** ❖ **Buganda kingdom was enlarged and divided into 20 counties.** ❖ **The number of members on the Lukiiko increased.** ❖ **Kabaka's title of His Majesty was changed to His Highness.**

b) Use of military force.

Military force was used in areas where the natives resisted against colonial rule.

e.g.-By Colonel Henry Colville against Omukama Kabalega of Bunyoro. Colville was helped by Semei Kakungulu.

-By Sir Fredrick Jackson against chief Awich of Payera in Acholi.

c) Divide and rule policy

e.g. between Tooro and Bunyoro.

Qn: *How was Captain Frederick Lugard helpful to Omukama Kasagama of Tooro?*

❖ **Lugard restored Omukama Kasagama onto his throne.**

COLONIAL ADMINISTRATIVE SYSTEMS.

Methods used by the colonialists to administer Africa.

- **Direct rule**
- **Indirect rule**
- **Assimilation policy**

i) ***Direct rule***

This was the system of administration where the colonialists ruled the natives directly by themselves.

Under this system, the colonialists collected taxes directly from the natives and also supervised the growing of cash crops.

The German colonialists used Direct rule to administer Tanzania.

Reasons why Direct rule was used.

❖ **The colonialists wanted to promote their culture.**

❖ **They wanted to show their superiority over the Africans.**

❖ **They wanted to exploit resources of their countries of control.**

Effects of Direct rule

a) On the Africans

❖ **Local leaders lost control over their territories.**

❖ **It led to over exploitation of Africa's resources.**

❖ **It limited the provision of social services.**

❖ **It was harsh and oppressive to the natives.**

b) On the Colonialists.

❖ **It increased rebellions against colonial rule.**

❖ **It increased colonial expenditure.**

❖ **It increased enmity between the Africans and the colonialists.**

❖ **It made it very difficult for some colonial policies to be implemented.**

ii) ***Indirect rule.***

This was the system of colonial administration where local leaders were used to rule the natives on behalf of the colonialists.

Local leaders encouraged and supervised the growing of cash crops and collected taxes on behalf of the colonialists.

It was mainly used by the British in Uganda, Ghana, Nigeria, etc.

Reasons why the colonialists used Indirect rule.

❖ **To control rebellions against colonial rule.**

❖ **It was cheap in terms of paying local leaders.**

❖ **They wanted to increase manpower for the colonialists.**

❖ **They wanted to ease communication with their subjects.**

Advantages of Indirect rule.

a) To the Africans.

❖ **Local leaders learnt new methods of administration.**

❖ **It preserved the cultural practices of the natives.**

❖ **Kingdoms and chiefdoms were retained.**

b) To the Colonialists.

- ❖ **It was cheap to pay local leaders.**
- ❖ **It reduced rebellions against colonial rule.**
- ❖ **It made communication between the natives and the colonialists easy.**

Disadvantages of Indirect rule.

- ❖ **It promoted hatred by the natives towards local leaders.**
- ❖ **It caused divisions among the natives.**
- ❖ **Native leaders were used as puppets by the colonialists.**

ASSIMILATION POLICY.

- ❖ **It was mainly used by the French in Senegal.**
- ❖ **The French aimed at turning the people in French colonies into French citizens.**
- ❖ **The natives in these colonies were made to speak French, adopt French education system and the French dressing style and were also given membership in the parliament of France.**
- ❖ **The natives lost their culture and identity as a result of this administrative system.**

THE WHITE SETTLERS IN AFRICA.

European settlers **are groups of people who came from Europe and settled in different parts of the world.**

Consuls **were military officers who were given the responsibility of guarding European interests in Africa.**

Examples of Consuls.

- **Captain Frederick Lugard in Uganda, Nigeria and Ghana.**
- **Cecil Rhodes and Joseph Moffat in Central Africa.**

Examples of Settler colonies in Africa.

- ❖ **Cape colony.(by the Dutch colonialists)**
- ❖ **Kenya (by the British colonialists)**
- ❖ **Angola (by the Portuguese colonialists)**
- ❖ **Zimbabwe (by the British colonialists)**
- ❖ **Mozambique (by the Portuguese colonialists)**
- ❖ **South Africa (by the Dutch and the British colonialists)**

Reasons for the coming of the European / White settlers

- ❖ **To find areas with fertile soils for crop growing.**
- ❖ **To exploit the natural wealth of Africa.**
- ❖ **They wanted to open up industries in Africa.**
- ❖ **They wanted to get more land for resettling excess population.**

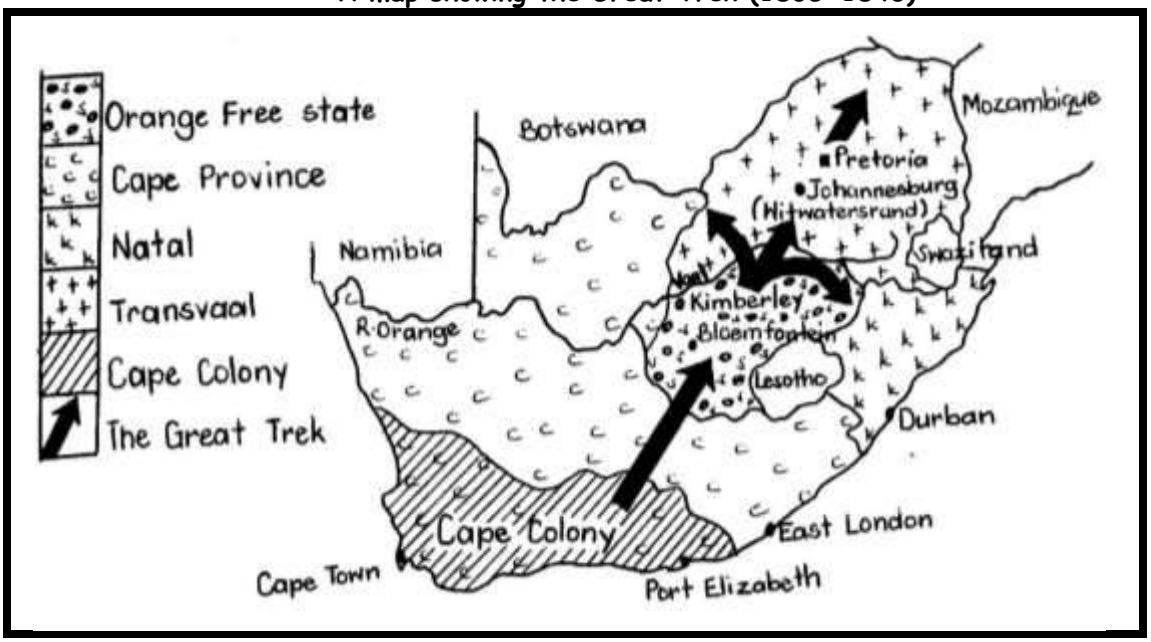
Effects of the coming of the white settlers.

- ❖ **It led to displacement of the natives e.g. The kikuyu were displaced from the Kenya highlands.**
- ❖ **It led to outbreak of rebellions e.g. Mau Mau rebellion.**
- ❖ **Africans lost their fertile land to the white settlers.**
- ❖ **It led to over exploitation of Africa's resources.**
- ❖ **There was a lot of discrimination among the African natives.**
- ❖ **It increased enmity between the natives and the white settlers.**

THE DUTCH AND THE BRITISH IN SOUTH AFRICA.

- The Dutch settlers came to live in Cape colony when their ship called *Haarlem* hit a rock and sank in the Atlantic Ocean.
- Most of the survivors swam to the shore where they built temporary houses and cultivated the land at the *Cape of Good Hope.*
- The Cape of Good Hope became known as the *Cape colony*.
- *Cape colony* was the first colony to be founded in Africa.
- *Jan Van Riebeeck* set off from Texel in the Netherlands on 24th Dec, 1651 for the Cape of Good Hope. He arrived at the Cape of Good Hope on 6th April,1652.
- Jan Van Riebeeck encouraged the Dutch settlers in South Africa.
- The Dutch farmers were also known as the *Boers* which means *farmers.*
- The Boers introduced the growing of grape vines for wine making.
- In 1805, The British went to South Africa to colonise it and control the sea route to India.
- In 1835, The British fought and defeated the Dutch (Boers). The Boers were forced to move to the interior of South Africa through a journey called the *Great Trek*.
- ***-Great trek was the massive migration of the Boers from Cape colony to the interior of South Africa.***

A map showing the Great Trek (1835-1846)



Causes of the Great trek.

- Constant attacks from the British.
- Introduction of new land laws.
- Introduction of English as an official language at the Cape.
- Conflicts over land ownership with the British.
- Freeing of the Khokhoi who were slaves by the British.
- Loss of independence by the Boers to the British.

States created by the Dutch farmers (Boers)

- Cape colony.
- Transvaal
- Orange Free state.

NB-*Transvaal means "**across the Vaal river**".*

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Effects of the Great trek.

- **It led to creation of new states.**
- **Africans lost their land to the Boers.**
- **Population increased in the interior of South Africa.**
- **It led to introduction of modern farming systems in the interior of South Africa.**
- **It led to discovery of minerals in the interior of South Africa.**

e.g. Gold at Witwatersrand, diamond at Kimberley.

- **It led to apartheid policy in South Africa.**

NB- *The intermarriages between the blacks and the whites in South Africa resulted into the Coloureds.*

APARTHEID POLICY IN SOUTH AFRICA.

- ***Apartheid*** **is to the segregation of people according to their races / skin colour.**
- **Apartheid refers to racial segregation.**
- **In Africa, apartheid was mainly practiced in South Africa.**
- **Apartheid was introduced by the descendants of the Dutch farmers in South Africa. (The Afrikaners)**
- ***Jan Van Riebeeck*** **was the leader of the Dutch farmers in South Africa.**
- **The Boers regarded Africans as an inferior race and mistreated them.**
- **The British took over the Cape colony in 1805.**
- **They defeated the Boers at the Cape in 1835. The Boers were forced to move from Cape colony to the interior of South Africa in a journey called the** ***Great trek*****.**
- **Apartheid was introduced as an official policy in South Africa by the British during their rule. (from 1948-1994)**

Note:

- ✓ *Racial segregation is the division of people according to their skin colour.*
- ✓ *Colour bar policy in Kenya was similar to apartheid policy in South Africa.*
- ✓ ***Colour bar policy*** *was the system of racial segregation where the natives were not allowed to share the same social services with the whites.*
- ✓ ***Kipande policy*** *in Kenya restricted the movement of the blacks in the country.*
- ✓ *The Kenyan natives were not allowed to move from one part of the country to another without identity cards.*

Apartheid policy divided people into 4 races.

These were;

- **The Blacks (African natives)**
- **The Whites (Europeans)**
- **The Coloureds (mixed blood)**
- **Asians**

How Apartheid laws were practiced in South Africa.

- **Africans were not allowed to travel to other parts of the country without identity cards.**
- **Marriage between the whites and non-whites was illegal.**
- **There were separate residential places for the blacks called Bantustans.**
- **The blacks were denied quality education.**
- **There were separate schools, hospitals and churches for the Africans.**

Effects of Apartheid policy in South Africa.

- **It led to loss of land by the African natives.**
- **It led to high rate of poverty among the Africans natives.**
- **It led to high rate of illiteracy among the blacks.**
- **It increased enmity between the blacks and the whites.**
- **It led to imprisonment of people eg. Nelson Mandela.**
- **It led to violation of human rights.**

THE BANTUSTANS.

- ❖ **These were separate homelands that were created for the black Africans in South Africa.**
- ❖ **Ten homelands were created for the blacks in South Africa.**
- ❖ **Bantustans were created by the British racist government in South Africa.**

The first Bantustans in South Africa. (TVC)

- **Transkei**
- **Venda**
- **Ciskei**

Other Bantustans were;

- **KwaZulu**
- **Bophuthatswana.**
- **KwaNdebele**
- **Lebowa**
- **Gazankulu**
- **Qwaqwa**
- **KaNgwane**

Characteristics of Bantustans.

- **Congested houses.**
- **Poor hygiene.**
- **Wide spread poverty.**
- **Inadequate food**
- **Poor social service centres.**
- **Restriction of movement of the blacks.**

Why the Bantustans were created.

- ❖ **To create a large reserve for labour.**
- ❖ **To promote the white man's superiority over the Africans.**
- ❖ **To keep the whites and the blacks apart.**

Note:-*Townships* *were the underdeveloped racially segregated urban areas for the non-whites in South Africa during colonial rule. They were for the Indians, Africans and the coloureds eg. Soweto near Johannesburg, Tembisa near Kempton park, Umlazi near Durban, Mamelodi near Pretoria, Soshanguve near Pretoria, Katlehong near Germiston etc.*

Roles played by different bodies towards ending Apartheid in South Africa.

a) Roles played by the Organisation of African unity (OAU)

- ❖ **OAU regarded apartheid as an evil against mankind.**
- ❖ **OAU gave military support to freedom fighters in South Africa.**
- ❖ **It demanded for the release of political prisoners in South Africa.**

b) Roles played by the united nations organisation (UNO)

- ❖ **UN Security Council imposed an arms ban on South Africa.**
- ❖ **The UN universal declaration of human rights regarded apartheid as an evil against mankind.**
- ❖ **UN member states imposed trade embargo on South Africa.**

c) Roles played by the African National Congress (ANC)

- ❖ **ANC members composed songs and slogans against apartheid.**
- ❖ **ANC caused black workers to strike against mistreatment by the racist employers.**
- ❖ **It founded a newspaper which helped to arouse nationalism.**

d) Roles played by the Commonwealth of Nations.

- ❖ **It suspended South Africa from participating in commonwealth games.**

e) Roles played by Frontline states.

Frontline states **were countries that offered military support and training to the freedom fighters against apartheid in South Africa.**

Examples of Frontline states.

- **Tanzania**
- **Zimbabwe**
- **Mozambique**
- **Zambia**
- **Malawi**
- **Swaziland**

Roles played by Frontline state were;

- **Frontline states imposed trade embargo on South Africa.**
- **They provided military training to the freedom fighters.**
- **They provided refuge to the exiled ANC members.**
- **They provided supplies like food, medicine to the people fighting against apartheid in South Africa.**

Factors that favoured the independence of South Africa.

- **The formation of political parties.**
- **The rise of strong nationalists e.g. Nelson Mandela, Oliver Tambo, Thabo Mbeki, Cyril Ramaphosa.**
- **The financial and military support from the frontline states.**
- **The role of music, dance and drama.**

REACTIONS TO COLONIAL RULE IN AFRICA.

- **Some Africans collaborated with the colonialists.**
- **Others resisted against colonial rule.**

A) Colonial collaborators in Africa.

Collaborators **were the African natives who helped the colonialists in establishing their rule in different parts of Africa.**

Examples of Colonial collaborators in Africa.

- **Semei Kakungulu in Eastern Uganda.**
- **Nuwa Mbaguta in Western Uganda.**
- **Sir Apollo Kaggwa of Buganda**
- **Nabongo Mumia of Wanga kingdom in Kenya.**
- **Chief Lenana of the Masai in Kenya.**
- **Omukama Kasagama of Tooro.**

Reasons why some Africans collaborated.

- **They wanted to get favour from the colonialists.**
- **Kings and chiefs wanted to get military support.**
- **Some wanted to enrich themselves.**

Roles played by the collaborators.

- **They helped in signing colonial agreements.**
- **They helped in enforcing colonial policies.**
- **They acted as interpreters for the colonialists.**
- **They provided information to the colonialists.**

Note:

Semei Kakungulu

- ✓ *He brought the Eastern parts of Uganda under colonial rule.*
- ✓ *He introduced the Buganda system of administration in Eastern Uganda.*
- ✓ *He encouraged cash crop growing in Eastern Uganda. This helped to increase household income of the people of Eastern Uganda.*
- ✓ *He encouraged the people of Eastern Uganda to plant trees (Mvule trees).*
- ✓ *He constructed roads in Eastern Uganda which helped to ease British administration.*
- ✓ *He appointed Buganda agents to become chiefs in Eastern and Northern Uganda.*
- ✓ *He helped the British to capture* ***Kabaka Mwanga*** *and Omukama* ***Kabalega*** *in Lango and were exiled to Seychelles islands.*
- ✓ *Semei Kakungulu failed to extend British rule in North Eastern Uganda (Karamoja) because the people in North Eastern Uganda were hostile. The British also never had interest in the dry area of Karamoja since it couldn't favour crop growing.*

Ways Semei kakungulu managed to establish British rule in Eastern Uganda

- *He built roads in Eastern Uganda*
- *He built administrative posts in Eastern Uganda*
- *He signed treaties with the local chiefs*

Nuwa Mbaguta

- ✓ *He was the Prime minister of Ankole.*
- ✓ *He extended British rule in Western Uganda*
- ✓ *He encouraged the building of feeder roads in Ankole.*
- ✓ *He planted trees in Ankole and educated people on their importance.*
- ✓ *He fought against illiteracy by supporting the building of schools in Ankole*

B) Colonial resisters in Africa.

Resisters **were the African natives who opposed colonial rule.**

Ways how the Africans resisted against colonial rule.

- ❖ **Through staging rebellions.**
- ❖ **Through forming boycotts.**
- ❖ **Through forming riots and demonstrations.**
- ❖ **Through forming trade unions.**

Examples of colonial resisters in Africa.

- ❖ **Omukama Kabalega of Bunyoro.**
- ❖ **Kabaka Mwanga of Buganda.**
- ❖ **Chief Mkwawa of Tanzania**
- ❖ **Kinjikitile Ngwale of Tanzania.**
- ❖ **Emperor Menelik II of Ethiopia.**
- ❖ **Chief Awich of Payera in Acholi**
- ❖ **Chief Siki of the Nyamwezi.**

African communities that resisted against colonial rule.

- ❖ **Banyoro of Uganda**
- ❖ **Kikuyu of Kenya.**
- ❖ **Acholi of Uganda.**
- ❖ **Hehe of Tanzania**
- ❖ **Igbo of Nigeria.**

Causes for Africans resistance against colonial rule.

- ❖ **The colonialists were harsh and oppressive to the Africans.**
- ❖ **Loss of powers by kings and chiefs.**
- ❖ **Loss of fertile land by the natives.**
- ❖ **Acquisition of military skills from world wars.**
- ❖ **Denial of the Africans equal representation on the LEGCO.**
- ❖ **Imprisonment of the African nationalists.**

Why the Africans demanded for their independence.

- ❖ **They wanted to regain their lost fertile land.**
- ❖ **Kings and chiefs wanted to regain their powers.**
- ❖ **They wanted to have equal representation on the LEGCO.**
- ❖ **They wanted to have their rights respected by the colonialists.**

Reasons why African resistance against the colonialists was defeated / unsuccessful.

- ❖ **Africans had inferior weapons.**
- ❖ **Disunity among the African natives,**
- ❖ **There were few African standing armies.**
- ❖ **Europeans were well trained in fighting.**

REBELLIONS AGAINST COLONIAL RULE IN AFRICA.

- ❖ ***A rebellion*** **is an occasion when people choose to fight those in authority.**
- ❖ **Rebellions against colonial rule were led by the African natives who had acquired European education and military skills.**

Examples of rebellions that were staged against colonial rule in Africa.

Rebellion	*Leader*	*Country*
• Lamogi rebellion • Nyangire rebellion • Mwanga's rebellion	• Chief Awich • Omukama Kabalega • Kabaka Mwanga	Uganda
• Maji Maji rebellion • Abushiri rebellion • Hehe rebellion	• Kinjikitile Ngwale • Abushiri Bin Salim • Chief Mkwawa	Tanzania
• Mau Mau rebellion	***Political leaders*** • Jomo Kenyatta • James Gichuru ***Military leaders*** • General China • Dedan Kimathi	Kenya

Major causes of African resistance against colonial rule.

Rebellion	*Main cause*
Lamogi	• Forced gun registration policy by the British.
Nyangire	• Opposition of British rule through Baganda agents. • The Banyoro never wanted to be ruled by the Baganda who were colonial agents.
Maji Maji	• Harsh German rule and forced cotton growing.
Mau Mau	• Loss of fertile land by the Kenyans.
Abushiri revolt	• Loss of political powers and control over slave trade by the Arabs.
Battle of Adoa	• To defend the Ethiopians against the Italian invasion.
Soweto uprising	• To demand for better education and use of native languages for instruction in schools for blacks.
Chimurenga resistance	• The loss of fertile land by the Shona and Nbebele.
Asante resistance	• To defend the interests and freedom of the Asante people.

EFFECTS OF COLONIAL RULE.

Political effects	Positive	❖ New states were created in Africa. ❖ Africans learnt new leadership skills. ❖ New systems of administration were introduced in Africa.
	Negative	❖ Africans lost their independence to the colonialists. ❖ Africans were denied political rights. ❖ Traditional leaders lost their powers.
Social effects	Positive	❖ Formal education was introduced. ❖ International languages were introduced in Africa. ❖ Social service centres like schools, hospitals were built.

	Negative	❖ Africans were segregated. ❖ It led to displacement of people. ❖ It led to loss of African culture.
Economic effects	Positive	❖ It led to development of towns and trading centres. ❖ Many cash crops were introduced in Africa. ❖ It led to development of infrastructure like roads, industries. ❖ New forms of currency were introduced.
	Negative	❖ Heavy taxes were imposed on Africans. ❖ African local industries collapsed ❖ It led to over exploitation of Africa's natural resources.



Testing Exercise.

1. Mention the four main groups of foreigners that came to Africa.
2. State any three reasons for the coming of the Arab traders to Uganda.
3. Which group of foreigners introduced monetary trade to Africa?
4. Mention any three trade items that were introduced in Africa by the Arab traders.
5. Which type of cattle was introduced to Africa by the Arab traders?
6. State any three positive contributions of the Arabs in Africa.
7. How did Swahili culture come into existence in East Africa?
8. Give any two reasons why the Arab traders to East Africa took long to enter in the interior.
9. State any two reasons why Islam took long to spread in Africa yet it was the first foreign religion to be introduced.
10. Why is Ahmed Bin Ibrahim historically remembered in Uganda?
11. How were the monsoon winds helpful to the early Arab traders who came to East Africa?
12. State the main reason why the Indian coolies were brought to East Africa.
13. State any two contributions of the Indians towards the development of Uganda.
14. Write IBEACO in full.
15. State any two reasons why IBEACO was formed.
16. How was Sir William Mackinnon related to IBEACO.
17. Give any two reasons why IBEACO ran bankrupt.
18. How did Bishop Alfred Tucker support the work of IBEACO in East Africa?
19. What was Trans-Atlantic trade?
20. Where was the largest slave market in each of the following regions of Africa during slave trade?
    (i) East Africa.
    (ii) West Africa
21. Why was Trans-Atlantic trade referred to as the triangular trade?
22. Mention any two trade items that were obtained from each of the following areas during the Trans-Atlantic trade.
    (i) Africa
    (ii) America
    (iii) Europe

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

23. State any three ways Trans-Atlantic trade affected the people of Africa.
24. Give any two reasons why Kabaka Muteesa I invited the Christian missionaries to Uganda.
25. What role did Henry Morton Stanley play towards the coming of Christian missionaries to Uganda?
26. State any two reasons for the coming of the Christian missionaries to Africa.
27. What role did the Church Missionary Society (CMS) play towards the coming of the Christian missionaries to Uganda?
28. Give two ways Dr. Albert Cook contributed to the development of the health sector in Uganda.
29. Name the place where the first mission station in East Africa was built.
30. Give one way Kenneth Borup promoted economic development of Uganda.
31. Give any two ways Johann Krapf promoted the spreading of Christianity in East Africa.
32. How did Dr. David Livingstone contribute towards the abolition ofstate slave trade in Africa?
33. State any three social contributions of the Christian missionaries.
34. Give any two ways Christian missionaries paved way for the colonisation of Africa.
35. Mention any two reasons why European explorers came to Africa.
36. How was the Royal Geographical Society (RGS) helpful to the early explorers who came to Africa?
37. Name any three famous explorers who carried out their work in each of the following regions of Africa.
    (i) East Africa
    (ii) West Africa.
38. Name the feature which attracted most European explorers to East Africa.
39. Match the information in list A with that given in list B correctly.

List A	*List B*
(i) Mungo Park	Lake Albert and Murchison falls
(ii) Henry M. Stanley	Source of river Nile and lake Victoria
(iii) Sir Samuel Baker	Drowned at Bussa rapids.
(iv) John Speke	Mountain Rwenzori and lake Edward

40. Why was Africa referred to as the White man's graveyard by the early Europeans?
41. Give one reason why most European explorers first reached Zanzibar before entering the interior of East Africa.
42. Why did most European explorers who came to Uganda enter through Bagamoyo?
43. Give any two reasons why the Portuguese explorers conquered the East African coast.
44. Give any two reasons why the Portuguese succeeded in conquering the coast of East Africa.
45. Why did the Portuguese build fort Jesus in East Africa?
46. Give any two reasons for the collapse of the Portuguese rule in East Africa.
47. State any three ways the Portuguese rule affected the people of East Africa.
48. In which way does fort Jesus contribute to the economic development of Kenya?
49. How is a Colony different from a Protectorate?
50. State any two reasons why European colonialists wanted colonies in Africa.
51. In which way did the industrial revolution in Europe lead to colonisation of Africa?
52. Give the meaning of each of the following;
    (i) Scramble for Africa.

(ii) Partition of Africa.

53. Why was the Berlin conference held?
54. Mention the first colony to be established in Africa.
55. Name any one francophone state in West Africa.
56. How did the mountainous nature enable Ethiopia to protect her independence against the Italian occupation?
57. Which country in West Africa was not colonised by the Europeans?
58. Mention any three methods that were used by the Europeans to establish their rule in Africa.
59. State any two problems that were faced by the European colonialists during the establishment of their rule in Africa.
60. Which European country colonised each of the following countries?
    (i) Rwanda
    (ii) Democratic Republic of Congo
    (iii) Tanzania
61. Mention the first colonial agreement to be signed in Uganda.
62. Why didn't kabaka Mwanga sign the 1900 Buganda agreement?
63. Apart from the 1900 Buganda agreement, mention any two other agreements that were signed to put different parts of Uganda under colonial rule.
64. What role did the following personalities play during the signing of the 1900 Buganda agreement?
    (i) Sir Harry Johnston
    (ii) Sir Apollo Kaggwa
65. Why was kabaka Daudi Chwa unable to sign the 1900 Buganda agreement?
66. Mention any two terms of the Buganda agreement of 1900.
67. Mention the two forms of taxes that were introduced in the 1900 Buganda agreement.
68. Give any two ways indirect rule was applied by the British colonialists in Uganda.
69. Why did the British use indirect rule in Uganda?
70. Mention any two colonial administrative systems that were used by the European colonialists in Africa.
71. Give any two reasons why the White settlers settled in the Kenya highlands.
72. State any three effects of the coming of the white settlers to Kenya.
73. Give one way direct rule affected the German colonialists in Tanzania.
74. Give the meaning of the Great trek.
75. State any three causes of the Great trek.
76. Mention any two states that were created in Africa as a result of the Great trek.
77. Give one way the Great trek affected the original inhabitants.
78. Give one way the Kipande policy affected the people of Kenya.
79. Which system of racial segregation was applied by the British colonialists in Kenya?
80. Give the meaning of each of the following;
    (i) Apartheid.
    (ii) Bantustans
81. Mention the first three Bantustans to be created in South Africa.
82. Mention any three characteristics of Bantustans.
83. Give one reason why the racist government created the Bantustans.

84. **Mention any one role that was played by the Frontline states towards ending Apartheid in South Africa.**
85. **Give any two ways Semei Kakungulu contributed to the establishment of colonial rule in Uganda.**
86. **Give any two reasons why the Aficans' resistance against colonial rule was unsuccessful.**
87. **Give any three reasons why the African natives demanded for their independence.**
88. **State the major cause of the Mau Mau rebuellion in Kenya.**
89. **Give any two ways the Mau Mau rebellion in Kenya.**
90. **Give any three ways colonial rule affected the Africa natives.**

apolokimbugwe504@gmail.com TEL: **+256771623617 / +256700770630**

TOPIC 7: NATIONALISM AND THE ROAD TO INDEPENDENCE IN AFRICA.

PAN AFRICANISM.

Pan-Africanism **is the political union of all people of African origin into one African community.**

It is a worldwide movement that aims at encouraging and strengthening bonds between all people of African descent.

It is based on the belief that unity is vital to economic, social and political progress and aims to unify and uplift people of African descent.

Pan-Africanists **are people who seek to unite all people of African descent into one African community.**

Sylvester Williams



Marcus Garvey



The Earliest Pan-Africanists. (outside Africa)

- **Henry Sylvester Williams (Trinidad and Tobago)**
- **Booker T. Washington. (USA)**
- **Dr. William E. Dubois (USA)**
- **Marcus Garvey (Jamaica)**
- **Martin Luther King Junior (USA)**
- **Malcolm X (USA)**

Other Pan-Africanists (in Africa)

- **Kwame Nkrumah of Ghana**
- **Leopold Sedar Senghor of Senegal.**
- **Edward Blyden of Liberia.**
- **Emperor Menelik II of Ethiopia.**

Roles played by famous Pan-Africanists.

Henry Sylvester Williams	❖ He sponsored the first Pan-African conference which was held in London. ❖ He worked as a lawyer representing the poor Africans in courts of law against the whites who mistreated them.
Marcus Garvey	❖ He advised the Africans to startup businesses just as the whites did. ❖ He founded the Universal Negro Improvement Association (UNIA) to promote the rights of the Africans.
Dr. William Edward Dubois	❖ He encouraged the Africans to unite and oppose the Whites domination. ❖ He wanted the Africans to know their rights and defend them.
Booker T. Washington	❖ He encouraged the black people to cooperate and promote their welfare. ❖ He believed that Africans could improve gradually through education.
J.E.K Aggrey	❖ He encouraged the Africans to value education. ❖ He believed that Africans had to cooperate with the Whites if they were to progress.
Malcolm X	❖ He advocated the formation of separate states for African-Americans.

Roles played by the Pan-Africanists.

- ❖ They mobilised the Africans in their struggle for independence.
- ❖ They united the Africans in their struggle for independence.
- ❖ They demanded for the rights of the Africans.
- ❖ They promoted the welfare of the Africans.

Problems faced by the Pan-Africanists.

- ❖ Shortage of funds.
- ❖ Some of them were imprisoned.
- ❖ Some of them were murdered.
- ❖ Difference in political ideologies.
- ❖ Lack of unity among the African leaders.

Methods used by the Pan-Africanists in the independence struggle.

- Through meetings / conferences.
- Through the media.

Pan-African conferences.

These were meetings that were held in different parts of the world to discuss challenges facing Africa as a result of European colonization.

Henry Sylvester Williams sponsored and organized the first Pan-African conference which was held in London in 1900.

Dr. William Edward Dubois organised the 1919 Pan-African congress which was held in Paris, France.

The 1945 Pan-African congress held in Manchester, Britain was the most important Pan-African congress because it applied Pan-Africanism to liberate Africa from colonial rule / decolonize Africa.

The African nationalists were encouraged to start up political parties aimed at struggling for Africa's independence.

African leaders who attended the Manchester congress.

- Jomo Kenyatta of Kenya
- Kamuzu Banda of Malawi
- Kwame Nkrumah of Ghana.
- Jaja Wachuku of Nigeria.
- Obafemi Awolowo of Nigeria.

Note:

- ✓ *The 1958 Pan-African conference was held in* ***Accra, Ghana****.*
- ✓ *It was the first African conference to be held in Africa.*
- ✓ *It was organised by* ***Dr. Kwame Nkrumah.***

African leaders who attended the 1958 Accra conference.

- Kwame Nkrumah of Ghana.
- Tom Mboya of Kenya.
- Kenneth Kaunda of Zambia.
- Kamuzu Banda of Malawi.
- Holden Roberto of Angola
- Patrice Lumumba of DRC.

How the Pan-African meetings were important.

- ❖ They taught the Africans the need for independence.
- ❖ They united the nationalists in their struggle for independence.
- ❖ They helped to raise the spirit of nationalism.
- ❖ They enabled the nationalist to meet and discuss challenges facing Africa.

THE RISE OF AFRICAN NATIONALISM.

Nationalism is the feeling of love for and pride in one's country.

A nationalist is a person who has strong feeling of love for his / her country.

Patriotism is the feeling of love for one's country and willingness to defend it.

Factors that led to the rise of African nationalism.

- The formation of political parties.
- Harassment of the Africans by the Europeans.
- Acquisition of European education.
- The influence of World War II.
- The influence of Pan-Africanism.

How the above factors led to the rise of African nationalism.

a) *The influence of world war II* (Between 1st Sept 1939-2nd Sept, 1945)

- It gave the Africans courage to fight for their independence.

HOW??

- War veterans learnt military skills.
- Africans learnt that the Whites could be fought and defeated.
- Africans realised the need to fight for their freedom.

Other effects of World War II

- It led to destruction of property.
- It led to loss of lives.
- It led displacement of people.
- International trade declined.
- Agricultural production decreased which led to famine.

b) The influence of Pan-Africanism.

- Pan-Africanists advocated for the rights of the Africans.

c) The influence of political parties.

- They helped to unite people in their struggle for independence.
- They protested the harsh government laws.

Famous African nationalists.

- Dr. Apollo Milton Obote of Uganda.
- Jomo Kenyatta of Kenya
- Julius Kambarage Nyerere of Tanzania.
- Kwame Nkrumah of Ghana.
- Nelson Mandela of South Africa
- Kenneth Kaunda of Zambia.
- Hastings Kamuzu Banda of Malawi.
- Gamal Abdel Nasser of Egypt.
- Emperor Haile Selassie of Ethiopia.
- Nnamdi Benjamin Azikiwe of Nigeria.
- Patrice Lumumba of DRC.
- Benedicto Kiwanuka of Uganda.
- Jaja Wachuku of Nigeria
- Samora Machel of Mozambique.

Contributions made by famous African nationalists.

Dr. Apollo Milton Obote 	❖ He led Uganda to independence under Uganda people's congress (UPC) ❖ He was the first prime minister and first executive president of Uganda. ❖ He was one of the founders of the Organisation of African Unity (OAU) in 1963 and the East African community (EAC) in 1967.
Gamal Abdel Nasser 	❖ He was one of the founders of OAU. ❖ He was the second president of Egypt. ❖ He helped to bring the Suez Canal under control of the Egyptian government. ❖ He reformed education and made it free and compulsory.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

	❖ He constructed the Aswan High dam.
Patrice Lumumba 	❖ He formed the Movement National Congolais (MNC) which led DRC to independence. ❖ He was the first prime minister of DRC. ❖ He attended the Pan-African conference which was held in Accra, Ghana
Nnamdi Benjamin Azikiwe 	❖ He led Nigeria to independence through the National Council of Nigeria and Cameroons. (NCNC) ❖ He was the first president of Nigeria. ❖ He was one of the founders of OAU in 1963.
Samora Moises Machel 	❖ He was the first president of Mozambique. ❖ He helped to free the people of Mozambique from the Portuguese rule. ❖ He led Mozambique to independence under the Mozambique Liberation Front (FRELIMO) ***Objectives of FRELIMO*** ❖ To introduce democracy in Mozambique. ❖ To abolish heavy taxes. ❖ To provide better social service centres like hospitals, schools. ❖ To allow people to freely cultivate their land. ***Forms of suffering in Mozambique under the Portuguese rule*** ❖ There was forced labour. ❖ There was racial discrimination. ❖ The Portuguese imposed heavy taxes on the natives.
Kamuzu Banda 	❖ He was the first prime minister of Malawi. ❖ He led Malawi to independence through the Malawi Congress Party (MCP) ❖ He represented his country (Nyasaland) in the 1945 Manchester congress.
Kenneth Kaunda 	❖ He led Zambia to independence through the united national independence party (UNIP)
Jomo Kenyatta 	❖ He led Kenya to independence through Kenya African national congress (KANU) ❖ He was one of the political leaders of Mau Mau rebellion ❖ He was one of the founders of EAC in 1967.

Emperor Haile Selassie (1930-1974) 	❖ **He protected the independence Ethiopia.** ❖ **He was the founding father of OAU.** ❖ **He offered room for the headquarters of OAU in Addis Ababa in Ethiopia** **Qn:** *Why was Ethiopia not colonised by European countries?*
Kwame Nkrumah 	❖ **He led Ghana to independence through the Convention People's Party (CPP)** ❖ **He represented his country in the 1945 Manchester congress.** ❖ **He organized the first Pan-African conference held in Africa. (in Accra, Ghana in 1958)** ❖ **He was one of the founders of OAU.**
Nelson Mandela 	❖ **He led South Africa to freedom from apartheid rule.** ❖ **He was the first black president of South Africa.** ❖ **He was one of the leaders of the African National Congress (ANC) which led South Africa to independence.** ❖ **Mandela was imprisoned for 27 years at *Robben islands* in the Atlantic ocean.** **Note:** • ***President Frederik de Klerk*** *was the last white president of South Africa.* • *He released Nelson Mandela from prison in 1990.* • ***Umkhonto we Sizwe*** *(Spear of the Nation) was the armed / military wing of the ANC.* • *Mandela became the first black president of South Africa in 1994.* • ***Bishop Desmond Tutu*** *was appointed as the chairperson of the Truth and Reconciliation commission, which settled disputes between the racist government and the black natives in South Africa.* ***Objectives of the Truth and Reconciliation commission.*** ➢ *To encourage forgiveness between the blacks and the whites.* ➢ *To avoid revenge against the whites.* ➢ *To promote love between the blacks and the whites.*

Methods used by the Nationalists in the struggle for independence.

❖ **Formation of political parties.**
❖ **Formation of trade unions. These mobilized people to demonstrate or even boycott buying European goods.**
❖ **Through writing articles in newspapers and magazines.**
❖ **Through organising rallies.**
❖ **Through staging rebellions.**

Problems faced by the Nationalists in their struggle for independence.

❖ **Some of them were imprisoned.**
❖ **Some of them were murdered.**
❖ **Some had their movements restricted to particular places.**
❖ **Some of them were sent into exile. For example -Sir Edward Muteesa II who was exiled to Britain in 1953 by Sir Andrew Cohen.**

THE STRUGGLE FOR INDEPENDENCE IN AFRICA

Independence **is the state of being free from social, political and economic oppression.**

National independence **is the state when a country is free from control of another country.**

The struggle for independence in Africa was in two forms.

These were;

i) Peaceful struggle.

ii) Armed struggle.

Peaceful struggle **is when Africans used non-violent means to demand for independence.**

It was mainly used in Uganda, Ghana and Nigeria.

The peaceful means of demanding for independence included;

-Formation of political parties.

-Formation of boycotts.

-Peaceful demonstrations.

Armed struggle **is when the Africans used violent means / fire arms to demand for their independence.**

It was mainly used in Kenya, Namibia, Mozambique, Algeria etc.

Qn: How was the attainment of Uganda's independence different from that of Kenya?

-Uganda got her independence through peaceful struggle while Kenya got hers through armed struggle.

Notable independence movements in Africa.

- **African National Congress (ANC) led by Nelson Mandela**
- **Zimbabwe African National Union (ZANU) led by Robert Mugabe.**
- **Mozambique Liberation Front (FRELIMO) led by Samora Machel.**
- **Mzungu arudi Ulaya Mwafrica apate Uhuru (MAU MAU) rebellion led by Jomo Kenyatta and James Gichuru as its political leaders, and General China and Dedan Kimathi as its military leaders.**
- **Sudanese People's Liberation Army (SPLA) led by John Garang.**

FORMATION OF POLITICAL PARTIES IN AFRICA.

A political party **is an organisation comprising of people with the same political ideologies and goals.**

Political parties were mainly formed to demand for independence.

Political parties united people in their struggle for independence.

Why political parties were formed during colonial rule.

- **To unite people in their struggle for independence.**
- **To deal with common problems affecting people.**
- **To protest harsh government laws and policies.**
- **To advise the government.**

Notable political parties during colonial rule.

Political party	*Leader*	*Country*
Uganda National Congress (UNC)	Ignatius Kangave Musaazi	Uganda
Uganda People's Congress (UPC)	Dr Apollo Milton Obote	
Democratic Party (DP)	Benedicto Kiwanuka.	
Kenya African National Union (KANU)	Jomo Kenyatta	Kenya
Tanganyika African National Union (TANU)	Julius Kambarage Nyerere	Tanzania
Zimbabwe African National Union (ZANU)	Robert Mugabe	Zimbabwe

apolokimbugwe504@gmail.com TEL: **+256771623617 / +256700770630**

African National Congress (ANC)	Nelson Mandela	SouthAfrica
Mozambique Liberation Front (FRELIMO)	Samora Machel	Mozambique
Movement National Congolais (MNC)	Patrice Lumumba	DRC
Convention People's Party (CPP)	Kwame Nkrumah	Ghana
Council of the Revolution.	Gamal Abdel Nasser	Egypt
Malawi Congress Party (MCP)	Hastings Kamuzu Banda	Malawi
United National Independence Party (UNIP)	Kenneth Kaunda	Zambia

Reasons why the African natives demanded for independence.

a) Economic reasons.

- They wanted to regain their lost land.
- They wanted to be free from unfair colonial policies.
- They wanted to have control over their natural resources.

b) *Political reasons*.

- They wanted to participate in choosing their own leaders.
- Traditional leaders wanted to regain their lost powers.
- They wanted to have equal representations on the Legislative council (LEGCO).

c) Social reasons

- They wanted to end racial segregation by the Whites.
- They wanted to revive African culture.
- They wanted to be free from forced labour.
- They wanted to have their rights respected by the Whites.

DECOLONISATION OF AFRICA.

Decolonisation **is the process by which an inferior country gains independence from a powerful country.**

Factors that led to decolonisation of Africa.

- The influence of World War II.
- The rise of African nationalists.
- Acquisition of European education.
- The formation of the OAU.
- Support from other countries. Like Russia, USA.
- The formation of political parties.

Attainment of independence in Africa.

- ✓ *Egypt was the first African country to gain independence from the European colonialists in 1922.*
- ✓ ***Ghana*** *became the first West African country to gain independence from the European colonialists under Dr. Kwame Nkrumah in 1957.*
- ✓ ***Tanzania*** *was the first East African country to gain independence from the European colonialists under Julius Nyerere in 1961.*
- ✓ *South Africa was the last African country to gain independence from the European colonialists in 1994 under Nelson Mandela.*
- ✓ *The year 1960 is known as* ***"the year of Africa"*** *because most African countries got independence from the European colonialists in 1960.*

No	African country	Date of independence	Independence from	First head of state
1.	Liberia (Not Colonized)	26thJul,1847	American colonisation	Joseph Jenkins Roberts
2.	Ethiopia (Not Colonized)	27th Nov, 1941	Italy	Emperor Haile Selassie
3.	Egypt	28th Feb, 1922	Britain	King Fuad I
4.	Libya	24th Dec, 1951	Italy	King Idris I
5.	Sudan	1st Jan, 1956	Britain	Ismail al-Azhari
6.	Morocco	2nd Mar, 1956	France	Mohammed V
7.	Tunisia	20th Mar,1956	France	Muhammad Viii Al-Amin
8.	Ghana (Gold Coast)	6th Mar, 1957	Britain	Kwame Nkrumah
9.	Guinea	2nd Oct, 1958	France	Sekou Toure
10.	Cameroon	1st Jan, 1960	France	Ahmadou Ahidjo
11.	Senegal	4th April, 1960	France	Leopold Sedar Senghor
12.	Togo	27thApril, 1960	France	Sylvanus Olympio
13.	Mali	20th Jun, 1960	France	Modibo Keita
14.	Madagascar	26thJune, 1960	France	Philibert Tsiranana
15.	Dem.Rep.of Congo	30th Jun, I960	Belgium	Patrice Lumumba
16.	Somalia	1stJuly,1960	Italy	Aden Abdullah Osman.
17.	Benin (Dahomey)	1st Aug,1960	France	Hubert Maga
18.	Niger	3rd Aug, 1960	France	Hamani Diori
19.	Burkina Faso	5THAug, 1960	France	Maurice Yameogo
20.	Cote d'Ivoire	7th Aug, 1960	France	Felix Houphouet-Boigny
21.	Chad	11th Aug, 1960	France	Francois Tombalbaye
22.	Central African Republic	13th Aug, 1960	France	David Dacko
23.	Congo Brazzaville	15th Aug, 1960	France	Fulbert Youlou
24.	Gabon	17th Aug, 1960	France	Leon M'ba
25.	Nigeria	1st Oct, 1960	Britain	Nnamdi Azikiwe
26.	Mauritania	28th Nov, 1960	France	Moktar Ould Daddah
27.	Sierra Leone	27thApril, 1961	Britain	Milton Margai
28.	Tanzania	9th Dec, 1961	Britain	Julius Nyerere
29.	Burundi	1stJuly,1962	Belgium	Ntare V
30.	Rwanda	1stJuly,1962	Belgium	Gregoire Kayibanda
31.	Algeria	3rdJuly, 1962	France	Ahmed Ben Bella
32.	Uganda	9th Oct, 1962	Britain	Milton Obote
33.	Kenya	12th Dec, 1963	Britain	Jomo Kenyatta
34.	Malawi (Nyasaland)	6th July, 1964	Britain	Kamuzu Banda
35.	Zambia	24th Oct,1964	Britain	Kenneth Kaunda
36.	Gambia	18th Feb, 1965	Britain	Dawda Kairaba Jawara
37.	Botswana	30th Sep, 1966	Britain	Seretse Khama
38.	Lesotho	4th Oct, 1966	Britain	Leabua Jonathan
39.	Mauritius	12th Mar, 1968	Britain	Veerasamy Ringandoo
40.	Swaziland (Eswatini)	6th Sept, 1968	Britain	Sobhuza II
41.	Equatorial Guinea	12th Oct,1968	Spain	Francisco Nguema
42.	Guinea-Bissau	24th Sep, 1973	Portugal	Luis Cabral
43.	Mozambique	25th Jun, 1975	Portugal	Samora Machel

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

44.	Cape Verde	5thJuly, 1975	Portugal	Aristides Pereira
45.	Comoros	6th July, 1975	France	Ahmed Abdallah
46.	Sao Tome and Principe	12thJuly, 1975	Portugal	Manuel Pinto da Costa
47.	Angola	11th Nov,1975	Portugal	Agostinho Neto
48.	Western Sahara	28th Feb, 1976	Spain	El-Ouali Mustapha Sayed
49.	Seychelles	29th Jun, 1976	Britain	James Richard Mancham
50.	Djibouti	27th June,1977	France	Hassan Gouled Aptidon
51.	Zimbabwe	18th April,1980	Britain	Robert Mugabe
52.	Namibia	21st Mar,1990	South Africa	Sam Nujoma
53.	Eritrea	24th May, 1993	Ethiopia	Isaias Afwerki
54.	South Africa	10th May, 1994	Britain	Nelson Mandela
55.	South Sudan	9thJuly, 2011	Sudan	Salva Kiir Mayardit

SYSTEMS OF GOVERNMENT.

A government **is a ruling body of a state.**

This is a group of people who exercise authority in a state.

Governance **is the system by which a society is governed.**

Levels of government in Uganda.

- **The Central government.**
- **The Local government.**

The Central government is in charge of the entire country while the Local government is in charge of a district, region or an urban area.

The Central government builds and maintains major roads (through UNRA) while Local government builds and maintains feeder roads.

Organs of a Democratic government.

Organ	*Duties / roles*	*Composition.*
Executive	❖ To plan and rule the country. ❖ To implement government policies/programmes. ❖ To maintain law and order in the country. ❖ To run and rule the country. ❖ To collect and spend government revenue.	• President (head) • Ministers • Civil servants eg. teachers, police, doctors etc. ***Note:*** • ***A Permanent secretary*** *is the highest civil servant in a ministry.* • ***CAO*** *is the highest civil servant in a district.* • *Ministers, prime minister, vice president, chief justice etc are appointed by the president and are approved by the parliament.* • ***Civil servants*** *are people who work for the government. They help to implement government programmes.*
Legislature	❖ To make and amend laws. ❖ To approve the National Budget. ❖ To check on how the government spends its income.	• Speaker of parliament (head) • Members of parliament representing constituencies.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

	❖ **To approve the government officials who have been appointed by the president.** **Note:** ✓ *The Legislature is sometimes called the National Assembly or* ***Parliament.*** ✓ *It was called the Legislative Council* ***(LEGCO)*** *during colonial times.* ✓ *The legislature makes laws which are used by the judiciary to punish law breakers.* ✓ ***A mace*** *is a symbol of authority representing the power of the speaker.* ✓ *The process of law making.* ✓ ***A bill*** *is a proposed law in the parliament. It becomes a law when the president has signed it.* ✓ *A law/ an act is a rule that governs the conduct of citizens of a country.* ✓ ***An act*** *is a law that has been passed by the parliament and signed by the president.* ✓ ***Hon.Rebecca Kadaga*** *is the current speaker of the parliament of Uganda.*	• **Representatives of special interest groups in the parliament eg. the workers, women, youths, ex-officios, the army.** **Note** ▪ ***Clerk to parliament*** *records and keeps the proceedings of debates in the parliament. The recorded proceedings are called* ***Hansards.*** ▪ ***Sergeant at arms*** *keeps security in the parliament.* ▪ *He also alerts the house when the speaker is about to enter.*
Judiciary	❖ **To punish law breakers.** ❖ **To interpret laws to people.** ❖ **To settle disputes among people in the country.** ❖ **To protect the rights of the citizens.** **Note:** ✓ *The chief justice is responsible for the swearing in of the president and other top leaders.* ✓ *He also guides the judges and magistrates on how to carry out their duties.* ✓ ***Bart Katureebe Magunda*** *is the current chief justice of Uganda.* ***Law breakers are punished by;*** ✓ *Fining them* ✓ *Sentencing them to spend a period of time in prisons.*	▪ **Chief justice (head)** ▪ **Justices** ▪ **Judges** ▪ **Magistrates** ▪ **Attorneys** ▪ **Lawyers**

Systems of government include:

- **Party system of government.**
- **Democratic system of government.**
- **Unitary government system.**
- **Monarchial government system**
- **Theocratic system of government.**
- **Dictatorship system of government**
- **Military system of government.**

Party system of government.

This is the system of government where political parties control a democratic government. Party system is classified into single and multiparty system of governance.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

i) ***Single party system of government.***

This is the type of party system in which one political party has a right to form a government.

Advantages of Single party system of government.

- It promotes unity among people.
- Leadership is respected.
- It is easy to take decisions.
- There are less chances of conflicts for power.
- It is cheaper to conduct elections.

Disadvantages of single party system of government.

- It promotes dictatorship.
- It encourages corruption among government officials.
- It creates no room for new ideas.
- Decisions take long to be implemented.
- There is less accountability

ii) ***Multiparty system of government***

This is the system of government which involves many political parties.

Examples of political parties in Uganda.

- National resistance movement (NRM)
- People's Progressive Party (PPP)
- Forum for Democratic Change (FDC)
- Democratic Party (DP)
- Conservative Party (CP)

Advantages of Multiparty system of government.

- It promotes democracy in the country.
- There is room for choosing better leaders.
- It creates room for new ideas.
- It promotes respect for human rights in the country

Disadvantages of Multiparty system of government.

- Political parties divide people in the country.
- It promotes conflicts among people.
- It increases injustice in the country.
- Decisions and programmes take long to be worked on.

Indicators of good governance in the country.

- Rule of law.
- Peace and security.
- Respect for human rights.
- Free participation of citizens in elections.

ELECTIONS.

An election is a formal democratic process of choosing leaders by voting for them.

Types of elections.

- General elections.
- Primary elections.
- By-elections
- Referendum elections.
- Local elections.

i) General election.

This is a formal democratic process in which people choose leaders at the national level eg. The president, members of parliament.

ii) Referendum election.

This is a formal democratic process in which people choose to accept or reject a political proposal that concerns all citizens in the country.

iii) Local election.

This is a formal democratic process in which people choose leaders at local council level ie. Local council I -V leaders.

iv) By-election.

This is a formal democratic process of choosing a leader to fill a vacant political post.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

v) Primary election.

This is a formal democratic process in which a political party chooses a candidate to contest for a specific office in the general elections.

Causes of by-elections.

- Death of the incumbent/ post holder.
- Resignation of the incumbent.
- Long term imprisonment of the incumbent.
- Cancellation of the election results by the court of law.
- Mental illness of the incumbent.
- When vote of no confidence has been made against the incumbent.

Note: *By-elections lead to loss of government funds when organising them.*

Organisation of National elections.

The Uganda Electoral commission is the body responsible for organizing and conducting regular free and fair elections in the country.

It is under the *Ministry of Justice and Constitutional affairs.*

Justice Simon Byabakama is the current chairperson of the Uganda electoral commission.

The chairperson Electoral commission is appointed by the president and approved by the parliament.

General elections in Uganda are conducted after every five years.

Roles of the Electoral commission

- To register voters and candidates.
- To prepare election materials
- To count votes and release election results.
- To carry out civic education concerning elections/ to carry out voter education.
- To demarcate polling stations and constituencies.
- To train the electoral officials.

Challenges faced by the Electoral commission in Uganda.

- Shortage of funds.
- Poor response from the voters.
- Dishonest electoral officials.
- Voter bribery due to increased poverty among the electorate.
- Delay of election materials
- Election malpractices.

Possible solutions to the challenges facing the Electoral commission.

- By carrying out effective voter education. This can help to reduce the number of invalid votes.
- By eradicating poverty among the electorate.
- By distributing election materials in time.
- By punishing dishonest electoral officials.
- By providing adequate funds to the electoral commission.

Election malpractices.

These are illegal acts done during elections.

The election malpractices are the various forms of vote rigging.

Some of these practices may lead to cancellation of election results and hence leading to by-elections.

These practices include;

- Voter bribery.
- Multiple voting.
- Torturing of opponents.
- Campaigning on the Election Day.

Bad practices that happen during voting.

- Bribing voters during elections.
- Harassing voters of a particular candidate.
- Ballot stuffing (putting pre-ticked ballot papers in the ballot box before elections)
- Grabbing and stealing ballot papers.
- Campaigning on the voting day.
- Cheating when counting votes.

Bad practices that happen after elections.

- Making fun of the losers of an election.
- Mis-recording of election results.
- A candidate refusing to accept defeat.
- Attacking a voter who has not voted a particular candidate.
- Unnecessary delay to announce final results.

Electoral systems.

- Secret ballot system
- Open elections.

Importance of elections.

- They promote democracy in the country.
- They promote peaceful change/transition of leaders.
- They promote respect for human rights.
- They enable people to choose their own leaders.

Materials used during the process of elections.

- Nomination forms. These are forms filled by the candidates and submitted to the Electoral Commission in order to be nominated for the posts they want.
- Ballot paper. This is a sheet bearing names and photograph of a candidate standing to be elected on particular post.
- A ballot box. This is a box where ballot papers are kept after voting.
- Voter's register.This is a list of all the people who register to participate in voting.
- Ink. It is used to mark a voter who has finished to vote.
- Basins.They are used to provide a safe place to for voters to cast his/her vote.
- Biometric machine.This is a machine which proves the details of a voter.
- Declaration forms.These are forms where election results are recorded.

Terms used in elections

- A Polling station is a place where voting takes place.
- A Polling day is the day when voting takes place.
- A Polling officer is a person who is in charge of elections at a polling station. He issues out ballot papers, declares results and fills the declaration form.
- A Polling assistant is a person who assists a polling officer at a polling station. they check for voters' names, issue out ballot papers, mark voters who have finished voting.
- A Polling constable is a person who is in charge of security at the polling station
- An Electorate refers to people in a country who qualify to vote.
- Proxy is a person who is given authority to vote on behalf of someone who is absent.
- Election monitors is a group of people from a foreign country who come to watch over elections.
- Voting by proxy is when a person who is absent gives authority to another person to vote on his/her behalf.

- **The candidates' agent is a person who represents a candidate at a polling station.**
- **An eligible voter is a person who qualifies to vote. He/she must appear on the voters' register of that polling station.**
- **Returning officer is a person in charge of elections in the district or division.**
- **An electoral college is a group of electors who are selected to elect a candidate to a particular office.**
- **A candidate is a person who stands to be voted/contests in an election.**
- **A valid vote is a vote that has been ticked correctly.**
- **An invalid vote is a vote that has been ticked wrongly. It is counted on none of the candidates.**
- **A constituency is an electoral area represented by a member of parliament.**

Note: ***The Citizen's Coalition for Electoral Democracy in Uganda (CCEDU)*** *is the body responsible for monitoring the general elections in Uganda.*

GOVERNMENT DECENTRALISATION.

Decentralisation **is the transfer of some political powers from the central government to the local authorities.**

By-laws **are laws made by the local authorities/ councils.**

Advantages of Decentralisation.

- **It makes administration easy.**
- **It eases the provision of social services.**
- **It creates more job opportunities.**
- **It promotes effectiveness of government programmes.**

Disadvantages of Decentralisation.

- **It makes equal provision of social services difficult.**

Challenges affecting decentralisation.

- **Corruption**
- **Shortage of funds.**
- **Weak local administrators.**

Note:

A National constitution *is a set of laws by which a country is governed.*

Uganda's constitutions since independence.

(i) The 1962 independence constitution.

- *It led Uganda to independence in 1962.*

(ii) The 1966 constitution.

- *It was known as the pigeon hole constitution.*
- *It was written after the conflict between Sir Edward Muteesa II and Dr.Apollo M.Obote.*
- *It was not popular because it was not discussed by the parliament.*

(iii) The 1967 constitution.

- *It was also called the Republican constitution.*

Results of the 1967 constitution.

- *All kingdoms in Uganda were abolished.*
- *Uganda became a republic.*
- *The president was given more powers to rule the country than the prime minister.*

(iv) The 1995 constitution.

- ✓ *It was called the people's constitution because it was made basing on people's views.*
- ✓ *This was announced publically/promulgated/launched on 8th October,1995 at the constitutional square (formerly City square) in Kampala.*

Importance of the national constitution.

- *It protects the rights of the citizens.*
- *It promotes democracy.*
- *It promotes peaceful change of leadership.*

- *It defines the roles of each organ of the government.*
- *It is used to settle cases peacefully.*
- *It promotes good governance.*

CITIZENSHIP

Citizenship **is the legal right of belonging to a particular country.**

A citizen **is a person who has the legal right of belonging to a particular country.**

How one acquires citizenship of Uganda.

- **Through birth (is the legal right of belonging to a country when one's parents are citizens in that particular country)**
- **Through descent (is the legal right of belonging to a country a person gets when his / her ancestors were citizens in that country)**
- **Through registration. (is the legal right of belonging to a country granted to a foreigner who has applied for citizenship in a particular country)**
- **Through naturalisation (is the legal right of belonging to a country granted to a person after having spent a very long time in a particular country)**
- **Through adoption. (is the legal right of belonging to a country granted to foreigner who was brought up by a person who is a citizen in a particular country)**

Loss of citizenship of Uganda.

- **By spying against your country. (Espionage against Uganda).**
- **By joining the army of an enemy country to fight Uganda.**
- **If one's citizenship was acquired unlawfully.**
- **By denouncing the citizenship.**

Duties of a citizen.

- **To pay taxes promptly.**
- **To respect the rights and freedoms of other people.**
- **To help in maintaining law and order.**
- **To defend his/ her country.**
- **To participate in communal work.**
- **To preserve and protect public facilities.**
- **To obey national laws.**

Importance of citizenship.

- **It enables one to have a peaceful settlement in his/ her country.**
- **It enables one to get free social services from the government.**
- **It enables one to get a passport of that country hence making movement to other countries possible.**

Note:

- ***A National identity card*** *is a legal document given to all adult Ugandans for easy identification.*
- *National Identification and Registration Authority (NIRA) is the body responsible for registering Ugandan citizens and issuing national identity cards to them.*
  It also registers the births and deaths.
- ***A passport*** *is an official document which shows citizenship of a person.*
- *This can be obtained by both young and old people.*
  It legalises one to travel across borders.



Testing Exercise.

1. Give the meaning of each of the following;

(i) Pan Africanism.

(ii) Nationalism.

(iii) Patriotism.

2. How did Henry Sylvester Williams contribute to the rise of nationalism in Africa?

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

3. State any three problems that were faced by the Pan Africanists in their struggle to liberate Africa.
4. Name any two African leaders who attended the Pan African conference that was held in Manchester.
5. Mention any two methods that were used by the Pan Africanists in the struggle for independence.
6. How did Marcus Garvey help to promote the rights of the people of Africa?
7. Name the African leader who organised the Pan African conference of 1958.
8. Give any two ways world war II sped up the independence process in Africa.
9. State nay one contribution made by Gamal A. Nasser for his country Egypt.
10. Why were the following African countries not colonised by the Europeans?
    (i) Ethiopia
    (ii) Liberia
11. Why is Robben islands remembered in the life history of Nelson Mandela?
12. Mention any three methods that were used by the Pan Africanists to struggle for Africa's independence.
13. State any one role that was played by the Truth and Reconciliation commission in South Africa.
14. How was the attainment of independence in Kenya different that of Uganda?
15. Give any two reasons why political parties were formed in Uganda during 1950s.
16. Complete the table below correctly.

Country	*Nationalist who led to independence*	*Political party*
(i) ----------	Nelson Mandela	----------
(ii) ----------	----------	UPC
(iii) Zimbabwe	----------	----------
(iv) Tanzania	----------	----------
(v) ---------	Samora Machel	----------
(vi) ---------	----------	KANU

17. Name the first country in West Africa to gain independence.
18. Complete the table below correctly.

Arm of the government	*Main duty*	*Title of the leader*
(i) Executive	----------	----------
(ii) ---------	----------	Speaker of parliament
(iii) ---------	----------	Chief justice

19. How is a law different from a bill?
20. Mention any three special interest groups of people represented in Uganda's parliament.
21. How does the Legislature help the Judiciary to perform its duties?
22. Give one way law breakers are punished in courts of law.
23. What title is given to the highest civil servant in a ministry?
24. How is a Sergeant at arms important during parliamentary sessions?
25. Give any two reasons why the LEGCO was formed during colonial rule in Uganda.
26. Which system of government is practised in Uganda today?
27. State any two benefits countries with single party system enjoy.
28. State any two advantages of Multiparty system of government.
29. State any two problems Uganda faces as a result of using the multiparty system of government.
30. State any three roles of the electoral commission.
31. To which ministry does the electoral commission in Uganda belong?
32. State any two challenges the electoral commission faces when carrying out its duties.
33. Mention any three malpractises that are commonly exhibited during the voting process.
34. State any three causes of a by-elections in a country.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

35. Give any two reasons why it is important for a country to organise regular free and fair elections.
36. Give any two ways the electoral commission organises national elections in Uganda.
37. Give the meaning of the term Decentralisation.
38. Who is a Citizen by descent?
39. Mention any three duties of a citizen of Uganda.
40. State any two advantages of decentralisation.
41. What term refers to the laws that are made by the local councils?
42. Give any two ways one can become a citizen of Uganda.
43. State any one role played by NIRA in Uganda.
44. Give one way a National identity card is important to Ugandan citizens.
45. Name the official government document that permits one to travel from Uganda to other countries.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

TOPIC 8: POST INDEPENDENCE AFRICA.

Post independence **refers to the period after independence.**

Post independence Africa **involves the different social, political and economic changes that have taken place in Africa since the time African countries gained their independence.**

Changes which have taken place in the Post independence Africa.

- **Formation of regional bodies.**
- **Creation of new states.**
- **Development of industries.**
- **Development in technology.**
- **Development in trade.**
- **Development of infrastructure like airports, railway lines, roads, banks, hotels etc.**
- **Development of transport and communication lines.**

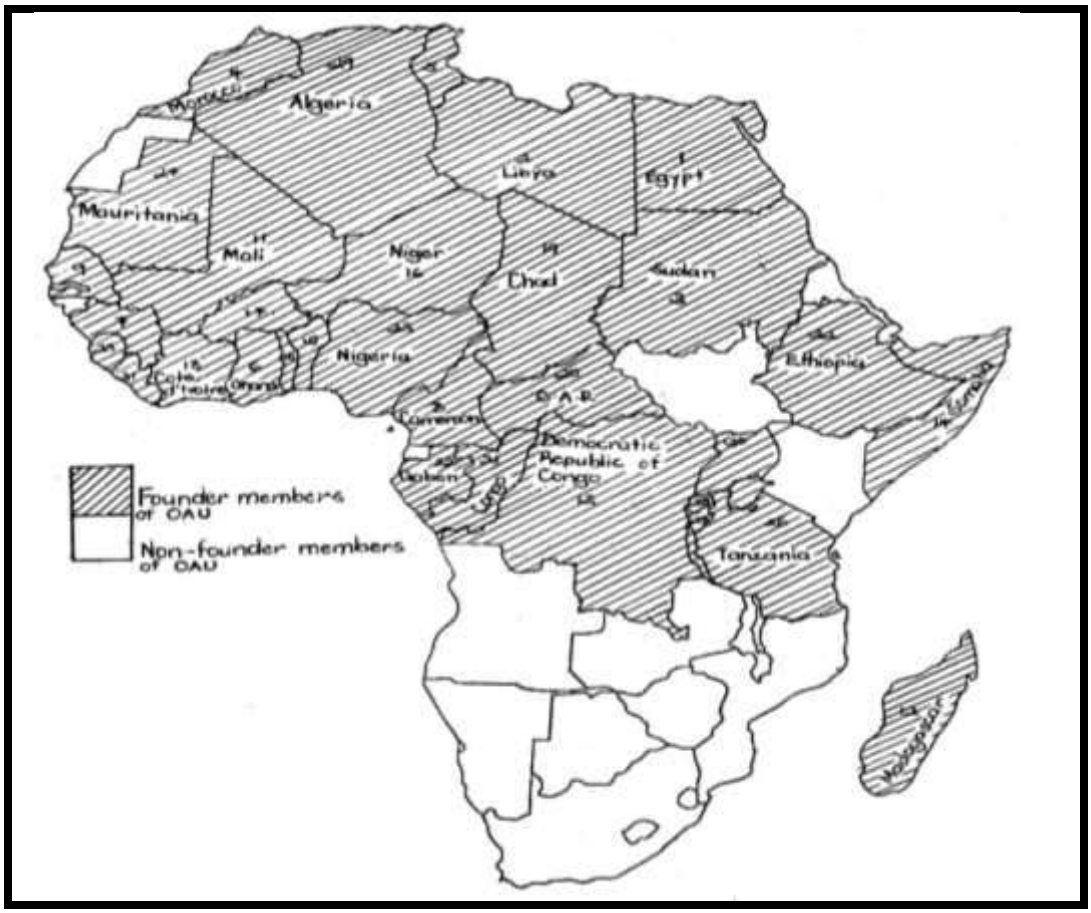
FORMATION OF THE ORGANISATION OF AFRICAN UNITY (OAU) (1963-2002)

- **OAU was formed on 25th may, 1963 by 32 independent African countries.**
- **The 32 heads of state met in Addis Ababa, Ethiopia in a meeting that was chaired by *Emperor Haile Selassie* of Ethiopia.**
- ***President Hubert Maga*** **of Benin (Dahomey by then) suggested the name of the OAU.**
- ***Diallo Telli*** **from Guinea was the first Secretary general of the OAU.**
- **South Africa was not a member of OAU because of Apartheid policy in that country.**
- **Morocco suspended her membership from OAU in 1984 to protest the admission of Western Sahara as an independent state. However, it rejoined the African Union (AU) recently in January, 2017.**

Founder members (countries) and founders (personalities) of OAU.

✓ *Refer to the table in the previous topic (consider the first 32 African countries to get independence)*

The Founder members of OAU



apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Aims/objectives of OAU (Why OAU was formed)

- ❖ **To end colonialism in Africa.**
- ❖ **To unite all independent African countries into one big nation.**
- ❖ **To promote development among African countries.**
- ❖ **To improve the standards of living of people in Africa.**
- ❖ **To defend the independence of African countries.**
- ❖ **To promote international cooperation between Africa and the rest of the world.**

Areas of operation of the OAU

- **Trade**
- **Politics**
- **Security**
- **Education**
- **Culture**
- **Transport and communication.**
- **Health.**

Agencies of OAU

- **Pan-African Telecommunications Union (PATU)**
- **Pan-African Postal Union (PAPU)**
- **Pan-African News Agency (PANA)**
- **Union of African National Television and Radio Organisations**
- **Union of African Railways (UAR)**
- **Organisation of African Trade Union Unity (OATUU)**
- **African Civil Aviation Commission (ACAC)**

Organs of the OAU

Organ	*Role*	*Head*	*First leader*	*Last leader*
The Assembly of the Heads of state. ✓ *These met once in a year*	❖**It was the decision making body of the OAU.** ❖**It was the supreme organ of the OAU.** ❖**Its major role was to discuss challenges facing Africa and find possible solutions.**	• **President of the chosen hosting country.**	• **Emperor Haile Selassie of Ethiopia.**	• **Thabo Mbeki of South Africa.**
The Secretariat ✓ *It was based in Addis Ababa and it served for 4 years.*	❖**It organized meetings for both the heads of state and the council of ministers.** ❖**It also prepared the budget for the organisation.**	• **Secretary general**	• **Mr. Diallo Telli of Guinea.**	• **Mr. Amara Essy of Cote d'Ivoire.**
The Council of ministers ✓ *It consisted of foreign affairs ministers of the member states. These met twice a year.*	❖**It was responsible for handling reports from the agencies of the OAU.**	• **Prime minister of the hosting country.**		

Note: -*President Idi Amin Dada was the chairperson of the OAU summit which was hosted in Uganda in 1975.*

Achievements/ success of OAU.

- ❖ **It ended colonialism in Africa.**
- ❖ **It helped to end apartheid policy in South Africa.**

apolokimbugwe504@gmail.com TEL: **+256771623617 / +256700770630**

- ❖ It helped to end civil wars in some African countries e.g. in Liberia, Sierra Leone, Western Sahara
- ❖ It helped to solve border conflicts between countries e.g. Algeria and morocco, Ethiopia and Eritrea, Kenya and Somalia etc.
- ❖ It created the African development bank.
- ❖ It gave birth to the African union (AU).

Failures of OAU

- ❖ It failed to stop civil wars in some African countries e.g. In Sudan.
- ❖ It failed to create a standing army in Africa.
- ❖ It failed to eliminate neocolonialism in Africa.
- ❖ It failed to stop genocide in Rwanda in 1994.
- ❖ It failed to eliminate poverty in Africa.
- ❖ It failed to eliminate illiteracy in Africa.

Problems faced by the OAU (1963-2002)

- ❖ Shortage of funds.
- ❖ Lack of a peace keeping force.
- ❖ Civil wars in some African countries.
- ❖ High levels of poverty amongst African countries.
- ❖ Different political ideologies among African heads of state.
- ❖ Border conflicts.
- ❖ Dictatorship among African leaders.
- ❖ Big number of refugees in Africa.

Challenges that affected African countries (1963-2002)

- Poverty
- Under development.
- Civil wars.
- Human rights abuse
- Cross border conflicts.

THE FORMATION OF THE AFRICAN UNION (AU) (Since 2002 up to date)

AU was formed on 9th july, 2002 in Durban, South Africa to replace the OAU.

President Muammar Gaddafi of Libya spearheaded the formation of the AU.

President Thabo Mbeki of South Africa was the first chairperson of the General assembly of the AU.

AU was formed purposely to create a stronger organisation that would deal with the challenges facing modern Africa.

Aims / objectives of the AU

- ❖ To promote peace and security in Africa.
- ❖ To promote rule of law in Africa.
- ❖ To promote economic development in Africa.
- ❖ To support and defend African countries.
- ❖ To enable regional bodies improve their work.

Organs of the AU.

The Assembly of the union	❖ It is the supreme organ of the AU. ❖ It holds a meeting atleast once a year. ❖ It is composed of heads of state and government. ❖ It is the highest decision making body of the AU.
The Pan-African Parliament	❖ It is made up of 4 members from each national parliament. ❖ It is a forum for the people of Africa to express their ideas and interests.
The African Union commission	❖ It is responsible for the day to day running of the AU. ❖ It has 10 members and it is headed by the president. ❖ *Mr Amara Essy* of Cote d'Ivoire was the first president of the AU Commission.
The Executive council	❖ It is made up of foreign affairs ministers of the AU member states. ❖ It makes decisions on issues of common interest.

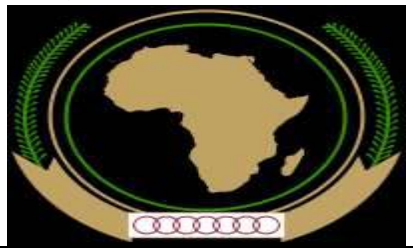
apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

The Peace and Security council.	❖ It is responsible for resolving conflicts among the member states.
The Economic development plan	❖ To reduce poverty in Africa. ❖ To encourage trade and investment in Africa through conjunction with New Partnership for African Development (NEPAD)

Chairpersons of The Assembly of the African Union.

Chairperson	*Period*	*Hosting country*
Thabo Mbeki	July 2002-July 2003	South Africa
Joaquim Chissano	July 2003- July 2004	Mozambique
Olusegun Obasanjo	July 2004- Dec 2005	Nigeria
Denis Sassou	Jan 2006- Jan 2007	Congo Brazzaville
John Kufuor	Jan 2007- Jan 2008	Ghana
Jakaya Kikwete	Jan 2008- Jan 2009	Tanzania
Muammar Gaddafi	Feb 2009- Jan 2010	Libya
Binguwa Mutharika	Jan 2010- Jan 2011	Malawi
Teodoro Obiang Nguema	Jan 2011- Jan 2012	Equatorial Guinea
Thomas Yayiboni	Jan 2012- Jan 2013	Benin
Hailemariam Dessalegn	Jan 2013- Jan 2014	Ethiopia
Mohamed Ould Abdelaziz	Jan 2014- Jan 2015	Mauritania
Robert Mugabe	Jan 2015- Jan 2016	Zimbabwe
Iddris Deby	Jan 2016- Jan 2017	Chad
Alpha Conde	Jan 2017- Jan 2018	Guinea
Paul Kagame	Jan 2018- Jan 2019	Rwanda

Symbols of the AU

• African Union flag	• African Union emblem. 
• African Union motto "A United and Strong Africa"	• African Union anthem. "Let Us All Unite and Celebrate Together"

States created in Africa since the formation of the OAU.

- Djibouti from Ethiopia in 1972.
- Western Sahara from Morocco in 1976.
- Eritrea from Ethiopia in 1993.
- South Sudan from Sudan in 2011.

Importance / functions of the AU.

❖ It settles border conflicts between countries.
❖ It funds developmental projects in Africa.
❖ It protects Africans from human rights abuse.
❖ It provides relief to refugees.
❖ It funds African peace keeping operations.

Challenges faced by the African Union.

❖ Shortage of funds to run AU programmes.
❖ Civil wars in some African countries.
❖ Dictatorship among African leaders.
❖ Famine in some member states.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

- ❖ Neocolonialism in many African countries.
- ❖ Abuse of human rights in many African countries.
- ❖ Differences in political systems among the member states.

Possible solutions to the challenges facing the AU.

- ❖ By promoting democracy in African countries.
- ❖ By exporting manufactured / processed goods instead of raw materials. Processed goods earn more income than raw materials.
- ❖ By promoting the protection of human rights in all African countries.
- ❖ By mechanising agriculture to increase food production.
- ❖ By widening the tax base in order to reduce dependence on foreign aid. This can help African countries to overcome neocolonialism.
- ❖ By creating a permanent army to solve conflicts in different African countries.

Note;

- ✓ *The AU created the African Standby Force (ASF) to be deployed in times of crisis. This force is based in Addis Ababa, Ethiopia.*
- ✓ *African Union Mission to Somalia (AMISOM) is a peace keeping mission operated by the AU in Somalia with approval by the United Nations (UN).*

REGIONAL BODIES IN AFRICA.

A Regional body **is an economic organisation formed by countries with in a geographical region to create a common market for goods produced in the member states.**

A common market **is an agreement that permits movement of people and goods across borders of the member states.**

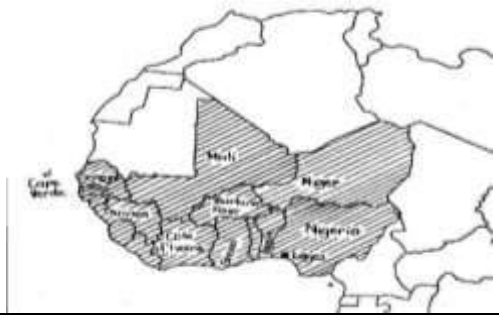
Common markets can also be called regional economic groupings or economic blocs.

Regional economic groupings / Common markets in Africa.

- ❖ East African Community (EAC)
- ❖ Common Market for Eastern and Southern Africa (COMESA)
- ❖ Economic Community of West African States (ECOWAS)
- ❖ Southern African Development Community (SADC)
- ❖ Intergovernmental Authority on Development (IGAD)
- ❖ Economic Community of Central African Community (ECCAS)

Regional body	*Year of formation*	*Headquarters*	*Member states*
East African community (EAC) 	1st July, 1967	Arusha, Tanzania	_ Tanzania _ Uganda _ Kenya _ Rwanda _ Burundi _ South Sudan

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Common Market for Eastern And Southern Africa (COMESA) 	8th Dec, 1994	Lusaka, Zambia	_ Uganda _Sudan _ Rwanda _Kenya _ Madagascar _ Malawi _Djibouti _ Burundi _Egypt _ Eritrea _Comoros _ DRC _Zimbabwe _Ethiopia _ Zambia _Libya _ Zimbabwe _ Seychelles _ Swaziland.
Economic Community of West African States (ECOWAS) 	28th May, 1995	Lagos, Nigeria	_ Nigeria _Ghana _ Guinea _Gambia _ Guinea-Bissau _ Benin _Mali _ Cape Verde _ Burkina Faso_Togo _ Sierra Leone _Niger _ Cote d'Ivoire _ Senegal _Liberia NB: *Mauritania left in 2002.*
Southern African Development Community (SADC) 	17th Aug, 1979	Gaborone, Botswana	_ Botswana _Seychelles _ Zambia _ South Africa _ Angola _Mauritius _ Botswana _Comoros _ DRC _Namibia _ Tanzania _Eswatini _ Mozambique _Lesotho _ Madagascar _ Malawi _Zimbabwe
Intergovernmental Authority on Development (IGAD) 	1986	Djibouti, Djibouti	_ Djibouti _ Uganda _ Sudan _ Ethiopia _ South Sudan _ Somalia _ Kenya _ Eritrea

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Economic Community of Central African Community (ECCAS) 	**1983**	**Libreville, Gabon**	**_ Gabon** **_ Sao Tome and Principe** **_ Congo Brazzaville** **_ Chad** **_ Equatorial Guinea** **_ Rwanda** **_ Cameroon** **_ CAR** **_ DRC** **_ Burundi** **_ Angola**

***Activity:* Locate the different regional bodies on the sketch map of Africa**

Notable facts about Common markets in Africa.

- ✓ ***COMESA*** *is the largest common market in Africa.*
- ✓ *COMESA replaced the* ***Preferential Trade Area (PTA)***
- ✓ ***Tanzania*** *is the only East African country which is not a member state of COMESA.*
- ✓ *Tanzania felt that it was more profitable to participate in SADC than in COMESA.*
- ✓ ***SADC*** *replaced the Southern African Development Co-Ordination Conference (SADCC).*
- ✓ ***IGAD*** *replaced the Intergovernmental Authority on Drought and Development (IGADD) which had been formed to control drought and promote faster development in the member states.*
- ✓ *The Economic Community of West African States Monitoring Group (ECOMOG) is the military wing of ECOWAS.*
- ✓ ***ECOMOG*** *is responsible for maintaining peace in case there is a war among ECOWAS member states.*
- ✓ *Kagera Basin Organisation (KBO) was dissolved in 2004 because member states felt that they could achieve its objectives through other regional bodies.*
- ✓ *COMESA has a development bank in Bujumbura.*

EAST AFRICAN COMMUNITY (EAC) (Jumuiya ya Afrika Mashariki- in Kiswahili)

Founders	• **Dr. Apollo Milton Obote.** • **Jomo Kenyatta** • **Julius Nyerere**
Founder members	• **Uganda** • **Kenya** • **Tanzania**
Headquarters	• **In Arusha, Tanzania**
Objectives *(Why it was formed in 1967)*	• **To promote cooperation and unity among the member states.** • **To create a wider market for goods produced in east Africa.** • **To have common taxes on goods for similar prices.** • **To have a common currency in east Africa.** • **To promote peace and security in the region.** • **To reduce on smuggling of goods.** • **To allow easy movement of people and goods across the borders of the member states.**
Why it collapsed in 1977	• **Shortage of funds to run its activities.** • **Harassment of the Kenyans in Tanzania.** • **Political differences among the member states.**

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

	• Misunderstandings between Kenya and Tanzania which led to border closure. • Imbalance in economic development among the member states. • Declaration of Idi Amin Dada to take control of the Western part of Kenya.
Effects of the collapse of EAC	• Trade declined in East Africa. • It led to enmity among the member states. • It increased dependence on foreign aid by the East African countries. • It restricted movement of people and goods from one East African country to another.
Organs of the EAC	• The Summit of the heads of state headed by …….. • The Secretariat headed by Mr. *Liberat Mfumukeko*. • East African Legislative Assembly (EALA) headed by *Hon Martin Ngoga.* • East African Court of Justice headed by *Justice Dr. Emmanuel Ugirashebuja.* • Council of ministers • The Co-ordinating committee • The Sectoral committee
Symbols of the EAC	• East African community anthem • East African community emblem • East African community flag • East African community motto (One People One Destiny)
Benefits of EAC *a) To member states*	• It has promoted cooperation and unity among the member states. • It has created a wider market for goods produced in the member states. • It has promoted peace and security in the region. • Member states are allowed to transport their goods from one country to another without restrictions.
b) To individuals	• It has created job opportunities to people of east Africa. • People are free to move from one member state to another without restrictions. • It has widened market for goods in the region. • People are able to get access to goods which their countries cannot produce.
New member states	• South Sudan in 2016. • Rwanda and Burundi in 2007
Why the above countries joined the EAC.	• To widen market for their goods. • To be able to trade freely with other EAC member states. • To make it easier for their citizens to travel to other EAC member states. • To promote peace and security with in the region.

- ***Activity: Mention all the regional bodies to which Uganda is a member.***

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

General objectives / aims of Common markets in Africa.

- To promote regional development.
- To promote cooperation and unity among the member states.
- To promote peace and stability in the region.
- To create a wider market for goods and services.
- To reduce over dependence on foreign countries.
- To ease movement of people and goods across borders of the member states.
- To eliminate trade barriers on locally manufactured goods.
- To have common taxes on goods for similar prices.

Benefits / importance of Common markets.

- They have promoted cooperation and unity among the member states.
- They have reduced smuggling.
- They have created a wider market for goods and services.
- They have eased movement of people and goods across borders of the member states.

Challenges facing regional bodies/ Common markets in Africa.

- Shortage of funds to run their programmes effectively.
- Civil wars in some member states.
- Production of similar goods which reduces trade.
- Absence of a common language.
- Absence of a common currency.
- Importation of low quality goods due to free trade.
- Different political systems in the member states.
- Member states are forced to buy low quality goods in order to support industries in the region.

Possible solutions to the challenges facing regional bodies.

- By improving on security in the region.
- By promoting democracy and good governance.
- By diversifying economies of different countries.
- By encouraging specialisation in production of goods.
- By legalising a unifying language which is understood by most people in the region.
- By holding peace talks in order to solve conflicts between countries.



Testing Exercise.

1. Write OAU in full.
2. Name the African leader who suggested the name of OAU.
3. Why did Morocco withdraw from OAU in 1984?
4. Give any three reasons for the formation of the OAU.
5. Mention any three organs of the defunct OAU.
6. Mention any three achievements of OAU during its time of operation.
7. State any three problems that affected the effectiveness of OAU in its work.
8. Mention any three failures of OAU.
9. Give any two reasons for the formation of the AU.
10. How is Durban town related to the African Union (AU)?
11. Mention any three organs of the African Union.
12. Name any three symbols of the African Union.
13. State any three problems facing the African Union.
14. Why are African countries encouraged to export more processed goods than raw materials?
15. Give any two ways agricultural production can be increased in African countries.
16. Give the meaning of a Common market.

17. State any three reasons for the formation of the EAC in 1967.
18. Mention the three founder members of the EAC.
19. Name the organisation which was replaced by the EAC.
20. Give one way a national flag is important to a country.
21. State any three reasons for the collapse of the EAC in 1977.
22. Give any two ways the collapse of the EAC affected international trade in the region.
23. Name the three heads of state at the time of the collapse of EAC.
24. Why is 30th November, 1999 remembered in the history of East African Community?
25. Name the three heads of state who revived the East African Community.
26. Give any three reasons why the heads of state of East African countries revived the EAC.
27. Mention the newest member state of the East African Community.
28. Give any two reasons why the above country joined the East African Community.
29. State any three ways the people of East Africa benefit from the East African Community.
30. Mention any two organs of the EAC.
31. Name the common market that unites most countries in each of the following regions of Africa.
    (i) West Africa.
    (ii) East Africa
    (iii) Southern Africa.
    (iv) Horn of Africa.
32. Mention any three symbols of the EAC.
33. Mention any three regional bodies to which Uganda is a member.
34. How is the ECOMOG important to West African countries?
35. Name the only East African country which is a member of SADC.
36. Name the Ugandan who;
    (i) Designed the Uganda national coat of arms.
    (ii) Composed the Uganda national anthem.
    (iii) Designed the Uganda national flag.
    (iv) Designed the independence monument.
37. Give any three ways economic regional groupings have promoted trade in Africa.
38. Complete the table below correctly.

Common market	*Headquarters*	*Two member states.*	
(i) COMESA	----------	----------	----------
(ii) ---------	Djibouti, Djibouti	----------	----------
(iii) ECOWAS	----------	----------	Nigeria
(iv) SADC	----------	----------	----------

39. State any four problems facing the EAC as a common market.
40. Give any two ways the above challenges can be solved.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

EXCEL STANDARD SOCIAL STUDIES

PUPIL'S BOOK 7

FIRST EDITION

BY

EXCEL PUBLISHERS

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means of electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

Copyright © Excel publishers

Excel Publishers
"Excellence in every page"

For Excellence in Social Studies

ACKNOWLEDGEMENT

Developing a book of this nature requires a lot of support from colleagues, friends and family. I would like to register my deep-rooted gratitude to the following people for their unlimited assistance offered towards the completion of this book.

All teachers of Social Studies in Victoria Mutundwe Primary School and Makindye Junior school with whom I worked at various levels for their positive advice and criticism.

All authors whose books we used and consulted during our research for some of the materials in this book.

We do sincerely regret any mistakes which may be found anywhere in this book. It is not intended to be part of this book but accidental.

However, any person who does any unauthorized act in relation to this publication without prior written permission from the original authors, may be liable to criminal prosecution and civil claims for damage.

Author: Kimbugwe Apollo

PREFACE

Excel Standard Social Studies, Pupils' Book Seven has been developed basing on the revised Primary Seven Social Studies Syllabus as prescribed by the new curriculum of the National Curriculum Development Center (NCDC). The book contains accurate, relevant and current information covering all topics in all terms of the year in their order. It is intended to guide both teachers and learners.

The pupil's book cares for the interests of the learners in terms of simple and concise language used, simplified content to cater for all learners with different abilities and clear illustrations to make learning enjoyable through observation. Key words for each topic have also been included in order to enrich the learner's vocabulary and mastery of concepts.

The topics have well organized, relevant, and easy to understand notes and facts. It is written in a simple language and is well aided with maps and illustrations/diagrams where necessary to ease understanding.

The book is remarkably precise but detailed in content with no fact left hanging. It has been mainly written for Primary Seven in a language that is suitable for both rural and urban Pupils. The book can therefore be used with minimum teacher guidance.

The book has inbuilt and continuous assessment activities at the end of topic. These questions are to help the learners to test their understanding of the concepts covered and are to enable the teacher to track progress as coverage goes on. This also makes the book convenient for individual and class learning by the candidates.

The content of the book has been enriched to enable learners get solutions to the three main levels of assessment at primary level that is to say: Knowledge, Comprehension and Application.

The book is intended to provide learners with knowledge, skills and the desired attitudes and values of Social Studies and the Environment that are important to prepare learners for final assessment of the primary level.

The book is written and developed by experienced teachers of Social Studies and Religious Education and we welcome all comments on the publication with an open mind for the improvement in the teaching and learning of Social Studies. Comments and orders can be communicated directly through the following contacts:

TEL: +256 771 623617 and +256 700 770630, KAMPALA.
Email address: apolokimbugwe504@gmail.com

THEME: LIVING TOGETHER IN AFRICA

TABLE OF CONTENTS

Topic 1: Location of Africa on the Map of the World.

- Introduction to The World……6
- Continents of The World……6
- Uniqueness of Africa ……7

- Locating Africa using Lines of Longitude and Lines of Latitude 7
- Using The Prime Meridian to tell the International time.....9
- The Shape and Size of Africa.....11
- African Countries 12
- Political Regions of Africa 14
- Land Locked Countries in Africa.....15

Topic 2: Physical Features of Africa.

- Introduction to Physical Features 22
- Location of Major Physical Features in Africa.....23
- Mountains 23
- Plateaus 26
- The Great Rift Valley and Basins.....27
- Coastal Plains 28
- Lakes 28
- Rivers 31
- The Influence of Physical Features 35

Topic 3: The Climate of Africa.

- Weather 39
- Climatic Zones of Africa 43
- Factors that Influence the Climate of Africa 50
- Breezes and Pressure Belts.....53
- Climate Change.....54
- The Influence of Climate on Human Activities.....55

Topic 4: Vegetation of Africa.

- Introduction to Vegetation 60
- Vegetation Zones of Africa 60
- Vegetation Distribution in Africa 67
- The Influence of Vegetation on Animals 68
- National Parks in Africa 69
- Tourism industry in Africa 72
- The Influence of Vegetation on Population 73
- Vegetation Conservation 74

Topic 5:The People of Africa, Ethnic Groups and Settlement patterns.

- Origin of the People of Africa 78
- Major Ethnic Groups in Africa 81
- Migrations today 86
- Political, Social and Economic Organisation among The People of Africa.....90
- Trans-Saharan trade 97

Topic 6. Foreign Influence in Africa.

- Foreign Traders in Africa.....100
- Trans-Atlantic trade.....102
- Christian Missionaries in Africa.....103
- European Explorers in Africa.....107
- The Portuguese Explorers in Africa.....112

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

- Colonialists in Africa.....114
- Scramble for and Partition of Africa.....115
- Establishment of Colonial Rule in Africa.....117
- Colonial Administrative systems in Africa.....119
- The Great Trek 121
- Apartheid Policy in South Africa.....122
- Reactions to Colonial Rule in Africa.....124
- Effects of Colonial rule.....126

Topic 7. Nationalism and The Road to Independence in Africa.

- Pan Africanism.....131
- The Rise of African Nationalism.....133
- The Struggle for Independence in Africa.....136
- Decolonisation of Africa.....137
- Systems of Government.....139
- Elections.....141

Topic 8. Post Independence Africa.

- Formation of The OAU.....146
- Formation of The AU.....148
- Regional Economic Groupings in Africa.....150
- EAC as a Common Market.....152

Topic 9. Economic Developments in Africa.

- Economic Resources and Developments in Africa.....156
- Industrial Development in Africa.....157
- Energy Resources in Africa.....159
- Multipurpose River Projects in Africa.....159
- Agricultural Development in Africa.....161
- Mining Industry in Africa.....163
- Tourism Industry in Africa.....164
- The Fishing Industry in Africa.....165
- Case Studies of Economic Developments.....167
- Challenges affecting Economic Developments in Africa.....185

Topic 10. Major World Organisations.

- Formation of The League of Nations.....193
- The United Nations Organisation (UNO).....193
- The Universal Declaration of Human rights.....197
- The Commonwealth of Nations.....199
- Organisation of Petroleum Exporting Countries (OPEC).....202

TOPIC 9: ECONOMIC DEVELOPMENTS IN AFRICA.

INTRODUCTION TO RESOURCES.

A resource **is any component of the environment that can be used to satisfy man's needs.**

Natural resources **are components of the environment that exist on their own and can be used to satisfy man's needs.**

Natural resources are classified into renewable and non-renewable resources.

Renewable resources **are things in the environment used to satisfy man's needs that cannot get exhausted when used. e.g. wind / air, sunshine, water, soil.**

Renewable resources are also called *inexhaustible resources*.

Non-renewable resources **are components of the environment used to satisfy man's needs that can get exhausted when used. e.g. minerals, fossil fuels etc.**

Non-renewable resources are also called *exhaustible resources.*

Economic resources are resources which African countries depend on to earn revenue.

Economic resources in Africa include;

- **Land / soil**
- **Climate**
- **Animals**
- **Water**
- **Minerals**
- **People**
- **Vegetation.**
- **Climate**

Note. -*Land is considered to be the most important resource because most of man's activities are carried out on land.*

Importance of various natural resources to Africa's development.

Land	• **It is used to grow crops, build on it factories, grazing animals, construct roads and railway lines, making bricks, source of income when sold.**
Animals	• **Some are a source of meat, milk** • **Some provide raw materials to industries eg.hides, skins, hooves etc.** • **Some animals are a source of income when sold.** • **Some animals are used as means of transport.**
Human resource/ people/ labour	• **They provide services to other people.** • **They help in management of other resources.** • **People provide market for goods and services.** • **They pay taxes to the government.** **Note:** ***-Unskilled labour*** *are people without training to do something.* *-**Semi-skilled labour** are people who have some training to do something.* *-**Skilled labour** are people who are trained to do something.*
Plants	• **They are a source of herb al medicine.** • **Vegetation helps in formation of rain which supports crop growing.** • **Plants are habitats for wild animals** • **Some plants attract tourists who bring in income.** • **Trees provide timber, wood fuel etc.**
Minerals	• **They are a source of income when sold.** • **They are used as raw materials in industries.** • **Mineral exports earn foreign exchange.** • **They are a source of employment to people.**
Sunshine	• **It helps in formation of rain which supports crop cultivation.** • **It helps in generation of solar electricity.** • **It provides light to people.** • **It helps plants to make their own food.**

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Waterbodies	• They are fishing grounds. • They are used as a medium of water transport. • They help in rain formation which promotes crop growing. • Rivers help in generation of hydro electricity. • Waterbodies attract tourists who bring in income.
Wind	• It helps in pollination of flowers. • It is used in winnowing. • It is used to generate power used in wind mills.

Factors hindering effective resource utilisation in Africa.

- ❖Shortage of skilled labour force.
- ❖Low level of technology.
- ❖Political instability in some parts of Africa.
- ❖Limited capital invested in resource utilisation.

ECONOMIC DEVELOPMENTS IN AFRICA.

Economic development refers to the gradual growth in the economy of an area.

Economy is the relationship between production, trade and supply of money in a particular area.

Indicators of Economic development in Africa.

- Development of regional bodies.
- Improved social services.
- High life expectancy.
- Industrial development.
- High levels of technology.
- Improved transport and communication.
- High levels of employment.
- Infrastructural development.

Major Economic developments in Africa.

- Industrialisation.
- Development of agriculture.
- Development of hydroelectric power dams.
- Formation of regional bodies.
- Development of the mining industry.
- Development of modern roads, airports and railway lines.
- Development of the tourism industry.

Factors that have promoted economic development in Africa.

- ❖ Formation of regional bodies.
- ❖ Improved transport and communication network.
- ❖ Presence of natural resources.
- ❖ Foreign aid.
- ❖ Increased levels of literacy.
- ❖ Availability of skilled and unskilled labour force.
- ❖ Peace and security in most parts of Africa.

Key sectors in the economy of Africa.

- Agriculture.
- Tourism
- Trade
- Mining
- Energy production.
- Industrial development.
- Fishing.
- Lumbering.

INDUSTRIAL DEVELOPMENT IN AFRICA.

An industry is a combination of firms producing related products.

Industrialisation is the development of industries in an area on a large scale.

Types of industries.

Type	*Meaning*	*Examples.*
Primary industry.	It is an industry that deals with the production raw materials	• Farming industry • Lumbering industry. • Fishing industry • Mining industry

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Secondary industry	It is an industry that processes raw materials into manufactured goods.	• All Processing/ manufacturing industries e.g. meat processing industry, fish processing industry.
Tertiary industry	It is an industry that deals with the provision of social services.	• Transport industry • Banking industry • Communication industry • Tourism industry

Factors to consider before setting up an industry in an area.

- Availability of land.
- Availability of capital.
- Presence of raw materials.
- Availability of a water source.
- Market for goods.
- Availability of labour force.
- Government policy.
- Transport and communication network.
- Peace and stability.
- Energy source.

Importance of each of the above factors.

Capital is used for buying raw materials, meeting transport costs and paying for labour.
Raw materials are used in manufacturing goods.
Market is used for selling off the processed goods.
Transport makes movement of raw materials and processed goods faster and less expensive.
Energy is used to run/ operate machines in industries.
Water is used for cooling machines in industries.
Communication helps buyers and sellers to get in touch.
Labour is used in the management of industrial processes like in operating machines in industries.
Land is used for establishment of structures and expansion of an industry.

Benefits of people to a nearby industry

- People provide raw materials to industries.
- They provide labour force in industries.
- They provide market for industrial goods.

Benefits of establishing an industry in an area.

- It creates job opportunities to people.
- It is a source of government revenue through taxing an industry.
- It creates market for goods produced in the community.
- It promotes the development of infrastructure like roads.
- It promotes the development of towns.

Note:
-***Agro-based industries*** *are industries which use agricultural produce as their raw materials.*
-***Textile industries*** *are industries which use cotton as their raw material.*

Dangers of setting up industries in an area.

- It leads to pollution of the environment.
- It promotes deforestation.
- It leads to displacement of wild animals.

Factors that have promoted Industrial development in Africa.

- Presence of raw materials.
- Improved peace and security.
- Availability of capital.
- Presence of energy sources.
- Presence of cheap labour force.
- Availability of large market for industrial goods.
- Favourable government policies.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Contributions of Industries to Africa's development.

- ❖ Industries provide job opportunities to people.
- ❖ They promote the development of towns.
- ❖ Exported industrial goods earn foreign exchange.
- ❖ Industries encourage agricultural production.
- ❖ They provide goods to people at cheap prices.

Problems affecting Industrial production in Africa.

- ❖ Limited energy supply.
- ❖ Shortage of funds.
- ❖ Limited supply of raw materials.
- ❖ Shortage of skilled labour force.
- ❖ Limited market for industrial goods.
- ❖ Political instability in some parts of Africa.
- ❖ Smuggling which reduces market for locally manufactured goods.

Note: -***Excise duty tax*** *is the tax paid on locally manufactured goods while* ***Customs duty tax*** *is the tax paid on imports.*

ENERGY RESOURCES IN AFRICA.

Energy resources refers to things that can be exploited to generate energy.

Examples of energy resources.

- Animal wastes.
- Natural gas
- Crude oil
- Uranium
- Hot springs
- Fast flowing water
- Sunshine.
- Wind

Types of energy

- ❖ Solar energy generated from sunshine.
- ❖ Geothermal energy generated from hot springs.
- ❖ Hydro electricity from fast flowing water.
- ❖ Bio gas from animal wastes.
- ❖ Nuclear energy from uranium.
- ❖ Thermal energy from crude oil.
- ❖ Wind energy from wind.

HYDRO ELECTRIC POWER DAMS IN AFRICA.

Hydro electricity is the type of energy which is generated by the power of flowing water.
Hydro electricity is generated from rivers with waterfalls.
A dam is a wall built across a river to control the flow of water and form a reservoir.
Hydro electricity is the commonest used energy in Africa.

Advantages of Hydroelectricity.

- ❖ It does not pollute the environment.
- ❖ It can be used by many people for different purposes at the same time.

Disadvantages of Hydroelectricity.

- ❖ Power dams are very expensive to build.
- ❖ Creation of reservoirs leads to displacement of people.
- ❖ It is very expensive to pay for electricity bills.
- ❖ Creation of dams limits water supply by the same river from one area to another.
- ❖ Reservoirs cause flooding which destroys the natural environment.

MULTIPURPOSE RIVER PROJECTS IN AFRICA.

A Multipurpose river project is a project set up on a river to serve several purposes.
It involves the development of a dam on a large river extended over a large geographical area.
This project serves many purposes at a single time such as acting as a hydroelectric power plant, provision of clean water, providing water for irrigation and checking the flow of river water hence the name multipurpose river projects.

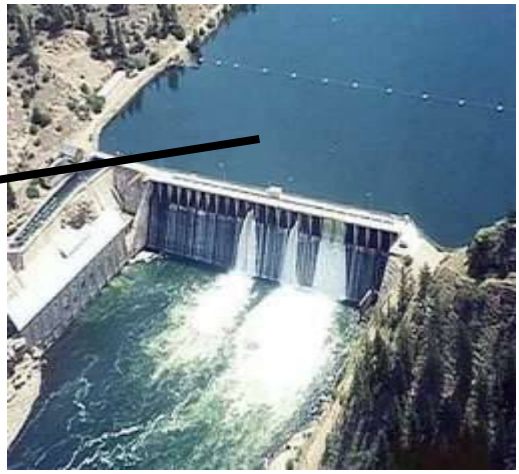
apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Examples of Multipurpose river projects in Africa.

River	*Multipurpose river project*	*Country*
River Nile	• Nalubaale power dam • Bujagali dam • Kiira dam	Uganda
	• Aswan High dam.	Egypt
	• Sennar dam • Roseires dam • Jebel Aulia dam	Sudan
River Niger	• Kainji dam	Nigeria.
River Volta	• Akosombo dam	Ghana
River Tana	• Seven forks dam (Masinga, Kamburu, Kindaruma, Gitaru and Kiambere dam)	Kenya
River Congo	• Inga dam • Nzilo dam	DRC
River Zambezi	• Kariba dam	Zambia
	• Cahora Bassa	Mozambique.
River Rufiji	• Mtera dam • Kidatu dam	Tanzania
River Pangani	• Nyumba ya Mungu dam	Tanzania

Major reservoirs in Africa.

Power dam	*Reservoir created*
Nalubaale power dam	Lake Victoria
Kariba dam	Lake Kariba
Aswan high dam	Lake Nasser
Akosombo dam	Lake Volta
Kainji dam	Lake Kainji
Nyumba ya Mungu dam	Nyumba ya Mungu lake



Kainji dam along River Niger in Nigeria

Note:

*-**Lake Volta** is the largest reservoir/ man made lake in Africa.*

*-**A reservoir** is an artificial or natural lake where water is stored before it is supplied to other areas.*

Why reservoirs are created/ built

- ***To control floods***
- ***To store water for irrigation.***
- ***To generate hydro electric power.***

Importance of reservoirs.

- They provide water for irrigation.
- They act as fishing grounds.
- They help in generation of hydro electricity.
- They are used for recreation and tourism.

Factors that favour the development of hydroelectric power dams.

- Presence of constant flow of water.
- Presence of narrow deep valleys.
- Presence of water falls.
- Presence of strong rocks that give a strong foundation.
- Presence of reliable market for hydroelectric power.

Problems affecting Hydroelectric power generation in Africa.

- Low levels of technology.
- Limited skilled labour force.
- Shortage of capital.

- Changes in the volume of water in some rivers.
- Low consumption of hydroelectric power.

Advantages of Multipurpose river projects.

- They create employment to people.
- They help in controlling floods.
- They improve navigation on rivers.
- They increase power generation.
- They generate revenue to the government through exporting Hydro electricity.
- They provide water for irrigation .

Importance of Energy in the development of Africa.

- It is used to operate machines in industries.
- It is used in pumping clean water for domestic use.
- It is used to operate communication facilities.
- It is used for lighting homes, industries and streets.
- It promotes mechanisation of farming activities.

Rural electrification.

This is the extension/ supply of electricity to rural areas.

Benefits of Rural electrification.

- It promotes the development of rural areas.
- It saves human time and labour in rural areas.
- It reduces the need for wood fuel hence conserving the natural environment.

Qn: *How does rural electrification promote conservation of the natural environment?*

Challenges hindering Rural electrification.

- Shortage of funds.
- Poor transport network.
- Corruption.
- Ignorance among the people

AGRICULTURAL DEVELOPMENT IN AFRICA

Agriculture is the growing of crops and rearing of animals.

It is also called farming.

Agriculture is the back bone of Africa's economy because it employs the biggest population in Africa hence the major source of income for African countries.

Most people in Africa carry out small scale farming (subsistence farming) because it is very cheap to practice.

They grow non-traditional cash crops like beans, maize, ground nuts, rice, potatoes etc.

Large scale / commercial farming (plantation farming) is not commonly practiced in Africa because it is very expensive to be practiced.

Crops grown under this system include; coffee, cotton, tea, sisal, oil palm, cocoa.

Factors that have promoted Agricultural development in Africa.

- Presence of fertile soils.
- Presence of reliable rainfall.
- Availability of ready market for agricultural produce.
- Improved transport and communication network.
- Political stability in most parts of Africa.
- Availability of ready market for agricultural produce.
- Presence of high labour force.

IRRIGATION FARMING IN AFRICA.

Irrigation is the artificial supply of water on land to support plant growth.

Irrigation farming is the system of crop growing in which land is supplied with water by human means to support plant growth.

Irrigation scheme is an area of land which is supplied with water by human means to support crop growth.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Irrigation schemes are mostly set up in areas that do not receive reliable rainfall (dry areas). These areas much be having reliable permanent sources of water.

Notable Irrigation schemes in Africa.

- Gezira irrigation scheme for cotton.
- Managil irrigation scheme for cotton.
- Kenana irrigation scheme for sugar canes.
- Mwea Tebere irrigation scheme for rice.
- Kilombero valley irrigation scheme for sugar canes.
- Doho irrigation scheme for rice
- Ongom irrigation scheme in lira for citrus fruits.
- Olweny swamp irrigation scheme in Lira for rice
- Nsimbe and Rosebud irrigation schemes for flowers.

Irrigation scheme	*Source of water*	*District / country*	*Crops grown*
Doho	R. Manafwa	Butaleja	Rice.
Mubuku	R. Mubuku And R. Sebwe	Kasese	Mixed Crops
Tilda (Kibimba)	R. Mpologoma	Bugiri	Rice
Sango Bay	L. Victoria	Rakai	Sugarcanes and Maize
Kunifra	R. Kafu	Masindi	Sugarcanes
Kakira	L. Victoria	Jinja	Sugarcanes
Lugazi	L. Victoria	Buikwe	Sugarcanes
Pabo	R. Achwa	Kitgum	Rice
Kiige	L. Nabigaga	Kamuli	Citrus fruits
Agoro	R. Agago	Lamwo	Tomatoes, Okra, Maize
Mwea Tebere	R. Tana	Kenya	Rice
Gezira	Blue Nile	Sudan	Cotton.

Common methods of Irrigation.

- Gravity flow method
- Overhead sprinkler method

Advantages of Irrigation farming.

- ❖ Crops are grown at any time of the year.
- ❖ It promotes food security in the country.
- ❖ Irrigation farming helps to put idle desert land into use.
- ❖ Crops grow well without being affected by sunshine.

Disadvantages of Irrigation farming.

- ❖ It is very expensive to practice.
- ❖ It is not possible where there is no reliable source of water.
- ❖ It leads to soil leaching.

Contributions of Agriculture to Africa's development

- ❖ It provides a steady source of food to people.
- ❖ It is a source of raw materials for agro-based industries.
- ❖ Agricultural exports earn African countries foreign exchange.
- ❖ It has promoted the development of infrastructure like roads, railways.
- ❖ It is a source of employment to people.

Problems facing Agriculture in Africa.

- ❖ Shortage of funds.
- ❖ Prolonged drought.
- ❖ Presence of pests and diseases.
- ❖ Limited local market for agricultural produce.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

- ❖ Poor transport network.
- ❖ Political instability in some parts of Africa.
- ❖ Competition from other sectors e.g. mining, tourism, fishing.
- ❖ Fluctuation of prices for agricultural produce.
- ❖ Rural-urban migration which reduces labour force on farms in rural areas.

Possible solutions to the problems affecting agricultural development in Africa.

- ❖ By providing small scale loans to farmers.
- ❖ By building better roads in different parts of Africa.
- ❖ By encouraging the use of irrigation farming.
- ❖ By promoting peace and security in all parts of Africa.
- ❖ By encouraging the use of pesticides and insecticides.

MINING INDUSTRY IN AFRICA.

Mining is the extraction of minerals from where they exist.

Minerals are valuable substances which exist naturally that are found on or below the earth's surface.

A mineral deposit is a place where a particular mineral exists naturally in large amount.

Types of minerals.

- Metallic minerals e.g. copper, iron ore, lead, zinc.
- Non-metallic minerals e.g. Limestone, phosphates, diamonds.
- Fuel minerals e.g. Coal, crude oil, uranium.

Countries in Africa with the biggest quantities of minerals.

- South Africa.
- Democratic Republic of Congo
- Angola
- Botswana.

Types of mining.

- Traditional mining
- Modern mining.

Methods of mining

- Open cast mining e.g. salt, soda ash, limestone, gold.
- Underground mining e.g. copper, cobalt
- Drilling method e.g. crude oil

Importance of some particular minerals.

Mineral	*Importance*	*Area(s) where it exists*
Soda ash	❖ For making glasses	• Lake Magadi
Copper	❖ For making electric wires and copper coins.	• Kilembe in Kasese • Zambia copper belt • Katanga province in DRC.
Diamonds	❖ For making jewellery, drilling machines and equipment used for cutting glasses.	• Mwadui in Shinyanga • Kimberley in South Africa
Gold	❖ For making ornaments, jewellery, trophies, medals.	• Witwatersrand in South Africa. • In Karamoja.
Limestone.	❖ For making cement	• Hima in Kasese • Osukuru hills in Tororo
Salt	❖ For preserving food and human consumption/ for adding flavour to food.	• Lake Katwe • Lake Magadi
Petroleum/ Crude oil	❖ For making fuels e.g. petrol, diesel, oil, paraffin.	• Shores of lake Albert (Albertine region) • Niger delta in Nigeria

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Phosphates	❖ For making artificial fertilizers.	• In Tororo

Factors that have promoted the development of the Mining industry in Africa.

- ❖ Presence on many mineral deposits in different parts of Africa.
- ❖ Political stability in most parts of Africa.
- ❖ Availability of capital.
- ❖ Availability of both skilled and unskilled labour force.
- ❖ Availability of large market for minerals.
- ❖ Availability of reliable sources of energy.
- ❖ Improved transport and communication network in most parts of Africa.
- ❖ High levels of technology.

Contributions of the Mining industry to Africa's development.

- ❖ It is a source of foreign exchange to the government.
- ❖ It is a source of employment opportunities to people.
- ❖ It has promoted the development of roads and railway lines.
- ❖ It leads to urbanisation.
- ❖ It is a source of raw materials for industries.

Problems facing Africa's Mining industry.

- ❖ Shortage of capital.
- ❖ Low levels of technology.
- ❖ Shortage of skilled labour force.
- ❖ Unreliable power supply.
- ❖ Mineral exhaustion in some areas.
- ❖ Competition from other sectors e.g. agriculture, fishing etc
- ❖ Poor transport network in different parts of Africa.

Possible solutions to the problems facing the Mining industry in Africa.

- ❖ By constructing better roads to the mining sites.
- ❖ By training more miners.
- ❖ The government should invest more money in the mining industry.
- ❖ By borrowing money from international institutions to invest in the mining industry.
- ❖ By giving tax benefits to foreign investors who invest in the mining industry.

Dangers caused by mining.

- ❖ It leads to pollution of the environment.
- ❖ It leads to displacement of people and animals.
- ❖ It leads to land degradation.
- ❖ It promotes soil erosion.
- ❖ It promotes devegetation.

TOURISM INDUSTRY IN AFRICA.

- ***Tourism*** is the movement of people to places of interest for pleasure, enjoyment or study purpose.
- ***A tourist*** is a person who travels to places of interest for pleasure, enjoyment and study purposes.

Tourism is called an industry because;

- It generates income.
- It creates job opportunities to people.
- Tourism is called an ***invisible trade*** because it generates income without exchanging physical goods.
- Tourism is called an ***invisible export*** because it generates foreign exchange without exporting physical goods.

Types of tourists.

- Local tourists
- International tourists/ foreign tourists.
- *Local tourists* move from one part of the country to another for tourism while *international tourists* move from one country to another for tourism.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Tourist attractions in Africa.

- Wildlife
- Physical features
- Climate
- Historical sites
- Beautiful beaches
- Culture

Factors that have promoted the development of the Tourism in Africa.

- ❖ Presence of various tourist attractions in most parts of Africa.
- ❖ Improved transport and communication network.
- ❖ Political stability in most parts of Africa.
- ❖ Availability of better accommodation facilities in Africa.

Contributions of the Tourism industry to the development of Africa.

- ❖ It creates job opportunities to people.
- ❖ It promotes the development of infrastructure like roads, lodges, hotels.
- ❖ It promotes international relationship.
- ❖ It creates market for locally manufactured goods.
- ❖ It is a source of revenue to the government.
- ❖ It promotes conservation of wildlife.

Problems facing the Tourism industry in Africa.

- ❖ Political instability in some parts of Africa.
- ❖ Poor transport and communication network.
- ❖ Poor accommodation facilities
- ❖ Shortage of funds to promote the industry.
- ❖ Limited tourist attractions in some parts of Africa.
- ❖ Limited advertisement of tourist attractions on international media.

Possible solutions to the problems facing Africa's Tourism industry.

- ❖ By improving on security in Africa.
- ❖ By enforcing laws against poaching.
- ❖ By constructing better roads in all parts of Africa.
- ❖ By advertising Africa's tourist attractions on international media.
- ❖ By importing new species of wildlife in Africa.
- ❖ By training more game wardens.
- ❖ By building better accommodation facilities in Africa.
- ❖ By gazetting more wildlife conservation areas.

Dangers of Tourism.

- ❖ Some tourists come as spies.
- ❖ Tourism can bring about spread of diseases in the country.
- ❖ Tourism can bring about change of culture.
- ❖ Some tourists teach people anti-social behaviours.

THE FISHING INDUSTRY IN AFRICA.

Fishing is the extraction of fish from water bodies.

Fishing in Africa is carried out in rivers, lakes, oceans and seas.

Lake Victoria is the largest inland fishing ground in Africa.

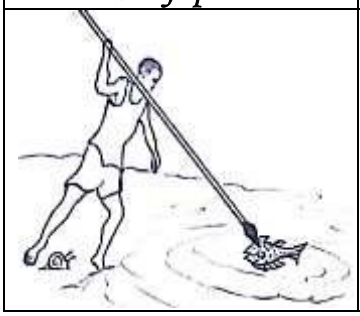
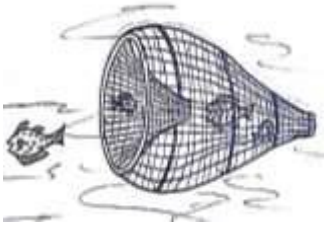
Nile perch is the largest fish species caught in Africa while Tilapia is the commonest type caught.

Fish caught in Africa is sold locally to the consumers while some is exported to Europe and other continents.

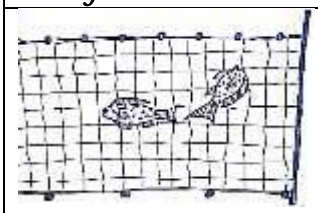
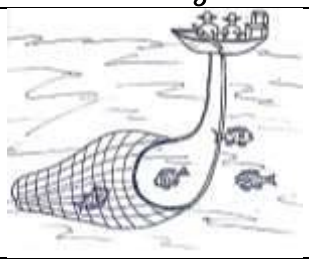
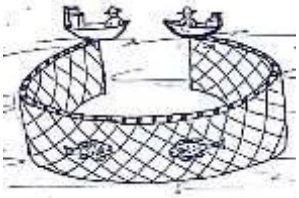
Traditional fishing methods used in Africa include;

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Use of baskets, hooks, spears and using bows and arrows.

use of spears	*use of hooks*	*use of bows and arrows*	*use of baskets*
			

Modern methods of fishing such as, gill net method, trawling, line fishing method and drifting are also used.

Gill net method	*Trawling*	*Drifting*	*Line fishing method*
			

Fish is preserved locally by smoking it, sun drying it and salting it.
Refrigeration and tinning/canning are the commonly used modern methods of fish preservation in Africa.

Factors that have promoted the development of the Fishing industry in Africa.

- **Availability of large fishing grounds.**
- **Availability of skilled and unskilled labour force.**
- **Availability of capital invested in the fishing industry.**
- **Availability of both local and international market.**
- **High levels of technology which has favoured the use of modern fishing methods eg.trawling method.**

***Contributions of the Fishing industry to Africa's development*.**

- **It is a source of employment opportunities to people.**
- **Exported fish earns foreign exchange to the government.**
- **It is a source of food to people.**
- **Fish is used as a raw material in fish processing industries.**
- **Fish is a source of income when sold.**
- **Fish is used for making drugs e.g. Cod liver oil.**
- **It promotes the development of ports and landing sites.**

Problems facing the Fishing industry in Africa.

- **Indiscriminate fishing (catching of young fish) which leads to extinction of fish species.**
- **Water pollution which kills fish.**
- **Presence of water hyacinth.**
- **Limited capital.**
- **Presence of fish predators.**
- **Fluctuation of fish prices.**
- **Cultural beliefs which discourage some people from eating fish.**
- **Limited local market for fish due to high levels of poverty among the population.**

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Dangers of water hyacinth.

- It suffocates fish.
- It hinders water transport.
- It blocks fishing grounds.
- It breaks fishing nets.
- It harbours some disease vectors.

Ways of controlling water hyacinth.

- By spraying it with chemicals.
- By using machines to remove it.
- By using manual methods to remove it.
- By introducing beetles to feed on it.

Possible solutions to the problems facing the Fishing industry.

- By protecting fishing grounds from pollution.
- By encouraging foreign investors in Africa.
- By enforcing laws against indiscriminate fishing.
- By teaching fishermen the dangers of poor fishing methods.
- By encouraging people to practice fish farming.
- The government should provide fishermen with loans to invest in the fishing industry.

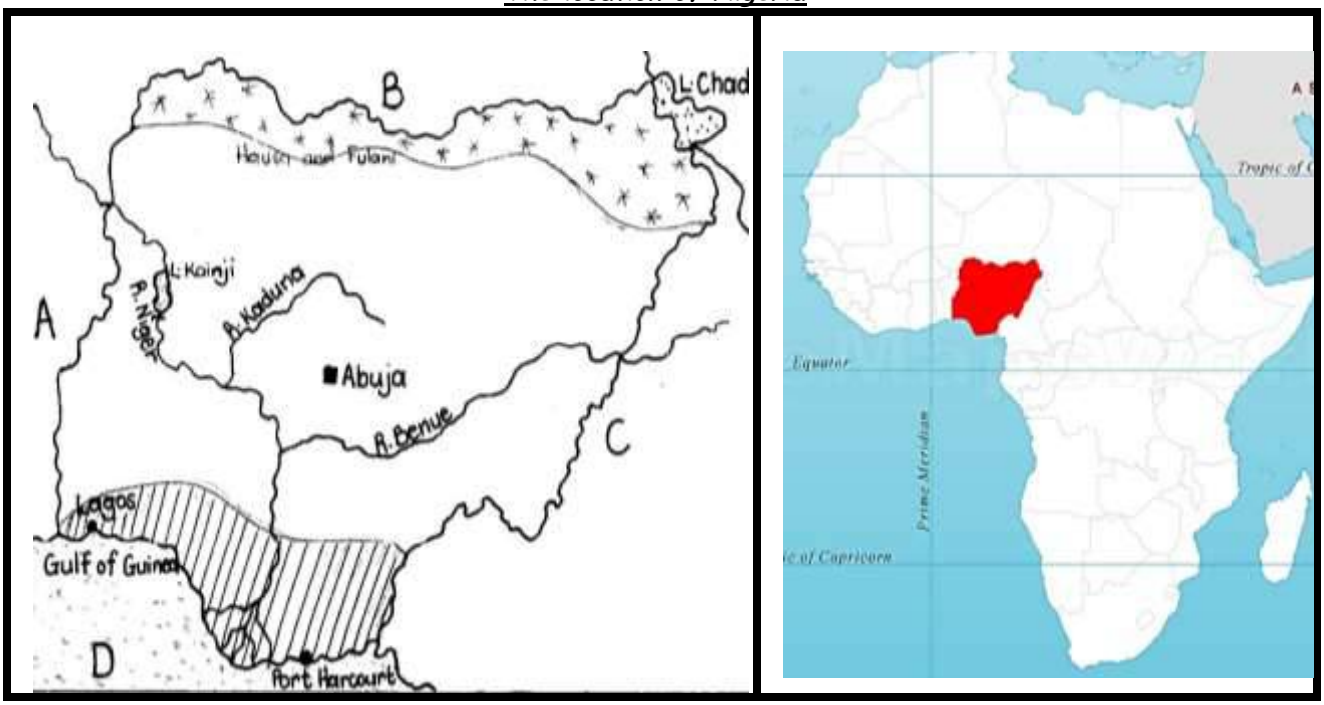
MAJOR ECONOMIC DEVELOPMENTS IN AFRICA (CASE STUDIES)

1. NIGERIA

Region of Africa	❖ West Africa
Capital city	❖ Abuja
Largest city	❖ Lagos
Official language	❖ English
Dominant tribes	-Hausa -Igbo -Yoruba
Religion(s)	❖ Christianity (52%) ❖ Islam (47%)
Current president	❖ Muhammadu Buhari
First president	❖ Nnamdi Benjamin Azikiwe
Independence from	❖ Great Britain
Date of independence	❖ 1st October, 1960
Population	❖ Over 190 million people
Currency	❖ Naira / Nigerian Naira
Time zone	❖ GMT + 1hr
Calling code	❖ +234
Neighbours	❖ Benin in the _____ ❖ Cameroon in the _____ ❖ Niger in the _____ ❖ Chad in the _____ ❖ Gulf of Guinea in the Atlantic ocean in the _____
Climate	❖ Equatorial climate ❖ Tropical / savannah climate ❖ Semi-desert climate
Hydroelectric power dam	❖ Kainji dam
Major economic activity	❖ Oil mining
Major sea ports	-Port Harcourt -Port Lagos.
Major physical features.	-River Niger -Jos plateau -River Benue -Adamawa highlands
Major minerals mined	-Crude oil / Petroleum -Coal -Iron ore -Uranium
Crops grown	-Oil palm -Cocoa -Rubber -Ground nuts

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

The location of Nigeria



OIL MINING IN NIGERIA.

Nigeria is the leading producer of petroleum in Africa.

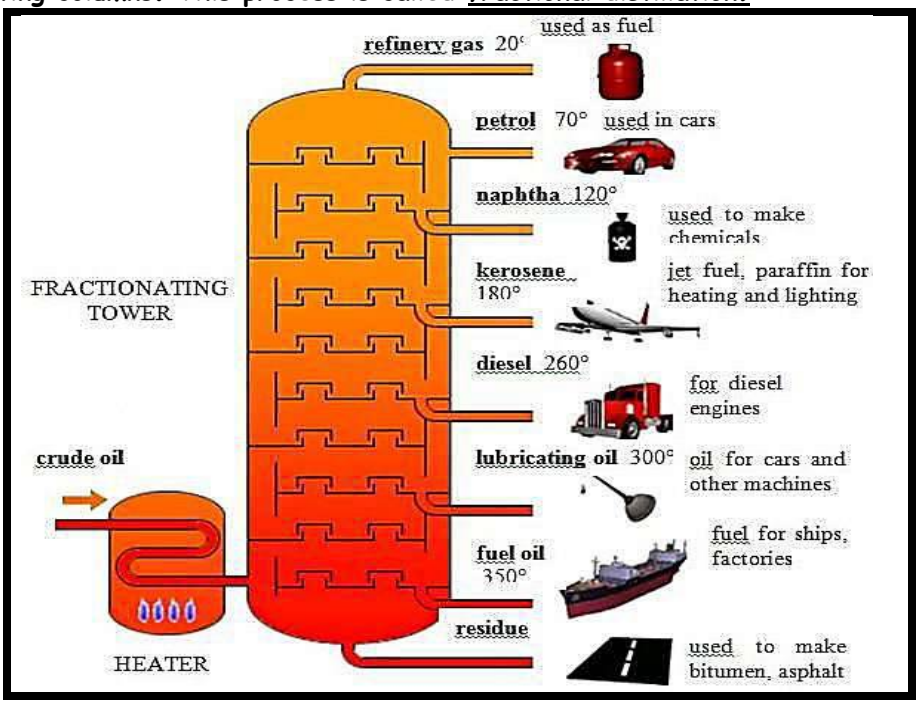
Nigeria is largely dependent on oil drilling.

The search for oil in Nigeria began in 1937 but the actual mining started in 1956 after the discovery of large quantities of oil in the mangrove swamps of the Niger delta.

Crude oil cannot be used in raw form. It is refined in order to enable the manufacturing of oil products like petrol, diesel, kerosene, aviation fuel and others.

By-products obtained from crude oil include; fertilizers, insecticides, drugs. etc

Crude oil refining takes place at an oil refinery using machine heaters and separators called fractionating columns. This process is called *fractional distillation.*



apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Nigeria's oil is refined at Port Harcourt, Warri and Kaduna.

Oil is transported by pipelines to ports and exported using large water vessels called oil tankers.

Nigeria's oil is not the leading oil exporter in Africa because;

- **Nigeria's oil has a lot of impurities (sulphur) which makes it pollute the environment so much when burnt.**
- **Nigeria is far away from Europe which makes it costly to transport her oil to the European buyers.**

Note:

- *In Uganda, oil was discovered around Lake Albert by the Heritage Company of Canada.*
- *Many oil wells were discovered in an entire passage from Arua in West Nile to Kanungu. Such oil wells include;Ngasa, Waraga, Mputa, Kingfisher, Karuka, Ngege etc.*
- *Oil drilling and refining will be done by Multinational companies such as Tullow Oil Company, China National offshore Oil Company and Total.*

Contributions of Oil mining to Nigeria's development.

- **It is a source of foreign exchange to the government.**
- **It has promoted the development of industries.**
- **It has created job opportunities to the people in Nigeria.**
- **It has promoted the development of roads.**
- **It is a source of cheap fuel to the people of Nigeria.**

Problems facing oil mining in Nigeria.

- ***Fluctuation of oil prices.***
- ***Competition from other oil producing countries.***
- ***Insecurity in some parts of the country.***

Problems caused by oil mining in Nigeria.

- ***Pollution of the environment.***
- ***It has led to rural-urban migration which reduces labour force in rural areas.***
- ***It has led to shortage of labour in other sectors.***

AGRICULTURE IN NIGERIA.

Agriculture is one of the major economic activities carried out in Nigeria.

It includes crop cultivation and animal rearing.

Oil palm **is the chief cash crop grown in Nigeria.**

Oil palm growing requires heavy rainfall and high temperatures.

Oil palm is used by the people of Nigeria to get palm oil from which palm wine, margarine, soap, candles and cooking oil are made.

Its branch materials are used as fuel and for thatching houses.

Other cash crops grown in Nigeria include; cocoa, coffee, rubber and cotton.

Food crops grown in Nigeria include; bananas, maize, cassava, yams, millet, sorghum and ground nuts.

Note:

- *In comparison to Uganda, oil palm growing is largely done in Kalangala by Bidco Oil Company.*
- *Harvested oil palm nuts are transported to Jinja for processing and Bidco cooking oil, Bidco washing soap and other products are obtained.*

Factors that have favoured Oil palm growing in Nigeria.

- **Presence of heavy rainfall received in the country.**
- **Presence of high temperatures experienced in the country**
- **Availability of well drained fertile soils.**

Contributions of Oil palm growing to the development of Nigeria.

- **Oil palm exports earn the country foreign exchange.**
- **It is a source of raw materials for agro-based industries.**
- **It has promoted the development of infrastructure like roads, railways.**
- **It is a source of employment to people.**

PASTORALISM IN NIGERIA.

Pastoralism in Nigeria is carried out by the *Fulani* people.
The Fulani live in the Northern part of Nigeria which experiences Semi-desert climate.
They mainly rear cattle and sheep.
They use horses as main means of transport for surveying grazing areas.
They exchange their cattle for cereals, root crops and vegetables.
During the dry season, they move southwards in search for pasture and water for their animals.
After the dry season, they move back northwards.
This practice is called Transhumance.

Note:

- ***Nomadic pastoralism*** *is the system of animal rearing where farmers moves with their animals from one place to another in search for pasture and water.*
- ***Transhumance*** *is the system of animal rearing where people move with their animals from one place to another due to changes in seasons.*

Reasons why the Fulani practice nomadism.

- **To search for pasture for animals.**
- **To search for water for animals.**
- **To search for tsetse fly-free grazing areas.**

Importance of livestock to the Fulani.

- **It is a source of income when sold.**
- **It is a source of food.**
- **It is used to settle disputes in form of fines.**
- **It is used for paying bride price.**
- **It is a source of skins and hides used for making foot wear and shelter.**

Problems facing the Fulani.

- **Outbreak of animal diseases**
- **Limited grazing land.**
- **Prolonged drought which leads to shortage of pasture for animals.**
- **Shortage of water for animals.**

Note:

- *The Fulani of Nigeria practice transhumance while the Karimojongs of Uganda and the Turkana of Kenya practice nomadic pastoralism.*
- *The government of Uganda has built valley dams in Karamoja subregion to provide water to animals*
- *Pastoral tribes can be resettled- by building valley dams in areas where they stay.*
  -and starting irrigation projects
- *The governments of East African countries have disarmed the pastoral tribes in order to control cattle rustling amongst them.*

Contributions of livestock farming to the economic development of Nigeria.

- **It is a source of employment opportunities to people.**
- **It is a source of raw materials to industries.**
- **Exported animal products earn foreign exchange to Nigeria.**
- **It is a source of food to the Nigerians.**
- **It is a source of government revenue through taxing livestock farmers.**

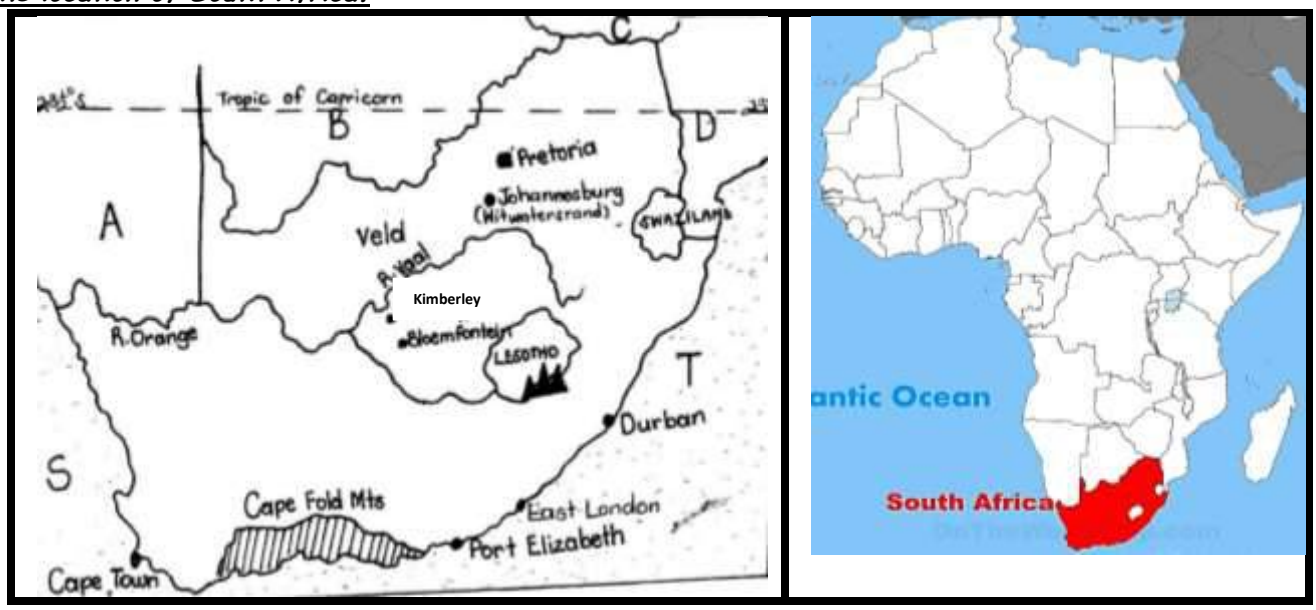
apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

2. THE REPUBLIC OF SOUTH AFRICA.

Region of Africa.	❖ Southern Africa
Capital city	❖ Pretoria (Executive capital city) ❖ Bloemfontein (Judicial) ❖ Cape Town (Legislative)
Largest city	❖ Johannesburg
Official language. 	❖ English Other official languages -Zulu -Venda - Ndebele -Sotho -Tswana -Tsonga -Xhosa -Afrikaans
Current president	❖ Cyril Ramaphosa (since 15th February, 2018)
Last white president	❖ Frederik de Klerk
First black president	❖ Nelson Mandela
Independence from	❖ Great Britain
Date of independence	❖ 10th may, 1994
Population	❖ Over 60 million people
Currency	❖ South African Rand
Time zone	❖ GMT + 2hrs
Calling code	❖ +27
Religions	❖ Anglicans (73%) ❖ Catholics (7%) ❖ Muslims (2%)
Neighbours	❖ Namibia, Botswana and Zimbabwe to the _____ ❖ Mozambique and Swaziland to the _____ ❖ Atlantic ocean to the _____ ❖ Indian ocean to the _____
Main sea ports	❖ Cape Town ❖ Port Elizabeth ❖ Port Durban ❖ Port East London.
Climate	❖ Mediterranean climate at the Cape province. ❖ Temperate climate in the High Veld. ❖ Tropical / Savannah climate in the North. ❖ Semi-desert climate in the extreme North.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

The location of South Africa.



MINING INDUSTRY IN SOUTH AFRICA.

Mining has been the main driving force behind the development of South Africa's economy.
Large scale mining in South Africa started with the discovery of Diamond by the Boers at Kimberley in Orange Free State in 1867. The Diamond mines are on the banks of river Orange.
Gold was later discovered at Witwatersrand in 1886.
South Africa is the world's largest producer of iron, lead, chromium, manganese, platinum, vanadium, limestone, phosphates, copper, tin, uranium etc.

NB: *-Coal is used for power production while Chromium is the metal added to Iron to make stainless steel, from which stainless steel forks, knives, spoons are made.*

Factors that have contributed to the development of the mining industry in South Africa.

- **The discovery of various minerals in South Africa.**
- **Improved transport and communication network.**
- **Availability of both skilled and unskilled labour force.**
- **Presence of many foreign investors in South Africa.**
- **High levels of technology.**

Gold mining in South Africa.

South Africa is the leading producer of Gold in Africa.
Witwatersrand / the Rand is the chief gold mining area in South Africa.
Gold was first discovered in South Africa in 1886 in Witwatersrand in Transvaal by an Austrian Gold miner called *George Harrison.*

The Witwatersrand gold rush.

This is the period of quick movement of miners into the Rand in search for gold.
The discovery of gold in the Rand by George Harrison in 1886 was the major cause of the Witwatersrand gold rush.
***Uitlanders* were the foreign migrant workers during the initial exploitation of gold in Transvaal.**
***Rand lords* were the rich businessmen who controlled the diamond and gold mining in South Africa before World War II.**

Results of the Witwatersrand gold rush.

- **It led to development of towns in South Africa.**
- **It attracted many foreign investors into South Africa.**
- **It led to outbreak of the second Boer war.**
- **It led to migration of Uitlanders into South Africa.**

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

- ❖ It created a super wealthy class of people called rand lords.

Diamond mining in South Africa.

Diamond in South Africa was discovered on the banks of river Orange in 1867 by a white man called Erasmus Jacobs.

Kimberley is the chief diamond mining area in South Africa.

Other countries which produce diamond in Africa.

- Tanzania at Mwadui in Shinyanga.
- Botswana.
- Democratic Republic of Congo.

Contributions of the Mining industry to the economic development of South Africa.

- ❖ Minerals are used as raw materials in industries.
- ❖ It has created employment opportunities to people of South Africa.
- ❖ It has promoted the development of infrastructure like roads.
- ❖ It has promoted the development of towns.
- ❖ Mineral exports earn South Africa foreign exchange.
- ❖ It has attracted many foreign investors in South Africa.

AGRICULTURE IN SOUTH AFRICA.

Agriculture is the growing of crops and rearing of animals.

The major farming activities in South Africa include; crop farming, ranching, dairy farming, sheep and goat rearing.

Major crops grown in South Africa.

- Maize
- wheat
- Sorghum

Other cash crops grown include

- Cotton
- Tea
- Tobacco
- Flowers

Crop growing areas in South Africa.

Crop grown	*Area*
Maize	-Orange Free State and Kwazulu-Natal
Sorghum	-Mpumalanga, -Orange Free State -Gauteng -Limpopo
Wheat	-Western Cape
Fruits	-Kwazulu-Natal
Tobacco	-Mpumalanga and Limpopo
Tea	-Western Cape
Sugarcane	-Natal province

Contributions of crop farming to the economic development of South Africa.

- ❖ It has created job opportunities to people.
- ❖ It has promoted the development or roads and railway lines in the country.
- ❖ It is a source of raw materials for industries.
- ❖ Crop exports earn South Africa foreign exchange.

Livestock farming in South Africa.

Livestock farming is the largest agricultural sector in South Africa.

Ranching in South Africa.

Ranching is the rearing of cattle for beef production.

Cattle on ranches are provided with highly with veterinary services.

The bulls are castrated in order to fatten them faster, and are usually sold off as soon as they are fattened.

Castrated bulls are called bullocks.

Weak cows that cannot produce good quality calves are slaughtered or sold.

Dairy farming in South Africa.

Dairy farming **is the rearing of cattle mainly for milk production.**

South Africa is the largest producer of milk and beef in Africa.

Dairy farming is mainly done in Transvaal and Orange Free State.

Factors that have promoted Dairy farming in South Africa.

- **Presence of plenty of pasture for animals.**
- **Presence of cool climate which favours dairy farming.**

Sheep and goat rearing.

Sheep and goat rearing ion South Africa is basically done for commercial purposes.

Merino sheep **is the breed of sheep that is mainly reared in South Africa while** ***Angora*** **is the breed of goats that is mainly reared.**

Merino sheep is mainly reared because it produces a high amount of wool.

Wool exports earn a lot of income to the government of South Africa.

It was introduced to South Africa in 1800s from Spain.

NB: *-The major economic activity carried out in Temperate grasslands of South Africa (the Veld) is* ***sheep rearing.***

TOURISM IN SOUTH AFRICA.

South Africa is a popular tourist destination.

Tourist attraction in South Africa include;

- **National parks**
- **Climate**
- **Cultural and Historical sites.**
- **Sport activities**
- **World heritage sites.**

NB: *-Kruger national park is the largest national park in South Africa.*

Factors that have led to the development of the Tourism industry in South Africa.

- **Improved peace and security in South Africa.**
- **Availability of various tourist attractions.**
- **Improved transport and communication network.**
- **Availability of good accommodation facilities in South Africa.**

Contributions of the Tourism industry to the development of South Africa.

- **It has created job opportunities to the natives.**
- **It has promoted the development of roads and railways.**
- **It is a source of foreign exchange to South Africa.**
- **Revenue earned from tourism is used to develop other sectors.**

INDUSTRIALISATION IN SOUTH AFRICA.

Most industries in South Africa are found in the Rand / Witwatersrand.

Johannesburg is the major industrial centre in South Africa.

Other Industrial towns in South Africa include;

- **Durban**
- **Port Elizabeth**
- **Cape Town**
- **Johannesburg**
- **Bloemfontein**
- **East London.**

South Africa's major industries.

Bloemfontein	**-textile -chemicals -food processing -heavy engineering.**
Johannesburg	**-cement making -chemicals -electricals -farm machines -vehicle assembly -food processing -jewellery making**
Port Elizabeth	**-motor vehicle assembly -fertilizers making -foot wear -food processing**
Durban	**-textiles -pharmaceuticals -food processing -chemical industries.**

Factors that have promoted Industrial development in South Africa.

- Presence of raw materials.
- Improved peace and security.
- Availability of capital.
- Presence of energy sources.
- Presence of cheap labour force provided by a large population.
- Availability of large market for industrial goods.

Contributions of industries to South Africa's development.

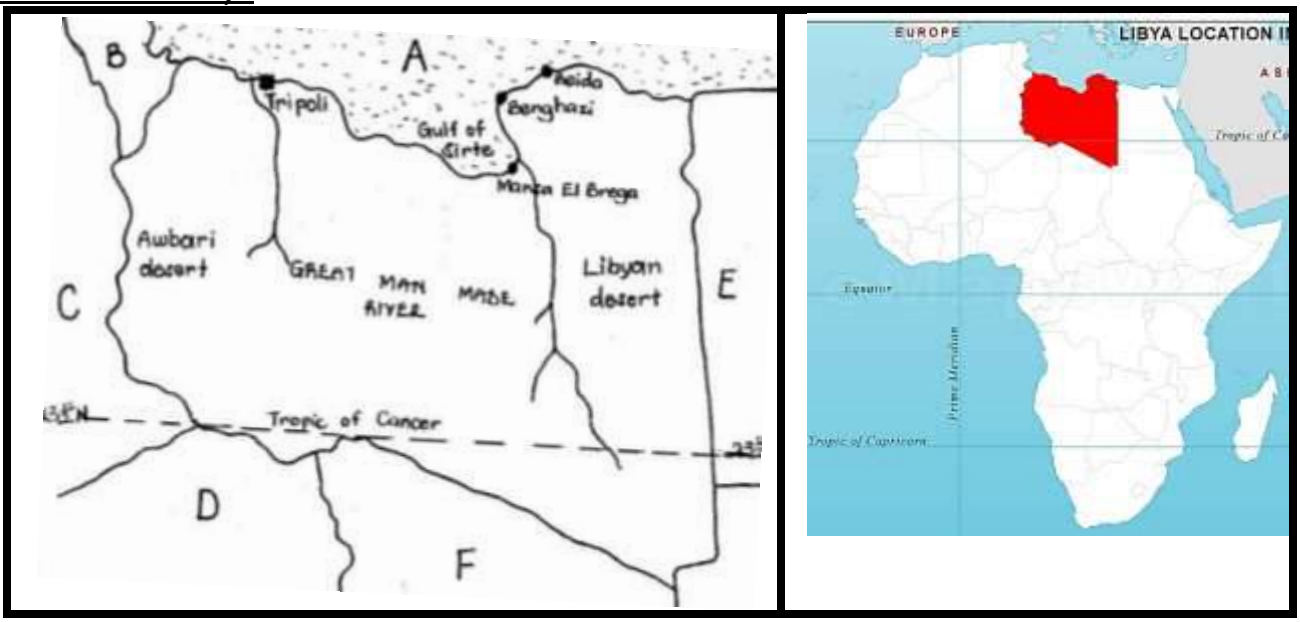
- Industries provide job opportunities to people.
- They promote the development of towns.
- Exported industrial goods earn foreign exchange.
- Industries encourage agricultural production.
- They provide goods to people at cheap prices.

3. **LIBYA.**

Region of Africa	❖ North Africa
Official language	❖ Arabic
Religion	❖ Islam
Current president	❖ ----------
First president	❖ King Idris I
Independence from	❖ Italy
Date of independence	❖ 24thDec, 1951
Population	❖ Over 7 million people
Currency	❖ Libyan Dinar
Time zone	❖ GMT + 2hrs
Calling code	❖ +218
Original inhabitants	❖ Berbers
Climate	❖ Mediterranean climate ❖ Desert climate
Neighbours	❖ Mediterranean sea to the _____ ❖ Egypt to the _____ ❖ Sudan to the _____ ❖ Chad to the _____ ❖ Algeria and Tunisia to the _____
Main sea ports	❖ Port Benghazi ❖ Marsa El-Brega.
Major project	❖ The Great manmade river.
Major economic activities	❖ Oil mining ❖ Tourism ❖ Irrigation farming

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

The location of Libya



OIL MINING IN LIBYA.

Libya is the leading exporter of oil in Africa.
Most of the oil fields in Libya are found in the North.
These oil fields are linked to the refineries and ports by pipelines.
Libya's oil is exported to Europe where it attracts a large market because of the short distance across the Mediterranean Sea.

Reasons why Libya's oil is on high demand.

- **Libya's oil has less impurities (is of high quality) which makes it not to pollute the environment so much when burnt.**
- **Libya is nearer to Europe which makes it cheaper to transport her oil to the European buyers.**

Contributions of Oil mining to Libya's development.

- **It has created job opportunities to people in Libya.**
- **It has promoted the development of industries in Libya.**
- **It has attracted many foreign investors to the country.**
- **It has promoted the development of infrastructure e.g. the Great manmade river called the Seven Wonders of the World.**
- **Oil exports earn the county foreign exchange.**
- **The people of Libya enjoy cheap fuel from their nation.**
- **Oil revenues are used to improve social services like building of schools, hospitals and modern estates.**

Note:

Most people in Libya live in the Northern part of the Libya along the coast because;

- *There are many job opportunities due to oil mining.*
- *Presence of the Mediterranean sea which promotes fishing.*
- *The Northern part experiences Mediterranean climate which promotes farming.*
- *There are many trade opportunities since it is near Europe.*
- *There are better social services because of the presence of the capital city.*

CROP FARMING IN LIBYA.

Crop farming in Libya is done under irrigation because the country receives very little rainfall.
The government of Libya constructed the Great manmade river called the Seven Wonders of the World to supply water from the Mediterranean sea to different parts of the country.
It was built to provide water for use in irrigation and in industrial projects.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

The Great manmade river also provides water for domestic use to the people of Libya.
This river enabled the country to achieve the objective of the Green revolution.

Some crops grown in Libya.

- **Oranges**
- **Dates**
- **Maize**
- **Lemons**
- **Tomatoes**
- **Onions**

Note:

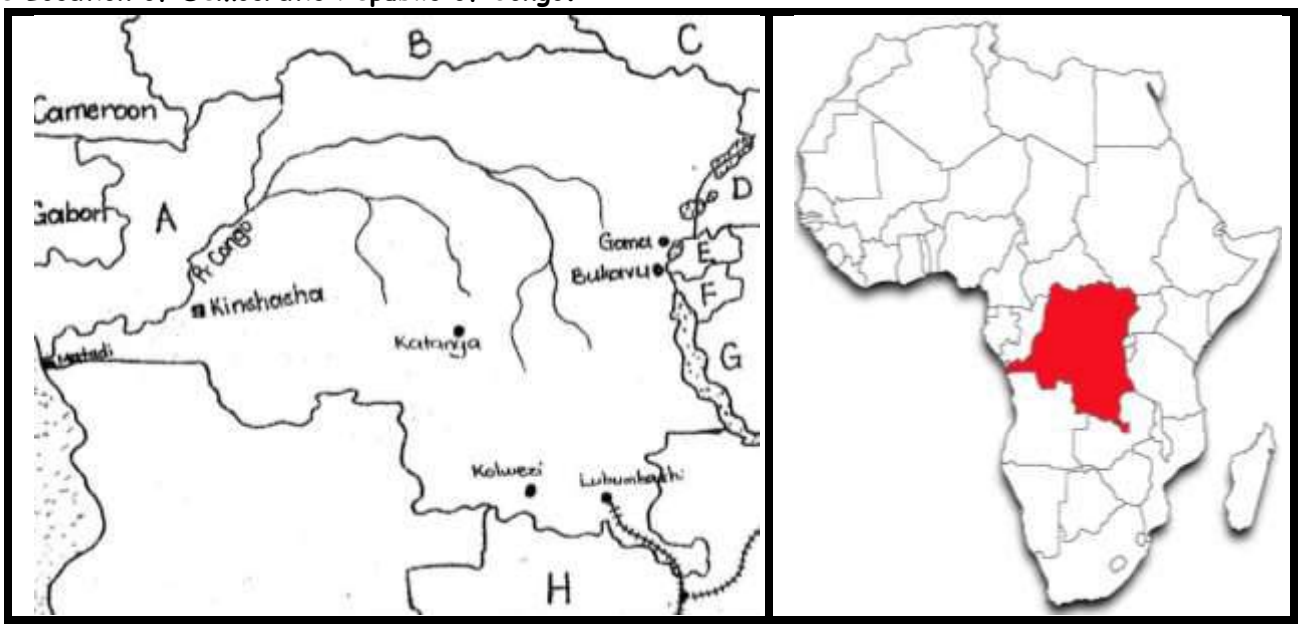
- ***Green Revolution*** *was a plan aimed at changing the desert country into an agricultural country that would be able to produce its own food.*
- *Sand dunes and oases are the major tourist attractions in Libya.*

4. DEMOCRATIC REPUBLIC OF CONGO

Region of Africa	❖ Central Africa
Former name	❖ Zaire (1971-1997)
Capital city	❖ Kinshasa
Official language	❖ French (It was colonised by the Belgians who speak French)
Recognised national language(s)	❖ Lingala ❖ Kikongo ❖ Swahili ❖ Tshiluba
First president	❖ Joseph Kasa-Vubu
First prime minister	❖ Patrice Lumumba
Current president	❖ Felix Tshisekedi (from 24th Jan,2019)
Date of independence	❖ 30th June, 1960
Independence from	❖ Belgium
Population	❖ Over 78 Million People.
Currency	❖ Congolese Franc
Time zone	❖ GMT + 1 To 2hrs
Calling code	❖ +243
Religions	❖ Christianity (93.7%) ❖ Kimbanguism (An Indigenous religion) (2.8%) ❖ Islam (1.2%)
Neighbours	❖ Central African Republic and South Africa to the _____ ❖ Uganda, Rwanda, Burundi and Tanzania to the _____ ❖ Zambia to the _____ ❖ Angola to the _____ ❖ Congo-Brazzaville and The Atlantic ocean to the _____
Main sea port	❖ Port Matadi
Major HEP dams	❖ Inga dam on river Congo ❖ Nzilo dam on river Lualaba.
Climate	❖ Equatorial Climate
Major economic activities	❖ Mining ❖ Lumbering ❖ Crop Cultivation.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

The Location of Democratic Republic of Congo.



THE MINING INDUSTRY IN DRC.

The economy of DRC largely depends on mining.

DRC is the leading producer of diamonds in the world.

The chief mining area in DRC is the *Katanga province* (formerly known as Shaba province).

Lubumbashi and Kolwezi are the most important towns in Katanga region.

Diamond mines are supplied with electricity from Inga and Nzilo dams on river Congo.

Other minerals mined in DRC include;

- **Copper**
- **Cobalt**
- **Uranium**
- **Zinc**
- **Crude oil**
- **Lead**
- **Coal**
- **Tin**

Note: -*Copper in DRC is mined in Katanga region. Copper deposits in this region cover a large area which extends into Zambia to form the Zambia copper belt.*

Factors that have promoted the development of the Mining industry in DRC.

- **Presence of a variety of minerals.**
- **Presence of both skilled and unskilled labour force.**
- **Availability of power generated from river Congo.**
- **The improvement in air transport in the country.**
- **Availability of capital provided by foreign investors.**

Contributions of the Mining industry to the economic development of DRC

- **Minerals are used as raw materials for industries.**
- **It has created employment opportunities to people of DRC**
- **It has promoted the development of infrastructure like roads.**
- **It has promoted the development of towns.**
- **Mineral exports earn DRC foreign exchange.**
- **It has attracted many foreign investors in DRC**

Problems facing the Mining industry in DRC.

- **Political instability in the country.**
- **Poor ground transport system.**
- **High levels of poverty among the natives.**
- **Shortage of skilled labour force.**

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Note:-*Ground transport in DRC is very poor due to;*

- *The presence of many thick forests which hinder road construction.*
- *The presence of many rivers which make construction of bridges very expensive.*
- *The heavy rainfall received making the soil soggy.*
- *Destruction of existing roads due to civil wars.*

Water transport is common in DRC because DRC has many rivers.

-Road transport can be made possible across rivers by constructing bridges

LUMBERING IN DRC

Lumbering **is the felling of mature trees for production of timber**

Lumbering is one of the major economic carried out in DRC because DRC has many thick forests.

Factors that have contributed to the development of Lumbering industry in DRC

- **Presence of many forests.**
- **Increased foreign investment.**
- **Availability of capital invested in the lumbering industry.**

Problems facing Lumbering industry in DRC

- **Internal conflicts (civil wars)**
- **Poor ground transport.**
- **Illegal extraction of wood.**

AGRICULTURE IN DRC

Agriculture **is one of the major economic activities carried out in DRC**

It is divided into subsistence and commercial farming (plantation farming)

Subsistence farmers mainly produce cassava, potatoes, pineapples, maize, yams, and rice.

Commercial farmers mainly produce coffee, rubber, oil palm, cocoa, tea

Coffee **is the leading crop export of DRC**

Robusta coffee is more grown in DRC than Arabica coffee

Coffee is mostly exported to Italy, France, Belgium and Switzerland.

Rubber growing in DRC

Rubber is grown for latex production.

Latex is the thick white liquid produced by rubber trees.

Products got from latex.

- **Car tyres**
- **Shoe soles**
- **Gloves**
- **Erasers**
- **Elastic bands**
- **Condoms**
- **Balls**
- **Gum boots**

Factors that favour Rubber growing in DRC.

- **Presence of heavy rainfall.**
- **Deep well drained fertile soils**
- **High temperatures throughout the year.**

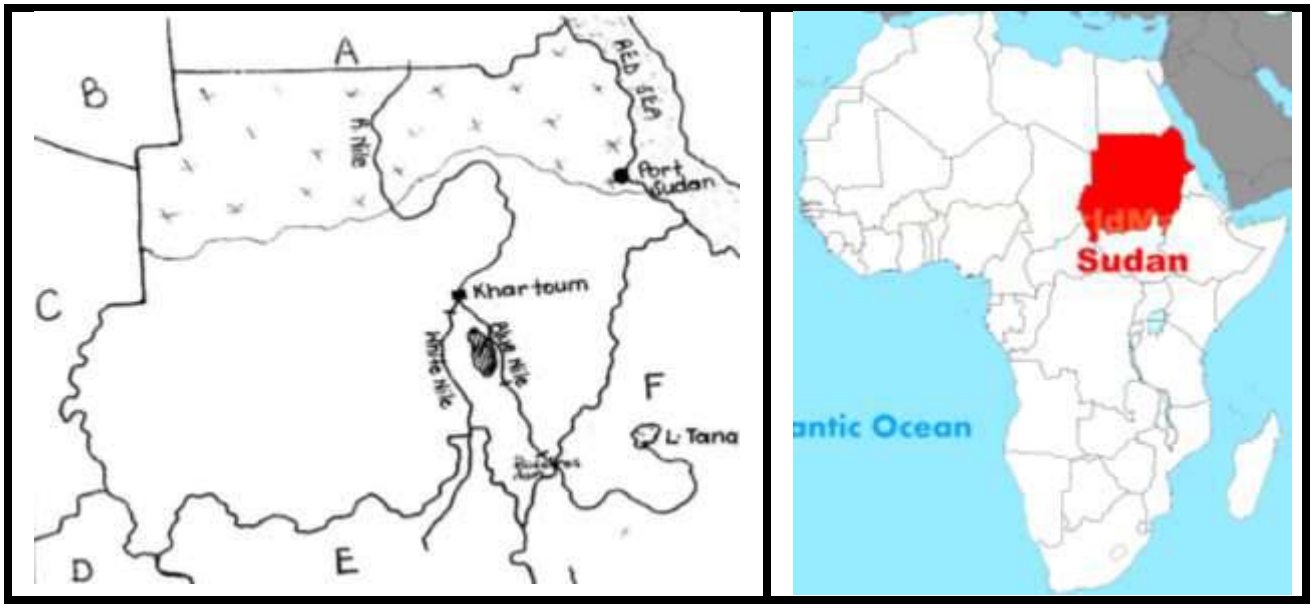
5. SUDAN .

Region of Africa	❖ North Africa
Capital city	❖ Khartoum
Official language(s)	❖ Arabic ❖ English
Religion	❖ Islam
Current president	❖ _____
First president	❖ Ismail al-Azhari
Independence from	❖ Great Britain
Date of independence	❖ 1st Jan, 1956.
Population	❖ Over 40 million people.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Currency	❖ Sudanese Pound
Time zone	❖ GMT + 2hrs
Calling code	❖ +249
Climate	❖ Desert climate ❖ Semi-desert climate ❖ Tropical / savannah climate
Neighbours	❖ Egypt to the _____ ❖ Red sea, Eritrea and Ethiopia to the _____ ❖ South Sudan to the _____ ❖ Central African Republic to the _____ ❖ Chad to the _____ ❖ Libya to the _____
Main sea port	❖ Port Sudan.
Major economic developments	❖ Gezira irrigation scheme ❖ Industrial development ❖ Hydro-electric power generation
Major HEP dams	❖ Sennar dam along the Blue Nile. ❖ Roseires dam on Blue Nile. ❖ Jabel Aulia dam along the White Nile.

The Location of Sudan



IRRIGATION FARMING IN SUDAN.

Irrigation **is the artificial supply of water on land to support crop growth.**

Irrigation farming **is the system of crop growing in which land is supplied with water by artificial means to support crop growth.**

Irrigation scheme **is an area of land which is supplied with water by human means to support crop growth.**

Major irrigation schemes in Sudan.

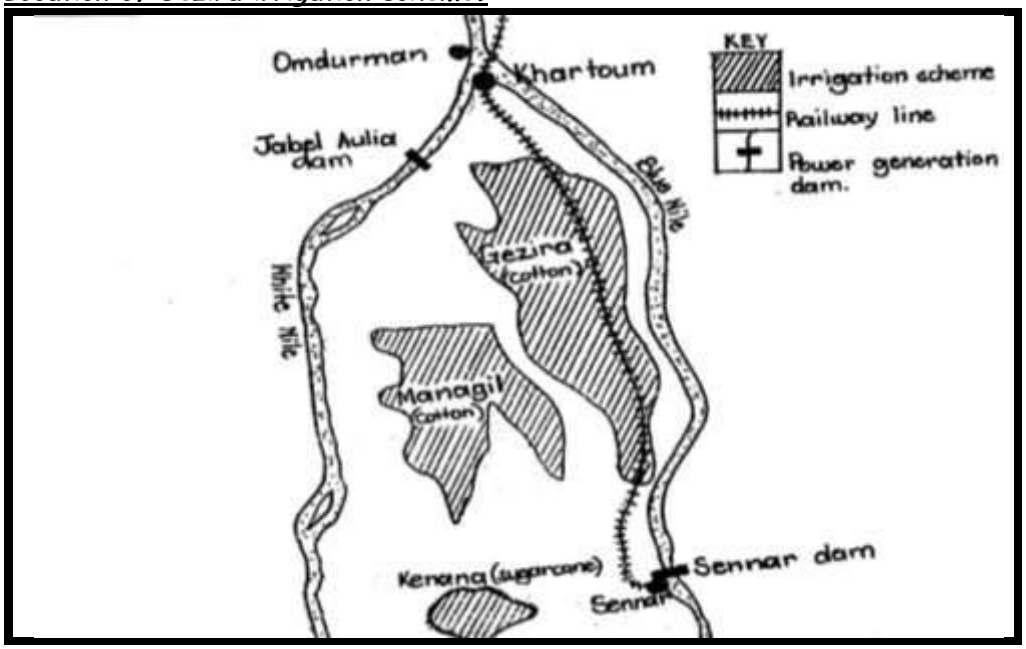
- **Gezira irrigation scheme**
- **Managil irrigation scheme**
- **Kenana irrigation scheme.**

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

THE GEZIRA IRRIGATION SCHEME.

Gezira irrigation scheme is the largest irrigation scheme in Africa.
It is found between the Blue Nile and the White Nile.
Gezira produces 75% of Sudan's cotton.
Managil and Kenana are the two extensions to the Gezira.
Cotton is the major crop grown in Managil irrigation scheme while sugarcane is the main crop grown in Kenana.

Location of Gezira irrigation scheme.



Management of the scheme.

The scheme is managed by Gezira management board (Sudan Gezira board).
All land belongs to the board and is only rented out to tenant workers.

Importance of the Gezira Management Board.

- **It controls water supply on the scheme.**
- **It ploughs land on the scheme.**
- **It trains workers on proper farming methods**
- **It provides seeds and fertilizers to the tenants.**
- **It buys and markets cotton produce.**

The work of the tenants on the scheme.

- **They plant, weed, spray and harvest cotton.**
- **They remove plant residue from the scheme.**
- **They clear channels for irrigation.**

Methods of irrigation used on the Gezira.

- **Overhead sprinkler irrigation method**
- **Gravity flow method**

NB: -*Gravity flow method is commonly used on the scheme.*

Factors that favoured the establishment of Gezira.

- **Presence of the Blue Nile which supplies water for irrigation.**
- **Availability of a large sparsely populated land.**
- **Availability of capital from the government.**
- **Availability of gently sloping land which favours agricultural mechanisation and the use of gravity flow method of irrigation.**
- **Availability of both skilled and unskilled labour force.**

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Benefits of the Gezira irrigation scheme.

- **It has created job opportunities to the people in Sudan.**
- **It has promoted the development of towns.**
- **It has promoted the development of roads and railways.**
- **It has led to the development of industries.eg.ginneries.**
- **It is a source of income to the Sudanese government.**

Note:

-A railway line was built on Gezira irrigation scheme to ease transportation of cotton to the processing industries in Sudan.

-Sennar dam supplies hydroelectricity on Gezira irrigation scheme.

Problems faced at the Gezira scheme.

- **Outbreak of cotton pests and diseases.**
- **Limited capital to run activities on the scheme effectively.**
- **Land fragmentation**
- **Fluctuation of cotton prices on the world market.**
- **Competition from other cotton producers.**
- **Shortage of labour especially during the harvesting period.**

Possible solutions to the problems facing Gezira irrigation scheme.

- **Regular spraying should be done to control pests and diseases.**
- **The management should get loans from financial institutions.**
- **Tenants should be allowed to own their plots.**
- **By employing more skilled labour force on the scheme.**

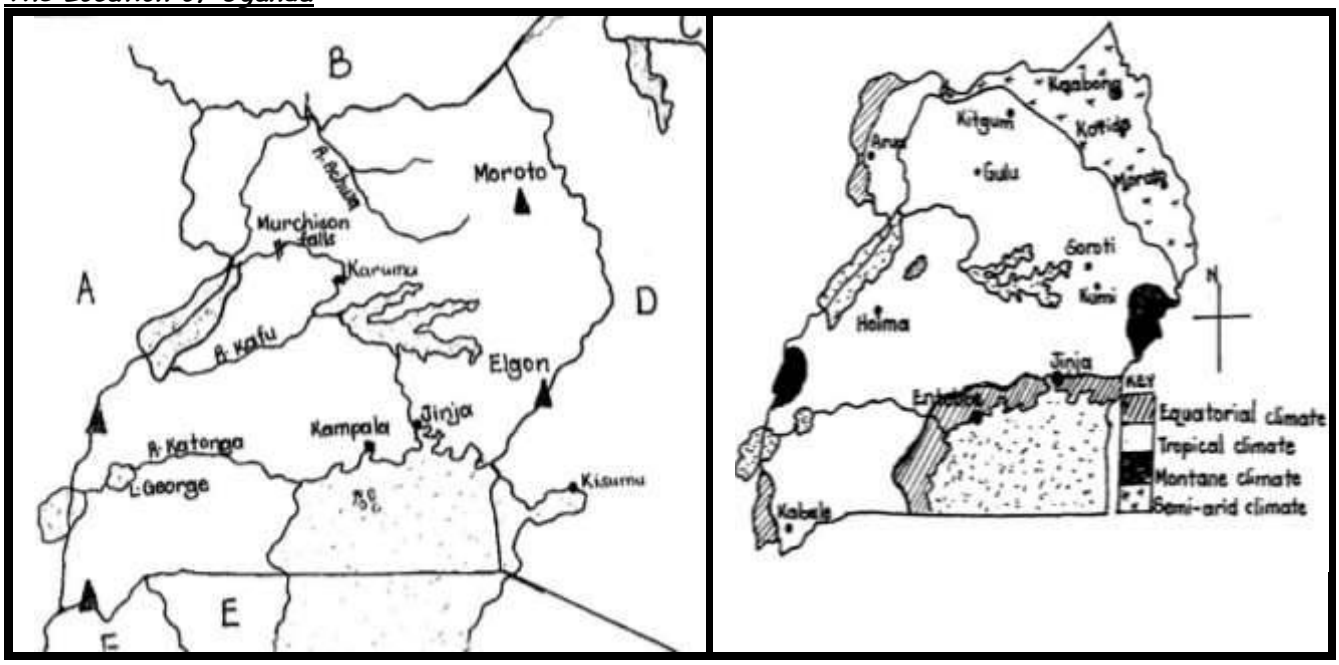
6. UGANDA.

Region of Africa	❖ East Africa.
Capital city	❖ Kampala *-Was at Entebbe during colonial rule.*
Official language	❖ English (Uganda was once colonised by the British who speak English.)
Dominant local languages	❖ Luganda ❖ Ateso ❖ Lusoga ❖ lumasaba ❖ Runyankole ❖ Rukiga ❖ Ngakarimojong
National motto	❖ For God and My Country
National anthem	❖ "Oh Uganda, Land of beauty" composed by George W.Kakoma.
Current president	❖ H.E ----------
Vice president	❖ H.E Edward Ssekandi
Prime minister	❖ Dr. Ruhakana Rugunda
First executive president	❖ Dr.Apollo Milton obote
First non-executive president	❖ Sir Edward Muteesa II
Independence from	❖ Great Britain
Date of independence	❖ 9th Oct, 1962
Currency	❖ Ugandan shilling
Time zone	❖ GMT + 3hrs

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Driving on the	❖ Left
Population	❖ Over 42million people
Calling code	❖ +256
Religion	❖ Christianity (84%) • Catholics (39%) • Anglicans (32%) • Born again (11%) • Seventh day Adventists (1.7%) • Baptists (0.3%) • Orthodox (0.1) ❖ Islam (14%)
Current constitution	❖ The 1995 constitution, ➢ It is called the people's constitution because it was made basing on people's views. ➢ It was promulgated on 8th October 1995 at the Constitutional square (City square)
Neighbours	❖ Kenya to the _____ ❖ South Sudan to the _____ ❖ Rwanda to the _____ ❖ Tanzania to the _____ ❖ Democratic Republic of Congoto the _____
Climate	❖ Tropical/savannah climate in Gulu, Lira, Masindi etc. ❖ Semi desert climate in Moroto, Kotido, Kaabong, Abim etc. ❖ Equatorial climate in Kalangala, Wakiso, Mukono, Buikwe, Jinja ❖ Montane climate/mountain climate in Kabale, Mbale, Kasese.
Main economic activities	❖ Crop cultivation ❖ Fishing ❖ Pastoralism ❖ Tourism ❖ Mining

The Location of Uganda



apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

AGRICULTURE IN UGANDA

Agriculture is the growing of crops and rearing of animals.

Agriculture is the back bone of Uganda's economy because it employs the biggest population hence the main source of income to Ugandans.

Major non- traditional cash crops grown in Uganda;

- **Beans**
- **Millet**
- **Ground nuts**
- **Sweet potatoes,**
- **Sorghum**
- **Maize**
- **Peas**

Major traditional cash crops grown in Uganda;

- **Coffee**
- **Tea**
- **Oil palm**
- **Cotton**
- **Tobacco**
- **Sugarcane**
- **Cocoa**

Note;

- *Traditional cash crops are crops that were originally grown for sale while Non-traditional cash crops are crops that were originally grown for food but can now be sold.*
- *Coffee is the chief cash crop grown in Uganda*
- *Arabica coffee is commonly grown in highland areas with low temperatures while Robusta coffee is grown in low lands with high temperatures.*

Contributions of Agriculture to Uganda's economy

- **It has created job opportunities to many people.**
- **It has promoted the development of roads and railways.**
- **Source of raw material to agro-based industries.**
- **It is a steady source of food to Ugandan people.**
- **Agricultural exports earn the country foreign exchange**

Problems facing Agriculture in Uganda

- **Outbreak of crop pests and diseases**
- **Poor transport and communication in some parts of Uganda.**
- **Shortage of capital to invest in the agricultural industry**
- **Shortage of land due to increasing population**
- **Rural urban migration which leads to shortage of labour force on farms in rural areas**
- **Price fluctuations of agricultural products.**
- **Prolonged drought**

Possible solutions to the problems facing the Agricultural sector in Uganda

- **By teaching farmers better farming methods.**
- **The government should provide quick maturing seeds to farmers**
- **The government should provide small scale loans to farmers**
- **By spraying the crops using pesticides**
- **The government should develop feeder roads that connect to main roads**

TOURISM INDUSTRY IN UGANDA

Tourism is one of the major developed sectors in Uganda's economy.

Major tourist attractions in Uganda;

- **Wild life**
- **Climate**
- **Cultural sites**
- **Physical features**
- **Vegetation**

Factors that have promoted the development of the Tourism in Africa.

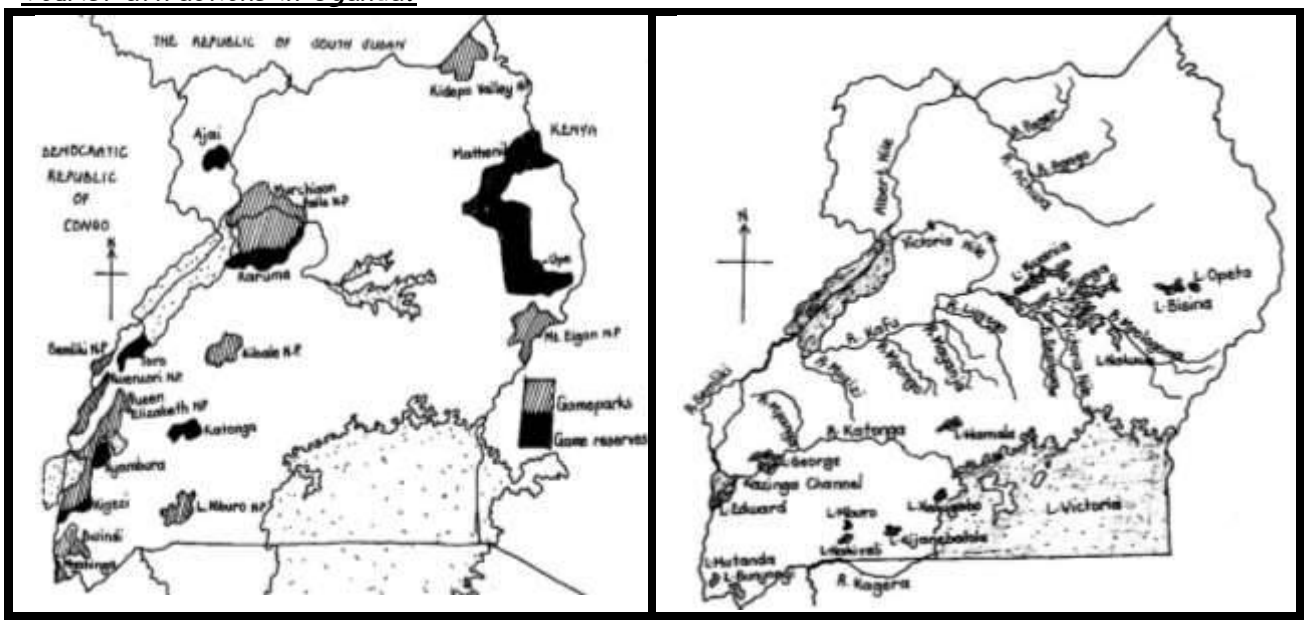
- **Presence of various tourist attractions in most parts of Uganda.**
- **Improved transport and communication network.**
- **Political stability in most parts of Uganda.**
- **Availability of better accommodation facilities in Africa.**
- **Hospitality of Ugandans to the tourists**

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Contributions of the Tourism industry to the development of Uganda.

- ❖ It creates job opportunities to people.
- ❖ It promotes the development of infrastructure like roads, lodges, hotels.
- ❖ It promotes international relationship.
- ❖ It creates market for locally manufactured goods.
- ❖ It is a source of revenue to the government.
- ❖ It promotes conservation of wildlife.

Tourist attractions in Uganda.



Problems facing the Tourism industry in Uganda.

- ❖ Poor transport and communication network.
- ❖ Poor accommodation facilities.
- ❖ Shortage of funds to promote the tourism industry.
- ❖ Limited tourist attractions in some parts of Uganda.
- ❖ Limited advertisement of tourist attractions on international media.

Possible solutions to the problems facing Uganda's Tourism industry

- ❖ By enforcing laws against poaching.
- ❖ By constructing better roads in all parts of Uganda.
- ❖ By advertising Uganda's tourist attractions on international media.
- ❖ By importing new species of wildlife in Uganda.
- ❖ By training more game wardens.
- ❖ By building better accommodation facilities in different parts of Uganda.
- ❖ By gazetting more wildlife conservation areas.

CHALLENGES AFFECTING ECONOMIC DEVELOPMENTS IN AFRICA.

Social challenges	*Economic challenges*	*Political challenges*
❖ Illiteracy ❖ Poverty ❖ Ignorance ❖ Diseases	❖ Poor transport and communication ❖ Low level of technology ❖ High dependency ratio. ❖ Unemployment	❖ Civil wars and coups ❖ Violation of human rights ❖ High number of refugees ❖ Foreign domination ❖ Dictatorship

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

❖ High infant and maternal mortality rate ❖ Teenage pregnancies and early marriages. ❖ Famine	❖ Corruption ❖ Brain drain ❖ Economic collapse	

Possible solutions to the problems affecting Economic developments in Africa.

- ❖ By promoting good governance in all African countries.
- ❖ By mechanising agriculture.
- ❖ By promoting unity among the people of Africa.
- ❖ By promoting human rights.
- ❖ By promoting women emancipation.
- ❖ By introducing universal education in all African countries.
- ❖ By enforcing laws against corruption.
- ❖ By improving health services in all African countries.
- ❖ By modernising infrastructure like roads, industries.

Note

-Women emancipation *refers to giving women freedom to gain access and control of all forms of resources.*

-Women emancipation makes women free from old social limitations and customs that denied them power in the society.

-The status of women can be raised through equal opportunities in education, politics, employment, ownership of property and active participation in family planning.

How women emancipation can be promoted

- ➢ *Promoting girl child education*
- ➢ *Abandoning cultural beliefs which discriminate women*
- ➢ *Discouraging early marriages among girls*

(a) *Political challenges affecting Economic developments in Africa.*

1. *Dictatorship*

This is a political system where a leader misuses power and does not rule according to the principles of democracy.

Indicators of dictatorship

- ❖ People in the country have no freedom of speech, movement and expression.
- ❖ Innocent people are imprisoned without court trial.
- ❖ Political opponents are tortured or killed.
- ❖ Leaders rule according to their wishes.
- ❖ Free and fair elections are not regularly conducted.

2. *Military coups.*

This is a sudden attempt by the army to take control of the government by violence.

Causes of coups in Africa.

- Dictatorship
- Bad governance
- Unfair elections
- Denial of human rights.

How coups can be reduced.

- ❖ By promoting good governance.
- ❖ By organising regular free and fair elections in the country.
- ❖ Leaders should have respect for human rights.
- ❖ Leaders should listen to people's problems and solve them.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

3. Civil wars

This is a war that is fought between citizens of the same country.

African countries that have experienced civil wars.

- Somalia
- south Sudan
- Democratic Republic of Congo.

Causes of civil wars.

- Greed for power.
- Opposition against bad governance.
- Dictatorship.

Dangers of civil wars.

- ❖ They lead to destruction of property.
- ❖ They led to decline in local trade.
- ❖ They lead to loss of lives.
- ❖ They discourage the coming of foreign investors in the country.

How African countries can reduce civil wars.

- ❖ By promoting peace and security in the country.
- ❖ By holding peace talks.
- ❖ By using diplomacy to end disagreements.
- ❖ By signing peace agreements.

4. Refugee problems

A refugee is a person who is forced to leave his / her country because of a disaster or persecution.

An internally displaced person is a person who is forced to leave his / her home for the same reasons as a refugee but remains in his / her own country.

Causes of refugees in Africa.

- Civil wars.
- Religious persecution.
- Natural disasters

International organisations that care for refugees

- United Nations High Commissioner for Refugees (UNHCR)
- World Food programme (WFP)
- World Health Organisation (WHO)

Problems faced by refugees

- ❖ Poverty
- ❖ Unemployment
- ❖ Shortage of food and clean water.
- ❖ Easy spread of diseases due to overcrowding.
- ❖ Shortage of medical facilities.

Ways how refugee problems can be solved.

- ❖ By improving on security.
- ❖ By promoting rule of law.
- ❖ By using peaceful means to solve political difference

5. Foreign domination

Foreign aid refers to the assistance which African countries receive from other countries

It includes; multilateral aid (aid given by international organisation like IMF, World bank, UN agencies), bilateral aid (aid given by a donor country), relief aid (aid given after disasters)

Forms of foreign aid

- Loans
- Grants
- Donations
- Skilled people (expatriates)

How African countries can reduce foreign domination.

- ❖ Exporting processed good instead of raw materials
- ❖ Increasing agriculture production
- ❖ Widening the tax base to increase source of income
- ❖ Training more skilled workers.

(b) *Economic challenges affecting Economic developments in Africa.*

6. *Under development*

It refers to the state when a country is unable to improve the quality of life of its people.

Causes of under development in African countries.

- **Political instability**
- **Shortage of funds to provide social services.**
- **Low production levels**

7. *Corruption*

It is an act where one uses his or her position of responsibility for dishonest gains.

Forms of corruption

- **Asking for bribes**
- **Paying for goods which have not been delivered**
- **Paying salaries to non-existent workers**
- **Taking public funds for personal use**
- **Paying more money than actual money that had to be spent**

Dangers of corruption.

- **It leads to inefficiency in government departments**
- **It leads to loss govern revenue**
- **It discourages foreign investors**
- **It makes it difficult for people to access social services**

Ways through which corruption can be controlled.

- **By enforcing strict laws against corruption**
- **By paying attractive salaries to workers**
- **By teaching people about the dangers of corruption**

Bodies that were established to check on corruption in Uganda

- **The office of the Inspector General of Government (IGG)**
- **The Public Accounts Committee of the parliament**
- **Ministry of Ethics and Integrity**

Note:

- ***Special Revenue Protection Services (SRPS)*** *is the body that was set up by URA to control smuggling in Uganda.*
- ***URA*** *is the body responsible for collecting taxes in Uganda.*
- ***Taxation*** *is the major source of government revenue in Uganda.*
- *Other sources of government revenue include: grants, loans, donations, tourism industry, airport charges, court fines and traffic fines, licences, sale of minerals.*

8. *Economic collapse*

This is when the economy of the country does not sustain the needs of people

Indicators of economic collapse

- **Unemployment**
- **Shortage of essential commodities**
- **Decline in the value of the national currency**
- **Limited investments**
- **Inflation (general and progressive increase in prices)**

9. *Brain drain*

Brain drain is the movement of highly trained people (skilled labour) from their country to go and work in another country. E.g. Engineers, teachers, doctors.

It is the movement of professionals to other countries looking for better paying jobs.

- ❖ Such people are usually attracted by better pay and other good working conditions.
- ❖ African countries lose skilled people who would have contributed towards provision of social services and production of goods.
- ❖ They also lose taxes they would have collected from such people.
- ❖ The governments also lose what was invested in them during their training.

(c) *Social challenges affecting Economic developments in Africa.*

10. Famine

It is a large scale shortage of food lasting for a long time in an area.

Causes of famine

- Civil wars and conflicts
- Prolonged drought
- Rural urban migration
- Outbreak of crop pests and diseases.
- Poor agricultural methods
- Poor storage facilities
- Putting much emphasis on production of cash crops than food crops

Dangers of famine

- ❖ It leads to death of people
- ❖ It Increases dependence on foreign aid

Ways of controlling famine.

- ❖ By mechanising agriculture
- ❖ By encouraging farmers to use modern farming methods
- ❖ By promoting peace and stability in the country
- ❖ By planting high yielding seeds to increase food production
- ❖ By encouraging the growing of more food crops than cash crops

11. Low life expectancy

Life expectancy refers to how long in terms of years people in a country are expected to live.
Most African countries have low life expectancy

Causes of low life expectancy in Africa

- Poor feeding
- High levels of poverty
- Poor medical services
- Limited access to clean and safe water.

Ways of increasing life expectancy

- ❖ Having proper nutrition
- ❖ Creating more job opportunities
- ❖ By providing clean and safe water
- ❖ By providing education services

12. High infant and maternal mortality rate

Mortality rate is the rate at which people die
Infant mortality rate is the rate at which babies die while *maternal mortality rate* is the rate at which pregnant mothers die during delivery.

Causes of high infant and maternal mortality rate.

- Lack of immunisation services
- Poor sanitation
- Poor medical services
- Poor feeding

13. Illiteracy

Illiteracy is the state when people in a country cannot read and write with understanding

Causes of high levels of illiteracy in Africa

- Shortage of funds to invest in education
- Ignorance among people
- Social injustice where girls are denied education

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

How illiteracy can be controlled

- **By introducing universal education programmes eg: UPE, USE**
- **Government should introduce adult literacy programs**
- **By constructing more schools in the country**
- **Laws should be put in place to make primary education compulsory**
- **By educating parents on the importance of education**

Note: *-The government of Uganda introduced the* ***Alternative Basic Education for Karamoja*** *(ABEK) to reduce the high levels of illiteracy among the Karimojongs.*

14. ***Poor social service delivery*****.**

Social services are services provided to improve people's welfare.
Such services include; Education, security, communication, banking, transport etc

Problems faced in providing social services.

- **Shortage of funds**
- **High population.**
- **Poor transport network.**
- **Insecurity in some areas**
- **Corruption**
- **Shortage of skilled labour**



Testing Exercise.

1. **Give the meaning of each of the following.**
   (i) **A resource**
   (ii) **Natural resources**
2. **Mention any two examples of of the following types of natural; resources.**
   (i) **Renewable resources**
   (ii) **Non-renewable resources.**
3. **Why is land considered to be the most important resource?**
4. **Give one way the following components act as resources,**
   (i) Wind
   (ii)Sunshine
5. **Give any two reasons why some natural resources in Africa are not yet exploited.**
6. **Mention any three factors that have promoted industrial development in many African countries.**
7. **Mention any two examples of each of the following;**
   (i) Primary industry
   (ii) Secondary industry
   (iii) Tertiary industry
8. **Mention any three factors one would consider before setting up an industry in an area.**
9. **State one way a large population has promoted industrial production in Kampala.**
10. **Why are Ugandans encouraged to export more processed goods than raw materials?**
11. **Give any three ways people benefit from a nearby industry in their area.**
12. **Give any two ways people benefit a nearby industry in their area.**
13. **State any two problems that may result from the large scale establishment of o industries in an area.**
14. **Give any two ways a sugarcane outgrower can benefit from a sugar processing industry in his community.**
15. **Give any two ways the industrial sector has promoted economic development in Africa.**

apolokimbugwe504@gmail.com TEL: **+256771623617 / +256700770630**

16. State any one challenge that affect industrial development in Africa.
17. Give one way smuggling can affect industrial development in Africa.
18. Complete the table below correctly.

Type of energy	*Source*
(i) Hydro electricity	----------
(ii) ----------	Sunshine
(iii) ----------	Animal wastes and garbage
(iv) Geothermal energy	----------

19. What are Multipurpose river projects?
20. Mention one major multipurpose river projects on each of the following rivers.
    (i) River Niger.
    (ii) River Volta.
    (iii) River Zambezi.
    (iv) River Congo.
21. Mention any three hydro electric power dams along river Nile outside Uganda.
22. Give any three ways Multipurpose river projects are important.
23. Give two ways hydro electric power generation has promoted economic development in Africa.
24. Give the meaning of Rural electrification.
25. Give one reason why the government is promoting rural electrification.
26. How does rural electrification promote the conservation of the natural environment.
27. State any two challenges that hinder the extension of hydro electricity to all parts of Uganda.
28. Give the meaning of Irrigation farming.

Irrigation scheme	*Major crop grown*	*Source of water*
(i) Tilda	----------	----------
(ii) ----------	Rice	River Manafwa
(iii) Gezira	----------	----------
(iv) Mwea Tebere	----------	----------
(v) Kiige	----------	----------

29. Why is agriculture referred to as the back bone of Africa?
30. Give any two reason why most farmers in Africa practice subsistence farming.
31. Give one way plantation farming has promoted industrial development in Uganda.
32. How can crop farming be made possible in North Eastern Uganda?
33. Why is agriculture referred to as an industry?
34. Give any two ways rural -urban migration has affected the development of agriculture in rural areas.
35. State any three problems faced by crop farmers in Uganda.
36. State any two ways the government can help farmers to increase food production.
37. What name is given to the industries that use cotton as their raw material?
38. Name the raw material used for making insecticides.
39. What are Agro-based industries?
40. State any two advantages of irrigation farming.
41. Why is irrigation farming not effective in North Eastern Uganda.
42. Name the major cash crop grown on Kilombero valley irrigation scheme.
43. Mention any three methods of mining commonly used in East Africa.
44. Give any two reasons why some minerals in different parts of Africa are not yet extracted.
45. State any three factors that have promoted the development of the mining industry in Africa.
46. How is Kimberley in South Africa similar to Mwadui in Tanzania in terms of mineral distribution?
47. State any two problems caused by mining in an area.
48. Give any two ways the mining industry has promoted economic development in Africa.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

49. Name the major minerals mined in each of the following area.
    (i) Witwatersrand in South Africa.
    (ii) Hima in Kasese.
    (iii) Osukuru hills in Tororo
    (iv) Kilembe in Kasese.
    (v) Lake Magadi in Kenya.
50. How has the extraction of limestone in Kasese promoted industrial development in that area?
51. Mention any two products obtained from copper.
52. Name any one mineral that is used for making artificial fertilizers.
53. Why is tourism referred to as an invisible export?
54. Give any three factors that have promoted the development of the tourism industry in East Africa.
55. How is poaching a threat to the Uganda's tourism industry?
56. State any two problems facing the tourism industry in East Africa.
57. Why are hotels always built near the major tourist attractions in Africa?
58. Give any two ways the tourism industry has promoted economic development in Uganda.
59. Give any two reasons why Kenya's tourism industry is more developed than that of Uganda.
60. State any three ways Uganda's tourism industry can be improved.
61. Name the largest fish species caught in Africa's inland fishing grounds.
62. If you were the ministry of trade and industry, which suitable processing industry would you recommend to be started in Kalangala?
63. Give any three ways fishing has promoted economic development in Uganda.
64. How is indiscriminate fishing dangerous to the fishing industry in Africa?
65. State any two ways water hyacinth affects the development of the fishing industry in Uganda.
66. State any three problems facing the fishing industry in Uganda.
67. Give one reason why the government discourages the use of undersized nets during fishing.
68. Which type of transport is most suitable for transporting petroleum to the refineries?
69. How is the Niger delta similar to the Albertine region?
70. Mention any three products obtained from petroleum.
71. Name the major mineral mined in the Niger delta.
72. Give any two reasons why Nigeria is not the leading oil exporter and yet it is the leading producer of oil.
73. Give any three ways oil mining has promoted of Nigeria.
74. Name the cash crop that is largely grown in Kalangala by Bidco oil company.
75. Give any two factors that have promoted oil palm growing in Nigeria.
76. Mention any two products obtained from palm oil.
77. Compare the Karimojong and the Fulani of Nigeria in terms of occupation.
78. Give any two reasons why the Karimojong live an unsettled life.
79. In which way can the governments of East African countries curb cattle rustling among the pastoral tribes?
80. Mention one step the government of Uganda has taken to make the Karimojongs live a settle life.
81. Mention any three industrial towns in South Africa.
82. Name the type of sheep that is mainly reared in the temperate grasslands of South Africa.
83. How is Ranching different from Dairy farming?
84. Give any two reasons why Libya is the leading oil exporter in Africa.
85. State the main reason for the construction of the Great manmade river in Libya.
86. Give any two reasons why most people in Libya live in the Northern part of the country.
87. Name the major mineral mined in Libya.
88. Compare the Katanga region and Zambia copper belt in terms of mineral distribution.

89. State the main reason for the construction of the Tazara railway line.
90. Give any one reason why road transport is still under developed in most parts of DRC.
91. State any two factors that favour lumbering in DRC.
92. Name the largest irrigation scheme in Africa.
93. Mention the commonest method of irrigation used on the Gezira irrigation scheme.
94. State any three factors that favoured the establishment of the Gezira irrigation scheme.
95. Mention the main source of water used on Gezira irrigation scheme.
96. Why was a railway line established on the Gezira irrigation scheme?
97. Name the power dam that supplies hydro electricity to Gezira irrigation scheme.
98. Mention any one factor that favours agricultural mechanisation on the Gezira irrigation scheme.
99. State any four challenges affecting economic development in Uganda.
100. Give any four ways the challenges hindering economic development in Africa can be solved.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

TOPIC 10: MAJOR WORLD ORGANISATIONS

These are organisations formed by countries in different parts of the world for particular purposes.

Examples of major world organisations.

- **The United Nations Organisation (UNO)**
- **The Commonwealth of Nations**
- **Organisation of Petroleum Exporting Countries (OPEC)**

THE UNITED NATIONS ORGANISATION (UNO)



The United Nations Organisation (UNO) is also known as the *United Nations (UN).*
UN is an international organisation that was formed on 24th October, 1945 replacing the League on Nations which had been formed in 1919 after World War I.
The UN has its headquarters in *New York City*, United States of America (USA).
The UN has 193 member states.
***Vatican City* and *Palestine* are fully recognized as non-members of the UN. Other six countries are not members but are recognized by at least one country that is a UN member. These countries are; Taiwan, Western Sahara, Kosovo, South Ossetia, Abkhazia and Northern Cyprus.**

The First World War (World War I)

- ✓ **At the beginning of the 20th century, *Germany* under *Kaiser William II* had the ambition to conquer and control the whole world.**
- ✓ ***France, Russia* and *Britain* prepared to defend themselves.**
- ✓ **On 28th June, 1914, *Franz Ferdinand*, the crown prince of Austria and his wife Sophie, were killed by a Serbian student called Gavrilo Principe in Serbia.**
- ✓ ***Austria*, an ally to Germany declared a war on Serbia.**
- ✓ ***Russia* and France prepared to fight alongside *Serbia* and in return, *Germany* declared a war on both *Russia* and *France*.**
- ✓ ***Britain* also decided to side with *Russia* and *France*.**
- ✓ **The war lasted from 1914-1918 and *Germany* was eventually defeated.**

Note:

- *European countries formed the **League of Nations** in 1919 to prevent outbreak of the Second World War.*
- *The League of Nations took away all colonies that belonged to Germany as a punishment that was given to Germany for causing the First World War.*
- *These colonies were given to other European countries as Mandate territories.*
- ***Mandate territories** were the former colonies of Germany that were handed over to other European countries by the League of Nations after World War I. eg. Rwanda, Burundi, Tanzania, Cameroon, Togo, Namibia.*
- *European governments which were given mandate territories were meant to rule them for the good of the natives, till they were ready for their independence.*

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

- *Tanzania (German East Africa) was the East African country which was mostly affected during the war.*

Qn. *Give the main reason for the formation of the League of Nations in 1919?*
Qn. *Why did Germany lose her colonies in Africa after World War I?*
Qn. *What is a mandate territory?*

The Second World War (World War II).

- ✓ ***Adolf Hitler*** **became the leader of Germany in 1933 and formed a party of the Nazis (his supporters).**
- ✓ **Hitler's aim was to make Germany regain her former glory.**
- ✓ **Hitler allied with *Mussolini* of *Italy* whose supporters were called the Facists.**
- ✓ **On 1st September,1939, Hitler attacked *Poland*.**
- ✓ **On 28th June,1941, *Britain* and *France* declared a war on *Germany* and *Italy*.**
- ✓ **The war lasted for 6 years and ended in 1945 causing death to millions of people,destruction of property and displacement of people.**
- ✓ **African countries were involved in the war because their colonial masters took men to work as soldiers and porters in the war zones.**
- ✓ ***Algeria, Ethiopia*** **and *Somalia* became battle grounds.**

Note:

- *The UN was formed in 1945 to create everlasting peace in the world.*
- *The Mandate territories were handed over to the UN trusteeship council as Trust territories.*
- *-**Trust territories** were former colonies of Germany that were handed over to the United Nations after World War II.*

ORGANS OF THE UN.

Organ	*Role*	*Headquarters*
United Nations General Assembly	❖ **To discuss matters related to world peace, security, health etc.** ❖ **To approve the UN budget.** **NB:** *The heads of state and government meet once a year.*	**New York,USA**
The International Court of Justice (ICJ)	❖ **To settle disputes among the member countries.** ❖ **It is the judicial organ of the UN.** ❖ **It has 15 judges elected by the general assembly.**	**Hague,Netherlands**
United Nations Secretariat.	❖ **To organize the UN international conferences.** ❖ **Monitor peace keeping operations.** ❖ **Makes the agenda for the general assembly.** ❖ **Translates the UN international documents.** ❖ **Makes the budget for the general assembly.** ❖ **Compiles and keeps records of world statistical information.** **Note:** ✓ *The United Nations secretariat is headed by the* ***Secretary General.*** ✓ ***Mr. Antonio Guterres*** *from Portugal is the current Secretary General of the*	**New York,USA**

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

	United Nations. He replaced ***Mr. Ban Ki Moon*** ***The Last four (4) Secretary Generals of the UN.*** • **Boutros Boutros Ghali from Egypt.** • **Kofi Annan from Ghana.** • **Ban Ki Moon from South Korea.** • **Antonio Guterres from Portugal.**	
United Nations Security Council	❖ **To maintain international peace and security.** ❖ **It sends peace keeping forces to countries that have political conflicts.** ❖ **The council has 15 member states including 5 permanent member states.** **Note:** ✓ *USA, United Kingdom, France, China and Russia are permanent member states on the United Nations Security Council.*	**New York, USA**
The Economic and Social Council (ECOSOC)	❖ **It is responsible for economic and social affairs of the UN.** ❖ **It uplifts the standards of living among the people of the world.**	**New York, USA**
The Trusteeship Council	❖ **It was responsible for the administration of the 11 trust territories.**	**No longer in existence**

Note:

- ✓ *The* ***International Court of Justice (ICJ)*** *settles conflicts between countries while the* ***International Criminal Court (ICC)*** *punishes people for genocide, crimes against humanity and war crimes.*
- ✓ *ICC was created on 1st July,2002 and is also based in* ***Hague, Netherlands****.*

AGENCIES OF THE UN.

Agency	*Headquarters*	*Role(S)*
United Nations Children's Fund (UNICEF)	**New York, USA**	❖ **It provides food and medicine to vulnerable children.** ❖ **It promotes gender equality through girl-child education.**
United Nations Educational, Scientific and Cultural Organisation (UNESCO)	**Paris, France.**	❖ **It promotes standards of education world-wide.** ❖ **It promotes scientific advancement in research.** ❖ **Ensures protection of cultural heritages.**
World Health Organisation (WHO)	**Geneva, Switzerland**	❖ **It funds projects that promote public health in developing countries.** ❖ **It approves the newly invented drugs.** ❖ **It fights outbreak of epidemic diseases.** ❖ **It works in areas such as immunisation, health education and provision of essential drugs.**
World Food Programme (WFP)	**Rome, Italy**	❖ **It promotes food security world-wide.** ❖ **It saves lives through providing food to those affected by famine.**

Food and Agricultural Organisation (FAO)	Rome, Italy	❖ It works to improve agricultural productivity and food security.
International Monetary Fund (IMF)	Washington DC, USA	❖ It provides financial advice to central banks. ❖ It gives short term loans to countries with deficit budget. ❖ It controls inflation of national currencies.
International Labour Organisation (ILO)	Geneva, Switzerland.	❖ It defends the rights of the workers. ❖ It formulates programmes to improve working conditions and employment opportunities. ❖ It defines international labour standards.
World Meteorological Organisation (WMO)	Geneva, Switzerland	❖ It promotes scientific research on the atmosphere and climate change. ❖ Facilitates the global exchange of meteorological data and information.
United Nations High Commissioner for Refugees (UNHCR)	Geneva, Switzerland	❖ It provides temporary shelter to refugees. ❖ It provides food to refugees. ❖ It provides clothes to refugees.
United Nations Industrial Development Organisation (UNIDO)	Vienna, Austria	❖ It promotes industrial development in developing countries. ❖ It provides technical assistance and training on issues concerning industrial development.
International Atomic Energy Agency (IAEA)	Vienna, Austria	❖ It works for the safe and peaceful use of atomic energy.
International Maritime Organisation (IMO)	London, UK	❖ It seeks to prevent marine pollution from ships. ❖ It encourages marine safety and improving international shipping procedures.
International Telecommunication Union (ITU)	Geneva, Switzerland	❖ It coordinates usage of radio and TV frequencies.
United Nations World Tourism Organisation (UNWTO)	Madrid, Spain	❖ It fosters tourism education. ❖ It provides technical advice on how to improve the tourism industry.
International Civil Aviation Organisation (ICAO)	Montreal-Quebec, Canada	❖ It ensures safety and security of air transport. ❖ It ensures regularity of air transport. ❖ It serves as the medium of cooperation in all areas of civil aviation.
World Bank Group	Washington DC, USA	❖ It provides loans to developing countries to reduce poverty.
International Fund for Agricultural Development (IFAD)	Rome, Italy	❖ It mobilises financial resources for better food production and better nutrition among the poor in developing countries.
Universal postal union (UPU)	Bern, Switzerland	❖ It improves postal services. ❖ It provides technical assistance on postal matters.

World intellectual property organisation (WIPO)	Geneva, Switzerland	❖ It promotes international protection of property. ❖ It fosters cooperation on trademarks, copyrights and industrial designs.
United Nations Office on Drugs and Crime (UNODC)	Vienna, Austria	❖ It ensures prevention of crimes and drug abuse

Objectives of the UN

- ❖ To prevent outbreak of another world war.
- ❖ To maintain international peace and security in the world.
- ❖ To promote cooperation and unity among the member states.
- ❖ To promote respect for human rights.
- ❖ To promote better living standards of the people of the world.
- ❖ To eradicate poverty in developing countries.

Activities done by the UN

- ❖ Settling disputes among nations.
- ❖ Eradicating poverty in developing countries.
- ❖ Working towards improving people's living standards.
- ❖ Fighting against diseases which affect people.

Achievements of the UN.

- ❖ It has promoted cooperation and unity among the member states.
- ❖ It has promoted international trade.
- ❖ It has promoted peace in the world.
- ❖ It has promoted respect for human rights.
- ❖ It provides technical and financial advice to developing countries.

Challenges faced by the UN.

- ❖ Shortage of funds to run its programmes effectively.
- ❖ Insecurity in some parts of the world.
- ❖ Differences in political systems among the member states.
- ❖ World dictators.
- ❖ Conflicts among the member states.

Similarities between the UN and the AU.

- ❖ Both work towards creating peace in the member states.
- ❖ Both work towards promoting respect for human rights.
- ❖ Both help in settling disputes among countries.
- ❖ Both aim at eradicating poverty among people.
- ❖ Both work towards improving people's living standards.

Differences between the UN and the AU.

- ❖ UN works towards promoting peace in all parts of the world while AU works towards promoting peace in African countries.
- ❖ UN aims at eradicating poverty in all parts of the world while AU aims at eradicating poverty in African countries.
- ❖ UN unites countries in all parts of the world while AU unites only African countries.
- ❖ UN works towards promoting respect for human rights in all parts of the world while AU works towards promoting respect for human rights in African countries.
- ❖ UN works towards improving people's standards of living in all parts of the world while AU works towards improving people's standards of living in African countries.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS.

The Universal Declaration of Human Rights (UDHR) was the declaration which was adopted by the United Nations (UN) General assembly on 10th Dec, 1948 in Paris, France.

It consists of 30 articles and all national constitutions are expected to uphold all the rights as contained in this declaration.

Human rights are basic natural freedoms all human beings are entitled to.

These human rights include;

1. We are all born free and fair. We have our own thoughts and ideas. We should all be treated in the same way.
2. Freedom from discrimination.
3. The right to life.
4. Freedom from slavery.
5. Freedom from torture.
6. We have rights no matter where we go.
7. We are all equal before the law.
8. The right to have our rights protected by the law.
9. Freedom from unfair detainment.
10. The right to trial.
11. We are always innocent till proven guilty.
12. The right to privacy.
13. Freedom to move.
14. The right to seek a safe place to live.
15. Right to a nationality.
16. Every grown up has the Right to marry and have a family.
17. The right to own property.
18. Freedom of thought. we have a right to believe in what we want, to have religion or to change it if we want.
19. Freedom of expression. We have a right to say what we think and share our ideas with other people.
20. The right to public assembly. We have a right to meet our friends and work together.
21. The right to democracy.
22. Right to social security. We have the right to affordable housing, medicine, education and childcare.
23. Every grown up has the right to do a job.
24. The right to play.
25. Right to food and shelter.
26. The right to education.
27. The right to copyright.
28. The right to a fair and free world. There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.
29. Responsibility. We have a duty to protect the rights and freedoms of other people.
30. No one can take away your own rights.

Human rights abuse / violation

This is the denial of the basic natural freedoms to which all people are entitled.

Child abuse is the denial of basic natural freedoms to which all children are entitled.

Forms of Human rights abuse/Ways in which human rights are violated.

- Torturing of political opponents.
- Slavery
- Death penalty
- Racial segregation.
- Raping of women.
- Sexual mutilation.
- Denial of freedom of movement.
- Killing of political opponents.
- Domestic violence against women.
- Detention of people without court trial.

Forms of child abuse.

- Physical child abuse
- Emotional child abuse/Psychological child abuse.
- Sexual child abuse.

Ways of controlling human rights abuse.

- ❖ By promoting peace and security in the country.
- ❖ By enforcing laws against human rights abuse.
- ❖ By sensitising people about their rights.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

❖ **By establishing organisations that promote human rights eg. Uganda Human Rights Commission (UHRC).**

Note:- *UHRC was established in 1995 in recognition of Uganda's violent history characterized by arbitrary arrests, detention without trial, torture etc.*

International organisations that monitor human rights.

- **Amnesty international.**
- **International federation for human rights.**
- **Youth for human rights international.**
- **Human rights watch.**

Note:

- ***Basic needs*** *are things which man can not live without eg. food, clothes, medical care, security, education etc.*
- ***Children's rights*** *are the basic natural freedoms to which all children are entitled.*
  Examples of children's rights include;*The right to food, right to medical care, right to shelter, right to education, right to play, right to clothes etc.*

THE COMMONWEALTH OF NATIONS

The Commonwealth of Nations is an organisation which is made up of Britain and her former colonies, protectorates and dominion states.

Dominion states are independent states that regard the queen of England as their head of state e.g. Canada, Australia and New Zealand.

To date, the Commonwealth of Nations has 53 member states.

The Commonwealth of Nations is headed by the Queen of England.

Queen Elizabeth II **is the current head of the Commonwealth of nations (since 6th February,1952)**

Commonwealth countries is Africa.

- **Botswana**
- **Cameroon**
- **Ghana**
- **Kenya**
- **Lesotho**
- **Malawi**
- **Tanzania**
- **Mauritius**
- **Mozambique**
- **Namibia**
- **Nigeria**
- **Rwanda**
- **Seychelles**
- **Sierra Leone**
- **South Africa**
- **Swaziland**
- **Gambia**
- **Uganda**
- **Zambia**

Commonwealth countries in Europe.

- **United Kingdom (Britain, Northern Ireland, Wales, Scotland)**
- **Cyprus**
- **Malta**

Commonwealth countries in Asia

- **Bangladesh**
- **Brunei**
- **India**
- **Malaysia**
- **Pakistan**
- **Singapore**
- **Sri Lanka**

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

Commonwealth countries in Australia.

- Fiji
- Australia
- Tonga
- New Zealand
- Solomon islands
- Tuvalu
- Nauru
- Kiribati
- Papua New Guinea
- Samoa
- Vanuatu

Commonwealth countries in America.

- Canada
- Antigua and Barbuda
- Bahamas
- Barbados
- Belize
- Dominica
- Grenada
- Guyana
- Jamaica
- Saint Lucia.
- Trinidad and Tobago
- Saint Vincent and Grenadines
- Saint Kitts and Nevis



Queen Elizabeth II

Note: ***Commonwealth countries are united by the following***.

- ✓ *They use English as their official language.*
- ✓ *They were mostly former colonies of Britain.*
- ✓ *They have similar education systems.*
- ✓ *They regard the queen of England as their head.*

Structure of administration of the Commonwealth of Nations.

ii) ***The Heads of state summit.***

It is the policy making body of the Commonwealth of Nations.
It is made up of heads of state or governments.
The heads of state meet for a week once in every 2 years.
They have lengthy discussions on issues that are affecting the member states.

iii) The Secretariat.

It is headed by the Secretary General who is elected by the Commonwealth Heads of state.
Chief Emeka Anyaoku from Nigeria was the first Secretary General of the Commonwealth of Nations.
Patricia Scotland from Dominican Republic is the current Secretary general of the Commonwealth of Nations.

Duties of the Secretary General.

- To prepare the agenda of the secretarial meetings.
- To supervise commonwealth committees.
- To chair the secretariat meetings.

iv) ***Ministerial meetings.***

Ministers of Finance and Defense meet once every year while those of Education and Health meet once every after 3 years.
These ministers meet to discuss issues concerning trade, technology, development, political stability and improved social services.

v) ***High commissioners.***

A High commissioner is a representative of a commonwealth state to another commonwealth state.
for example, the representative of Uganda in South Africa is given a title of a high commissioner.

- His office is at the High commission e.g. The South African High commission in Uganda.

An Ambassador is a representative of a non-commonwealth country in another country.
For example, the representative of USA in Uganda is given a title of an ambassador.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

➢ His office is at the embassy e.g. The American Embassy in Uganda.

Commonwealth areas of work.

- Education
- Sports
- Democracy
- Human rights
- Economics

Commonwealth Heads of Government Meeting (CHOGM)

CHOGM is a meeting in which Commonwealth heads of governments meet to discuss matters of mutual interest.

It is the main decision making forum for the Commonwealth organisation.

It is held every after 2 years and the Commonwealth chairperson is the president of the hosting country.

Mr Boris Johnson from United Kingdom is the current chairperson of the Commonwealth of Nations (19^{th}-20^{th} April,2018)

The next CHOGM will be held in Rwanda in 2020 and will be chaired by H.E Paul Kagame.

President Yoweri Museveni was the chairperson of the Commonwealth of Nations in 2007 (23^{rd}-25^{th} November).

Benefits of CHOGM.

- ❖ It promotes the development of infrastructure such as hotels, roads etc.
- ❖ It attracts many foreign investors.
- ❖ It creates market for locally manufactured goods.
- ❖ It strengthens friendship among commonwealth countries.
- ❖ It opens up the country to the outside world.

Commonwealth games.

These are an international multi-sport event held every after 4 years.

The last commonwealth games were held between 4^{th} and 15^{th} April 2018 in Gold Coast-Queensland, Australia.

The next commonwealth games will be held in Birmingham, England in 2022.

Examples of commonwealth games.

- Athletics
- Badminton
- Beach volleyball
- Boxing
- Cycling
- Wrestling
- Diving
- Gymnastics
- Hockey
- Lawn bowls
- Netball
- Squash
- Swimming
- Tennis
- Weight lifting

Note: - *Commonwealth games promote cooperation among commonwealth countries and also promote the development of infrastructure in the hosting country.*

Objectives of the Commonwealth of Nations.

- ❖ To promote democracy among commonwealth member states.
- ❖ To promote respect for human rights Commonwealth countries.
- ❖ To eradicate poverty in the Commonwealth member states.
- ❖ To uplift the standards of living among people in Commonwealth countries.
- ❖ To oppose racism in Commonwealth member states.
- ❖ To promote trade among Commonwealth states.

Benefits of the Commonwealth of Nations.

- ❖ It provides scholarships to students in Commonwealth countries.
- ❖ It promotes peace and security in the Commonwealth member countries.
- ❖ It provides financial assistance to member states.
- ❖ It promotes respect for human rights in its member countries.
- ❖ It promotes trade among commonwealth countries.

❖ It organises commonwealth games which promote friendship among commonwealth countries.

Symbols of the Commonwealth of Nations.

- English language.
- Commonwealth flag.
- Commonwealth anthem.
- Commonwealth day (2nd Monday in March)

Similarities between the UN and the Commonwealth of nations.

❖ Both aim at promoting peace among the member states.
❖ Both promote development in the member states.
❖ Both aim at promoting unity in the member states.
❖ Both work towards improving people's standards of living.

ORGANISATION OF PETROLEUM EXPORTING COUNTRIES (OPEC)



OPEC is an international organisation that was formed in Baghdad conference on 10th-14th September, 1960 by Iran, Iraq, Kuwait, Saudi Arabia and Venezuela.
It is made up of 15 member states.
It has its headquarters in Vienna, Austria.

OPEC member states in Africa.

- Algeria
- Angola
- Libya
- Nigeria
- Gabon
- Equatorial Guinea
- Congo Brazzaville.

Other member states of OPEC.

- Iraq
- Iran
- Kuwait
- Qatar
- Saudi Arabia
- United Arab Emirates (UAE)
- Venezuela
- Ecuador

Objectives of OPEC.

❖ To ensure a steady supply of oil products.
❖ To unite all oil producing countries.
❖ To regulate oil production and supply.
❖ To make oil prices constant.

Note:

❖ *Uganda is not a member of OPEC because it has not yet started producing and exporting her petroleum.*
❖ *In East Africa, crude oil is refined at Mombasa in Kenya and Dar-es-salaam in Tanzania.*

Benefits of oil mining to African countries.

❖ It is a source of employment to people.
❖ Oil exports earn foreign exchange.
❖ It is a source of government revenue through taxing oil mining companies.
❖ It is a source of raw materials to industries.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

- ❖ It promotes the development of infrastructure.
- ❖ It is a source of cheap fuel to the people of Africa.

Problems caused by oil mining.

- ❖ It leads to pollution of the environment.
- ❖ It has led to shortage of labour in other sectors.
- ❖ It has led to devegetation.
- ❖ It has led to Rural-urban migration.

Problems facing oil mining in Africa.

- ❖ Insecurity in some oil mining areas.
- ❖ Fluctuation of oil prices on the world market.
- ❖ Competition from other oil producing countries.



Testing Exercise.

1. Name the organisation that was formed to maintain world peace after world war I.
2. What were the Mandate territories?
3. Why did Germany lose her colonies in Africa after world war I?
4. State the main reason for the formation of the league of Nations in 1919.
5. Mention any four mandate territories in Africa during colonial rule.
6. Why does Rwanda use English as her official language?
7. Which East African country is mostly affected by world war I?
8. Why was Uganda involved in world war I?
9. Mention any four organs of the UNO.
10. State the main reason for the formation of the league of nations.
11. Name any three permanent members on the UN Security council.
12. State any two duties performed by the Secretariat of the UN.
13. Who is the current secretary general of the UNO?
14. Which European country is blamed for causing world war I?
15. How was the country in (14) above punished for causing world war I?
16. How is the International Court of Justice important to the UN member states?
17. Which European country colonised Rwanda and Burundi?
18. Why does Rwanda use French as her official language?
19. State the main reason for the formation of the UNO.
20. Name the organisation that was replaced by the UN.
21. Mention any four agencies of the UNO.
22. Give any two ways UNICEF benefits people in your community.
23. State any three ways the UN is important to the member countries.
24. Write the following in full.
    (i) UNESCO
    (ii) UNICEF
    (iii) UNHCR
25. State any three challenges facing the UNO.
26. Where is the headquarters of the UNO?
27. Give any two ways the work of the UNO is similar to that of the African Union.
28. Give any one way UNHCR benefits people in African countries.
29. State any two ways the work of the UNO is different from that of the African Union.
30. Which agency of the UN is responsible for performing the following role?
    (i) Resettling people in war torn areas.

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

(ii) Improving the welfare of vulnerable children.
(iii) Promoting education through culture.

31. Give the meaning of each of the following;
    (i) Basic needs
    (ii) Human rights.
32. Apart from food, mention any two other basic needs of man.
33. Why is food regarded to be a basic need?
34. Give any three reasons why some people in Uganda fail to get basic needs.
35. Mention any four examples of fundamental human rights.
36. Mention any three examples of children's rights.
37. Give any two ways human rights are abused in our society today.
38. Mention any two forms of human rights abuse.
39. Give one way pupils can contribute towards violation of their rights at school.
40. Write UHRC in full.
41. Give one way UHRC is important to the people of Uganda.
42. Give any two ways the government can reduce the violation of people's rights in the community.
43. Name the international organisation that unites all former British colonies.
44. State any two characteristics of the commonwealth countries.
45. Why does Nigeria use English as her official language?
46. State any two reasons for the formation of the Commonwealth of nations.
47. How is a High commissioner different from an Ambassador?
48. Apart from Uganda, mention any four commonwealth member countries in Africa.
49. What title is given to a diplomat who represents;
    (i) Uganda in South Africa?
    (ii) Russia in Uganda?
    (iii) Nigeria in Canada?
50. Write the following in full.
    (i) CHOGM.
    (ii) OPEC
51. Give any three ways Uganda benefited from hosting CHOGM in 2007.
52. Mention any three examples of commonwealth games.
53. Why do individuals who travel abroad to represent Uganda in Commonwealth games carry the Uganda national flag?
54. Give any two ways Uganda benefits from participating in Commonwealth games.
55. Give one reason why the Uganda national anthem is sung in schools.
56. Mention any three member states of OPEC in Africa.
57. Give any two reasons why OPEC was formed.
58. Name the mineral that was discovered in the Albertine region recently.
59. Mention any three oil wells located in the Albertine region.
60. Give any three ways Ugandans will benefit from the extraction of petroleum in the Albertine region.

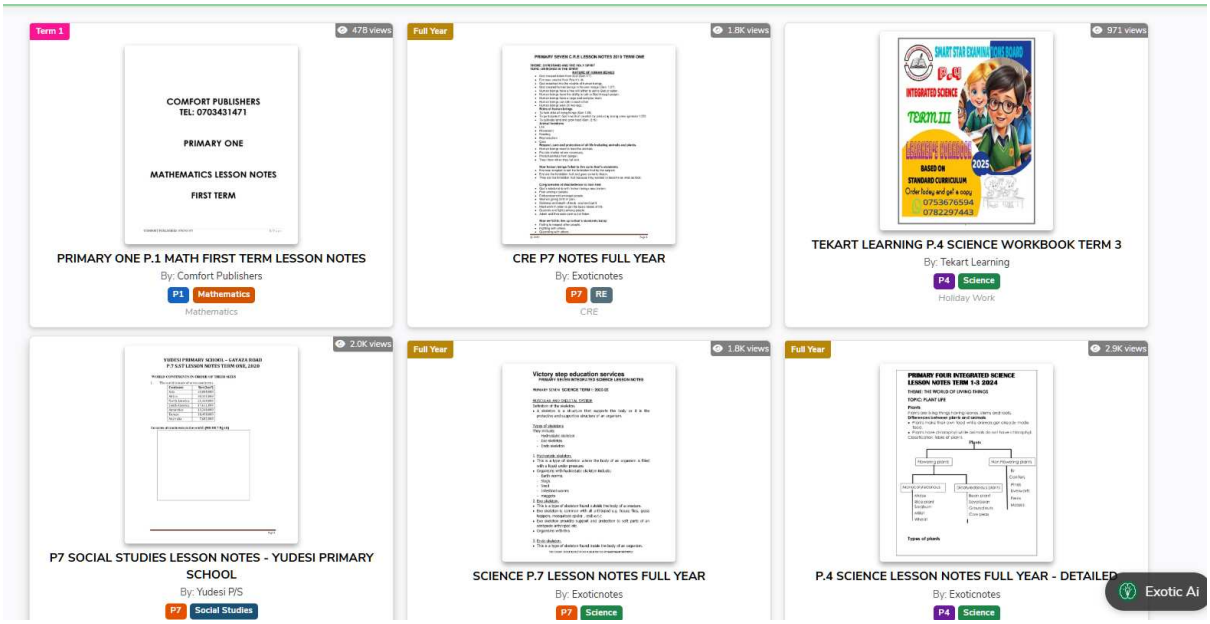
End Of Primary Seven Social Studies Syllabus



"Wishes You Success In Your PLE Exams"

apolokimbugwe504@gmail.com TEL: +256771623617 / +256700770630

This document was downloaded from https://exoticnotes.com



Do you need more LESSON NOTES for Primary (All classes)?

Click
https://exoticnotes.com/notes/primary/

If you need LESSON NOTES for SCIENCE (P.1 – P.7)
Click
https://exoticnotes.com/notes/primary/science/

If you need LESSON NOTES for English (P.1 – P.7)
Click
https://exoticnotes.com/notes/primary/english/

If you need LESSON NOTES for Mathematics (P.1 – P.7)
Click
https://exoticnotes.com/notes/primary/mathematics/