KAZO LOCAL GOVERNMENT
EDUCATION DEPARTMENT
P.7 SST LESSON NOTES FOR TERM II 2023

LESSON 1
TOPIC: THE PEOPLE OF AFRICA
SUBTOPIC: THE ETHNIC GROUPS OF AFRICA.
Read and write: Ethnic, custom relates and culture.

CONTENT: Definition of ethnic group**.**

- An ethnic group is a group of people who share the same origin, culture, custom and speak related languages.

Examples of ethnic groups in Africa

- Bantu
- Nilotics/River-lake Nilotes
- High land Nilotes
- Hamites/cushites
- Khoi khoi (Hottentots)

Activity.

1. Define ethnic group?

2. Outline the examples of ethnic groups in Africa
3. What term is used to refer to a group of people who share the same origin and speak similar related languages?
   _____

LESSON2

TOPIC: THE PEOPLE OF AFRICA
SUB –TOPIC: THE DIFFERENT ETHNIC GROUPS.

Read and write: Tribe, Ancestor, custom, related.

CONTENT

Definition of tribe

A tribe is a group of people living together under one ancestor.
An ethnic group is a group of people who share the same origin, culture, custom and speak similar related languages.

Examples of ethnic under different ethnic groups.

- Bantu
- The Buganda
- The Kikuyu
- Nyamwezi
- Chagga
- Ngoni
- Ndebele
- Luba
- Bemba
- Shona
- Tswana
- Herero
- Xhosa
- Sotho
- Venda
- Zulu

Nilotics/River –Lake Nilotes

- Acholi
- Alur
- Langi
- Japadhola
- Jaluo
- Nilo –Hamites/ Plain Nilotes
- Karimajong
- Iteso
- Kumam
- Masai
- Samburu

Cushites/ Hamites

- Mbugu
- Iragu
- Kinje
- Galla
- Somali
- Boran
- Rendile
- Bahima

Semites.

- Bagara
- Ambara
- Tigreams
- Nubians
- Arabs
- Khoisans

- Hottentots - San

The Berbers
The Negroes
The Caucasian

- Fulani - Amhara
- Tuareg - Oromo
- Hausa - Somali

Highland Nilotes

- Nandi - Marakwet
- Kipsigis - Teri Bok
- Tugen - Okiet
- Dadong - Pokot

ACTIVITY

1. What name is given to a group of people living together under one ancestor?
2. Define the terms:

i) Culture _____

ii) ii) Custom_____

3. Mention any four examples of ethnic groups in Uganda.

LESSON 3

Topic: <u>THE PEOPLE OF AFRICA</u>.
Sub Topic: <u>THE CRADLE LAND OF DIFFERENT ETHNIC GROUPS</u>

<u>READ AND WRITE:</u> cradle, Bahr-el-Ghazel, Semites, Caucasian

<u>Definition of Cradle Land/ Home Land</u>
A cradle land or a Home land is a place of origin.
The different ethnic groups originated from different places.

Examples:

- The Bantu - Cameroon Highlands
- The Nilotics - Bahr –El- Ghazel
- The Nilo- Hamites - Ethiopia
- The cushites - Asia
- The Semites - Saudi – Arabia
- The Khoisans - Southern Africa

- The Berbers - Europe
- The Caucasian - Europe
- The Arabs - Asia

ACTIVITIES

1. What do you understand by the term “Cradle land?
2. List down any four ethnic groups in Africa.
3. Where did the following ethnic group originate from?

i) The Bantu _____
ii) The Nilotics _____
iii) The Berbers _____
iv) The Arabs _____

LESSON 04
Topic: <u>THE PEOPLE OF AFRICA</u>.
Sub Topic: <u>REASONS FOR THEIR MIGRATION</u>
<u>READ AND WRITE:</u> Migration, Adventure, Conflict, Epidemic.

<u>Definition of migration.</u>
<u>Migration:</u> - Is the movement of people and their property from one place to another for settlement.

<u>Reasons for their migration.</u>

- Over population
- Famine
- Epidemic disease
- Prolonged drought
- Love for Adventure
- Internal conflicts
- External conflicts

Activity

1. What is Migration?

_____

2. Give any four reasons why the ethnic groups migrated from their cradle land.

LESSON 05
Topic: THE PEOPLE OF AFRICA.
Sub Topic: EFFECTS OF THEIR MIGRATION
READ AND WRITE: results, Reduction, Displacement

Meaning of effects or results.
- Effects or results are the outcomes.

- **Effects of migration to the people of Africa**.
- Population increase
- Reduction in their places of origin
- New cultures were formed
- Introduction of new skills
- Inter marriages between different ethnic groups
- Displacement of people especially Bushmen

Activity.
1. How did Swahili culture come into existence?
2. How were the Bushmen affected by the coming of different ethnic groups in Africa?
3. Identify any four effects for the coming of different ethnic groups in Africa.

LESSON 6.

Topic: THE PEOPLE OF AFRICA.
Sub Topic: SETTLEMENT PATTERN OF THE ETHNIC GROUPS.
READ AND WRITE: Pastoralist, Reliable and Bahr-el-Ghazel.

CONTENT.

Identifying settlement patterns of different ethnic groups.
- High land Bantu: They settled around the slopes of mountains.
- Examples of Highland Bantu, Bagisu, Bakonjo, chagga.

Factors responsible for their settlement

- Reliable rain fall
- Fertile soils
- Cool climate (Temperature)

- The Interlacustrine Bantu. These settled around lakes and rivers of Africa.

Factors responsible for their settlement

- Reliable rainfall
- Presence of water
- Fertile soils
- Fishing groups

- Nilo-Hamites and Hamites: These are pastoralists and they settled in plain lands of Africa due to presence of pasture land
- Nilotics: They Originated from Bahr-el –Ghazel in Sudan. They moved following the course of River Nile.

Activity

1. Suggest any three factors that attracted Bantu to settle interlacustrine region.
2. What does the term “Interlacustrine” Mean?
3. Identify the ethnic group that migrated from Bahr-el-Ghazel?

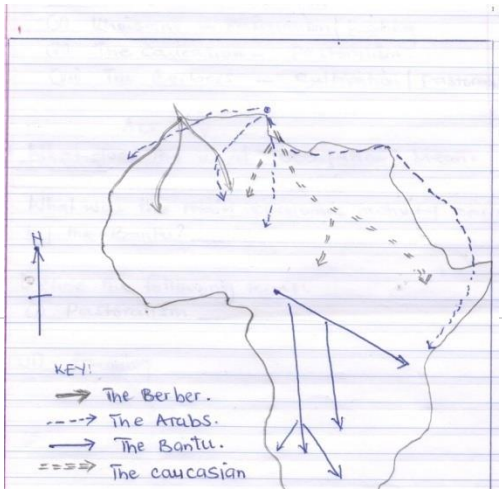
LESSON 07
Topic: THE PEOPLE OF AFRICA.

Sub Topic: THE MAP OF AFRICA SHOWING MIGRATION ROUTES.

READ AND WRITE: ROUTES, ACCURATES.

- The teacher draws the map of Africa showing migration routes of the ethnic groups.
- Pupils draw the map of Africa showing migration of the ethnic groups.
- Pupils indicate the different routes they followed.

Migration in Africa.



Activity

1. Identify the ethnic groups of Africa that followed the above routes.

LESSON 08
Topic: <u>THE PEOPLE OF AFRICA</u>.

Sub Topic: <u>OCCUPATION OF DIFFERENT ETHNIC GROUPS</u>

<u>READ AND WRITE:</u> occupation, pastoralism, farming culture
<u>Meaning of occupation.</u>
Occupation is the work done by people to earn a living.

The occupation of different ethnic groups

i) The Bantu - cultivation or farming
ii) The Nilotics - pastoralism
iii) The cushites - pastoralism
iv) The Semites - pastoralism
v) The Khoisans - pastoralism
vi) The Berbers - cultivation /Pastoralism
vii) The Caucasian - pastoralism

Activity

1. What does the word “Occupation” Mean?

2. What was the main economic activity carried out by the Bantu?
   _____

3. Define the following terms:

i) Pastoralism _____

ii) Farming _____

LESSON 9
TOPIC: THE PEOPLE OF AFRICA
SUB-TOPIC: PROBLEMS/CHALLENGES FACED BY ETHNIC GROUPS
READ AND WRITE: Challenges, course, Attack, Prolonged.
Problem(s) – are hardships that a person meets in the course of carrying out his work.

The problems/challenges faced by the ethnic groups

- Over population in their place of origin
- Prolonged drought
- Attached by wild animals
- They were broken by rain
- They moved long distances foot
- Crossing big physical features
- Hunger and thirst
- Hostile tribes e.g. Nandi
- Outbreak of diseases

ACTIVITY
1. Explain the term "problem"…
2. Explain any four problems/ challenges met by the ethnic groups as they migrate in east Africa.

LESSON 10
TOPIC: THE PEOPLE OF AFRICA
SUB-TOPIC: SOCIAL ORGANIZATIONS OF THE ETHNIC GROUP
READ AND WRITE: Social organization, culture, Ritual practices.

Meaning of social organization.
Are the activities that bring people together in a society?

The ethnic groups therefore organized themselves socially in the following ways.

- Naming children
- Burial ceremony
- Worshiping practices
- Performing rituals
- Harvesting crops
- Detoothing
- Tattooing

Importance of cultural practices;

- Promotes culture
- Promotes unity
- Promotes a sense of belongingness
- Source of employment
- Source of income to the community
- Promotes tourism

ACTIVITY

1. Identify any four social activities that bring people together in our society.

2. State any four advantages of social activities that bring people to our communities in Uganda today.

LESSON 11
TOPIC : THE PEOPLE OF AFRICA
SUB-TOPIC: POLITICAL ORGANIZATION OF THE ETHNIC GROUPS
READ AND WRITE: Political chiefdom, Empire, Clan.
Meaning of political organization.

Political organization refers to the way different ethnic groups organized themselves to live politically in a society.

Ethnic groups were organized in the following ways;

(a) Clan: It is a group of people under one ancestor.
(b) Community: It is a group of people living and working together.
(c) Chiefdom: It is a place led by chief
(d) Kingdom: It is a place led by a king
(e) Empire: It is a place led by emperor

ACTIVITY

1. State two ways how the ethnic groups were politically organized in east Africa.
2, Mention any two political organization importance to the government of Uganda today
3. List dawn any two kingdoms in Uganda

LESSON 12
TOPIC: THE PEOPLE OF AFRICA
SUB-TOPIC: ECONOMIC ACTIVITIES OF ETHNIC GROUPS
READ AND WRITE: Iron smelting, Economic, Extraction, Mining.
CONTENT

Meaning of economic activities.
These are activities done by the people to earn a living
Examples of economic activities done by different ethnic groups.

- Barter trade : It was the exchange of goods for goods and services for services
- Slave trade : It was the buying and selling of human beings
- Black smith (iron smelting) making of tools from metals
- Long distance trade: This was a trade that was existed between the people at the cost of East Africa and the interior.
- Farming: The growing of crops and rearing of animals.
- Mining: The extraction of minerals from underground.

ACTIVITY

1. What are economic activities?.....
2. Define slave trade……
3. What was the largest slave trade market in Africa?
4. Why is Tippu-Tippu negatively remembered in the history of east Africa?
5. Write down any two positive and negative effects of slave trade.

Positive

Negative

6. Mention reasons why slave trade was difficult to stop in east Africa.

LESSON 13
TOPIC: THE PEOPLE OF AFRICA
SUB-TOPIC: COMPARING MIGRATION OF PAST AND PRESENT
READ AND WRITE: Rural, urban, searching, Electrification.
Rural urban migration. This is movement of people from the villages to towns.
Reasons for rural-urban migration

- Looking for jobs
- Looking for business opportunities
- Insecurity in the villages
- Looking for better housing
- Looking for better medical services
- Looking for entertainment

- Looking for clean water
- Looking for better transport and communication
- Love for adventure.

Effects of Rural-urban migration

- It causes depopulation in the villages
- It causes low food production
- It reduces human labor I the villages

Solutions to Rural-urban migration

- Construct better roads in the villages
- Construct better schools in the villages
- Construct small scaled industries in the villages
- Rural electrification in the villages
- Construct better hospitals in the villages
- Supply clean water in the villages

ACTIVITY

1. What is rural-urban migration?
2. State any four reasons for rural-urban migration.
3. Identify any two effects of rural-urban migration in the villages.
4. Suggest any two solutions to rural-urban migration.

LESSON 14
TOPIC: THE PEOPLE OF AFRICA
SUB-TOPIC: COMPARING MIGRATION IN THE PAST AND PRESENT
READ AND WRITE: Urban rural, crime, project, desire
CONTENT

Urban-rural migration is the movement of people from towns to villages.

Causes of urban migration

- Shortage of land
- High coasts of living
- Shortage of food stuffs
- Easy spread of diseases
- Failure in business
- Lack of accommodation
- Desire to start up projects in villages

ACTIVITY

1. Define the term “urban-rural migration”
2. Outline any four causes of urban-rural migration

LESSON 15

TOPIC: THE PEOPLE OF AFRICA
SUB-TOPIC: COMPARING PAST AND PRESENT MIGRATION
READ AND WRITE: Misfortunes, earthquakes, transfer, conflict.
Rural-rural migration is the movement of people from one village to another village
Urban-urban migration. Is the movement of people from towns to towns?
Possible causes of migration today.

- Due to job transfer
- Shortage of land
- Looking for fertile soils
- Outbreak of diseases
- Looking for water and pasture
- Misfortunes e.g. landslides and earth quakes
- Looking for opportunities
- Looking for trading opportunities
- Looking for trading opportunities
- Internal conflicts

ACTIVITY
1. Explain these terms;
(i) Rural-rural migration……
(ii) Urban-urban migration……
2. Suggest any four reasons for migration in Uganda today.

LESSONS 16&17
TOPIC: FOREIGN INFLUENCE IN AFRICA
SUB-TOPIC: FOREIGN GROUPS IN AFRICA
READ AND WRITE: Foreigner, influence, colonialist, Persian.
Definition of a foreigner
A foreigner is a person who comes from a foreign land to live in a new country.
The foreigners who came to Africa in the sixteenth century were:

- Arab traders
- Persians
- Indian traders
- European traders
- Missionaries
- Colonialists
- White settlers
- European traders

Traders are people who buy and sell goods with an aim of getting profit

Arab traders were the first people to come to Africa
They came from Asia and Arabia to sell goods in Africa
The Arab who came to east Africa sailed across the Indian Ocean
They sailed by means of ships called dhows
The Arabs called the land of Africa at the Coast of Zenj Empire
Zenj Empire means the land of black people.

Reasons for their coming

- To spread Islam
- To trade
- To find land for settlement
- They were escaping from the religious wars
- They wanted to get markets for their goods
- They were attracted by the good climate
- They wanted to establish empires in east Africa

Contributions of the Arabs

- They spread Islam
- They introduced slave trade
- They introduced Arabic coffee
- They introduced Zebu cows
- They introduced cowries hells
- They introduced trade

Goods brought by Arabs to East Arica

- Guns
- Plates
- Cups
- Wires
- Forks
- Spoons
- Cloth
- Sugar

Goods taken by Arabs from East Africa

- Slaves
- Ivory
- Minerals
- Leopard skins
- Rhino horns
- Tortoise shells

ACTIVIY

1) Who were the first foreigners to come to east Africa
2) Name the country of origin of the Arabs
3) Which winds were responsible for the coming of Africa?
4) What does Zenj Empire Mean?
5) State four reasons for the coming of Arabs to east Africa
6) Identify any contribution of Arabs to the people of east Africa
7) Give town items of trade brought any the Arabs to east Africa.
8) Name two items of trade taken away from E/Africa by the Arabs.

LESSON 18
TOPIC: FOREIGN INFLUENCE IN AFRICA
SUB-TOPIC: THE EFFECTS FOR TE COMING OF THE TRADERS
Read and write: style, skills, cowrie shells, spices
The Arab traders. Were people from Saud Arabia
The Persians. Were people from Asia
The Arabs introduced the following in east Africa

- They introduced guns
- They introduced Islam religion
- They introduced Kanzu dress
- They introduced cowrie shells
- They introduced zebu cows
- They introduced Kiswahili language
- They introduced Arabica coffee
- They introduced slave trade
- They introduced trade in east Africa

The Persians introduced the following in East Africa

- They introduced Persian language
- They introduced trade in east Africa
- They introduced their way of dressing
- They introduced Persian way building houses
- They introduced Bahai religion in Africa

- **ACTIVITY FOR LESSON 18**
  1. Who were the first foreigners to come to Uganda?
  2. Name the cash crop that was introduced in Uganda by the Arabs?
  3. How were the monsoon winds important to the Arab traders?.....
  .....
  4. State any four positive contributions of the Arabs to the people of East Africa.

LESSON 19
TOPIC: FOREIGN INFLUENCE IN AFRICA
SUB-TOPIC: PROBLEMS MET/FACED BY TRADERS
Read and write. Hostile, Barrier.
The problems faced by traders

- Hostile climate
- Hostile people/ attached by hostile people
- Hostile animals
- Language barrier
- Difficulty in crossing big physical features.

ACTIVITY FOR LESSON 19
1. Who were the traders?
2. List dawn any four traders who came to east Africa.
Spell out some of the problems / challenges faced by the traders I Africa.

LESSON 20
TOPIC: FOREIGN INFLUENCE IN AFRICA
SUB-TOPIC: Indian Traders
Read and write: Banyans, Rupees, Indian coolies
Meaning of Banyans

- These were the money lenders. They used to lend money to natives
- The Indian traders introduced rupees as the second form of currency in Uganda replacing cowrie shells.
- Aldina visram was the first Indian trader to open up the first shop in Kampala.

The effects of Indians in Uganda and Africa

- They introduced Rupees as a second form of currency in Uganda
- They promoted economic development in East Africa
- They constructed the Kenya Uganda railway
- They started some industries like kakira sugar workers and Lugazi sugar works

ACTIVITY
1. Who were the Banyans?.....
2. Name the first Indian trader in Kampala Uganda
3. Which form of currency was introduced in East Africa by the Indian Traders?

Identifying any two results of the Indians in Uganda.
Mention any two companies established in Uganda by the Indians today.

LESSON 21
TOPIC: FOREIGN INFLUENCE IN AFRICA
SUB-TOPIC: EUROPEAN TRADERS
Read and write: Portugal, prominent, Portuguese.
The first group of European traders to come to Africa were the Portuguese who came mainly to find and look for the shortest route to India.

Examples of European Traders

- British
- France
- Americans
- Germans

Trading companies that were formed by prominent European traders were;
IBEACO (Imperial British East African company) formed by William Mackinnon
GEACO (Germany East Africa Company) by Carl peters.

LESSON 22
TOPIC: FOREIGN INFLUENCE IN AFRICA
SUB-TOPIC: THE PORTUGUESE EXPLORERS.

- The first European to come to East Africa were the Portuguese from Portugal.
- Reasons for the coming of Portuguese to Africa
- They were interested in getting silk and spices in east Africa.
- They wanted to find the shortest sea route to India.
- They wanted to spread Christianity
- They wanted to get raw materials
- They wanted to get arresting place
- They wanted to control the coastal trade

Reasons for their success in Africa

- They had superior weapons
- They had well trained army
- The coastal towns were not united
- They used divide and rule policy
- They used supplies attacks at night.

ACTIVITY
1. Mention the first European traders in Africa

2. List dawn some examples of European traders in Africa.
3. Identify four training companies formed in Africa by the European traders in Africa.

TOPIC: FOREIGN INFLUENCE IN AFRICA
SUB-TOPIC: THE PORTGUESE EXPLORERS
Read and write: LESSON 23
Positive contributions / effects of the Portuguese.

- New crops were introduced e.g. maize, cassava etc.
- Christianity were introduced at the coast of East Africa
- They brought new ideas and trade items.
- They built Fort Jesus in Kenya purposely for protection
- East Africa was linked to Europe and India.

Negative contribution / effects of Portuguese

- They destroyed the independence of coastal states.
- The Portuguese governors were harsh and cruel to Africans and Arabs.
- They imposed heavy taxes on traders
- They destroyed and rooted the wealthy of the coastal people.

Reasons for their decline.

- They had few administrators
- They had counter attacks from the Arabs
- They were Christians hence hated by the coastal people who had Arab influence
- The coming of European rivals like France and the British weakened their rule.
- They failed to establish proper administration at the coast.
- They had corrupt officials and who were incompetent
- The long distance from their home country cut off communication and other supplies.

ACTIVITY
1. Identify any four reasons for the coming of the Portuguese in east Africa.
2. State any four positive contributions of the Portuguese I East Africa coast.
3. Suggest any two economical importance of fort Jesus to the people of Africa
4. Identify any four causes for the decline of the Portuguese conquest in East Africa.

LESSON 24
TOPIC: FOREIGN INFLUENCE IN AFRICA

SUB-TOPIC: PROBLEMS MET BY THE PORTUGUESE IN AFRICA
Read and write

The problems met by the Portuguese in Africa

- Lack of administrators
- Constant attacks by Arabs
- Language barrier
- Failure to establish proper administration at the coast
- The coming of the European rivals. E.g. British and French.
- Shortage of funds from their countries.

Solutions to the above problems

- They used coastal sultans as their local chiefs
- They lean Kiswahili language to make communication easy
- They levied heavy taxes on the native people.
- The introduce cash crops to solve the problems of shortage funds (money)
- They introduced some crops to solve the problem of hunger.

LESSON 25

European Explorers. Were the Europeans who came to Africa to discover more information and know the geography of Africa.

The European Explorers were;

- Dr. Mungo park
- Dr. David Livingstone
- Sis Samuel Baker
- Richard Burton
- Count Teleki
- John speak
- James Gran
- Dr. Ascher
- Joseph Thompson

Reasons for their coming to Africa

- To find direct sea route to India
- To discover the source of river Nile
- To study the geography of Africa

N.B. Organization that sent the explorers-RGS.
LESSON 26

TOPIC: FOREIGN INFLUENCE IN AFRICA
SUB-TOPIC: PROBLEMS FACED BY THE EXPLORERS.
Read and write
The problems faced by the missionaries were;

- Hostile climate
- Hostile animals
- Hostile people
- Language barrier
- Tropical diseases
- Big physical features
- Hunger and thirst
- Moving over long distances

Positive contributions of the explorers in Africa

- They made Africa to known to the outside world
- They laid foundation for the European foreigners to come to Africa
- They provided information which guided the abolition of the slave trade
- They introduced new items of trade in Africa
- The information they provided motivated more foreigners to come to Africa.

Negative contributions of explorers in Africa

- The information they provided led to the colonization of Africa.
- They gave the names of the prominent people to our physical features.
- They led to the exploitation of resources
- They aided slave trade activities in Africa which led to depopulation.

ACTIVITY

1. Who is an explorer……?

List dawn any four problems faced by the explorers in Africa.

3. Outline three contributions (positive) of the explorers in Africa

Identify any four negative contributions of the explorers in Africa

LESSON 27
TOPIC: FOREIGN INFLUENCE IN AFRICA
SUB-TOPIC: THE MISSIONERIES
Read and write: Protestants, Catholics, Anglicans, Arithmetic.

A missionary is a person who goes to a foreign country to preach the word of God.

Examples of missionary groups in Africa

Protestants.

They came in Uganda in 1877.

They came from England and Scotland

The Protestants missionaries include;

- Ludwig Krapf
- John Rebman
- Jacob Erhardt
- Shergold Smith
- Rev. C.T Wilson
- Rev. Alexander Mackay
- Rev. Kenneth Burop

The Roman Catholic Church missionaries

- They came in Uganda in 1879.
- They came from Italy , France , Germany , and England
- The Roman Catholic missionaries include
- Father Simon Lourdel Mapera
- Father Ludovic Girault
- Father Leon Barbot
- Father Leona Livinhac
- Brother Amans Delmas
- Mother Thereza
-

Reasons for the coming of missionaries

- To spread Christianity
- To stop the spread of Islamic religion
- To stop slave trade
- To teach and introduce formal education
- To prepare way for the coming of other Europeans
- To introduce practical skills.

ACTIVITY

Who is a missionary……?

Give any two missionary groups who came to Africa.

……

……
……
State any four reasons for the coming of the missionaries in Africa.

LESSON 28
TOPIC : FOREIGN INFLUENCE IN AFRICA
SUB-TOPIC : Positive contributions of the missionaries

- They spread Christianity.
- They built schools –Gayaza, Namilyango College.
- They built hospitals _Mengo hospital in Kampala
- They built churches_Namugongo, Rubaga
- They stopped slave trade in Africa
- They wrote a report about human rights violation.
- They introduced cash crops – cotton.

Negative contributions of the missionaries.

- They created religious conflicts
- They divided people according to religions
- They disregarded African culture as evil
- They paved way for colonization in Africa

Problems faced by missionaries in Africa

- Attack by hostile tribes
- Hostile climate
- Hostile animals
- Crossing big physical features
- Tropical diseases Malaria, typhoid, jiggers.
- Poor means of transport and communication.
- Shortage of food supplies from their countries
- Language barrier

Solutions to the problems faced by the missionaries

- They translated the Bible from Kiswahili language to English.
- They taught people how to read and write
- They built mission stations to teach catechists.
- They built hospitals to treat people
- They built schools to teach arithemetic_3RS
- They started planting crops to solve the problem of hunger

ACTIVITY

1. Who is a missionary…….?
2. Identify any four positive contributions of the missionaries in Uganda.
3. Suggest any three negative effects of the missionaries in East Africa.
4. Outline any three ways how the missionaries solved their problems in East Africa.

LESSON 29
TOPIC : FOREIGN INFLUENCE IN ARICA
SUB-TOPIC: COLONIALIST/ADMINISTRATORS
Read and write. Territory, colonialism, colony, colonialists.
A colonialist is a person who wants his/her country to rule other countries as colonies.
A colonialist is a person who helped his/her country to get territories.
European countries which sent colonialists to East Africa are;

Britain
Germany
Belgium

<u>Examples of colonialists in East Africa include;</u>
Carl Peters, Capt F.D Lugard , Sir Samuel Baker ,Sir Gerald Portal, Sir William Macknon, Henry Johnson, Colonel Colville, Charles Gordon, Emin Pasha

<u>Reasons for the coming of colonialists</u>
- They wanted raw materials for their home industries.
- They wanted market for their finished goals
- They wanted to stop slave trade in African communities
- They wanted to get cheap labor in Africa
- They wanted to settle their surplus population.

ACTIVITY
1. Define the term "colonialist"….
2. List dawn any two colonialists who came to Africa
Suggest any four reasons for the coming of the colonialists to Africa.

LESSON 30
TOPIC: FOREIGN INFLUENCE IN AFRICA

SUB-TOPIC: TERMS RELATED TO COLONISATION

Read and write. A colony is a country which is politically controlled by another powerful country with the aim of making it permanent settlement for their access population

Partition of Africa, This is the process of dividing land among the European countries.

Scramble for Africa. Was the struggle among the European countries to get land /colonies in Africa.

A protectorate. This is a country which is politically controlled by another powerful country with an aim of exploiting it economically.

Trusteeships. Where former colonies of Italy and Germany but were handled over to United Nations.

Mandate territory. Where the former colonies of Italy and Germany but handled over to the league over of nations as a punishment for causing the First World War.

ACTIVITY

1. Define the following terms.
   i) A colony_____
   i) A protectorate_____
   ii) A trusteeship_____
   iii) A mandate territory_____
2. What do you understand by these words?
   i) Partitioning of Africa_____
   ii) Scramble for Africa_____

LESSON 31

TOPIC: FOREIGN INFLUENCE IN AFRICA

SUB-TOPIC: CAUSES FOR SCRAMBLE FOR AND PARTITION

Read and write: Administration, Establish, methods

<u>Causes for scramble and partition of Africa</u>

- They wanted raw materials for their home industries
- They wanted market for their finished goods
- They wanted prestige in Europe
- Presence of cheap labor in Africa
- They wanted to settle their surplus population
- They wanted to stop slave trade in African communities
- They wanted to conquer the souls of Africans through Christianity.

<u>Methods which were used to establish territories in Africa</u>

- Signing territories
- Military means
- Collaboration
- Missionary work
- Trading companies
- Fueling existing misunderstandings (Divide and rule)

Methods of administration include;

(a) Direct rule
(b) Indirect rule
(c) Assimilation

Direct rule: Was a system of administration where by the colonial maters ruled the country themselves.

Indirect rule: This was a system of administration where the colonialists ruled using the local natives.

Assimilation. This was the total transformation of African culture and religion into the European way of life.

ACTIVITY

1. Outline any four causes for the scramble and partition of Africa.
2. Mention any two methods of administration used by the colonialists in East Africa.
3. Identify any four methods used by the colonialist in establishing their colonies in Africa.

LESSON 32
TOPIC: FOREIGN INFLUENCE IN AFRICA
SUB-TOPIC: Negative and positive effects of colonialism.
Read and write: Hatred, Resistors, and Exploitation.

Positive effects of colonialism in Africa

- It led to the introduction of formal education
- It led to the introduction of new crops
- It led to the introduction of transport and communication
- It led to the improvement of medical services
- It opened Africa to the rest of the world
- It opened Africa to the rest of the world
- It led to the development of industries
- It led to the development of coastal towns.

Negative contributions/effects of colonization in Africa

- It led to depopulation as Africans were taken away as slaves.
- It developed hatred and war between rivaling European countries
- It separated tribes/communities when boundaries were fixed.
- African cultures were undermined
- It led to the exploitation of African resources
- Many people died as a result of slave trade
- It led to misery and sufferings.
- African technology was destroyed for example Black smith
- It led to rebellions in Africa
- It created hatred among African chiefs and their subjects (people).

ACTIVITY

1. Identify any four positive contributions of the colonialists in Africa.
2. Suggest any four ways how colonial rule affected the people of Africa negatively.

LESSON 33
TOPIC: FOREIGN INFLUENCE IN AFRICA
SUB-TOPIC: AFRICANS REACTIONS TO COLONIAL RULE
Read and write: Resistance, collaboration, colonialists
Africans reacted to colonial rule in two ways
Some people decided to co-operate with the colonialists.
These people are called collaborators

The collaborators in Africa include

- Kabaka Mutesa I_Kabaka of Buganda kingdom

Semei Kakungulu _British general in Buganda

- Nuwa mbaguta - Prime minister of Ankole kingdom
- Laibon Lenana of masai
- The Fante in Ghana
- Nabongo Mumai of wanga kingdom
- Omukama kasagama of Tooro kingdom
- Sir Apollo Kaggwa-The prime minister of Buganda
- Some people resisted the colonial rule in Africa
- These people are called resistors.

The resistors in Africa include;

- Chief Awich of Payiira _ Acholi chiefdom

- Omukama Kabalega _ The king of Bunyoro kingdom
- Kabaka Mwanga- of Buganda kingdom
- Chief Nkwawa- of Wahehe
- Chief Meli _ chagga resistence
- Chief siki _ Nyamwezi resistance
- Kinji Kitile Ngwale _ Maji-maji rebellion
- Abushiri bin salim _ Abushiri resistance

ACTIVITY

1. Mention any two ways how the Africans reacted to colonial rule in Africa.
2. List dawn any two colonial collaborators in Uganda
3. Mention any two African chiefs who resisted the colonial rule in Uganda.

LESSON 34
TOPIC: FOREIGN INFLUENCE IN AFRICA
SUB-TOPIC: THE WHITE SETTLERS
Read and write: Mistreatment, Discrimination, Refugees
The white settlers. Were those foreigners who came to Africa to get land for settlement?

- The white settlers in Africa include;
- The Dutch/Boers
- The British
- The protestant refugees.

<u>The leaders of the white settlers in Africa</u>

- South Africa –Jan Van Riebieck
- Kenya-Lord Delamere
- Zimbabwe –Cecil Rhodes
- Mozambique-The Portuguese

<u>Reasons for the coming of the white settlers</u>

- They wanted to practice plantation farming
- They were attracted by the free unoccupied land
- They were over populated in the homeland
- They wanted to exploit the resources of Africa

<u>Effects of white settlers on the people of Africa</u>

- The inhabitants were displaced (Bushmen)
- Africans were forced to work in the plantations.

- Africans were discriminated and mistreated by the white settlers.
- The white settlers brought diseases e.g. Small pox.

ACTIVITY

1. Who were the white settlers……..?

State any two reasons why the white settlers came to Africa

Suggest any two results of the coming of the white settlers in Africa

LESSON 35

TOPIC: FOREIGN INFLUENCE IN AFRICA

SUB-TOPIC: THE GREAT TREK

Read and write

"The great trek" was a massive movement made by the Dutch farmers (Boers) from cape colony to North eastern part of South Africa.

Reasons/causes of the Great Trek

- The British forced the Boers to stop mistreating Africans as slaves.
- The Dutch did not want to be colonized by the British.
- High taxation imposed on the Boers by the British.
- Introduction of English as the official language.

Problems faced by the Trekkers (Dutch farmers)

- They suffered from fatigue since they moved long distances.
- Many people died on the way.
- Many people lost their property on the way.
- They were attacked by diseases outbreak
- Attacked by wild animals.
- Attacked by some native tribes where they passed.
- They had problem of poor transport and communication.

Results/effects of the Great Trek

- It led to the formation of new states. For example
  - Orange free state
  - Transvaal state
  - Natal province
- It led to unexpected discovery of gold and diamond,
- It led to intermarriages between the Africans and the Dutch.
- Much land of the Africans was taken by the Boers.
- It led to many wars between Africans and Boers.

- It led to colonization of most parts of southern Africa.

Suggested activities
1. Define the term “Great Trek”?
2. State any two causes of the Great Trek.
3. Mention any three problems faced by the Boers as they move
4. Identify any two states formed as result of the Great Trek in South Africa.

LESSON 36
TOPIC: NATIONALISM AND THE ROAD TO INDEPENDENCE
SUB-TOPIC: Related Terms to the topic
Read and write: Patriot, Patriotism, Nationalists, and Nationalism.

A nationalist
- This is a person who has strong love towards his country.
- Is a person who wants his country to become independent?

Nationalism
- Is a feeling of love and pride in your country?

Aims of nationalists.
- Being free from foreign oppression
- Promoting economic development of a country.
- Promoting patriotism

A Patriot.
- Is a person who loves his country and ready to defend it against its enemy

Patriotism
- Love for your country and willingness to defend it against its enemy.
- Is a feeling of belonging to ones country.

A pan- Africanist.
- This was the desire willingness and determination of Africans to write and remove all forms of colonialism in the Diaspora to liberate blacks worldwide from bondage.
- The Pan African movement was the pure runners of the organization of African unity. (OAU).

Aims of Pan Africanists
- To promote the welfare of all Africans

- To promote cooperation of all Africans
- To promote unity of all the Africans
- To promote respect for all the Black worldwide.

ACTIVITY
1. Who is a nationalist?
2. State any two aims/objectives of the nationalists
3. Define the term Pan Africanists
4. State any two aim/objectives of Pan- Africanists in Africa.

LESSON 37
TOPIC: NATIONAL AND THE ROAD TO INDEPENDENCE
SUB-TOPIC: THE WORK OF PAN-AFRICANISTS AND NATIONALISTS
READ AND WRITE: Oppression, Injustice, Segregation.
CONTENT
Roles played by Pan-Africanists.

Julius Nyerere

- He transformed T.A.A into TANU which pressed for independence.
- He operated for Tanganyika's independence
- He introduced African socialism
- He was the founder of OAU.
- He constructed Haile Dam and Nyumba ya Mungu dam

Emperor Haile Salassie
- He resisted Italy from colonizing Ethiopia
- He helped Ethiopia not to be invaded by Italy
- He chaired the first OAU meeting
- He supported independence struggles in countries like South Africa, Algeria and Kenya.
- He improved social services in Ethiopia

Abdel Nasser
- He modernized the army and social services in Egypt.
- He nationalized the Swez canal
- He was the founder member of OAU AND A.U.

Patrick Lumumba (Congo)
- He led DRC to independence

- He formed a political party called movement National congolaise (MNC)

KAMUZU BANDA
He demanded for the independence of Malawi.
He was the first president of Malawi.

KWAME NKRUMAH
He formed CPP which led Ghana to independence.
He was the founder member of OAU and A.U
He helped in the construction of Akasombo dam.
He encouraged cocoa growing in Ghana.

ACTIVITY
1. Mention the roles played by the following personalities.
(i) Julius Nyerere
(ii) Emperor Haile Selassie
(iii) Abdel Nasser
(iv) Kwame Nkrumah

LESSON 38
TOPIC: NATIONALISM AND THE ROAD TO INDEPENDENCE
SUB-TOPIC: PROMINENT PAN-AFRICNISTS IN AFRICA
READ AND WRITE: Selassie, Sekou Toure, Sengor, Nasser.
Some prominent Africans in the struggle for independence.

Name	Country	Year
kwame Nkrumah	Ghana	1957
King Hassan II	Morocco	1956
Abdel Nasser	Egypt	1922
Kenneth Kaunda	Zambia	1964
Patrice Lumumba	DRC	1960
Abboud Bourguiba	Tunisia	1956
Leopold Sengor	Senegal	1960
Mohammed Idiris	Senegal	1957
Namdi Azikiwe/Abu Baker	Libya	1960
Tafawa Balewa	Nigeria	1969
Milton Mengai	Sierra Leone	1961
Sekou Toure	Guinea	1958
Emperor Haille	Ethiopia	Not colonized

Selassie		
Dr. Apollo Milton Obote	Uganda	1962
William Tolbert	Liberia	Not colonized
Mwalimu Julius Nyerere	Tanzania	1961

ACTIVITY

1. List down any four prominent Pan-Africanists and state their role .
2. Name any six countries in Africa and the year they attained their independence.

LESSON 39
TOPIC : NATIONALISM AND ROAD TO INDEPENDENCE
SUB-TOPIC: AFRICAN COUNTRIES WHICH WERE NOT COLONISED
READ AND WRITE: Liberia, Ethiopia, Freed slaves, Landscape.

<u>There are two countries in Africa that were not colonized</u>

- Liberia
- Ethiopia

<u>Reasons why Ethiopia was not colonized</u>

- It has strong leaders
- It had strong army
- The landscape was mountains
- It had no married deposits.

<u>Reasons why Liberia was not colonized</u>

It was a town for freed slaves.
It had low population which could not provide market for goods

ACTIVITY

1. Name the two countries in Africa which were not colonized by the Europeans.
2. Identify any two reasons why Liberia was not colonized.
3. Identify any two reasons why Ethiopia was not colonized.

LESSON 40
TOPIC: NATIONALISM AND THE ROAD TO INDEPENDENCE

SUB-TOPIC: THE WAYS THE AFRICANISTS DEMAND FOR THE INDEPEDANCE.
READ AND WRITE: Rebellion, strikes politics, political.

- The ways the Africanists demands for independence in Africa
- They formed political parties.
- They formed trade unions
- They organized political rallies
- They striked on streets
- They demonstrated on streets
- They formed boycotts
- They formed rebellions
- They called for support from world organizations (UNO)
- They wrote Articles on newspapers.

ACTIVITY
1. State any four ways used by the African nationalists to demand for independence.
2. Name four African Nationalists who struggled for independence in Africa.

LESSON 41
TOPIC: NATIONALISM AND THE ROAD TO INDEPENDENCE
SUB-TOPIC: REASONS FOR INDEPENDENCE
READ AND WRITE: Settlers, Mistreatment, Segregation.
CONTENT
<u>Reasons why Africans demanded for independence</u>

- They were oppressed by the land.
- Colonialists had over exploited their resources.
- They were politically oppressed.
- The colonialists had introduced social laws that never favored Africans social life.
- There were several taxes imposed on Africans.
- The chiefs and kings had lost their authorities.
- To regain their political power and elect their leaders.

<u>Reasons why Africans were defeated in the struggle for independence.</u>

- Africans had inferior weapons
- Africans were disunited
- Africans betrayed fellow Africans by collaborating with the Europeans.

Problems faced by Africans in the struggle.

- Imprisonment
- Harassed
- Exiled
- Intimidated

ACTIVITY

1. Suggest any four reasons why Africans demanded for independence.
2. Outline any two problems Africans faced in their struggle for independence.

LESSON 42
TOPIC: NATIONALISM AND THE ROAD TO INDEPENDENCE
SUB-TOPIC: THE FOUNDERS AND PAN-AFRICAN MOVEMENT
READ AND WRITE: Marcus, Sylvester, domination
CONTENT

The founders of Pan-African movement

- Marcus Garvey
- Williams Sylvester
- Dr. W.E Dubois
- Booker T. Washington
- J.E.K Aggry
-

Roles played by Pan-African movement

- **Marcus Garvey**

i) He advised Africans to start small businesses
ii) He designed the Pan-African flag

- **Williams Sylvester**

He sponsored the cause of Pan-Africanism.
Dr. W.E Dubois
He encouraged unity among Africans t oppose colonialism.

- Booker T. Washington

He encouraged Africans to unite and improve their welfare.

- J.E.K Aggry

He encouraged Africans to value education.

ACTIVITY

1. Mention any four founders of pan-African movement.

……
……
……
……

……
……
2. Mention the Pan-African who advised Africans to start small business.
……
……
……
……
3. List any two roles played by Pan-Africanists.
……
……
……
……

LESSON 43
TOPIC: NATIONALISM AND THE ROAD TO INDEPENDENCE
SUB-TOPIC: METHODS USED AND PROBLEMS FACED
READ AND WRITE: Imprisonment, Exilation, Harassment, Torture.

<u>The methods used by the African Nationalists to attain independence.</u>

- They formed political parties.
- They formed political unions/associations.
- They organized political rallies
- They demonstrated on the streets.
- They formed boycotts.
- They formed rebellions
- They fought for support from world organization (UNO)
- They wrote Articles on newspapers.

<u>Problems faced by the African Nationalists in the struggle for independence.</u>

- Harassment
- Torture
- Loss of lives
- Imprisonment
- Exiled
- Intimidated

ACTIVITY
Identify any four methods the Africans used to demand for independence.

……
……
……
……
……
……
2. Point out four problems / challenges that faced in the struggle for independence.
……
……
……
……

LESSON 44
TOPIC: NATIONALISM AND THE ROAD TO INDEPENDENCE
SUB-TOPI: WAYS AFRICAN COUTRIES GAINED INDEPENDENCE AND YEARS
READ AND WRITE: Ghana, Ethiopia

<u>Ways African countries gained independence</u>

- Forming rebellions
- Forming political parties
- Writing Articles and magazines
- Through negotiations
- They sought for support

Years African countries gained independence

COUNTRY	YEAR
Uganda	1962
Kenya	1963
Tanzania	1961
Malawi	1964
Mozambique	1975
Zimbabwe	1980
Democratic republic of Congo	1960
Angola	1975
Namibia	1990
South Africa	1994
Gabon	1960

Cameroon	1960	
Niger	1960	
Algeria		1962
Libya	1951	
Egypt	1922	
Morocco	1956	
Tunisia		1956
Mali	1960	
Burkina Faso		1966
Senegal	1960	
Chad		1960
Mauritania	1960	
Eritrea		1993
Madagascar		1960
Zanzibar	1964	
Djibouti	1977	
Seychelles	1976	
Swaziland	1968	
Lesotho	1966	
Togo	1960	
Liberia		1947
Gambia	1956	

ACTIVITY

1. Define the term independence?……
2. Identify three ways how African countries gained independence.
3. How is the gaining of Uganda's independence different from Tanzania?

LESSON 45
TOPIB: NATIONALISM AND THE ROAD TP INDEPENDENCE
SUB-TOPIC: MULTI-PARTY SYSYTEM
READ AND WRITE: Multi-party system

Multi-Party System

This is a system of governance where different political parties operate and compete for power in the country.

Advantages of Multi-party system

- It promotes respect of fundamental on human rights.
- It promotes the delegation of powers.

- Better leaders are selected
- Decision take long to be made
- Government organs are developed politically.
- They are checks and controls of leadership
- Promote change of government periodically.

Disadvantages of Multi-party system

- There is confusion and conflict through criticizing one another.
- Corruption is evident in the ruling party
- It promotes divisionism among people
- Decision making is very difficult

ACTIVITY

1. What is multi-party system of governance?
2. Suggest any three setbacks of multi-party system in the country like Uganda.
3. State any two merits of multi-party system.

LESSON 46
TOPIC: NATIONALISM AND THE ROAD TO INDEPENDENCE
SUB-TOPIC: SINGLE PARTY SYSTEM
READ AND WRITE: Election, Dictatorship, Tribalism
CONTENT

Meaning of single party system

This is a system of governance were one political party is allowed to operate in a country.

Advantages of single party system

- It promotes respect
- There is less conflict and confusion
- Petitions after elections are less
- There is less opposition in decision making.

Disadvantages in single party system.

- It promotes dictatorship and tribalism.
- Implementation is low on identified decision.
- There is no accountability since there is no opposition.

ACTIVITY

1. Define single party system of governance.

2. Outline any three advantages and disadvantages of single party system of governance.
Advantages
Disadvantages

LESSON 47
TOPIC: POST INDEPENDENCE AFRICA
SUB-TOPI: FORMATION OF O.A.U AND OBJECTIVES
READ AND WRITE: Unity, Emperor, De-colonization, colonization.
Formation of organization of African unity

- It was formed on 25/05/1963 in Addis Ababa in Ethiopia.
- The chairperson by then was Emperor Haille Selassie.
- OAU was formed from the Pan African movement.

Aims/objectives of organization of African unity.

- Defend the independence of African states.
- To prevent any possible de-colonization of African states.
- To promote friendship between Africa and other countries.
- To work hard for unity and African states.
- To promote social, economic and political development.
- To remove all forms of colonization/colonialism.

Founder members of OAU (Organization of African unity)

PRESIDENT	COUNTRY
Kwame Nkrumah	Ghana
Haile Selassie	Ethiopia
Dr. Apollo Milton Obote	Uganda
Julius Nyerere	Tanzania
Abdel Nasser	Egypt
Leopold Senghor	Senegal
Kenneth Kaunda	Zambia
Seiko Toure	Guinea
Modibo Kieta	Mali
Abu-Bakr Tafawa Balewa	Nigeria
Milton margai	Sierra Leone

ACTIVITY

1. Write OAU in full……
2. Where in Africa do we find the headquarters of OAU?
3. Mention the date, year, month when OAU was formed.
4. Give any four aims/objectives of OAU.
5. Name any five founder member presidents who formed the OAU in 1963.

LESSON 48
TOPIC: POST INDEPENDENCE AFRICA
SUB-TOPIC: THE ORGANS OF OAU
READ AND WRITE: Assembly, secretariat council, dissemination.
CONTENT.

Organs of OAU.

- The assembly of the heads of state
- The council of ministers
- The permanent representative committee
- Peace and Security Council
- African court of justice
- Economic, social and security council.

Roles of the organs

i) The assembly. It is the supreme organ of the union.
It is responsible for decision making.
ii) Permanent representatives committee
It's responsible for preparing the work of the executive council.
iii) Peace and Security Council
- It is concerned with issues of security in Africa.
- Prevent conflict among member states

iv) African court of justice
Deals with issues of human rights.
v) The Pan-African Parliament (PAP)
It was set up to ensure that all African people participate in the governance, development and economic integration of the continent.

ACTIVITY

1. Identify two roles played by the peace and Security Council.
……
……
2. Define the term "human rights"

……
……

3. Mention the OAU organ responsible for preparing the work of the executive.

……
…….

LESSON 49
TOPIC: POST INDEPENDENCE AFRICA
SUB-TOPIC: THE ACHIEVEMENTS AND PROBLEMS OF OAU.
READ AND WRITE: Genocide, Disputes, Interference, condemned, Apartheid

The achievements of organization of Africa unity

- OAU made all African countries independent.
- OAU managed to settle disputes among African states for example Liberia and Chad.
- OAU managed to set up the African development Banka.
- OAU member states have condemned Apartheid and put it to an end.
- It has promoted unity among member states.

Problems/challenges faced by OAU.

- It lacked standby army
- It lacked enough funds
- It failed to stop civil wars in Africa. For example Rwanda and Somalia.
- Member states had different political issues.
- It was interfered by developing countries.

ACTIVITY

1. Mention any four achievements of OAU to member countries.
2. Suggest any four problems facing OAU as an organization.

LESSON 50
TOPIC: POST INDEPENDENCE AFRICA
SUB-TOPIC: FAILURES OF OAU AND HOW IT PREVENTED APARTHEID POLICY IN SOUTH AFRICA.
READ AND WRITE: Insecurity, Restore, Aggression.
CONTENT

- Failures of OAU

- It failed to solve the debt burden issue
- It never had permanent army.
- It failed to stop coup D'états.
- It failed to find permanent solution to constant civil wars in Africa.
- It failed to liberate Africa from foreign dependency.
- It failed to eliminate dictators in some African countries.

Ways OAU Prevented apartheid in South Africa.

- South Africa was stopped from attending AU meeting.
- OAU put trade sanctions on South Africa.
- South Africa was suspended from all African games.
- It gave financial and diplomatic support to opponents of apartheid.

ACTIVITY

1. Define apartheid as it was practiced in South Africa.
2. Identify three failures of OAU.
3. Outline any three ways how OAU prevented apartheid policy in South Africa.

LESSON 51
TOPIC: POST INDEPENDENCE AFRICA
SUB-TOPIC: FORMATION OF AFRICAN UNION (AU)
READ AND WRITE: Joachim chissano, summit, launch.

Formation of African Union (AU)

- The formation of African union (AU) was proposed by Colonel Muammer Gadaffi of Libya during the 1999 OAU summit in Sirte city of Libya.
- He proposed the creation of one state called "The United States of Africa" with one government, one parliament, one currency, one army and one people.
- Most African leaders , however disagreed with Gadaffi,
- They preferred and advocated for a union which would enable African countries to remain independent.
- The countries would then co-operate in the political, social and economic development of the continent.
- In 2001, the OAU held its last meeting and started on the process to transform itself into the African union. (AU).
- African Union was launched on 9th/July/2002 in Durban, in South Africa.
- The last chairperson of OAU to chair A.U summit was Levy Mwana Wasa of Zambia.

-**The president of South Africa by then Thabo Mbeki took over the chairpersonship of African union (AU).**

The presidents who advocated for African Union were:

PRESIDENT	COUNTRY
Muammar Gadaffi	Libya
Yoweri Kaguta Museveni	Uganda
Levy Patrick Mwana Wasa	Zambia
Daniel Arap Moi	Kenya
Joachim Chissano	Mozambique
Thabo Mbeki	South Africa

ACTIVITY
1. Describe the formation of African Union (AU).
2. Which organization was replaced by African Union?
3. Identify any four African presidents who advocated for the formation of African Union (AU).

LESSON 52
TOPIC: POST INDEPENDENCE AFRICA
SUB-TOPIC: AIMS/OBJECTIVES OF AU
READ AND WRITE: Sovereignty, Integrity, Declaration.
CONTENT.

Aims / objects of AU

- To promote democracy and good governance.
- To promote and protect human rights
- To promote peace and security.
- To achieve greater unity between countries.
- To speed up the bringing of African states together politically and socially.
- To enable regional bodies to work better to foster economic growth.
- To respect member countries' independence.

NOTE. The headquarters of AU is in Addis Ababa, in Ethiopia.
To promote co-operation in all fields of human rights and activity to raise the living standards of African people.
To enable Africa play its solidarity between the African countries and the peoples of Africa.

To encourage international co-operation taking the account of the charter of the United Nations and universal declaration of human rights.

ACTIVITY

1. Identify any four aims/objectives of AU.
2. Name the African country where headquarters of AU are located.

LESSON 53
TOPIC: POST INDEPENDENCE AFRICA
SUB-TOPIC: Organs/aims, structure, secretariat, conflict

Organs/ structures of African Union (AU)
The following are the organs/ aims of African union (AU).

1. **The Executive council**

- It is composed of ministers or authorities chosen by governments of member states.

2. **The AU commission**

- It is made up of;
- Chairperson
- The deputy chairperson
- Eight commissioners and staff members.

3. **The permanent representatives' committee.**

- This is composed of permanent representatives of member states accredited to the union.
- They prepare the work of the executive council.

4. **Peace and security council (PSC)**

- The Lusaka summit of 2001, July made a decision for the creation of this organ.

5. **Pan-African parliament**

- It deals with the full participation of African people in governance, development and economic integration of the continent.
- To make laws for the organization.

6. **Economic, social and cultural council**
   It is composed of different social and professional groups of the member states.
7. The court of justice.
   -The court shall be establish

-The status has been prepared
-To be submitted to the assembly in Maputo.

8. **Assembly of the unions**

- It consists of Heads of states members.
- The chairpersonship is for one year rotational among the member states.
- Its first chairperson was Thabo Mbeki.

ACTIVITY

1. Name any four organs of African Union (AU)
2. State the duty of each of the following organs of AU.
   i) The executive council_____
   ii) Peace and security_____
   iii) Pan-African parliament_____
   iv) The court of justice._____

LESSON 54
TOPIC: POST INDEPENDENCE AFRICA
SUB-TOPIC: CHALLENGES OF AU
READ AND WRITE: Challenge, Refugee, Debt burden, ideologies
CONTENT.

Challenges of AU

- Lack of standard army
- Debt burden
- Improper accountability
- Numerous civil wars e.g. Somalia.
- Increased refugees
- Poor governance in member states.

ACTIVITY

1. Identify any four challenge of AU?
2. Mention any one cause of high number of refugees in Africa.

LESSON 55
TOPIC: POST INDEPENDENCE IN AFRICA
SUB-TOPIC: SOLUTION TO THE CHALLENGES OF AU
READ AND WRITE: Dependency, Coup d'état, conflicts, Resolutions.

Solutions to the problems facing Africa Union (AU).

- Africans should form and facilitate the standby army.
- Africans should organize peace talks
- Africans should write and cooperate
- Africans should promote good governess
- Formation of financial institutions. Examples;

i) African central Banka (ACB)
ii) African monetary fund (AMF)
iii) African investment Banka (AIB)

- Strengthening and promoting democracy.
- Strengthening regional economic groupings to promote trade.
- Promoting peaceful negotiations and conflict.
- Getting committed to pay their contributions.

ACTIVITY

1. State any four solutions to the problems facing African union (AU).

TOPIC: POST INDEPENDENCE AFRICA
SUB-TOPIC: REGIONAL GROUPINGS
READ AND WRITE: Company, Unity, Arusha
CONTENT

- The East African Community. It is an organization that brings together the countries of East Africa region.

The organization is made up of seven member countries of Uganda, Kenya, Tanzania, Rwanda, Burundi, south Sudan and Congo which joined in 2002 through application.

- **Objectives of East African Community (EAC).**

- To improve and strength co-operation among member countries.
- To improve political federation of the east African states.
- To reduce smuggling of goods and services.
- To promote easy movement of goods through member states without taxation.
- To have common currency.
- To have common taxes and similar prices of goods.

NOTE; The term smuggling refers to the illegal importation of goods.

ACTIVITY

1. Outline any four member countries of EAC.
2. How did Congo (DRC) became a member of EAC?
3. Identify any four aims/objectives of EAC.

4. Write EAC in full.
5. Define the term smuggling.

LESSON 57
TOPIC: POST INDEPENDENCE AFRICA
SUB-TOPIC: REGIONAL GROUPINGS (COMESA)
READ AND WRITE: Preferential, Regional, cooperation.
Formation of (COMESA).

COMESA (Common Market for Eastern and Southern Africa)

COMESA-Started as preferential trade area (PTA) in 1982.
It's a regional economic grouping for East African and Southern African countries.
It was formed to promote commercial and economic cooperation in the areas of;

- Customs
- Communications
- Industries
- Agriculture
- Trade and natural resources.

PTA- Preferential Trade Area was renamed COMESA in 1995.

- Its headquarters are in Lusaka-Zambia.

- **Member countries of COMESA**

- Uganda
- Kenya
- Tanzania
- Comoros
- Malawi
- Burundi
- Ethiopia
- Rwanda
- Zambia
- Lesotho
- Namibia
- Djibouti

Aims/objectives of COMESA

- To increase regional trade by removing trade barriers.
- To enable manufactures produce and sell their goods.
- To improve the banking services of member countries.
- To enable manufactures to buy raw-materials and machines and to pay wedges.
- To provide information to manufacturers in member countries about customers' need and presence.
- To train people in member states to work in industries and other specialized institutions.
- To control smuggling of goods.
- To promote research for science and technology.
- To promote security and peace in member countries.
- To organize regular trade investment.

ACTIVITY

1. Write in full
COMESA……
2. Write any four member countries of COMESA in Africa.
3. Where do we find the headquarters of COMESA in Africa?
4.State any four aims/objectives of COMESA

LESSON 58
TOPIC: POST INDEPENDENCE AFRICA
SUB-TOPIC: ECONOMIC GROUPINGS IN AFRICA
READ AND WRITE: Recreational, Heritage, cultural.

CONTENT:

ECOWAS (Economic Community of West African States)

<u>Aims/objectives of ECOWAS</u>

i) It was formed in 1975 with the following aims.
ii) To promote trade, co-operation and self-reliance within region.
iii) To encourage free movement of West African citizens
iv) To raise or uplift standards of living for West African people.

- Member countries of ECOWAS

-Gambia
- Burkina Faso
-Senegal -Mali

-Guinea Bissau
-Cape Verde
-Sierra Leone
-Liberia
-Ivory Coast
-Niger
-Nigeria
- Togo
-Benin
-Guinea

Benefits of ECOWAS TO member countries.

- It has promoted trade
- It has provided market for raw materials
- It has promoted regional co-operation.
- It has promoted peace and security.
- It has promoted free movement of goods.

ACTIVITY

1. Write ECOWAS in full……
2. Identify any three animals/objectives of ECOWAS.
3. Outline any two member countries of ECOWAS.
4. Identify any two benefits of ECOWAS to member states

LESSON 59
TOPIC: POST INDEPENDENCE AFRICA
SUB-TOPIC: ECOCCAS
READ AND WRITE: Establish, stability, Autonomy, Membership.

ECOCCAS - Economic Community of Central African states.

- It was formed in 1983.

Its headquarters is found in Libreville in Gabon.

Member countries of ECOCCAS

- Rwanda
- Gabon
- Burundi
- Cameroon
- DRC
- Central African Republic
- Chad
- Congo
- Equatorial Guinea

- Sao Tome and Principe

The aims/objectives of ECOCCAS

- To promote regional cooperation
- To achieve collective autonomy.
- To raise the standard of living of its population
- To maintain economic stability through harmonious cooperation.
- To promote peace and security
- To promote trade among member states.

NB. In 2007, Rwanda withdrew its membership from ECOCCAS.

- Rwanda left ECOCCAS in order to focus its membership in East African Community (EAC) and COMESA-Common Market for Eastern and Southern Africa.

ACTIVITY

1. Write ECOCCAS in full…….
2. When was ECOCCAS formed?.....
3. Where do we find the headquarters of ECOCCAS?
4. Name two member countries of ECOCCAS in Africa.
5. State any three objectives/aims of ECOCCAS.

LESSON 60
TOPIC: POST INDEPENDENCE AFRICA
SUB-TOPIC: REGIONAL GROUPINGS
READ AND WRITE: Harmonize, Policies, Hostilities.

CONTENT

SADC (South African Development Community).

Aims/objectives of SADC

- To co-ordinate economic development among member states.
- To reduce the regions dependency on Western countries.
- To improve the regional communication system.
- Developing electric power generation project.
- To develop agriculture in order to ensure food supply.
- To promote industrial development.

Member countries of SADC.
Countries which are members of SADC Include:

- Lesotho
- Swaziland
- Mozambique
- Malawi
- Tanzania
- Zambia
- Zimbabwe
- Angola
- Namibia
- South Africa.

ACTIVITY

1. Write in full SADC……..
2. Outline any two aims/objectives of SADC.
3. Mention any two member countries of SADC.

LESSON 61
TOPIC: POST INDEPENDENCE AFRICA.
SUB-TOPIC: ECONOMIC GROUPINGS IN AFRICA.
READ AND WRITE: Disarm, Peace keeping, Monitoring

CONTENT

ECOMOG (Economic Community of the Monitoring Group).

Member countries of ECOMOG.
Member countries include;

- Senegal
- Burkina Faso
- Gambia
- Mali
- Benin
- Sierra Leone
- Nigeria
- Guinea

Roles of ECOMOG

- To protect people affected by wars.

- To disarm the fighting groups.
- To ensure peace and security.

ACTIVITY

1. Write in full ECOMOG……..
2. Outline one way ECOMOG is important to people affected by wars.
3. Identify any three roles of ECOMOG.
4. Outline any four member countries of ECOMOG.

LESSON 62
TOPIC: POST INDEPENDENCE AFRICA
SUB-TOPIC: IGAD
READ AND WRITE: Social technology, Combat, Investment.

CONTENT:

IGAD – The Inter-Governmental Authority on Development.

The headquarter of IGAD if found in Djibouti.
The member countries of IGAD include
Djibouti
Ethiopia
Kenya
Somalia
Sudan
Uganda
Eritrea
South Sudan

The aims/objectives of IGAD

-To promote peace and security.
-To solve the problem of desertification.
-To solve the problem of food security.
-To settle disputes among member states.
-To improve/promote transport and communication among member states.

Advantages of IGAD to member countries.

-It has promoted market for goods.
-It has promoted peace and security.
-It promoted regional co-operation.
-It promoted friendship among member states.
-To combat drought among member states.

ACTIVITY

1. Write IGAD in full…….
2. Where are the headquarters of IGAD?
3. List dawn any four member countries of IGAD.
4. State any two objectives of IGAD.
5. Identify two advantages of IGAD to member countries.

LESSON 63
TOPIC: POST INDEPENDENCE AFRICA
SUB-TOPIC: ADVANTAGES OF ECONOMIC GROUPINGS
READ AND WRITE: Quicken, Barriers, uplift, opportunities.

CONTENT:

Advantages of Regional Economic Groupings.

- They have promoted and quicken development programmes.
- They have created friendship and unity among member states.
- They have created boarder security in the region.
- They have promoted trade by reducing trade barriers and enlarging markets,
- They have helped to pool resources from member states to develop common services.
- They have created employment opportunities for people in the regions.
- They have promoted the development of financial institutions in Africa.

ACTIVITY

1. Give any two reasons why Uganda should cooperate with her neighboring countries.
2. State any four importances of regional economic groupings to a member country.

LESSON 64
TOPIC: INDEPENDENCE AFRICA
SUB-TOPIC: Regional Economic groupings in Africa.

Read and write: Quality, suffer, dependent, technology.

CONTENT:

Disadvantages of regional economic groupings.

- They are too large to manage
- They suffer from conflicts between the leaders of member states.
- They do had enough money to support their programmes
- They are poor and lack technology.
- They depend on developed world countries and their former colonial powers.
- They do not produce quality goods to compete with other parts of the world.
- They produce similar raw materials.

ACTIVITY

1. How does the production of similar raw materials affected countries in the same economic groupings?
2. Identify any four disadvantages of regional groupings in Africa.

LESSON 65
TOPIC: POST INDEPENDENCE AFRICA
SUB-TOPIC: SUGGESTED SOLUTIONS TO THE PROBLEMS REGIONAL GROUPINGS.
READ AND WRITE: Integration, Foreign, specialized.

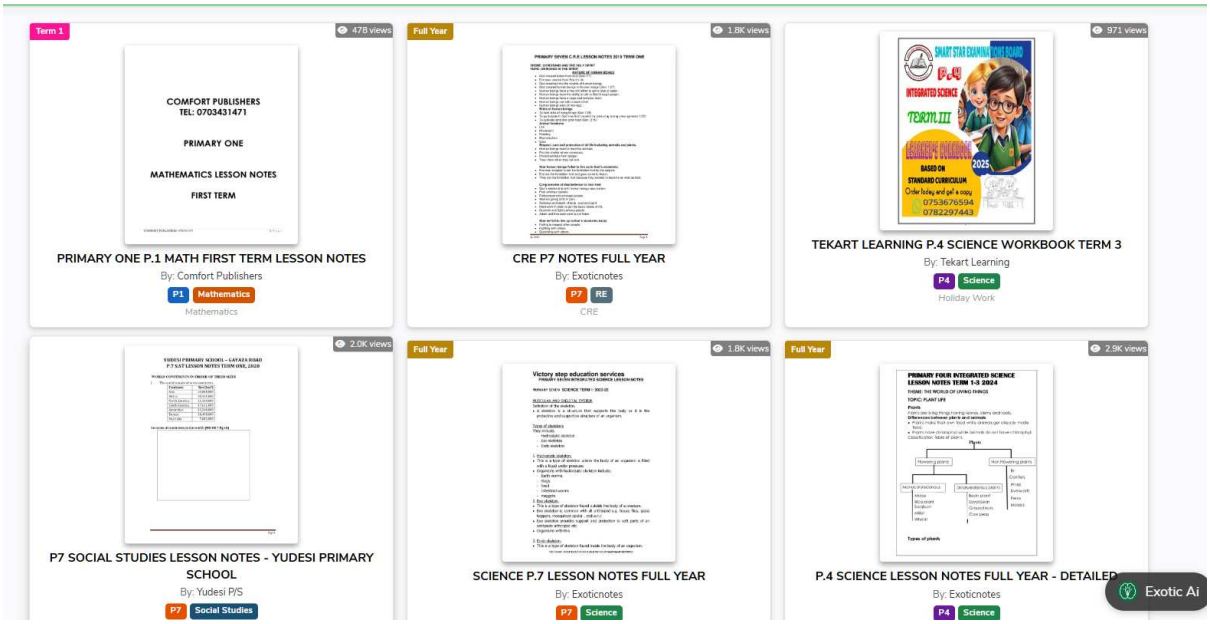
Solutions to the problems/challenges facing regional economic groupings.

- Promoting democracy in member states will reduce political instability.
- Member countries pool funds to solve their problems
- The member states need to avoid producing the same products/goods.
- Member countries should train their own people in order to develop their own capacity.
- African countries should have some kind of common currency.
- Member countries should have some kind of common economic ideology.

ACTIVITY

1. How can a member country of economic regional groupings solve problems of trade?
2. Identify any two solutions to the problems of /challenge facing economic groupings.

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