FOREWORD AND RECOMMENDATION

COVID 19 pandemic caused a disruption in our education system and made learners missed schooling for two years of 2020 to 2021 schooling period. This has created a need to rethink what and how learners will be taught when schools open.

The Kolfram Educational Services Kampala has developed a series of teaching materials for pre-primary, primary and secondary schools in Uganda. These materials are prepared in accordance to the abridged curriculums right from primary two up to senior six.

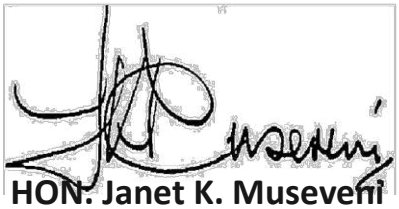
"***Special thank goes to all the board of directors and staff of Kolfram Educational Services Kampala for the great work done***.'

Congratulations

This material presents a selection of priority learning competences and concepts, along with psychological support, which should be focus of instruction in the 2022 school year in order to achieve learning recovery.

This material is not a departure from the existing old curricula for this level but is a modification of the same with a purpose of recovering the lost learning time with maximum learning loss. They have been packed for all primary and secondary classes in Uganda including **pre- primary**, **primary one**, **senior one** and **senior five** that are still using the old standard curriculums.

I therefore, recommend this material and ask all stake holders, educational fraternity to support its implementation as a strategic intervention towards the mitigation of the effects of COVID 19 pandemic on the education system. The effective implementation of this material by the implementors will be a great milestone towards the recovery of lost learning time and giving hope and confidence to learners and teachers.



HON. Janet K. Museveni

First Lady and Minister for Education and Sports



ACKNOWLEDGEMENT

- *I'm very grateful to the Almighty God the Most High who enabled us to accomplish the mission and publish this book.*
- *Similarly, we wish to express and convey our gratitude to all those who contributed to the production and reproduction of this book, materially, spiritually and professionally. Thank you very much.*
- *Lastly we do sincerely regret any error, mistakes or incorrect writing in a paragraph which may be found in this book; it could have cropped up unknowingly*

- *All rights to photocopy, print ,reproduce or duplicate this material found herein are strictly reserved.*

Special thanks to:

1. Mr. Makumbi Diriisa Wasswa,(headteacher Kitagobwa UMEA primary school- Butambala)
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   - ✓ Sumbatala Hawah among others.

MESSAGE FROM THE DIRECTOR NCDC- UGANDA

Dear reader, having gone through this book reasonably, I strongly recommend you to adopt its implementation with confidence as it covers a wide range of everyday real life experience carefully selected for this level in accordance to the abridged curriculum.



Dr. Grace K. Baguma

DIRECTOR,

NATIONAL CURRICULUM DEVELOPMENT CENTRE

PREFACE

The Standard Kolfram in Use; Abridged Curriculum, pupil's book 6 Social Studies Workbook is purely based on the New revised Primary six Syllabus 2021.

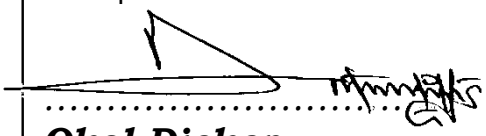
It is one of the **60** books set in the same series set to solve the challenges caused by Covid 19 pandemic in teaching and learning in primary and secondary schools. Other books in the series cover all the classes and other subjects which do exist in Ugandan schools.

Features of this book

- ✓ *This book is simple and easy to use.*
- ✓ *The book has the most current content and information as per the academic year 2022.*
- ✓ *Topics and explanations have been simplified to suit the level and the age of the learners.*
- ✓ *The topics and subtopics in the book have been logically and systematically arranged to guide learners in their own revision time.*
- ✓ *The languages used in the book are learner friendly.*
- ✓ *The book contains a number of assessment exercises and tests after every lesson which guides both the teachers and the learners using the book in preparation for the examinations.*
- ✓ *Hundreds of live examples from the Past Primary Leaving Examinations are also included in this book as lesson activities.*

We hope the content in this book will not only amuse or attract the users but also play a tremendous role in solving the teaching and learning problems in Social Studies in both urban and rural private and government primary schools in Uganda.

First published in 2022



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Okol Dicken

Head of department

0777886622/ 0784044408



KOLFRAM EDUCATIONAL SERVICES KAMPALA

"Let's Discover Our Potentials"

TOPIC 1: THE EAST AFRICAN COMMUNITY

East Africa lies between lines of latitude $4^1/_2{}^0$N to about $12^1/_2{}^0$S of the Equator and lines of longitude 29^0E to 42^0E of the Greenwich meridian.

The East African region is made up of three countries and these are;

1. Uganda
2. Kenya
3. Tanzania

Rwanda and Burundi are geographically located in central Africa.
NB: Rwanda and Burundi are members of the East African Community but not geographically located in the East African region.

East Africa includes islands in the Indian Ocean namely.

1. Zanzibar
2. Pemba
3. Mafia

EAST AFRICA AND HER NEIGHBOURS

DIRECTION	COUNTRY	CAPITAL CITY
North	South Sudan Ethiopia	Juba Addis Ababa
South	Mozambique	Maputo
West	DRC Rwanda Burundi	Kinshasa Kigali Bujumbura
North east	Somalia	Mogadishu
South West	Malawi Zambia	Lilongwe Lusaka

- Indian Ocean borders the Eastern part of East Africa.
- Major latitude that crosses East Africa is the equator passing through Uganda and Kenya.
- The equator in Uganda crosses Lake Victoria and George.
- The districts crossed by the equator include: Wakiso, Kasese, Kalungu, Kiruhura, Ibanda
- The equator divides Kenya into almost two equal halves



The major islands that are found at the coast of East Africa.

1. Zambia
2. Pemba
3. Mafia

ACTIVITY

1. East African region is made up of three countries, name any **two** of them.
   _____
   _____
2. In which part of Africa are Rwanda and Burundi geographically located?
   _____
   _____
3. Mention any **two** islands in the Indian Ocean said to be the part of East Africa
   i) _____
   ii)_____
4. Name the line of latitude which divides Kenya into almost two equal halves
5.
6. Mention any **two** districts in Uganda which are crossed by the equator.
   i) _____
   ii)_____
7. Name any **two** lakes crossed by equator in East Africa.
   i) _____
   ii)_____
8. Name the **two** countries bordered by the mountain crossed by the equator in East Africa.
   i) _____
   ii)_____
9. Mention any **two** countries bordering East Africa from the west.
   i) _____
   ii)_____
10. Name the capital city of :
    (a) Ethiopia_____
    (b) Zambia_____

LESSON

Land locked countries in East Africa

- ✓ Land locked countries are countries which have no seaport/or coastline.
- ✓ These are the countries which do not have direct access to their own sea ports.
- ✓ Land locked countries are countries without the coastlines.

A Seaport is a place at the coast where ships anchor

East African country which is landlocked

1. Uganda

East African's neighbours that are landlocked.

1. South Sudan
2. Zambia
3. Malawi
4. Ethiopia
5. Rwanda
6. Burundi

The seaports which Uganda, Rwanda and Burundi use to import and export their goods.

1. Port Mombasa in Kenya
2. Port Dar-es-Salaam in Tanzania

3. Port Tanga
4. Port Matadi in Democratic Republic of Congo

A country with its own sea port is called a **coastal country**.

Examples of coastal countries in East Africa

1. Kenya
2. Tanzania

How Port Mombasa is important in the economic development of landlocked countries

It is used for handling land locked countries' imports and exports.

Uganda mostly imports her goods through port Mombasa because port Mombasa is nearer to Uganda than other sea ports.

Imports are goods that are brought in a country from other countries

Examples of imports

Vehicles Uganda imports from Germany, telephones, computers, clothes, drinks

Exports are goods a country sells to other countries

Examples of exports

Food, minerals, electricity

ACTIVITY

1. What are land locked countries?

   _____

   _____
2. What is a seaport?

   _____

   _____
3. Name any one landlocked country in East Africa.

   _____

   _____
4. Mention any **two** neigbouring countries to Ugandans which are landlocked.

   i) _____

   ii)_____
5. Name any **two** seaports which Rwanda use to import and export their goods.

   i) _____

   ii)_____
6. In which country is Port Matadi found?

   _____

   _____
7. Define the word coastal country.

   _____

   _____
8. Mention any **two** examples of coastal countries in East Africa.

   i) _____

   ii)_____
9. How is Port Mombasa important in the economic development of Uganda?

   _____

   _____

LESSON

problems faced by landlocked countries in East Africa

1. High taxes are charged on imports and exports
2. There is limited trade with the rest of the world.
3. High prices for imported goods.
4. High transport costs on imports and exports.

5. Goods delay in transit/on the way.

How landlocked countries can solve their problems

1. Through maintaining a good relationship with neighbours that have seaports.
2. Through joining common markets.
3. By using various sea ports when importing goods.
4. By promoting domestic industrial production
5. By improving security along the high ways.
6. Through developing air transport.

Independent African countries which were created recently

i) Eritrea from Ethiopia
ii) South Sudan from Sudan

7. How Ethiopia became a landlocked country

By creating Eritrea as an independent country.

Reasons why Uganda should cooperate with her neighbours

1. To get goods which she can't produce locally.
2. To widen market for her goods.
3. To use her neighbours' sea ports to handle her exports and imports.

ACTIVITY

1. Suggest any **two** problems Uganda faces as a result of being a landlocked country.
   i) _____
   ii)_____
2. State any **two** ways how landlocked countries can solve their problems.
   i) _____
   ii)_____
3. Mention any **two** economic advantages Kenya has over Uganda.
   i) _____
   ii)_____
4. Name the independent African country which was created from:
   (a) Ethiopia_____
   (b) Sudan _____
5. How did Ethiopia become a landlocked country?
   _____
   _____
6. State any **two** reasons why Uganda should cooperate with her neighbours
   i) _____
   ii)_____

LESSON

LOCATION OF PLACES USING LINES OF LATITUDE AND LONGITUDE

- ✓ **Grid reference** is the method of locating places on a map using lines of latitude and lines of longitude.
- ✓ Grid refers to the network of horizontal and vertical lines used as references coordinates to locate places on a map.

MAJOR LINES OF LATITUDE

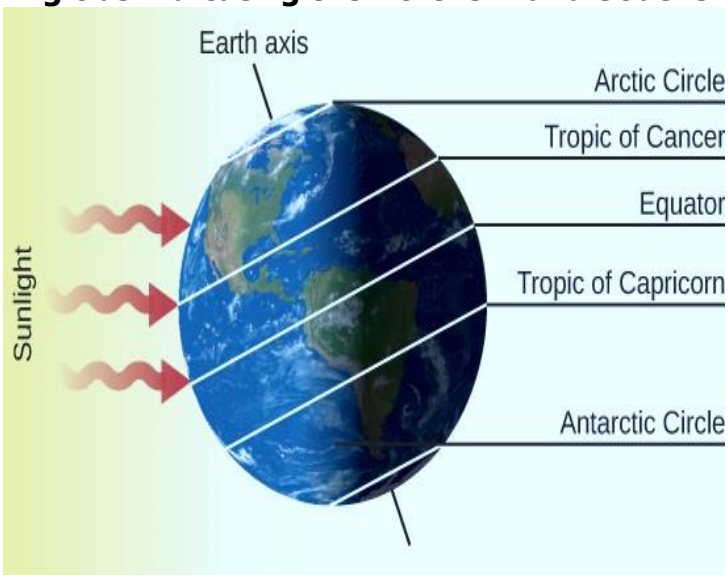
- **Lines of latitude**: These are imaginary lines drawn on a map running from East to west.
- **Latitud**e: The distance North or South of the Equator in degrees.

The major line of latitude on the globe is known as the Equator. it is marked 0^0.
The Equator divides the Earth into two equal parts known as hemispheres i.e.

- ✓ Northern hemisphere

- ✓ Southern hemisphere

A globe indicating the Northern and Southern hemisphere.



A globe indicating the Northern and Southern hemisphere

Other important lines of Latitude.

1. The Arctic Circle 66 ½ ^{0}N
2. The Tropic of Cancer 23 ½ ^{0}N
3. The Tropic of Capricorn 23 ½ ^{0}S
4. The Antarctic Circle 66 ½ ^{0}S

Importance of the Equator.

- ✓ It is used to locate places on a map.
- ✓ It determines the climate of an area.

Why the Equator is marked zero (0^0) degrees

- ✓ It's starting point for measuring lines of Latitude North or South.

How lines of latitude and longitude are important to a map reader?

They are used to locate places on a map.

How latitudes help to locate places

- ✓ They help to determine how far a place is north or south of the equator.

How latitudes help to determine climate of an area

1. Places near the equator receive more sunshine than those far from the equator.
2. Areas near the equator are hotter than areas far from it.
3. Areas near the equator receive more rainfall than areas far from it.

East African countries crossed by the Equator.

1. Uganda
2. Kenya

Other African countries crossed by the equator

3. Gabon
4. Congo
5. Democratic Republic of Congo.
6. Somalia

ACTIVITY

1. Define grid reference.

_____
_____

2. What term is used to refer to the network of horizontal and vertical lines used as references coordinates to locate places on a map?

_____
_____

3. What name is given to the imaginary lines drawn on a map running from East to west?

_____
_____

4. Name the major line of latitude on the globe.

_____
_____

5. State the reason why Equator is marked 0^0

_____
_____

6. Mention any **two** importance of the Equator

i) _____
ii)_____

7. How can latitudes help to locate places on a map?

_____
_____

8. In which way can latitudes help to determine climate of an area?

_____
_____

9. Mention any **two** East African countries crossed by the Equator.

i) _____
ii)_____

LESSON

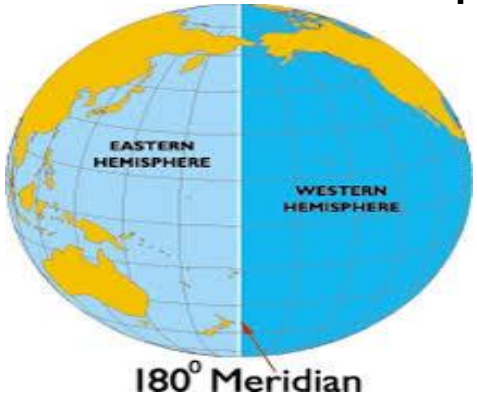
MAJOR LINES OF LONGITUDE / MERIDIANS

- **Lines of Longitude**: are imaginary lines drawn on a map running from North to South.
- **Longitude**: The distance East or West of the Greenwich meridian.

The major line of longitude on the globe is the Greenwich meridian/Prime meridian.
Greenwich meridian/Prime meridian is the line of longitude marked 0^0.
The Greenwich meridian is called so because it crosses a town called **Greenwich** in England.
NB: The capital city in Africa crossed by the Greenwich Meridian is **Accra** in Ghana.

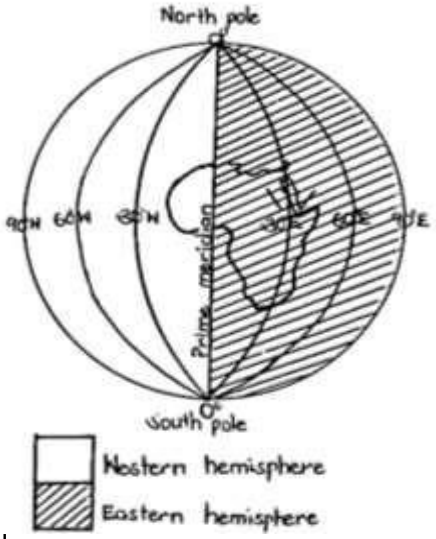
The Prime meridian divides the Earth into Eastern and Western hemispheres.

Draw the globe to show the Eastern and Western hemispheres.



Major lines of longitude.

1. The Prime meridian/ Greenwich meridian (0^{o})
2. The International dateline. (180^{o}E or W)



Importance of Longitudes

The Greenwich/meridian/ prime meridian.

✓ To locate places on a map.

✓ It is used to tell international time.

The International Dateline:-

✓ To determine dates

✓ To separate one day from another.

Why the Prime meridian is marked 0^{0}

✓ It is the starting point for measuring lines of longitude East or West.

✓ It is a centre line on a globe.

Importance of lines of longitude on a map.

✓ They enable to tell time.

✓ They helps to determine time zones.

✓ They helps in locating places on the map.

Similarity between lines of latitude and longitude.

✓ Both are used to locate places on a map.

✓ Both are imaginary lines drawn on a map.

Difference between lines of latitude and longitude.

Lines of latitude are imaginary lines drawn on a map running from East to West while longitudes are imaginary lines drawn on the map running from North to South.

The African countries crossed by the Greenwich meridian

1. Ghana
2. Burkina Faso
3. Mali
4. Algeria

ACTIVITY

1. How are lines of latitude and longitude important to a map reader?

   _____

   _____

2. Name the imaginary lines drawn on a map running from North to South?

   _____

   _____

3. name the line of longitude which divides the Earth into Eastern and Western hemispheres

   _____

   _____

4. Mention any **two** major lines of longitude.

   i) _____

   ii)_____

5. State any **two** Importance of lines of longitude on a map.

   i) _____

   ii)_____

6. Why is the Prime meridian marked 0^{0}

_____
_____

7. State any **two** similarities between lines of latitude and longitude.
   i) _____
   ii)_____
8. What is the main difference between lines of latitude and longitude.
   _____
   _____

LESSON

TIME ZONES IN EAST AFRICA

These are places on the globe with the same standard 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.
- ✓ This is the main reason why Rwanda and Burundi doesn't experience the same time with Uganda yet they are neighbours.

Using the Prime meridian to tell the international time.

The rotation of the earth on its axis causes days and nights.
The earth makes one complete rotation of 360º in one day (24hours).
Therefore, it rotates through an angle of 15º in every 1hour (60min).

1. Every 15^0 make an hour, therefore 1^0 = 4 minutes.
2. The world is divided into 24 divisions called Time Zone and each time zone is 15^0 apart.
3. **East** of the Greenwich meridian, we add time while **west** of the Greenwich, we subtract time.
4. East Africa's time zone is called East African standard time (**EAST**)

ACTIVITY

1. Write the following in full
   (a) GMT_____
   (b) I.D.L_____
2. What name is given to the places on the globe with the same standard time?
   _____
   _____
3. Why do Uganda,Kenya and Tanzania have same standard time?
   _____
   _____
4. Write EAST in full.
   _____
   _____
5. State the main reason why Rwanda and Burundi doesn't experience the same time with Uganda yet they are neighbours.
   _____
   _____
6. Name the time zone in East Africa.

LESSON

Calculating time using time zones

i) Every time zone (15^0) Eastwards, we gain/ add an hour because the sun rises from the East while every time zone (15^0W) westward we lose (subtract) an hour.

Example

1. If it is 5.00 a.m. at Greenwich what time is it in East Africa is 45^0E of the Greenwich?

working

GMT = 5.00 a.m.
15^0 = 1 hr.
45^0 E = $\frac{45}{15}$ 3hrs
5.00 a.m.
\+ 3.00 hrs
8.00 a.m.

It is 8:00 a.m. in East Africa.

2. It is 6:00 p.m. in Accra Ghana. What time is it at a place X which is 30^0N of the Greenwich?

GMT = 5.00 a.m.
15^0 = 1 hr.
45^0 E = $\frac{45}{15}$ 3hrs
5.00 a.m.
\+ 3.00 hrs
8.00 a.m.
It is 8:00 a.m. in East Africa.

3. If it is 7:00 a.m. at Greenwich meridian what time is it at place y which is 600E at the Greenwich meridian?

GMT = 7:30 a.m.
15^0 = 1hr (1:00hr)
60^0E = $\frac{60}{15}$ =4:00 hrs
= 7:30
\+ 4:00 hrs
11:30 a.m.
It is 11:30 a.m. at Place Y

4. If it is 9:00p.m. In London, what time is it at place x which is 45 W of the Greenwich meridian?

GMT = 9:00 pm.
Location = 9:00 pm.
15^0 = 1 hr
45^0 = $\frac{45^0}{15}$

= 3:00 hrs
9:00 p.m.
-3:00 hrs

6:00 p.m.

It is 6:00 p.m. at Place X

ACTIVITY

1. Why doesn't Rwanda experience the same time with Uganda yet they are neighbours?
   _____
   _____
2. What is meant by the term time Zone?
   _____
   _____
3. The time in Accra Ghana is 9.00am. What will it be in Somalia which is 30°E?
4.
5. The time Dodoma is 11:45am.What time will it be in a place which is 60° W.
6.
7. The time in Ghana is 10:00am. What time will it be in Uganda which is 45^0 East?
8.
9. The time in Accra is 1:00p.m. What is the time in Gabon which is 30^0 East?
10.
11. It is 6:00am in Accra. What time will it be in Liberia 30^0 West?
12.
13. Find the time in East Africa which is 45^0 if it is 1:00pm at GMT
14.
15. What time will it be in country B which is 60^0W if it is 5:00pm in Ghana?
16.

LESSON

MOVEMENTS OF THE EARTH

Rotation of The Earth

- The Earth rotates on its axis from west to East.
- An axis is an imaginary line that cuts through the Earth from the north pole to the south pole.
- It takes 24hours (1 day(for the Earth to make a complete rotation.
- The rotation of the Earth causes day and night.
- It also cause deflection of winds and ocean currents.

Revolution of the Earth

Revolution of the earth is the movement of the earth around the sun.

- ✓ It takes 365 ¼ days for the earth to revolve around the sun
- ✓ This is called **an ordinary year.**
- ✓ The forth year of every four yeast has 366 days
- ✓ This is called **a leap year**
- ✓ The revolution of the earth cause seasons i.e. Summer, winter, autumn and spring.
- ✓ On 21st March and 23rd September, the sun is directly overhead the Equator.
- ✓ On these two dates the earth gets equal days and nights i.e. Equinox.
- ✓ On 21st June, the sun is overhead the tropic of cancer
- ✓ The northern hemisphere will have the summer season while the southern hemisphere will have winter.

- ✓ On 22nd December the sun is directly overhead the tropic of Capricorn. The southern hemisphere will experience summer while the Northern hemisphere will experience winter.

ACTIVITY

1. What causes day and night?

   _____

   _____
2. State any **two** effects of the rotation of the earth.

   i)_____

   ii)_____
3. What is equinox?

   _____

   _____
4. When is the sun over head the equator?

   _____

   _____
5. When is the sun over head the tropic of cancer?

   _____

   _____
6. On which date in 2023 shall we expect the sun to be overhead tropic of Capricorn?

   _____

COMMON MARKETS IN EAST AFRICA

LESSON

Common market

- This is an economic grouping formed by countries to promote common interest especially trade among member states.
- A group of countries that have accepted to work together with the major aim of promoting trade.

Another name for a common market is **Regional Economic Grouping**.

Examples of common markets in East Africa

1. **EAC** – East African Community
2. **COMESA** – Common Market for East and Southern Africa
3. **IGAD** – Inter-Governmental Authority on Development
4. **SADC** - Southern African Development Community. It is only Tanzania which is a member.

Characteristics of common markets.

1. There are common taxes charged on imports and exports among member countries.
2. There is free movement of goods among member countries.
3. There is free movement of labour among member countries.
4. There is market forum for goods produced in member states.

Conditions necessary for the success of a common market/ regional economic grouping

1. Countries should be geographically close to another.
2. All member countries should have political stability and harmony.
3. All member countries should be ready to respect/honour the treaties of the common market.
4. Countries should respect the territorial boundaries of the neighbouring countries
5. All member countries should have similar or common currencies.

ACTIVITY

1. What is Common market?

   _____

   _____

2. Give another name for a common market.

_____

3. Write these short forms in full.
   a) EAC_____
   b) COMESA _____
   c) IGAD_____
   d) SADC_____
4. Mention any **two** characteristics of common markets.
   i)_____
   ii)_____
5. State any **two** conditions necessary for the success of a common market/ regional economic grouping
   i)_____
   ii)_____
6. Mention any **two** common markets in East Africa.
   i)_____
   ii)_____

LESSON

The East African Community

The East African Community was a common market which united the three East African countries.

These countries were Uganda, Kenya and Tanzania.

East African Community States, Size And Capital Cities

COUNTRY	SIZE (KM^2)	CAPITAL CITY
Tanzania	945,087	Dodoma
Kenya	580,367	Nairobi
Uganda	241,038	Kampala

The East African Community is currently made up of seven member countries namely;

Uganda, Kenya, Tanzania, Rwanda, Burundi, South Sudan and Democratic Republic of Congo

Symbols of the countries of the present East African Community.

1. National flag
2. National Anthem
3. National Coat of Arms
4. National constitution
5. Parliament
6. National Emblem
7. National Motto
8. Official seal of the community



The East African Community flag



The East African Community emblem

Meaning of features found on the East African Community Flag and the emblem

1. The olive branch is a symbol of peace in East African Countries.

2. Blue background(lake Victoria) signifying the unity of the East African Community partner states
3. Colours(white, black, green, yellow, red all represent the colors of flags of the member states.
4. Handshake precludes and welcomes new members which will be admitted in east African community.
5. Logo for the East African Community.

Places where it is found

1. In offices
2. In schools
3. In police posts
4. In barracks

The East African Community Court of Arms

It was designed by Ramadhani Mwinyi.

ACTIVITY

1. Name the common market which united the three East African countries.
   _____
2. Name the largest country in East Africa.
   _____
3. Name the capital city of these countries:
   a) Tanzania: _____
   b) Kenya:_____
4. Mention any **two** member states of the current East African Community.
   i) _____
   ii)_____
5. State any **two** symbols of the countries of the present East African Community.
   i) _____
   ii)_____
6. State any **two** attributes of the East African community which have the Olive branches in them.
   i) _____
   ii)_____
7. What does the olive branch on the East African community flag mean.
8.
9. State any **two** places where East African community flag is found.
   i) _____
   ii)_____
10. Who designed East African Community Court of Arms?
    _____

LESSON

East African Community Anthem

Wimbo wa Jumuiya ya Afrika Mashariki' are Swahili words meaning East African community Anthem.

It was composed by Sir **Richard Kadambi** from Kenya and officially adopted on 3rd December, 2010.

East African community Anthem

SWAHILI VERSION	ENGLISH VERSION
WIMBO WA JUMUIYA YA AFRIKA MASHARIKI	EAST AFRICAN COMMUNITY ANTHEM
E Mungu twaomba Uilinde	Oh God we ask you to protect
Jumuiya ya Afrika Mashariki	Our East African community
Tuwezeshe kuishi kwa amani	Enable us to live in peace
Tutimize na malengo yetu	And accomplish our tasks

Jumuiya yetu sote tuilinde	Let us all protect our community
Tuwajibike tuimarike	We should work hard to strengthen it
Umoja wetu ni nguzo yetu	Our unity is our pillar
Idumu Jumuiya yetu	To sustain/ uphold our community
Uzalendo pia mshikamano	Patriotism as well as togetherness
Viwe msingi wa umoja wetu	Should be the foundation of our unity
Natulinde uhuru na amani	Let us protect our independence and peace
Mila zetu na desturi zetu	Our customs and behaviours
Viwandani na hata mashambani	Industries/factories and even agriculture
Tufanye kazi sote kwa makini	Let us all work carefully /diligently
Tujitoe kwa hali na mali	Let us devote ourselves for our wealth
Tuijenge Jumuiya bora	So as to build a better community

Messages we learnt from the East African Community Anthem

1. Request for peace from God
2. Protection of our resources
3. Unity is our strength
4. Protection of independence
5. Promotion of industries and agriculture
6. Preservation culture and customs
7. Heart of patriotism and nationalism

East African community motto

''Ushirikano wa Afrika Mashariki'' which translates as "Unity for East Africa"

ACTIVITY

1. State the contribution of Richard Kadambi in the political development of EAC.

   _____

   _____

2. State any **two** lessons we learnt from the East African Community Anthem.

   i) _____

   ii)_____

3. State the motto of the EAC.

   _____

   _____

4. State any **two** ways in which the EAC anthem is similar to Uganda National Anthem.

   i) _____

   ii)_____

LESSON

some symbols of the countries of the present East African Community

Uganda	Kenya	South Sudan
The Uganda National Flag 	The Kenya National Flag 	 South Sudan National



The Uganda National Coat of Arms



Kenya National Coat of Arms



South Sudan National Coat of Arms

Rwanda	Burundi	Tanzania
 The Rwanda National Flag	 Burundi National flag	 Tanzania National Flag
 The Rwanda National coat of Arm	 Burundi National Coat of Arms	 Tanzania National Coat of Arms

LESSON

Organizations that existed before the East African Community.

1. The East African High Commission
2. East African Common service organization

The East African High Commission

- The East African High Commission was formed in 1948 and collapsed in 1961.
- The headquarters of the East African High Commission were at Nairobi Kenya .

Departments run by the East African High Commission

1. East African Railways and harbours
2. East African literature bureau
3. East African posts and telegrams
4. East African income tax department
5. Higher education
6. Research institution.

The East African Common Services Organization

- In 1961, Tanganyika withdrew from the East African High Commission after becoming independent.
- There East African High Commission therefore collapsed.
- The East African Common Services Organization was formed in 1961 to replace the East African High Commission in the very same year.
- The three countries formed the East African Common service organization with its headquarters in Nairobi (Kenya)
- The headquarters of the East Africa Community were later transferred from Kenya to Arusha-Tanzania basing on the complaints from Uganda and Tanzania that Kenya was over benefiting than the other East African countries.
- It was in operation from 1961-1967. The heads of state formed yet another organization called the **East African community.**

ACTIVITY

1. Name any **two** organizations that existed before the East African Community.
   i) _____
   ii)_____
2. Where was the headquarters of the East African High Commission.
   _____
   _____
3. Mention any **two** departments run by the East African High Commission.
   i) _____
   ii)_____
4. Which organization was formed to replace the East African High Commission?
   _____
   _____
5. Why were the headquarters of the East Africa Community transferred from Kenya?
   _____
   _____
6. Name the town in Tanzania where the headquarters of the East Africa Community was transferred.
   _____

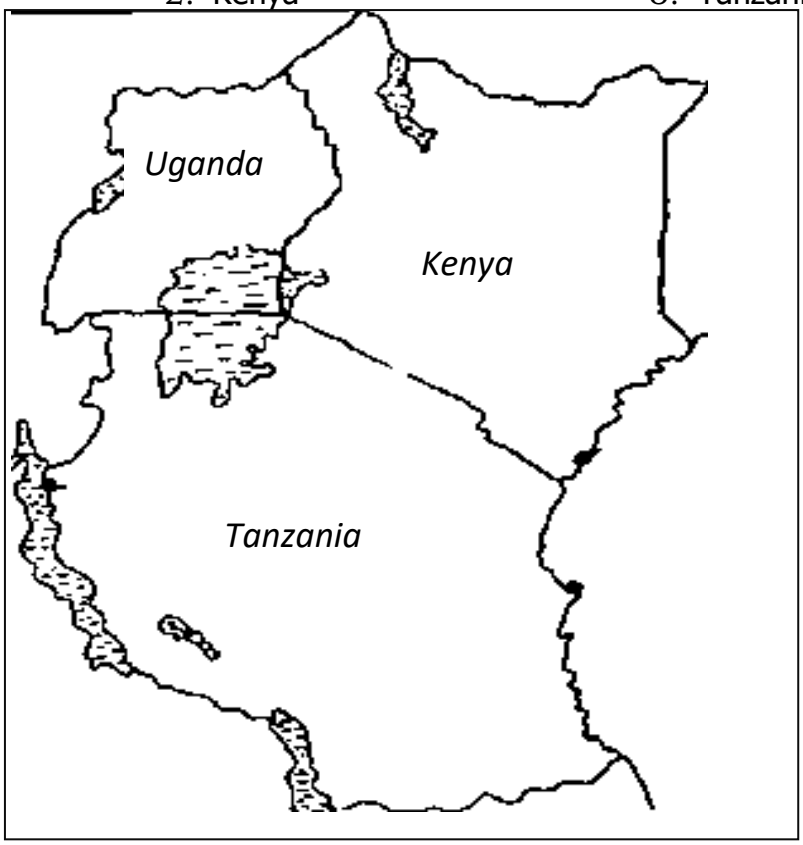
LESSON

EAST AFRICAN COMMUNITY FROM 1961 TO 1967

East African Community operated between 1967 to 1977 when it collapsed.

The countries that formed the East African Community in 1967

1. Uganda 2. Kenya 3. Tanzania



Reasons why the cooperation among the three countries was possible

- The 3 countries being in the same region were close neighbours.
- The 3 states have the same history that at one time they had been under the control of Britain.
- The 3 countries had gained their independence from colonial rule.

The founder personalities of the East African Community in 1967.

1. H.E. Dr. Apollo Milton Obote of Uganda.
2. H.E. Jomo Kenyatta of Kenya.
3. H.E. Julius Kambarage Nyerere of Tanzania.

The headquarters of the East African Community are based in Arusha-Tanzania.

Reasons for the formation of the East African Community in 1967

1. To have a common tax on imports and exports.
2. To promote unity/co-operation among member countries.
3. To create a wider market for goods and services in member states.
4. To allow free movement of goods and services in the region.
5. To promote transport and communication for easy flow of trade.
6. To equally share the services of former East African Common Services organization
7. To establish similar tariffs, customs among the member states.

Benefits of East African Community to its member states before it collapsed in 1967

1. Member countries paid reduced taxes on goods.
2. There was free movement of goods and people among member countries.
3. Member countries got goods they didn't produce.
4. It started industrial projects through the EADB
5. Projects set up provide jobs to people
6. Member countries got ready market for their goods.
7. There was unity and co-operation among member countries.

ACTIVITY

1. Mention any **two** countries that formed the East African Community in 1967.
   i) _____
   ii)_____
2. Mention any **two** reasons why the cooperation among East African Community was possible.
   i) _____
   ii)_____
3. Mention any **three** founder personalities of the East African Community in 1967.
   i) _____
   ii)_____
4. State any **two** reasons for the formation of the East African Community in 1967.
   i) _____
   ii)_____
5. Mention any **two** ways in which member states of the East African Community benefited from it.
   i) _____
   ii)_____

LESSON

Services provided by the E.A.C. (1967-77)

1. Banking through the East African Development Bank.
2. Communication through the East African posts and Telecommunications.
3. Education through the inter-university council, school of library and information science.
4. Transport through the East African railways and harbours.

Departments/corporations of the former East African community (EAC)

1. The East African Development Bank (EADB) with headquarters at Kampala.

2. The East African Civil Aviation school (Soroti)
3. The East African Examination Council – EAEC.
4. The East African Inter-University Council.
5. East African income tax department.
6. The East African Railways and Harbours.
7. The East African Airways. (Nairobi.
8. East African Court of Appeal.
9. East African Meteorological Department.
10. East African Customs and Excise.
11. East African Tryponosomiasis Research.
12. East African Literature Bureau.
13. The East African Legislative Assembly. (EALA) in (Arusha)

Problems faced by the East African Community in 1967.

a) Political differences among member states.
b) Lack of a common currency.
c) Poor leadership
d) Shortage of funds to provide services to the peoples.

Reasons for the collapse/disintegration of the East African Community (1977)

1. Shortage of funds.
2. Misunderstandings among the presidents e.g. Julius Nyerere of Tanzania and Iddi Amin Dada of Uganda.
3. Lack of good will among leaders.
4. Product duplication in the region.
5. There was lack of a common currency.
6. Countries failed to contribute to the central treasury
7. Nationalizing of community assets in Kenya and Tanzania
8. Counter accusation and insecurity which had to border closure
9. Harassment of Kenyans in Tanzania intensified hostility
10. Uganda and Tanzania thought that Kenya was benefiting more.
11. Differences in political ideas among member countries e.g. Kenya and Uganda were capitalists while Tanzania was a socialist state.

Capitalism is a system of government where individuals are allowed to own their personal property.
socialism is a system where most property and business are owned by the government.

Effects of the collapse / disintegration / decline / fall of the EAC.

1. It limited movement of people and goods in the region.
2. It led to high taxation on goods in the region.
3. Loss of the East African common currency.
4. Led to the collapse of some departments of the former EAC.
5. People lost jobs

ACTIVITY

1. Mention any **two** services provided by the E.A.C between 1967 to 1977.
   i) _____
   ii)_____
2. Write EADB in full.
   _____
   _____
3. Mention any **two** departments of the former East African community (EAC)

i) _____
ii)_____

4. State any **two** challenges faced by the East African Community in 1967.
   i) _____
   ii)_____
5. Give any **two** reasons for the disintegration of the East African Ccommunity in 1977.
   i) _____
   ii)_____
6. State any **two** effects of the collapse / disintegration / decline / fall of the EAC.
   i) _____
   ii)_____
7. Name the system of government where individuals are allowed to own their personal property.

   _____
   _____

REVIVAL OF THE EAST AFRICAN COMMUNITY.

LESSON

The EAC was revived on the **4th March 1996**. It was as a result of signing the **tripartite treaty.**

The head of states that revived the EAC.

1. President Yoweri Museveni Kaguta of Uganda.
2. President Daniel Arap Moi of Kenya.
3. President Benjamin Mkapa of Tanzania.

The Member States of the revived East African community

1. Uganda
2. Kenya
3. Tanzania

Reasons why the East African community was revived in 1996

1. To have a common tax on imports and exports.
2. To have a common currency among member states.
3. To promote peace, unity/co-operation among member countries.
4. To create market forum for goods and services in member states.
5. To allow free movement of goods and services in the region.
6. To promote transport and communication for easy flow of trade.
7. To strengthen the existing institutions of the E.A.C e.g. the EADB

Departments of the former East African Community that still exist today

1. The East African Development Bank (Kampala).
2. The East African school of Library and Information Science. at (Makerere)
3. The East African Legislative Assembly.
4. The East African Civil Aviation School.

Departments that replaced the former departments of the EAC.

1. Uganda Revenue Authority – replaced East African Income Tax department.
2. Air Tanzania, Kenya Airlines, Air Uganda replaced the East African Airways.
3. UNEB replaced the East African Examinations Council.

ACTIVITY

1. Name the treaty signed to revive the East African Community.

   _____
   _____

2. State any **two** head of states that revived the current East African Community.
   i) _____

ii)_____

3. State any **two** member States of the revived East African community
   i) _____
   ii)_____
4. Mention any **two** reasons for the revival of the East African community.
   i) _____
   ii)_____
5. Write down any **two** departments of former East African Community that still exist today.
   i) _____
   ii)_____
6. Which department of the EAC was replaced by Uganda Revenue Authority?
   _____
   _____
7. Write UNEB in full.
   _____
   _____

INSTITUTIONS/ ORGANS OF THE EAST AFRICAN COMMUNITY

LESSON

1. The Summit

- ✓ This is the main body of the EAC.
- ✓ It is headed by the chairperson chosen from the member heads of states for a period of one year.
- ✓ It is made up of the heads of state of member states.

Roles of the Summit

- To direct the general activities of the organization.
- To assess/ the state of peace, security and governance within member states.
- To review the progress achieved towards the formation of the EAC.

The current chairman of the EAC is Evariste Ndayishimiye, the president of Burundi.

2. The council of ministers.

It consists of the foreign affairs ministers from member states.
Its major role is to make decisions/ policies on behalf of the summit.
They also approves the annual budget of the Secretariat.

3. The Secretariat

It is headed by the Secretary General.
The Secretary General is the overall executive officer of the EAC.
The secretariat runs the day to day activities of the EAC

Some of the secretary generals of The East African Community

Name	Country	Year
Nuwa Amanya Mushega	Uganda	2001-2006
Juma Volter Mwapachu	Tanzania	2006-2011
Richard Sezibera	Rwanda	2011- 2016
Liberat Mfumukeko	Burundi	2016- 2021
Peter Mathuki		2021- To date

The first Secretary General of the revived EAC was **Francis Mathura from Kenya.**
The current Secretary General of the EAC is Peter Mathuki.

ACTIVITY

1. Name the main body of the East African Community.
_____
2. State any **two** roles of the Summit organ of the EAC.
i) _____
ii)_____
3. Who is the current chairman of the EAC?
_____
4. Which organ of the EAC consists of the foreign affairs ministers from member states?
_____
5. Which organ of the EAC runs the day to day activities of the organization.
_____
6. Name the first Secretary General of the revived EAC.
_____
7. Who is the current Secretary General of the EAC.
_____

LESSON

4. The East African Legislative Assembly (EALA)

✓ This is the Parliament of East African Community.
✓ It is made up of nine members from each member state.

The roles of the East African Legislative Assembly

1. To make and amend laws.
2. To approve the budget of EAC.
3. To discuss matters related to the EAC.
4.

Uganda's representative in the EA parliament

1. Hon. Nusura Tiperu
2. Hon. Mukasa Mbidde
3. Hon. Suzan Nakawuki
4. Hon. Benard Mulegani
5. Hon. Dan Kidega
6. Hon. Nantongo Zziwa
7. Hon. Mike Sebalu
8. Hon. Dora Byamukama
9. Hon. Chris Opoka Okumu

✓ The current speaker of EALA is **Hon. Martin Ngoga** from Rwanda.

5. The East African Court of Justice (EACJ)

- It consists of respectable judges from member states.
- It is found in Arusha Tanzania.
- The current Chairperson is **Nestor Kayobera**.

The roles of EACJ

✓ It ensures justice in member countries.
✓ To ensure that the constitution of the EAC is followed by member states.
✓ To defend activities of member states in relation to the laws of EAC.

6. Co-ordinating Committee of the EAC.

Co-ordinates the activities of the sectorial committee

7. Sectoral Committee

It monitors the implementation of the policies of the of the EAC.

Current member countries of the East African community

1. Uganda
2. Kenya
3. Tanzania
4. Rwanda
5. Burundi
6. South Sudan

7. Democratic Republic of Congo

In 2001, the cooperation became the East African Community. On 18th June 2007, the republic of Rwanda and Burundi signed the treaty to join the EAC and their representatives were;

1. Paul Kagame – Rwanda
2. Pierre Nkurunziza – Burundi

On 15th April 2022, Democratic Republic of Congo also joined EAC.

ACTIVITY

1. Write in full: EALA.

   _____

   _____

2. Which organ of the EAC plays the same role as the Parliament of the republic of Uganda.

   _____

   _____

3. Mention any **two** roles of the East African Legislative Assembly.

   i) _____

   ii)_____

4. Who is the current speaker of East African Legislative Assembly?

   _____

   _____

5. What is the main role of the East African Court of Justice (EACJ)

   _____

   _____

6. Name the town in East Africa where the headquarters of EACJ are located.

   _____

   _____

7. In which way is the work of co-ordinating Committee different from the Sectoral Committee of the EAC?

   _____

   _____

8. Which organ co-ordinates the activities of the sectorial committee?

   _____

   _____

9. Mention any **two** current member countries of the East African community outside East Africa.

   i) _____

   ii)_____

LESSON

East African Community Current Head of States, Size and Capital Cities

Country	Size (Km^2)	Capital City	Head Of States
Tanzania	945,087	Dodoma	Samia Suluhu Hassan
Kenya	580,367	Nairobi	William Samoei Ruto
Uganda	241,038	Kampala	Yoweri Kaguta Museveni
Burundi	27,834	Bujumbura	Evariste Ndayishimiye
Rwanda	26,338	Kigali	Paul Kagame
South Sudan	619,745	Juba	H.E Salva Kiir
Democratic Republic of Congo	2,344, 885	Kinshasa	H.E Felix Tshisekedi

Capital cities of the neighbors of current East African Community states

1. Ethiopia – Addis Ababa
2. Somalia – Mogadishu
3. Mozambique – Maputo

4. Malawi – Lilongwe
5. Zambia – Lusaka
6. Sudan - Khartoum

Problems facing the current EAC

1. High Poverty level
2. Gender inequality
3. Low agricultural productivity
4. Poor infrastructures
5. Poor governance
6. Lack of market competitiveness

Trading partners of the East African community

These refers to different countries that trade with East African Community.

Major trading partners of the East African Community

1. Japan
2. China
3. The European Union member states
4. The United Arab Emirates
5. Saudi Arabia

ACTIVITY

1. Name the largest member state of the EAC.

   _____
   _____

2. Mention any **two** neighbors of current East African Community which are:
   a) Landlocked countries
      i) _____
      ii)_____
   b) coastal countries
      i) _____
      ii)_____
3. Mention any **two** problems facing the current East African Community.
      i) _____
      ii)_____
4. Name the country from which South Sudan was curved out.

   _____
   _____

5. State any **two** major trading partners of the East African Community.
      i) _____
      ii)_____

OTHER REGIONAL ECONOMIC GROUPINGS IN EAST AFRICA

6. LESSON

COMESA

COMESA stands for **Co**mmon **M**arket for **E**astern and **S**outhern **A**frica

- COMESA was originally called Preferential Trade Area (PTA)
- PTA was formed in 1981. It has members in Northern , Eastern and Southern Africa
- When PTA collapsed in 1981, COMESA was started in 1994.
- COMESA is the largest economic grouping in Africa with over 20 members
- Its headquarters are in Lusaka – Zambia
- It has a COMESA bank in Burundi

- The current chairman of COMESA is **President Joseph Kabila** from Democratic Republic of Congo.
- The current secretary general is **Sindiso Ngwenya** from Zimbabwe.

Reasons why COMESA was formed.

1. To promote trade by removing trade barriers e.g. taxes
2. To promote peace, security and stability
3. To allow free movement of people and goods
4. To promote research in science and technology
5. To organize regular investments

Benefits of COMESA to the member states.

1. It creates a large market for goods from member states
2. It has helped to promote peace and security among member states
3. Member states get loan , travellers' cheques through COMESA bank
4. It has promoted trade among member states.

Problems facing COMESA

1. Most member sates produce similar goods
2. Many African countries are poor therefore COMESA lacks funds
3. Smuggling of goods deprives government taxes
4. Political instabilities in some countries
5. Some countries fully depend on agriculture and unable to industrialise

Member states of COMESA

Sudan	DRC
Uganda	Egypt
Kenya	Libya
Tanzania	South Sudan
Eritrea	Ethiopia
Malawi	Zambia
Zimbabwe	Somalia
Lesotho	Swaziland

Why Tanzania withdrew from COMESA

1. It was costly since Tanzania is a member of many other regional organisations.
2. Tanzania never wanted to lose its taxes from non-land locked countries.

ACTIVITY

1. Write COMESA in full.

_____

_____

2. Which organisation was replaced by COMESA?

_____

_____

3. Name the largest economic grouping in Africa.

_____

_____

4. Where are the headquarters of COMESA found?

_____

_____

5. State any **two** reasons why COMESA was formed.

i) _____

ii)_____

6. Mention at least **two** benefits of COMESA to the member states.
   i) _____
   ii)_____
7. Give any **two** problems facing COMESA.
   i) _____
   ii)_____
8. Mention any **two** countries which are member states of COMESA and EAC.
   i) _____
   ii)_____
9. State any **one** East African Country which is not a member of COMESA.
   _____
   _____
10. Mention **two** reasons why Tanzania withdrew from COMESA.
   i) _____
   ii)_____

LESSON

IGAD

- ✓ It is **I**nter-**G**overnmental **A**uthority on **D**evelopment
- ✓ Its headquarters are in Djibouti.
- ✓ It was formed in 1986.
- ✓ It replaced the inter-Government authority on Drought and Development (IGADD)

Member states of IGAD

1. Sudan
2. Somalia
3. Uganda
4. Ethiopia
5. Eritrea
6. Kenya
7. Djibouti
8. South Sudan

Why IGAD was formed

1. To solve the problem of food shortage and drought
2. To promote peace and unity
3. To improve transport and community in the region

Benefits of IGAD to member states

1. It has tried to promote peace and security
2. It has tried to control the effects of drought through modern agriculture
3. It has promoted trade among member states.

Challenges of IGAD

1. Political instabilities
2. Shortage of funds
3. Hunger and starvation

ACTIVITY

1. Write IGAD in full.
   _____
   _____
2. Where are the headquarters of IGAD?
   _____
   _____
3. Which organisation replaced Inter-Government Authority on Drought and Development
   _____
   _____
4. Mention any **two** member states of IGAD
   i) _____
   ii)_____

5. State any **two** reasons why IGAD was formed.
   i) _____
   ii)_____
6. Mention any **two** ways in which Uganda benefits as a member state of IGAD.
   i) _____
   ii)_____
7. Write down any **two** challenges of IGAD member states.
   i) _____
   ii)_____

LESSON

SADC

- It is **S**outhern African **D**evelopment **C**ommunity
  Its headquarters are in Gaborone Botswana. Only **Tanzania** in East Africa is a member.

Disadvantages of a common market/ economic bloc

1. Countries that have more goods and services to sell gain more than those that have less to sell.
2. Countries without industries find it difficult to develop their own.
3. Countries get less revenue due to reduced taxes.
4. Countries may buy goods of poor quality goods / It limits freedom of choice while buying goods.

Challenges / Problems facing the EAC

1. Shortage of funds.
2. Interference from developed countries.
3. Disagreements among some member countries.
4. Lack of a common currency.
5. Language barrier.
6. Civil wars in some countries
7. Production of similar goods among member countries.

Solutions to the problems facing the East African Community

1. Through getting loans from world banks.
2. Avoid over dependence on foreign aid.
3. By having peace talks to solve misunderstandings.
4. By getting a common currency.
5. Teaching Kiswahili to serve as a national language in all member countries.
6. Encouraging specialization on production of goods among member states.

ACTIVITY

1. Write SADC in full.
   _____
   _____
2. Mention any **two** East African countries which are non-members of SADC.
   i) _____
   ii)_____
3. How do Tanzania benefit from being a member of SADC?
   _____
   _____
4. Mention any **two** disadvantages of a common market/ economic bloc
   i) _____
   ii)_____

5. State any **two** common challenges facing the East African Community.
   i) _____
   ii)_____
6. Write down any **two** solutions to the problems facing the East African Community
   i) _____
   ii)_____
7. Fill the table below about the EAC leaders.

Country	Founder President	President who revived
1. Uganda		
2. Kenya		
3. Tanzania		

TOPICAL EXERCISE

1. Write EAC in full.
2. Why was the EAC formed?
3. How have the East African countries benefited from the existence of EAC?
4. Which organization was transformed into EAC?
5. Mention any two problems faced by EAC.
6. Why did the EAC collapse in 1977?
7. What were the functions of East African Development Bank?
8. East African Post and Telecommunication
9. What were the functions of the East African Examination Council?
10. Which African countries have recently joined the EAC?
11. Why did the above countries join the East African Community?
12. Name these officials in the East African Community.
    Secretary General
    Chairman
13. Why is Tanzania not a member of COMESA?
14. Mention any two services provided by the EAC.
15. Name any two departments that survived after the collapse of the EAC in 1977.
16. Give any two organs of the EAC.
17. Where were/are the headquarters of the EAC?
18. Give any two symbols of the EAC.
19. A part from the East African community, write down ay three other common markets.
20. Which department provided currency during the defunct EAC?
21. Which department of the East African Community is responsible for training pilots?
22. Where are the headquarters of the East African Development Bank?
23. Write down any **three** functions of UNEB.
24. State the motto of EAC.

TOPIC 2: THE PEOPLE OF EAST AFRICA

LESSON

THE CRADLE LAND OF THE PEOPLE OF EAST AFRICA.

History

History is the study of the past events in relationship to the present events.
We learn about the history of East Africa through different sources.

SOURCES OF AFRICAN HISTORY

1. **Oral tradition**
   This is the history that is passed out by word of mouth from the older generation to the younger generation

2. **Written records**
   This is the type of history gathered by reading written material e.g. books, diaries, newspapers, magazines.
3. **Anthropology**
   This is the study of cultures of different people in societies e.g. way of dressing, dances, ceremonies, food, etc.
4. **Linguistics**
   This is the study of languages spoken by different tribal groups.
5. **Archaeology**
   This is the study of the remains of the early man.
   - The remains of the early man are known as fossils.
   - People who study about fossils/early man's remains are called archaeologists.
   - The process of digging up fossils is called **excavation**.

ACTIVITY

1. What is History?
   _____
   _____
2. State any **two** sources of history.
   i) _____
   ii)_____
3. Which history is passed out by word of mouth from the older generation to the younger generation?
   _____
   _____
4. Write any **two** examples of written records which act as source of history.
   i) _____
   ii)_____
5. Define anthropology.
   _____
   _____
6. Who is an anthropologist?
   _____
   _____
7. Mention any two aspects of culture studied by the anthropologists.
   _____
   _____
8. Define the term linguistics.
   _____
   _____
9. What name is given to the remains of the early man?
   _____
   _____
10. Name the title given to the people who study about fossils/early man's remains
    _____
    _____

LESSON

Archaeology IN EAST AFRICA

Archeology is the study about fossils or remains of the early man.
Archeologists are the people who study about fossils.
Fossils are the remains of the early man.

Examples of dug up fossils

These are the things that the archaeologists discover.

1. Human bones
2. Animal bones
3. Stone tools e.g. hand axe, bolas
4. Iron tools
5. Pottery utensils
6. Rock paintings
7. Weapons like spears,

Note: The dug-up fossils are kept in the museums.
A museum is a place where things of historical importance are kept.
Examples of museums in East Africa.

Uganda	Tanzania	Kenya
Kabale Museum	Arusha museum	Fort Jesus Museum in Mombasa, etc.
Uganda Museum	Dar-es- salaam museum	Nairobi Museum
Igongo Cultural center Museum		Kisumu Museum

A person in charge of a museum is a **Curator**
Importance of Museums in the development of East Africa.
1. They attract tourists who bring in income.
2. They provide employment to people.
3. They promote research/source of historical information.
4. For educational researches
5. They create markets for local crafts materials.

ACTIVITY

1. Define the word archeology.
   _____
   _____
2. Who are the archeologists?
   _____
   _____
3. Define the word excavation.
   _____
   _____
4. Mention any **two** examples of dug up fossils
   i) _____
   ii)_____
5. State any **two** stone tools discovered by the archeologists.
   i) _____
   ii)_____
6. What do you understand by the word **museums**?
   _____
   _____
7. Mention any **two** examples of museums in found in:
   a) Uganda
   i) _____
   ii)_____
   b) Kenya
   i) _____
   ii)_____
   c) Tanzania
   i) _____

ii)_____

8. What title is given to a person in charge of a museum?

_____

_____

9. State any **two** importance of Museums in the development of East African countries.

i) _____

ii)_____

LESSON

Major archaeologists in East Africa.

DR. LOUIS LEAKEY AND HIS WIFE

- ✓ Dr. L.S.B Leakey and his wife Mrs. Mary Leakey discovered the oldest skull of early man at Olduvai Gorge in Tanzania in 1959 who was termed as **Zinjanthropus.**
- ✓ Zenj was a word to mean black and anthropus means **man**.
- ✓ This man fed on roots, berries, insects, and honey.
- ✓ Because of the oldest human skull that was found in Africa, it was termed as the cradle land of man

Dr. Merrick Posnansky

He dealt with the excavation of the Chwezi Empire at Bigobyamugenyi.

J.S. Kirk man and Neville Chittick excavated remains at the East African coast including those of the Portuguese.

Archaeological Sites in East Arica

UGANDA	**KENYA**	**TANZANIA**
Bigo bya mugenyi	Olorgesaille near L. Magadi.	Olduvai Gorge
Nsongezi	Kobi Fora near L. Turkana.	Engaruka
Sango Bay	Fort Ternan near Kisumu	Isimilia
Paraa	Kariandusi near L. Nakuru.	Kalambo
Nyero		Peninj
Rusinga		
Ntusi		
Magosi		

NOTE:

Nyero in Uganda is well known for **rock painting** and Bigobyamugenyi is known for the **chwezi**.

Importance of archaeological sites.

1. They promote study and research.
2. They provide information about the activities done long ago.
3. They promote the tourism industry.
4. They help to determine the process through which man developed

ACTIVITY

1. Name the largest archeological sites in East Africa.

   _____

2. Who discovered the oldest skull of early man at Olduvai Gorge?

   _____

3. Why was Africa termed as the cradle land of man?

   _____

4. Name the archeologist who dealt with the excavation of the Chwezi Empire at Bigo Bya Mugenyi.

   _____

5. mention any **two** archaeological Sites in East Arica.

   i) _____

ii)_____

6. Name the stone age site known for rock painting

_____

7. State any **two** importance of archaeological sites to the economic importance of Kenya.

i) _____

ii)_____

LESSON

STAGES OF DEVELOPMENT OF EARLY MAN;

The early man lived more than a period of twenty million years ago. Since that time he has gone through a number of changes and these changes are referred to as **Stone Age periods**.

THE STONE AGE PERIOD

Stone Age period was the time when man used most of the tools made out of stones.

Examples of stone tools.

1. Stone knives /hand axe.
2. Spears.
3. Cleavers
4. Bolas

Stages of the Stone Age period

The Stone Age period was divided into three stages.

1. Old / Early stone age **(Palaeolithic period)**
2. Middle stone age **(Metheolithic period)**
3. New/late stone age

THE OLD/EARLY STONE AGE (Palaeolithic period)

During this period, man lived a very simple life.

Ways early man used to get food.

1. Through hunting
2. By gathering wild fruits and honey.
3. Through fishing.

Places where the early man lived.

1. In caves
2. Under big trees
3. In bushes
4. Near water bodies

Reasons why early man lived near water bodies.

1. To carry out fishing.
2. To trap animals that would come to drink water.
3. To easily get water.

The early man had strong teeth and jaws to enable him grind hard food e.g. roots and berries. During the Old Stone Age, the early man moved naked but later started covering himself with leaves and animals' skins.

Important discovery of early man during Old Stone Age.

- ✓ The discovery of fire.
- ✓ the discovery of fire led to the end of the **Old Stone Age** and marked the beginning of the **Middle Stone Age.**

The importance of fire to early man

1. For light caves
2. For boiling poison.
3. To provide warmth

4. For hardening their pots
5. For roasting meat
6. To scaring away wild animals
7. For drying animal skins

How the discovery of fire enabled the early man to live in caves.

- ✓ It provided light in the cave
- ✓ It scared wild animals and insects from the caves
- ✓ It provided warmth in the caves

ACTIVITY

1. What are stone tools?
   _____
   _____
2. Mention any **two** examples of stone tools.
   i) _____
   ii)_____
3. Name the oldest stage of the Stone Age period.
   _____
   _____
4. Which stone age period is also known as the Metheolithic period?
   _____
   _____
5. Write any **two** ways in which early man used to get food.
   i) _____
   ii)_____
6. State any **two** places where the early man lived.
   i) _____
   ii)_____
7. Give any **two** benefits early man got as a result of living near water bodies.
   i) _____
   ii)_____
8. Mention any **two** important discovery of early man during Old Stone Age.
   i) _____
   ii)_____
9. Mention any **two** importance of fire to early man.
   i) _____
   ii)_____
10. How did the discovery of fire enable the early man to live in caves?
    _____
    _____

LESSON

MIDDLE STONE AGE (Metheolithic period)

- ✓ It was during this period that the early man started making sharper stone tools.
- ✓ People learnt to fix stone tools on wooden handles.
- ✓ People made better hunting tools like bows and arrows.
- ✓ The most important discovery of man during this period was **Farming**.
- ✓ Early man tamed dogs as the first animal.

Uses of the dog to early man

1. Helped early man to carry out hunting.
2. It gave security to early man.

3. Helped man to tame other animals.

The discovery of farming marked the end of the **Middle Stone Age** and the beginning of the **New Stone Age period.**

NEW STONE AGE PERIOD (Neolithic Period)

- ✓ People started living a settled life.
- ✓ People started living in simple huts.
- ✓ People discovered farming.

How farming improved the life of early man.

i) Man got food from gardens instead of gathering.
ii) Protecting farm enabled early man to live a settled life.

How farming helped early man to live a settled life

1. Early man stayed in one place to take care of his crops.
2. Early man started getting food from clear source than gathering

How farming was useful to the early man.

- ✓ It enabled man to get a constant supply of food.
- ✓ It enabled man to live a settled life since he was to stay near his farm to guard his crops from wild animals.
- ✓ It enabled to the invention of the first calendar.

The New Stone Age period ended with the **discovery of Iron**.
The discovery of iron marked the end of the Stone Age period in the history of human nature.

ACTIVITY

1. Name the stone age period in which people learnt to fix stone tools on wooden handles.
   _____
   _____
2. Name the most important discovery of man during the period stated above.
   _____
   _____
3. Mention any **two** uses of the dog to early man.
   i) _____
   ii)_____
4. What marked the end of the Middle Stone Age and the beginning of the New Stone Age period.
   _____
   _____
5. State any **two** ways in which farming improved the life of early man.
   i) _____
   ii)_____
6. Mention any **two** ways in which farming helped early man to live a settled life
   i) _____
   ii)_____
7. State any **two** importance of farming to the early man.
   i) _____
   ii)_____
8. What marked the end of Stone Age period in human history.
   _____
   _____

LESSON

IRON AGE

The discovery of iron marked the end of the Stone Age period. During this period, man learnt how to make tools out of iron.

Hand axe	Bolas	Spear	Cleaver
			

How the discovery of Iron improved the early man's way of living

- ✓ He made better hunting tool and farm tools.
- ✓ He made better weapons for protection.
- ✓ The early man was able to build permanent houses.
- ✓ Food production increased which minimized famine.

Problems faced by the early man.

1. Early man lacked better tools and weapons.
2. They used to eat raw food
3. The early man experienced bad weather conditions.
4. The early man had no clothes. (Walked naked)

Why the early man settled along the river banks.

1. He wanted to easily trap animals that went to rivers to drink water.
2. He wanted to get water easily for irrigation and home use.
3. He wanted to use the fertile soils for farming.

ACTIVITY

1. Why did the early man called the stone age man?
   _____
2. How did the discovery of iron improve the early man's way of living?
   _____
   _____
3. Mention any **two** examples of stone tools made by the early man.
   i) _____
   ii)_____
4. Mention any **two** problems faced by the early man.
   i) _____
   ii)_____
5. State any **two** reasons the early man settled along the river banks.
   i) _____
   ii)_____
6. How useful was the bolas to the early man?
   i) _____
   ii)_____

7. Below is a stone tool used by the early man. Use it to answer questions 7 and 8**.**



(a) name the tool shown below.
_____

(b) How useful was the stone tool named above?
_____

LESSON

STONE AGE SITES/ HISTORICAL SITES

These were the settlement areas of the early man.
These were the places where early man used to live.

MAP SHOWING STONE AGE SITES IN EAST AFRICA.



Importance of Stone Age Sites to the development of East Africa.

1. They attract tourists who bring in income.
2. They are used for research.
3. They provide employment to people.

Important points to note

i). **Olduvai Gorge** in Tanzania is the largest /oldest stone age site
ii). **Nyero rock painting** and Kondoa Stone Age site in Tanzania are known for rock painting

ACTIVITY

1. What are historical sites?
   _____
   _____
2. Name the largest old stone age site in East Africa.
   _____
   _____
3. Mention any **two** old stone age sites known for rock painting in East Africa.
   i) _____
   ii)_____
4. State any **two** importance of Olduvai Gorge to the government of Tanzania.
   i) _____
   ii)_____

LESSON

MAJOR ETHNIC GROUPS IN EAST AFRICA

- ✓ **An ethnic group** is a group of people who share the same origin and speak related languages.
- ✓ **Tribe:** is a group of people having the same origin, culture and speaking the same language
- ✓ **Clan:** is a group of people with the same ancestor / forefather
- ✓ **Lineage:** is a series of families that someone originates from

The major ethnic groups in East Africa include:

- ✓ Cushites/ Hamites
- ✓ Bantu
- ✓ Nilotes
- ✓ Sudanese

Different ethnic groups originated from different homelands into East Africa.

Ethnic group	Cradle land
Cushites/ Hamites	Ethiopian highlands
Bantu	Cameroon highlands
River – Lake Nilotes	Bar -el- Ghazel
Plain Nilotes/high land Nilotes	Ethiopian Highlands
Sudanic	South Sudan

LESSON

General causes of tribal migrations in east Africa

1. Internal and external conflicts among the group.
2. Wars in the cradle land.
3. Population increase which led to land shortage.
4. Lack of enough water and pasture as for the case of nomads.
5. Harsh climate.
6. Looking for fertile land for farming.
7. Due to love for adventure
8. Droughts
9. Diseases
10. Expansionism

General problems faced by early migrants

1. Resistance from indigenous people they found on the way and in places they settled.
2. Difficulty in movements which caused a lot of fatigue.
3. Attacks by wild animals and diseases.
4. Attacks by the hostile tribes
5. Thick forests made their movement difficult.
6. Difficult terrains.
7. Food and water shortage.
8. Harsh climate.

Effects of early migrations

1. They led to population increase where they settled.
2. New cultures were introduced in the areas where they settled e.g. new languages,
3. New skills of iron working and farming were introduced.
4. They led to displacement of the Bushmen.
5. They led to inter-marriages leading to formation of new races

The Cushites in East Africa

This was the first tribal group to migrate into East Africa.
The Cushites are believed to have originated from the Ethiopian highlands.
Ethiopia is located in the Horn of Africa together with Djibouti, Eritrea and Somalia.

Examples of Cushite tribes in East Africa

Uganda	Kenya	Tanzania
Bahima **Batutsi / Tutsi** **Somali**	-Galla -Somali -Boran -Rendille	-Iraqw -Sandawe Bunguni

The Cushites introduced the idea of iron working in **East Africa** while Uganda, the idea was introduced by the **Bachwezi**.
The major occupation of the Cushites was and is still pastoralism.

Effects of the Cushites in East Africa.

- ✓ They introduced the idea of iron smelting.
- ✓ They introduced new crops in East Africa e.g. Ground nuts, and finger millet.
- ✓ They brought in livestock e.g. cattle, sheep and goats.

ACTIVITY

1. State any **two** conditions that attracted most of the ethnic groups to settle in East Africa.
   i) _____
   ii)_____
2. Mention any **two** causes of tribal migrations from their cradle land.
   i) _____
   ii)_____
3. Name the cradle land for :
   a) Bantu
   _____
   _____
   b) Luo speakers
   _____
   _____
   c) Hamites
   _____
   _____
4. Mention any **two** general problems faced by early migrants.
   i) _____
   ii)_____
5. Name the first tribal group to migrate into East Africa
   _____
   _____
6. Mention any **two** countries in the Horn of Africa where the Cushites settled.
   i) _____
   ii)_____
7. Mention any **two** examples of Cushites found in:
   a) Uganda
   _____
   _____
   b) Kenya
   _____
   _____
   c) Tanzania
   _____
   _____
8. Mention any **two** effects of the Cushites in East Africa.
   i) _____
   ii)_____

LESSON

BANTU

- ✓ The Bantu are the largest ethnic group in East Africa.

- ✓ They are a group of people who speak a common language with a suffix "ntu" while referring to a person / human being (Omuntu)
- ✓ The Bantu originated from Cameroon highlands.
- ✓ Other places where the Bantu are believed to have come from include: Around R. Congo in D.R.C. ,between R. Niger and Benue in Nigeria
- ✓ The Bantu are sub-divided into four groups:
- ✓ Western Bantu- These Bantu tribes entered East Africa through the North Western route e.g. Basoga, Baganda
- ✓ The Southern Bantu- These used the southern route to enter East Africa – e.g. Ngoni, Hehe.
- ✓ The Central Bantu- They used the central route to enter East Africa e.g. The
- ✓ Mjikenda, Polomo
- ✓ The Highland Bantu. – These tribes settled around highland areas e.g. – Kikuyu, Embu, Meru (in Kenya), Chagga in Tanzania & Bagisu in Uganda.

Examples of Bantu in east Africa

UGANDA	KENYA	TANZANIA
Bagishu, Banyoro, Banyankole, Baganda Batoro, Bakiga Basoga, Bamba Basamia, Banyole Basamia, Baruli, Bagwere	Abagusii Kikuyu	Nyamwezi Yao
	Akamba Embu	Chagga Hehe
	Ameru Pokomo	Gogo Makonde
	Mbere Myikenda	Sukuma Ngoni
	Luhya	Zaramo Pogoro
	Mijikenda	Wakuru, Bahaya
		Washamba

Why the Bantu mainly settled in the interlacustrine region of East Africa

1. Due to presence of fertile soils for farming.
2. Due to presence of reliable rainfall for farming.

To carryout fishing.

What do you understand by the term interlacustrine region?

This refers to the area located amidst the great lakes of East Africa.

The great lakes(interlacustrine region) of E. Africa.

1. Lake Victoria
2. Lake Kyoga
3. Lake Albert
4. Lake Edward
5. Lake George
6. Lake Eyasi
7. Lake Naivasha
8. Lake Turkana

NB: Ngoni were the **last group** of the Bantu to migrate to East Africa.
This was because of the Shaka Zulu's civil wars in South Africa.

ACTIVITY

1. Name the largest ethnic group in East Africa.
   _____
   _____
2. Where did Bantu originated?
   _____
   _____
3. Apart from the place stated above, mention any **two** other places where the Bantu are believed to have come.
   i) _____
   ii)_____
4. State any **two** examples of Bantu tribes in East Africa.
   i) _____
   ii)_____

5. Why did the Bantu mainly settled in the interlacustrine region of East Africa?
   _____
   _____
6. State any **two** interlacustrine regions where Bantu tribes settled.
   i) _____
   ii)_____

LESSON

Causes of the Bantu migration in east Africa.

1. Prolonged droughts in their cradle lands.
2. Shortage of land due to population increase.
3. Internal and external conflicts
4. Famine outbreak
5. Outbreak of epidemics
6. Love for adventure
7. Search for fertile lands.

Problems faced during migration of the Bantu to east Africa.

1. Shortage of land
2. Harsh climate during movement
3. Impassable physical features.
4. Fatigue (walking long distances)
5. Language problem.
6. Impassable routes
7. Poor transport network.

Effects/results of the Bantu migration

1. Displacement of the original inhabitants
2. New skills such as iron smelting were introduced.
3. Formation of new cultures
4. There were political, social and political changes.
5. Kingdoms and chiefdoms were formed.
6. Settled farming was introduced.
7. Intermarriages leading to the formation of new tribes and cultures.

The population decreased in their cradle lands and increased in the new areas

ACTIVITY

1. State any **two** causes of the Bantu migration in east Africa.
   i) _____
   ii)_____
2. Mention any **two** problems faced during migration of the Bantu to east Africa.
   i) _____
   ii)_____
3. Outline **two** negative consequences of the Bantu migration.
   i) _____
   ii)_____
4. State any **two** positive outcomes of the Bantu migration.
   i) _____
   ii)_____
5. How did the coming of the Bantu affect:
   a) Agriculture
   _____
   b) Other people's culture?
   _____

LESSON

NILOTES/ NILOTICS IN EAST AFRICA

1. The Nilotes are the second largest ethnic group in E. Africa.
2. The Nilotes are called so because they had their origin along the Nile valley.

They are divided into three sub groups;

1. The river-lake Nilotes/ Luo speakers
2. The Plain Nilotes / Nilo – Hamites
3. Highland Nilotes.

THE RIVER- LAKE NILOTES

These are people who migrated from Bahr-el- Ghazel in South Sudan.
Their main occupation was pastoralism and fishing.

Examples of River – lake Nilotes

Uganda	Kenya	Tanzania
Acholi	Jaluo	Luo
Alur		
Japhadhola		
Langi		

- ✓ When the River –lake Nilotes migrated into Uganda, they first settled at Pubungu (present day Pakwach).
- ✓ The Nilotic tribe which settled in eastern Uganda is Jopadhola.
- ✓ The river – lake Nilotes who settled in Western Kenya are the Jaluo.
- ✓ The Nilotic tribe that invaded Bunyoro-Kitara formed the Luo-Babito dynasty.
- ✓ The founder of the Luo-Babito dynasty was Isingoma Rukidi Mpuga.

ACTIVITY

1. Name the second largest ethnic group in E. Africa.
   _____
2. Which ethnic group migrated from Bahr-el- Ghazel in South Sudan.
   _____
3. Mention any **two** examples of River – lake Nilotes.
   i) _____
   ii)_____
4. Mention any **two** main occupation of river lake Nilotes.
   i) _____
   ii)_____
5. Who was the founder of the Luo-Babito dynasty?
   _____
6. Why are river lake Nilotes also known as the Luo speakers?
   _____

LESSON

PLAIN NILOTES IN EAST AFRICA

They migrated from Ethiopian highlands.
Their original occupation was Pastoralism.
They are called so because they settled on plains of East Africa.

Tribes under plain Nilotes in East Africa are

Uganda	Kenya	Tanzania
Karimojong	Masai	Masai
Iteso	Turkana	
Jie	Samburu	
Kumam		

NB: The Plain Nilotes tribe found in both Kenya and Tanzania is **Masai**.

THE HIGHLAND NILOTES

They originated from Ethiopian highlands

They are called so because they settled in highland areas e.g. around Mt. Elgon.

Examples of highland Nilotes are;

Uganda	Kenya	Tanzania
Sabiny /sebei	Nandi	Dadog
Pokot	Marakweti	
	kipsigis	

Reasons for migration of the Nilotics

1. Search for pasture and water for their animals
2. Overpopulation
3. External and internal conflicts
4. Famine and drought

Effects of their migration

1. They led to the collapse of the Chwezi dynasty
2. They introduced short horned cattle
3. They ed to inter marriages and hence new tribes
4. They introduced chiefdoms

Factors that determined settlement of ethnic groups:

1. Occupation
2. Relief of an area
3. Climate
4. Fertility of the soil

Factors that determine settlement of people today:

1. Relief of an area.
2. Employment opportunities.
3. Social services
4. Fertility of the soil

ACTIVITY

1. Mention any one source of history known to you.
2. During which stone age period was fire discovered?
3. What name was given to the earliest man in East Africa?
4. What role was played by Dr. L.S.B Leakey in the history of East Africa?
5. How is Olduvai Gorge important to the economic development of Tanzania?
6. Why was early man referred to as stone age man?
7. Which new stone age discovery helped early man to live a settled life?
8. How did the discovery of iron smelting help to improve early man's way of living?
9. How did early man get his food?
10. How is Bigobyamugenyi economically important to our country?
11. Who is an archaeologist?
12. What is an ethnic group?
13. Give the meaning of a tribe.
14. Give the cradleland of the following tribal groups.
    i) Bantu
    ii) Nilo-Hamites
    iii) Cushites
    iv) River – lake Nilotes.
15. Why did the tribal groups migrate from their homeland?
16. Give two tribes that belong to the Sudanic ethnic group in Uganda.
17. What was the first tribal group to migrate into East Africa?

18. Name the Nilotic tribe that migrated and settled in Kenya.
19. Give one tribe that belongs to the highland Bantu in the following countries:
20. What problems were faced by the early migrants into East Africa?

LESSON

POLITICAL, SOCIAL AND ECONOMIC ORGANISATION OF LONG AGO AND TODAY

Pre-colonial societies were the societies which existed before the coming of the Europeans colonialists.

These societies developed different ways of political organizations.

In East Africa, political organizations were mainly categorized into two;

1. Centralized societies (kingdoms)
2. Decentralized societies (Non-centralized)

Before the coming of colonialists the people of East Africa were organized in;

1. Kingdoms (under kings)
2. Chiefdoms (under chiefs)
3. Clans (under clan heads/council of elders)

KINGDOMS IN EAST AFRICA (CENTRALISED SOCIETIES)

Kingdoms were centralized societies led by kings.

Examples of kingdoms in East Africa.

Uganda	Kenya	Tanzania
Buganda	Wanga	Karagwe
Bunyoro		
Ankole		
Toro		

Characteristics of kingdoms (Centralized societies)

1. They have hereditary leaders.
2. They had one ruler /king given different tittles at the time.
3. Kingdoms have well established cultural institutions.
4. People are divided into classes i.e. the royal class and the commoners.
5. They have special titles given to their kings.
6. Kingdoms expand by raiding the neighbouring kingdoms.
7. The burial places or kings were referred to as royal tombs
8. They have royal regalia

Royal regalias are special objects designed for the king/traditional leaders.

Royal regalias are symbols or emblems of the kingdom.

Examples of royal regalia

1. Royal throne
2. Royal crown
3. Royal chairs
4. Royal drum
5. Royal Shield
6. Royal spear
7. Royal arrows
8. Royal stool

Advantages of kingdoms

1. They promote peace and unity.
2. Kingdoms promote culture.
3. They promote morals in society.
4. It reduces struggle for power.
5. They mobilise people for development.

Disadvantages of Kingdoms.

1. Kingdoms promote dictatorship.
2. They promote tribalism/sectarianism.
3. It doesn't promote national development.
4. They mainly favour members of the royal family over the commoners.

ACTIVITY

1. State any **two** political organizations of the per colonial people in East Africa.
   i) _____
   ii)_____
2. What is a kingdom?
   _____
   _____
3. Mention any **two** examples of kingdoms in East Africa.
   i) _____
   ii)_____
4. Name the only Bantu tribe that formed kingdom in Kenya.
   _____
5. Mention any **two** common characteristics between Buganda and Bunyoro kingdoms.
   i) _____
   ii)_____
6. Define royal regalias.
   _____
   _____
7. Mention any **two** examples of royal regalia
   i) _____
   ii)_____

Below is a diagram of a royal regalia. Study it carefully and answer the questions about it.



8. Name the royal regalia above.
   _____
   _____
9. State any **two** importance of the royal regalia showed above.
   i) _____
   ii)_____
10. Mention any **two** advantages of kingdoms formed in East Africa.
    i)_____
    ii)_____
11. Give any **two** disadvantages of Kingdoms.
    i) _____
    ii)_____

LESSON

SOME PRE-COLONIAL SOCIETIES AND TITLES OF THEIR LEADERS

KINGDOM/ CHIEFDOM	TRIBE/ SOCIETY	TITLE OF LEADER	NAME OF THE LEADER
Buganda	Baganda	Kabaka	
Bunyoro	Banyoro	Omukama	
Toro	Batoro	Omukama	
Ankole	Banyankole	Omugabe	
Wanga	Luhya	Nabongo	
Busoga	Basoga	Kyabazinga	
Nyamwezi	Nyamwezi	Ntemi	
Teso	Iteso	Emorimor	
Acholi	Acholi	Rwot	David Onen Achana II
Langi	Langi	Won Nyaci	Engineer Michael Odongo Okune
Jopadhola	Jopadhola	Tieng Adhola	

Rwenzururu	Bamba Bakonjo	Omusinga	

NB: The people /tribe of Karagwe kingdom are called the Haya/Abahaya.

LESSON

THE EMPIRE OF BUNYORO KITARA

An empire is a large area of land controlled by one ruler.

- ✓ Bunyoro- Kitara Empire was the earliest empire to be established in East Africa.
- ✓ It was founded by Ruhanga and his brother Nkya.
- ✓ The people who founded Bunyoro Kitara empire were the Batembuzi
- ✓ The Batembuzi were believed to be demi-gods because they could perform miracles.
- ✓ **Isaza** was the last king of the Batembuzi.
- ✓ The Tembuzi dynasty came to an end when king Isaza was locked in the underground by king Nyamiyonga.

Factors that led to the decline of Bunyoro – Kitara.

1. The invasion /coming of the Luo.
2. There was prolonged drought and famine.
3. The empire was too big to be led by one leader / king.
4. Misfortunes like the death of their cow Bihogo.
5. Internal conflicts
6. Epidemic diseases

Contributions of Bunyoro Kitara to the development of E. Africa.

Economic contributions.

1. They introduced iron smelting.
2. They introduced long horned cattle
3. They introduced bark cloth making.
4. They introduced coffee cultivation.
5. They introduced the idea of salt mining around L. Katwe.
6. They introduced the idea of pottery.

Social contributions.

1. They introduced wooden sandals.
2. They introduced local chess/ omweso/ board game.
3. They introduced the idea of bark cloth making.

Political contribution

1. They introduced centralized system of governance / leadership.
2. They introduced royal regalia.
3. They introduced palace building out of reeds.

ACTIVITY

1. What was the empire?

   _____

   _____
2. Name the earliest empire to be established in East Africa.

   _____
3. Which people founded Bunyoro Kitara empire?

   _____

   _____
4. Who was the last king of the Batembuzi?

   _____
5. Mention any **two** factors that led to the decline of Bunyoro – Kitara empire.

   i) _____

   ii)_____

6. State any **two** economic contributions of Bunyoro – Kitara empire.
   i) _____
   ii)_____
7. Mention any **two** social contributions of Bunyoro – Kitara empire.
   i) _____
   ii)_____
8. Give any **two** political contributions of Bunyoro – Kitara.
   i) _____
   ii)_____

LESSON

THE BACHWEZI

- ✓ The Bachwezi succeeded the Batembuzi when they disappeared in Bunyoro-Kitara.
- ✓ The Bachwezi formed an empire known as the Chwezi Empire in Bunyoro Kitara.
- ✓ They also formed a ruling dynasty known as the Chwezi dynasty.
- ✓ King Ndahura was the first ruler of the Chwezi dynasty and king Wamala was the last of the Chwezi rulers.

How iron working strengthened the Chwezi Empire.

1. They made strong iron weapons for expansion.
2. They made strong iron tools for growing crops.
3. It led to increased food production.

The headquarters of the Bachwezi was **Bigobyamugenyi**.

The Bachwezi introduced royal regalia like royal drums, royal spears, royal arrows, royal Shield, royal chairs.

Contributions of the Bachwezi

Economic contributions of the Bachwezi

1. They introduced the knowledge of iron smelting.
2. They introduced long horned cattle into East Africa.
3. They started coffee cultivation.
4. They started salt mining on Lake Katwe.
5. They introduced pottery.

Political contributions of the Bachwezi.

1. They introduced centralized monarchy.
2. They introduced the building of reed palaces for their kings.
3. They introduced royal regalia.
4. They introduced hierarchy of officials in their kingdom.

Social contributions of the Bachwezi

1. They introduced Mweso games(local chess).
2. They introduced the building of gross thatched huts.
3. They introduced the idea of digging ditches to provide animals with water.

Reasons for the collapse of the Chwezi dynasty.

1. The Luo invasion.
2. The empire became too large to be ruled by one leader.
3. Constant civil wars.
4. The invasion of human and animal diseases.
5. Drought and famine.
6. Disunity among the people.
7. The death of their beloved cow (Bihogo) made the Bachwezi believe that they had to leave the kingdom.

ACTIVITY

1. Who formed Chwezi Empire in Bunyoro Kitara?
   _____
   _____
2. Who was the first ruler of the Chwezi dynasty?
   _____
   _____
3. Name the the king of the Chwezi ruler.
   _____
4. Mention any **two** ways how iron working strengthened the Chwezi Empire.
   i) _____
   ii)_____
5. State any **two** ways how Bachwezi contributed towards the economic development of East Africa.
   i) _____
   ii)_____
6. Mention any **two** political contributions of the Bachwezi.
   i) _____
   ii)_____
7. Suggest at least **two** social contributions of the Bachwezi.
   i) _____
   ii)_____
8. State any **two** reasons why the Chwezi dynasty collapsed.
   i) _____
   ii)_____

LESSON

THE NYAMWEZI EMPIRE

- ✓ The word "Nyamwezi' mean people of the moon.
- ✓ Nyamwezi empire was situated south of Lake Victoria.
- ✓ The name Nyamwezi was given to them by the coastal dwellers because they came from the Western direction from where the new moon is first seen.
- ✓ The rulers of the Nyamwezi had "Ntemi" as their special title.
- ✓ Ntemi was assisted by elders, priests ,councils ,and herdsmen.

Famous rulers of the Nyamwezi

MIRAMBO

- ✓ Mirambo started as the ruler of a small chiefdom known as Ugowe.
- ✓ He expanded his territory by attacking neighbouring chiefdoms.
- ✓ Mirambo had his headquarters at Urambo.
- ✓ Mirambo's ambitions were to create a large empire with wealth and military power.
- ✓ The major trade routes to the coast passed through his empire.
- ✓ Urambo, Mirambo's capital became a major trading centre.
- ✓ Mirambo got involved in trade wars with the Arabs because;
- ✓ The Ruga-Rugas were well trained and strong warriors.
- ✓ The Arabs agreed to Mirambo's demands and opened the major trade routs.

Reasons for Mirambo's success.

1. Mirambo was very and hard working.
2. His ability to absorb conquered soldiers and recruit into his army.
3. Mirambo had well trained army called Ruga-Ruga.
4. His acquisition of guns from the Long-distance trade.
5. His courage and personality of leading his troops and commanding them in the battle field.

Factors for the downfall of Mirambo's empire.

1. The death of Mirambo led to the collapse of his empire.
2. There was no unifying force.
3. The retention of much power by the local chiefs.
4. The Ruga-Ruga would sell their services to any one who pays them.
5. The empire became too large to be controlled by one leader.
6. The coming of weak leaders like Mpandashola ,Mirambo's brother.

ACTIVITY

1. Mention any **two** roles of kings in kingdoms

   _____

   _____
2. What name was given to Mirambo's army/warriors in Nyamwezi Empire?

   _____
3. Who was the founder of the Nyamwezi Empire in central Tanzania?

   _____

   _____
4. Apart from Mirambo mention any other famous ruler of the Nyamwezi Empire.

   _____

   _____
5. State any **two** reasons for Mirambo's success**.**

   i) _____

   ii)_____
6. Menton any **two** factors for the decline of Mirambo's empire.

   i) _____

   ii)_____

LESSON

NYUNGU YA MAWE

Nyungu ya Mawe was a praise name meaning "Pot of Stone."
Nyungu ya Mawe was one of the greatest rulers of the Nyamwezi.
The headquarters of Nyungu ya Mawe was at Kiwele.
Just like Mirambo, Nyungu ya Mawe also had the Ruga Ruga as his army.

Reasons for the success of Nyungu ya Mawe.

1. He raided caravans off their items.
2. He sold slaves and ivory.
3. He had full control over the main routes.

Note

Nyungu ya Mawe's empire collapsed when the Germans occupied his capital Kiwele in 1985.

BUNYORO KINGDOM

- ✓ The kingdom of Bunyoro should not be confused with Bunyoro Kitara empire.
- ✓ The kingdom of Bunyoro was founded by the Luo- Babito.
- ✓ The kings of Bunyoro ore given the title "Omukama."
- ✓ The founder of the Bito dynasty was Isingoma Rukidi Mpuga, son of Kyomya and he was a twin brother of Kato Kimera.
- ✓ A separate Bito dynasty was established in Toro in the 19th century by prince Kaboyo and covered much of modern Buganda, Toro and Ankole.
- ✓ Kamurasi was one of the kings of this kingdom and he was the father of the greatest King of Bunyoro called Omukama Kabalega.

Factors for the growth of Bunyoro kingdom

1. The kingdom had able leaders like Omukama Kabalega.
2. The kingdom had strong soldiers like Abarusura.
3. The people of Bunyoro were united.

ACTIVITY

1. Name any **one** of the greatest rulers of the Nyamwezi.
   _____
   _____
2. Where were the headquarters of Nyungu ya Mawe.
   _____
   _____
3. State any **two** reasons for the success of Nyungu ya Mawe?
   i) _____
   ii)_____
4. What title is given to the king of Bunyoro?
   _____
5. Who was the founder of the Bito dynasty?
   _____
   _____
6. Mention any **two** factors for the growth of Bunyoro kingdom.
   i) _____
   ii)_____

LESSON

BUGANDA KINGDOM

- It is believed that Buganda kingdom was founded by either Kintu or Kato Kimera.
- In the beginning , it was a small state made up of three counties namely; Busiro, Mawokota and Kyadondo
- Buganda expanded mainly by attacking her neighbours especially Bunyoro.
- By the time of the coming o the colonialists, Buganda was the most powerful kingdom in the interlacustrine region.

Factors for the growth and expansion of Buganda kingdom.

1. Buganda had enough food due to presence of fertile soils.
2. Buganda has a well-organized centralized system of administration.
3. Buganda acquired guns from foreigners which they used to expand the kingdom.
4. The coming of the British helped Buganda to acquire more land from Bunyoro.
5. Buganda's strategic location near L. Victoria provided a natural defence against the enemies.
6. Buganda participated in the long distance trade which enabled her to gain more wealth.

NB: The capital/headquarters of Buganda were at **Mengo**.

WANGA KINGDOM

- ✓ Wanga kingdom was the only Bantu kingdom located in Kenya.
- ✓ The Bantu tribe that formed this kingdom were the Abaluhya.
- ✓ The title given to the kings of Wanga kingdom is Nabongo.
- ✓ Wanga kingdom acquired its name from one of Its chiefs known as Wanga.
- ✓ Nabongo Mumia was a king of Wanga who collaborated with the British.
- ✓ Wanga kingdom came to an end when the British government rejected their king/chief.

KARAGWE KINGDOM

- ✓ Karagwe kingdom was located in Tanzania south of Lake Victoria.
- ✓ It was ruled by the Sita clan whose last ruler was Nono.
- ✓ Ruhinda led the Chwezi migrants from the North and deposited Nono the son of Malya and founded the Hinda dynasty.
- ✓ The kingdom of Karagwe comprised of both pastoralists and agriculturalists. o
- ✓ King Rumanika was one of the famous kings of Karagwe.
- ✓ He helped James Grant when he fell sick.

Reasons for the collapse of Karagwe kingdom

- ✓ External conflicts.
- ✓ The coming of the Germans into Tanganyika.

The roles of a king in kingdom

- ✓ A king serves as supreme judge.
- ✓ A king serves as commander in chief of the army.
- ✓ He is responsible for appointing and dismissing senior officials in the kingdom.

ACTIVITY

1. Name the largest kingdom in Uganda.
   _____
2. State any **two** factors for the growth and expansion of Buganda kingdom.
   i) _____
   ii)_____
3. Name the only Bantu kingdom located in Kenya.
   _____
4. Name the Bantu tribe that formed Wanga kingdom.
   _____
5. Name the kingdom which was located in south of Lake Victoria in Tanzania.
   _____
   _____
6. State any **two** reasons for the collapse of Karagwe kingdom.
   i) _____
   ii)_____
7. Who was the famous king of Karagwe kingdom that directed John Speke and James Grant to Buganda?
   _____
   _____

LESSON

DECENTRALISED SOCIETIES

These were societies where political power was not given to a single individual.

Examples of decentralized societies in East Africa.

Uganda	Kenya	Tanzania
Busoga	Nandi	Chagga
Iteso	Masai	Hehe
Acholi	Gusi	Sukuma
Langi		

CHIEFDOMS IN EAST AFRICA

A Chiefdom is a territorial area ruled by a chief.

Characteristics of Chiefdoms.

1. They are ruled by a chief.
2. They are ruled in small communities.
3. The communities are ruled by warriors, medicine men, chiefs, clan heads etc.
4. Leaders can be changed according to the choice of the community.
5. In times of war, communities join together and fight a common enemy.

The Bantu tribes who did not form kingdoms

Uganda	Kenya	Tanzania
Bagisu	Kikuyu	Chagga
Bakiga	Kamba	Yoo
Basoga		

The non-Bantu tribes who did not form kingdoms

Acholi, Masai, Alur, Iteso, Karimojong, Lugbara, Madi, Turkana, Kipsigis.

Reasons why some tribes did not form kingdoms.

1. They did not in settled communities.
2. They were not united.
3. They were not organized.

Reasons why some tribes formed kingdoms

1. They lived in settled communities.
2. They were united.
3. They were organized.

ACTIVITY

1. Name the societies where political power was not given to a single individual.
   _____
   _____
2. Mention any **two** examples of decentralized societies found in:
   a) Uganda
   i) _____
   ii)_____
   b) Kenya
   i) _____
   ii)_____
   c) Tanzania
   i) _____
   ii)_____
3. What is a chiefdom?
   _____
   _____
4. State any **two** characteristics of Chiefdoms.
   i) _____
   ii)_____
5. Mention any **two** Bantu tribes which did not form kingdoms in East Africa.
   i) _____
   ii)_____
6. The non-Bantu tribes who did not form kingdoms in
   a) Uganda_____
   b) Kenya_____
   c) Tanzania_____
7. State any **two** reasons why some tribes did not form kingdoms.
   i) _____
   ii)_____
8. State any **two** reasons why Baganda tribe was able to form kingdoms.
   i) _____
   ii)_____

LESSON

SOCIAL ORGANISATION AND CULTURE OF PEOPLE IN EAST AFRICA

Social organization of people refers to the language they speak, their food, religion, education and their beliefs.

How different societies organized themselves socially.

1. According to the age-sets.
2. Through initiation ceremonies.

3. Through traditional education.
4. Through traditional practices.

Social (cultural) activities among African communities

1. Naming of children.
2. Twin ceremony.
3. Circumcision
4. Marriage ceremony.
5. Funeral rites.
6. Introduction ceremonies

The people of East Africa were socially organized in clans under clan heads.

ACTIVITY

1. What is social organization?
   _____
   _____
2. Mention **two** ways in which different societies were organized themselves socially.
   i) _____
   ii)_____
3. What are social activities?
   _____
   _____
4. Mention **two** examples of social activities commonly practiced among African communities.
   i) _____
   ii)_____
5. State any **two** importance of social activities to the per colonial African people.
   i) _____
   ii)_____
6. Mention any **two** social activities which can lead to transmission of HIV/ AIDs.
   i) _____
   ii)_____

LESSON

Traditional education

- This is also called informal education or indigenous education.
- It is the type of education acquired from African traditional societies.

Characteristics of traditional education.

1. It is taught from home. (There were no schools)
2. Children are taught by parents and elders.
3. It is provided for free.
4. It has no syllabus.
5. It is more practical.

Instructions children receive during traditional education.

1. Table manners
2. Respect for the elderly members of the society.
3. General good behaviour in the society.
4. How to use language e.g. avoid careless talking and rudeness.
5. Good morals.

Skills taught to girls during traditional education.

1. Cooking food
2. Washing utensils and clothes.
3. Collecting fire wood and fetching water.
4. Taking care of young members of the family.

5. Taking care of the husband.

Skills taught to boys during traditional education.

1. Wrestling
2. Hunting
3. Iron working.
4. Digging
5. Raiding animals.
6. Looking after cattle.
7. Fighting

How children were taught during traditional education.

1. Through stories.
2. Though riddles.
3. Through proverbs.
4. Through songs.

Importance of traditional organization.

1. Training of boys and girls brought op responsible members of the society.
2. It promotes unity among the people.
3. Skills of iron working were passed over to the young generation.
4. Taboos and customs helped to raise good morals among the people.
5. Age –sets helped in training leaders.

ACTIVITY

1. Define traditional education.
   _____
   _____
2. State any **two** characteristics of traditional education.
   i) _____
   ii)_____
3. Mention any **two** instructions received during traditional education.
   i) _____
   ii)_____
4. State any **two** skills taught to girls during traditional education.
   i) _____
   ii)_____
5. Mention any **two** skills taught to boys during traditional education.
   i) _____
   ii)_____
6. State any **two** lessons taught to both boys and girls during traditional education
   i) _____
   ii)_____
7. Give any **two** importance of traditional organization.
   i) _____
   ii)_____

LESSON

CUSTOMS

These are the accepted ways of behaviour in a society.

Examples of customs

1. Kneeling of girls while greeting
2. Food taboos
3. Decent dressing
4. Welcoming visitors
5. Paying bride prices
6. Circumcision
7. Child naming
8. Celebrating the birth of children

Importance of customs

1. Customs promote people's culture
2. They attract tourists
3. They instil good moral and social values
4. Customs promote unity
5. Customs show peoples belongings.

Baganda

- ✓ Kneeling while peeling.
- ✓ Girls greeting while kneeling.
- ✓ Paying bride price
- ✓ Girls are not supposed to climb trees.

Bagisu

- ✓ Paying bride price
- ✓ Circumcising

Acholi

- ✓ Tattooing
- ✓ Greeting while kneeling
- ✓ Welcoming visitors
- ✓ Paying bride price.

Iteso

- ✓ Paying bride price
- ✓ Detoothing

Sebei / Sabiny

- ✓ Female genital mutilation
- ✓ Paying bride price

ACTIVITY

1. What term is used to mean the accepted ways of behaviour in a society.
   _____
   _____
2. State any **two** examples of customs.
   i) _____
   ii)_____
3. Outline any **two** importance of customs.
   i) _____
   ii)_____
4. State any **two** common customs among your tribal members.
   i) _____
   ii)_____

LESSON

CULTURE OF PEOPLE IN EAST AFRICA

Culture is people's way of life in any given society.

Examples of culture in our society.

1. Language
2. Music, Dance and Drama
3. Customs and norms
4. Way of dressing
5. Food
6. Legends
7. Religion
8. Funerals
9. Initiation ceremonies
10. Marriage ceremonies

Types of culture

1. **Material culture**
   e.g. clothes, crafts, weapons, food etc.
2. **Non-material culture**

e.g. religion, mode of conduct, taboos, security, language, names etc.

Importance of culture in our society.

1. It uniteS people
2. It promotes peace
3. It promotes morals
4. It promotes development
5. Help for identification
6. It is a source of income
7. It promotes tourism

Dangers of some cultural practices.

1. They lead to spread of H.I.V i.e. circumcision and inheritance of wives.
2. They lead to pain.
3. They lead to cannibalism
4. Some cultural practices lead to crimes
5. They lead to human sacrifices.
6. Some cultural practices can lead to isolation of people
7. Some cultural practices lead to immorality
8. Some cultural practices lead to death
9. They lead to idol worshipping.

Ways of promoting culture:

1. Through conducting music, dance and drama festivals
2. Through initiation ceremonies
3. Through attending funerals
4. Through planting medicinal plants
5. Through record keeping
6. Through practicing traditional education
7. Through installation of cultural leaders (enthronement)
8. Through sharing roles and responsibilities
9. Through respecting cultural norms

Ways the Western world has influenced the African culture.

1. The way of worship in modern/religion/Christianity.
2. Introduction of foreign languages e.g. English

ACTIVITY

1. Define the word culture.
   _____
   _____
2. What is material culture?
   _____
   _____
3. Mention any **two** examples of material culture.
   i) _____
   ii)_____
4. Mention any **two** things which make up nonmaterial culture.
   _____
   _____
5. What do you understand by: Non-material culture?
   _____
   _____
6. Mention any **two** importance of culture in our society.

i) _____
ii)_____

7. Write down any **two** ways of promoting culture.
   i) _____
   ii)_____

LESSON

ECONOMIC ORGANIZATION OF ETHINIC GROUPS.

Economic organization refers to ways things are connected with trade, industry and development of wealth in a society.

Economic activities are activities carried out in order to earn a living or money.

Examples of economic activities carried out by ethnic groups.

1. Crop growing.
2. Fishing
3. Pastoralism
4. Trade
5. Iron smelting
6. Pottery
7. Trade
8. Salt mining

TRADE

Trade is the buying and selling of goods and services.

Barter trade.

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

Barter trade was replaced by **monetary trade.**

Monetary trade

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

- ✓ **Cowrie shells** was the first type of money to be introduced to East Africa by the Arabs.
- ✓ **Rupees** was the second type of money to be introduced to East Africa by the Indians.
- ✓ **Local trade** is the type of trade carried out within the country.
- ✓ **Bilateral trade** is the type of trade carried out between two countries.

Money is a medium of exchange.

Qualities of a good money.

1. It should be portable.
2. It should be divisible
3. It should be acceptable in settling debts.
4. Should be durable.
5. It should act as a standard value.

ACTIVITY

1. Define the following term:
   a) Economic organization
   _____
   _____
   b) Economic activities
   _____
   _____
2. State any **two** examples of economic activities carried out by ethnic groups
   i) _____
   ii)_____
3. Suggest any **two** qualities of a good money.
   i) _____
   ii)_____
4. What was the earliest kingdom in the interlacustrine region?
   _____
   _____

5. State any **two** reasons why the Bantu were able to form kingdoms in East Africa.
   i) _____
   ii)_____
6. Why didn't some tribes like the Masai form kingdoms?
   _____
7. How can traditional leaders promote economic development in a country?
   _____
   _____
8. How did the coming of the Arabs help in the growth and expansion of Buganda kingdom?
   _____
   _____
9. How can kingdoms be disadvantageous in a country?
   _____
   _____
10. Mention **two** factors that led to the decline of Bunyoro-Kitara Empire.
    i) _____
    ii)_____

THE EARLY FOREIGNERS TO EAST AFRICA & THEIR CONTRIBUTIONS.

LESSON

THE ARAB TRADERS IN EAST AFRICA.

- ✓ The Arabs from Saudi Arabia in Asia were the first foreigners to come to East Africa.
- ✓ The Arab traders sailed across the Indian Ocean to the coast of East Africa in special boats known as dhows.
- ✓ The dhows were driven by the monsoon winds across the Indian Ocean to and from the coast of East Africa.

Reasons For the Coming of Arabs.

1. They came to carryout trade.
2. To spread Islamic religion.
3. To seek political refuge/ as political refugees
4. To get land for settlement

The Arab traders sailed across the Indian Ocean to the coast of East Africa in special boats known as dhows.

The dhows were driven by the monsoon winds across the Indian Ocean to and from the coast of East Africa.

Effects of the Arab Traders in East Africa

1. They introduced Islam as a religion in East Africa.
2. They introduced the Zebu cattle
3. They led to introduction of Swahili culture through intermarriages with the coastal Bantu.
4. They developed coastal towns e.g. Kilwa.
5. They introduced new crops e.g. rice, cloves.
6. They introduced slave trade leading to loss of lives.
7. They introduced new items of trade e.g. guns.

THE ZENJ EMPIRE

The Arabs found the East African coast occupied by black people whom they called the Zenj Meaning black people.

Zenj Empire

- ✓ Zenj empire refers to the land of the black people
- ✓ The Arabs referred the East African coast as the Zenj Empire because it was occupied by black people.

- ✓ The title was given to the chiefs/ leaders of the coastal towns in the Zenj Empire was Sultan
- ✓ It was not correct for the Arabs to call the coast of East Africa Zenj because each coastal state was independent with its own leader.

ACTIVITY

1. Name the first foreigners to come to East Africa.
   _____
   _____
2. Name the special boats which Arab traders used to sail across the Indian Ocean.
   _____
   _____
3. Name the winds which drove the dhows across the Indian Ocean to and from the coast of East Africa.
   _____
   _____
4. State any **two** reasons for the Coming of Arabs.
   i) _____
   ii)_____
5. Mention any **two** effects of the Arab Traders in East Africa
   i) _____
   ii)_____
6. Mention any **two** cross introduced by the Arabs.
   i) _____
   ii)_____
7. Which title was given to the chiefs/ leaders of the coastal towns in the Jenj empire?
   _____
   _____

LESSON

THE LONG DISTANCE TRADE.

- ✓ This was the trade that was carried out in East Africa between the people of the interior of and those at the coast covering long distances.
- ✓ The long-distance trade was carried out in caravan form.
- ✓ The long-distance trade was called so because it involved traders moving long distances from the coast to the interior of East Africa.



Tribes that participated in long distance trade.

- ✓ Nyamwezi of Tanzania.
- ✓ Yao of Tanzania.
- ✓ Baganda of Uganda.
- ✓ Kamba of Kenya.
- ✓ Banyoro of Uganda.
- ✓ Kikuyu of Kenya
- ✓ Ngoni of Tanzania.

The foreigners who took part in the long distance trade were;
The **Arabs and Indians**.
The major trading centres were; **Zanzibar, Kilwa, Bagamoyo** in the Interior.

The goods taken by Africans to the Arabs were;

1. Ivory
2. Slaves
3. Salt
4. Copper
5. Hides and skins
6. Iron ore
7. Tortoise shells
8. Wax and
9. Rhinoceros horns

The goods brought by the Arabs and Indians to the Africans were;

- ✓ Guns
- ✓ Clothes
- ✓ Glass
- ✓ Beads
- ✓ Cups
- ✓ Plates
- ✓ Mirrors
- ✓ Zebu cattle

ACTIVITY

1. What was long-distance trade?
   _____
   _____
2. Mention any **two** Bantu tribes in Uganda that participated in long distance trade.
   i) _____
   ii)_____
3. Apart from the tribes mentioned above mention other **two** tribes that participated in long distance trade
   i) _____
   ii)_____
4. Mention any **two** foreigners who took part in the long distance trade
   i) _____
   ii)_____
5. Name any **two** major trading centres during the long distance trade.
   i) _____
   ii)_____
6. Mention any **two** goods which were taken by Africans to the Arabs.
   i) _____
   ii)_____
7. State any **two** goods brought by the Arabs and Indians to the Africans.
   i) _____
   ii)_____

LESSON

Famous / Notorious traders during long distance trade.

1. Tippu Tip
2. Msiri
3. Mirambo

Long distance was conducted along three main routes:

1. The Southern route
2. The Central route
3. The Northern route

Effects of the long distance trade.

Positive effects of the long distance trade

1. Kings and chiefs became rich and strong.
2. Towns developed in East Africa.
3. New products were brought to East Africa.
4. It led to intermarriages between Africans ad the Arabs.
5. It led to introduction of Islam as a religion into East Africa.
6. New language was introduced due to the intermarriages between the Arabs and the Coastal Bantu.
7. It led to the introduction of new crops into the region of East Africa.

Negative effects of the long distance trade

1. Slave trade was introduced with its effects.
2. Valuable resources were over exploited e.g. Elephants for Ivory.
3. It led to loss of culture and identity.
4. There was tribal wars and hatred among people.
5. It led to foreign influence which later led to colonization.
6. Introduction of guns led to the collapse of some societies as they were raided.

ACTIVITY

1. Mention any **two** famous traders during long distance trade.
   i) _____
   ii)_____
2. Mention any **two** positive effects of the long distance trade
   i) _____
   ii)_____
3. State any **two** negative effects of the long distance trade.
   i) _____
   ii)_____
4. Mention any **two** examples of new cross introduced during Long Distance Trade.
   i) _____
   ii)_____

LESSON

BARTER TRADE

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

During barter trade, between the Arabs and people of the Zenj Empire, the Arabs exchanged with Africans the following items.

Advantages of barter trade.

1. It enabled people get goods they couldn't produce.
2. It promotes unity/friendship among people.
3. It does not involve the use of money.
4. It promotes chances of employment.

Disadvantages of barter trade

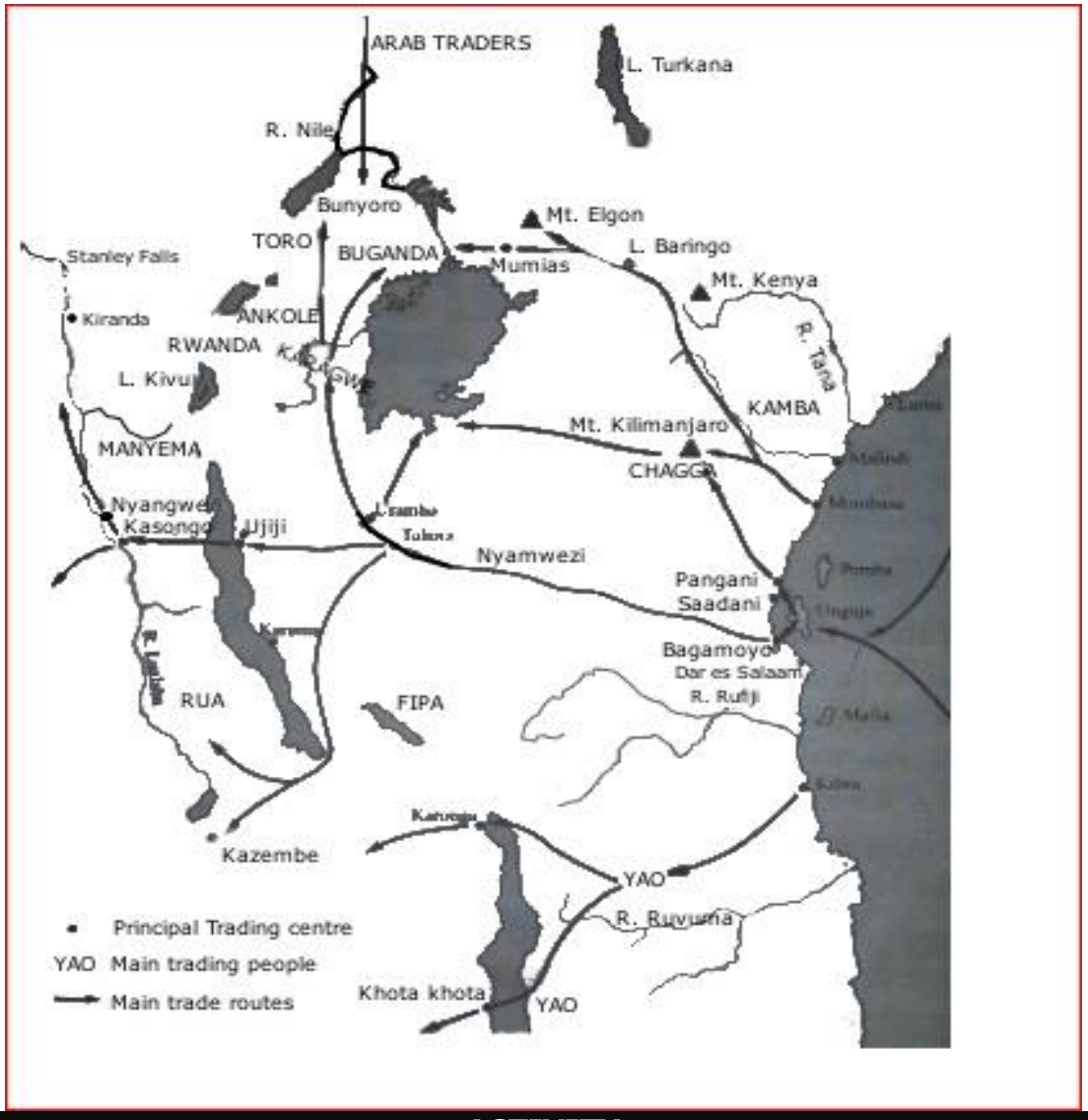
1. It was difficult to get a trade partner.
2. There is no standard measure of value for goods.
3. It was not taxed.
4. It was difficult to transport bulky goods for long distances.
5. There is double coincidence of wants.

Why is barter trade not commonly practiced today?

1. Due to availability to money / currency.
2. It cheats people as the values of the goods are different.
3. It is difficult to get a trading partner.

Monetary trade was the type of trade that replaced barter trade.
Monetary trade is the type of trade where money is used as a medium of exchange.

MAP OF EAST AFRICA SHOWING LONG DISTANCE TRADE ROUTES



ACTIVITY

1. Define barter trade.
   _____
   _____
2. State any **two** advantages of barter trade.
   i) _____
   ii)_____
3. State the difference between barter trade and the monetary trade.
   _____
   _____
4. Mention any **two** ddisadvantages of Barter trade.
   i) _____
   ii)_____
5. Why is barter trade not commonly practiced in East Africa today?
   _____
   _____
6. Name the type of trade that replaced barter trade.
   _____
   _____

LESSON

SLAVE TRADE

Slave trade is the buying and selling of human beings.
Slave trade was part of the long-distance trade in E. Africa.
It was introduced by the **Arabs**.

How slaves were acquired / got during long distance trade.

1. Through raiding / ambushing villages.
2. Through inter-tribal wars thus selling war captives.
3. Through buying them from slave trade merchants.

Slave market centres in East Africa.

1. Tabora – main inland slave market
2. Zanzibar – main slave market in East Africa at the coast and Central Africa.
3. Kilwa
4. Mombasa
5. Malindi

Note

The Gore Island in Senegal was the main slave trade market in West Africa.
Bagamoyo was the main entry point to early visitors / foreigners into East Africa.

Why the early foreigners / visitors to East Africa first report to the Sultan of Zanzibar.

1. To get porters
2. To get interpreters
3. To get guides
4. To get permission from the Sultan

Why slave trade took long to end in East Africa

1. It was supported by the kings and chiefs.
2. The African kings and chiefs were benefiting.
3. Slaves were the commonest trade items.

1. Why did the African kings support slave trade in East Africa?

✓ They were gaining a lot of wealth from it. (Gifts e.g. guns)

The British Parliamentarian that spearheaded the abolition of slave trade

✓ Sir William Wilberforce

Why was slave trade abolished in East Africa?

1. It was inhuman according to Christianity.
2. Due to the industrial revolution in Europe / machines replaced human labour as a result of the industrial revolution.

STEPS TAKEN TO ABOLISH SLAVE TRADE

In 1807, the British Parliament stopped all the British from carrying out slave trade.
It became illegal to own slaves in England.
The Moresby treaty was signed in 1822 to stop slave trade.
In 1833, all slaves living in the British Empire were set free.

TREATIES SIGNED TO STOP SLAVE TRADE IN EAST AFRICA

a) The Moreshby treaty (1822)
It was signed between captain Fairfax Moreshby and Sultan Seyyid Said.

b) The Hamerton treaty (1845)
This was signed between Colonel Seyyid Said.

c) The Frere treaty.
This was signed between Sir Bartle Frere and Sultan Barghash.

Effects of slave trade/ long distance trade in east Africa

1. It led to death of people.
2. It led to separation of families.
3. It lead to shortage of labour.
4. It led to development of coastal towns like Kilwa and Mombasa.
5. It led to destruction of property.
6. It led to famine.
7. It led to displacement of people.
8. It led to inter-tribal wars.

ACTIVITY

1. In which way is slavery different from slave trade?
   _____
   _____
2. How were slaves acquired during long distance trade?
   _____
   _____
3. Name the main Slave market centres in East Africa.
   _____
4. Name the main inland slave market
   _____
5. State any **two** reasons why the early foreigners to East Africa first report to the Sultan of Zanzibar.
   i) _____
   ii)_____
6. Mention any **two** reasons why slave trade took long to end in East Africa.
   i) _____
   ii)_____
7. Why did the African kings support slave trade in East Africa?
   _____
   _____
8. Name the British Parliamentarian that spearheaded the abolition of slave trade in East Africa
   _____
   _____
9. State any **two** reasons why slave trade was abolished in East Africa.
   i) _____
   ii)_____
10. which treaty was signed between captain Fairfax Moresby and Sultan Seyyid Said to end slave trade?
    _____
    _____
11. State any **two** positive effects of slave trade in east Africa.
    i) _____
    ii)_____
12. Mention any **two** negative effects of slave trade to the people of East Africa.
    i) _____
    ii)_____

POPULATION IN EAST AFRICA

LESSON

Population terms

Lesson hints:

1. Population:

Population is the total number of people living in an area at a given time.

Population of each East African country

Country	Population
Tanzania	57,889,993
Kenya	49,248346
Uganda	42,374,892
South Sudan	13,705,298
Rwanda	12,341,322
Burundi	12,154,322

- **Tanzania** has the highest population in East Africa.
- This is because it is the biggest country in East Africa.
- Rwanda and Burundi are countries of the East African Community with the smallest population

Types of population

- **Over-population**

  This is when the number of people living in an area is more than the available resources.
- **Under-population**

  This is when the number of people living in an area is less than the available resources.
- **Optimum population**

  This is the number of people living in an area who can be supported by the available resources.

2. Population distribution:

This is the way people are spread in a given area.

3. Population census:

This is the official counting of people in an area.

4. Population explosion:

This is the sudden increase in the number of people in an area.

5. Population density:

This is the number of people in an area per square kilometre.

6. Population growth:

This is the increase in the number of people in an area.

7. Sparse population:

This is when an area has few people than the size of land.

8. Population structure:

This refers to the number of people living in an area according to age and sex.

ACTIVITY

1. What term is used to mean the total number of people living in a particular area?

   _____

   _____
2. State the meaning of each of the following terms:
   a) Population explosion

   _____

   _____

   b) Dense population

   _____

   _____
3. What do we call the composition of people by age and sex?

   _____

   _____

4. What is population distribution?

_____

_____

LESSON

Population census

Lesson hints:

Population census:

Is the official counting of people in a country and recording various facts.

Teenager:

Is a person who is between 13 – 19 years.

Enumerators:

These are the people trained to register people and collect information during population census.

Census night

This is the night before census is carried out.

Ministry of Finance and Economic planning:

Is responsible for carrying out population census.

The Uganda Bureau of Statistics (UBOS) is the body responsible for carrying out population census.

Population census in Uganda is carried out after **every ten years.**

Reasons why population census is carried out after every ten years in Uganda.

1. Shortage of funds.
2. Illiteracy among the people.
3. Ignorance of the people.
4. Insecurity in some areas of the country
5. Difficulty in transport.
6. False information given

Importance of carrying out population census to a country.

1. It helps the government to know the number of people so as to plan for social services for them.
2. It helps to know the death rates of people.
3. It helps to know the living standards of people.
4. It helps to know the level of illiteracy in the country.

Types of information collected during population census.

1. Age of the people.
2. Number of children produced by couples.
3. Sex of the people.
4. Religious status.
5. Marital status

ACTIVITY

1. What is population census?

   _____

   _____

2. Who is a teenager?

   _____

   _____

3. What name is given to the well trained people who carry out population census?

   _____

   _____

4. Which ministry in Uganda is responsible for carrying out population census?

_____
_____

5. What is **census night?**

_____
_____

6. State any **two** importance of carrying out population census to a country like Uganda.
   i) _____
   ii)_____
7. Mention any **two** types of information collected during population census.
   i) _____
   ii)_____
8. After how long is population census supposed to be conducted in Uganda?

_____
_____

9. State **two** reasons why population census is conducted after the period you have stated in (8) above.
   i) _____
   ii)_____
10. State any **two** problems that may be faced during the population census exercise.
    i) _____
    ii)_____

LESSON

Population growth

Population growth is the gradual increase in the number of people in an area or a country.

Factors that influence population growth.

- ❖ High fertility rate among women
- ❖ Improved medical services.
- ❖ Plenty of food to feed the population.
- ❖ Early marriages among teenagers.
- ❖ Polygamous marriage. (families).
- ❖ Ignorance about family planning methods.

Ways of controlling population growth:

- ❖ Promoting family planning.
- ❖ Giving gifts to small families.
- ❖ Legalizing abortion.
- ❖ Discouraging early marriages.
- ❖ Promoting girl child education.
- ❖ Discouraging polygamy.

Cultural factors that lead to population growth:

- ❖ Forced/early marriages.
- ❖ Polygamy
- ❖ Producing children for prestige.

Natural disasters that may reduce the number of people.

- ❖ Floods
- ❖ Famine
- ❖ Lightning
- ❖ Volcanic eruption
- ❖ Diseases

Human or Artificial hazards that may reduce the number of people.

- ❖ Motor accidents

- ❖ Fire outbreaks
- ❖ Wars
- ❖ Water and food poisoning
- ❖ Plane crash

ACTIVITY

1. State the difference between **population growth** and **population census.**
   _____
   _____
2. Give any **two** factors that can lead to population growth.
   i)_____
   ii)_____
3. Mention **two** ways the government of Uganda can control population growth.
   i)_____
   ii)_____
4. Give **two** human factors that can lead to population growth.
   i)_____
   ii)_____
5. Write down **two** cultural factors which can lead to population growth.
   i)_____
   ii)_____
6. Give **one** way in which water can be poisoned.
   _____
   _____
7. Mention **two** natural hazards that can reduce the number of people in an area.
   i)_____
   ii)_____
8. Give **two** artificial disasters that can reduce the number of people in the country.
   i)_____
   ii)_____
9. Write **two** advantages of a high population to a country.
   i)_____
   ii)_____
10. State **two** problems caused by a high population to a country.
    i)_____
    ii)_____

LESSON

Population distribution

Population distribution is how people are spread in a given area.

Types of population distribution

1. Thin/ Sparse population
2. Moderate population
3. Dense/ Thick population

Thin/ Sparse population

This is when an area has few people than the size of land.

Areas that are sparsely populated.

1. Semi-arid areas
2. swampy areas
3. steep slopes
4. areas with thick vegetation
5. Cold mountains,
6. Areas where there is insecurity.

Reasons why semi-arid areas are sparsely populated.

- ❖ Presence of little rainfall.
- ❖ Presence of less pasture for the animals.

Note: Semi-arid climate is experienced in North Eastern Uganda.

Why swampy areas are sparsely populated.

1. Swampy areas sometimes flood and kill people.
2. Most disease vectors breed in swamps.
3. Poor roads especially during the wet season.

Note: swampy areas have clay soil.

Reasons why areas with thick vegetation have sparse population.

1. Due to presence of disease vectors e.g. mosquitoes.
2. Due to fear of being attacked by wild animals.
3. They are hiding places for wrong doers/ law breakers.

Factors for population distribution.

1. Good Climate
2. Presence of fertile soils.
3. Presence of reliable rainfall
4. Better social services in an area.
5. Government policy
6. Political status
7. Availability of jobs.
8. Good security.
9. Urbanization.

ACTIVITY

1. Define population distribution.
   _____
   _____
2. State any **two** types of population distribution
   i) _____
   ii)_____
3. What is sparse population?
   _____
   _____
4. Give any **two** areas that are sparsely populated in Uganda.
   i) _____
   ii)_____
5. Give **two** reasons why semi-arid areas of Uganda are sparsely populated.
   i) _____
   ii)_____
6. Which part of Uganda is found in semi-arid areas?
   _____
   _____
7. Write **two** reasons why swampy areas of Uganda are sparsely populated.
   i) _____
   ii)_____
8. Which type of soil is mainly found in swampy areas?
   _____
   _____
9. State any **two** reasons why areas with thick vegetation have sparse population.
   i) _____
   ii)_____
10. Mention any **two** factors responsible for population distribution.
    i) _____
    ii)_____

LESSON

Dense population

This is when an area has more people than the size of land.

Areas that are densely populated.

- Around lakes and rivers (water bodies)
- Urban areas (cities, towns and trading centres)
- Slopes of mountains

Reasons why areas around lakes and rivers are densely populated.

- Presence of reliable rainfall.
- Presence of fishing grounds.
- Presence of fertile soils for growing crops.
- Presence of a cool climate.

Reasons why urban areas are densely populated.

- There are many jobs.
- Improved security.
- High standards of living.
- Trade opportunities.

Problems facing people in Urban areas.

- Traffic jam and congestion.
- Food shortage.
- High crime rate.
- High cost of living.
- Poor accommodation

Why agriculturally rich areas are densely populated.

- Presence of fertile soil for growing crops.
- Presence of plenty of food.
- Cool climate.

Why most mountainous areas are densely populated.

1. Some have minerals that are mined.
2. Presence of fertile soil for growing crops.
3. Presence of favourable climate (reliable rainfall)

Why plateau areas are densely populated.

1. Presence of fertile soil for growing crops.
2. Presence of lakes and rivers which promote fishing.
3. Presence of reliable rainfall.
4. It provides space for building social service centres.
5. It helps in mining minerals.

Factors that influence dense population distribution.

1. Presence of employment.
2. Improved security.
3. Improved transport and communication
4. Improved medical care.
5. High rainfall in an area.
6. Disease free area

Presence of fertile soils.

ACTIVITY

1. Mention any **two** areas that are densely populated in Uganda.

i) _____
ii)_____

2. State **two** reasons why areas around lakes and rivers are densely populated.
   i) _____
   ii)_____
3. Give **two** reasons why urban areas in Uganda are densely populated.
   i) _____
   ii)_____
4. State **two** reasons why plateau areas of Uganda are densely populated.
   i) _____
   ii)_____
5. Define dense population.
   _____
   _____
6. Why do you think some mountainous areas of Uganda are densely populated?
   _____
   _____
7. Mention any **two** problems facing people in Urban areas as a result of dense population.
   i) _____
   ii)_____
8. Mention any **two** reasons Why agriculturally rich areas are densely populated.
   i) _____
   ii)_____
9. State any **two** factors that influence dense population distribution.
   i) _____
   ii)_____

LESSON

Factors that lead to high population distribution / high population density.

1. Reliable rainfall / favourable climate.
2. Better medical and education service.
3. Improved security and peace.
4. Urbanization.
5. Mineral resources
6. Various economic activities. Etc

Advantages of high population to a country.

1. It encourages investment.
2. It creates a large tax base.
3. There is a wide market for goods.
4. Provides cheap labour.
5. There is proper use of available resources.
6. There is enough labour for security.

Disadvantages of a high population.

1. It leads to food shortage.
2. It leads to land fragmentation
3. There is high rate of unemployment.
4. There is easy spread of diseases.
5. It leads to poor sanitation.

The solutions to the above problems.

1. By resettling people to areas with low population.
2. By encouraging re-afforestation.

3. By encouraging people to set up small scale industries.
4. By educating people about dangers of poor sanitation.
5. By improving on security in an area.

Factors that cause low population distribution / low population density.

1. Unreliable rainfall
2. Political instability/insecurity
3. Pests and diseases.
4. Unemployment
5. Lack of better social services e.g health, transport, communication and education services.
6. Natural disasters e.g earth quakes, landslides etc.

Advantages of a low population.

1. There is low crime rate.
2. It is easy to provide social services.
3. Food is enough for the people.
4. Enough social services.
5. Enough employment opportunities.
6. Enough accommodation.

Problems of a low population.

- ❖ Less incomes are collected from taxes.
- ❖ Shortage of labour.
- ❖ Limited market for goods.
- ❖ Low level of production.
- ❖ Under use of available resources.

ACTIVITY

1. Give the difference between high population density and low population density.
   _____
   _____
2. State **two** factors that influence population distribution.
   i) _____
   ii)_____
3. Which aspect of climate mainly influences human settlement?
   _____
   _____
4. Give any **two** factors that influence high population density.
   i) _____
   ii)_____
5. Write any **two** factors that influence low population distribution.
   i) _____
   ii)_____
6. Mention **two** advantages of a low population to a country.
   i) _____
   ii)_____
7. Write **two** disadvantages of a low population to a country.
   i) _____
   ii)_____
8. Give any **two** examples of social services that may influence population distribution.
   i) _____
   ii)_____

LESSON

Effects of HIV/ AIDS on population and economic production.

- **HIV** stands for Human Immunodeficiency Virus.
- **HIV** is a virus that can cause **AIDS.**
- **AIDS** stands for Acquired Immune Deficiency Syndrome.

General effects of HIV and AIDS on population.

1. It leads to death of people.
2. It leads to over spending in treating effects of **AIDS.**
3. It leads to Isolation.
4. It causes misery.

Economic effects of HIV and AIDS on the population.

1. It leads to low labour supply due to death of people.
2. It leads to death of energetic people who would do work.
3. There is low market for goods due to the death of people.
4. There is over spending on drugs in treating people infected with AIDS.
5. It leads to loss of efficiency at work.

Social effects of HIV and AIDS.

1. The death of people reduces population in an area.
2. It has led to many orphans due to death of parents.
3. It leads to isolation by other people.
4. It causes misery and pain to the affected person.

Ways in which HIV and AIDS may be spread.

- Through having unprotected sexual intercourse with the infected person.
- Through blood transfusion with the infected blood or unscreened blood.
- Contact of wounds with blood of the infected person.
- Cultural practices like circumcision using unsterilized sharp objects.

Ways of preventing HIV and AIDS.

1. Use of condom during sexual intercourse.
2. Abstaining from sex.
3. By going for blood test before marriage.
4. Avoid sharing sharp objects with the infected person.
5. Uninfected marriage couples should be faithful to each other.

ABC in AIDS prevention.

A – Abstain from sex.
B – Be faithful
C – condom use.

How the following groups of people can best prevent HIV / AIDS

Unmarried people - Abstinence from sex.
Married couples - Being faithful to one another.

NOTE:

- People who suffer from AIDS are referred to as AIDS patients.
- The AIDS Support Organization (TASO) helps the AIDS patients in Uganda.
- Some services provided by TASO include: provision of Anti-Retroviral drugs, counseling services, relief and in terms of food, clothes.

ACTIVITY

1. Write the following abbreviations in full.
   a) HIV _____
   b) AIDS _____
2. How has **AIDS** affected the population of Uganda?
   _____
   _____
3. Give any **two** effects of **AIDS** on the economy of Uganda..

i) _____
ii)_____

4. How has **AIDS** affected people of Uganda socially?
   _____
   _____
5. Mention **two** ways in which **AIDS** may be spread.
   i) _____
   ii)_____
6. In which **two** ways can people prevent **AIDS**?
   i) _____
   ii)_____
7. Give **two** ways in which **AIDS** has affected the industrial development in Uganda.
   i) _____
   ii)_____
8. Name the Non-Government Organisation in Uganda that helps people who suffer from AIDS.
   _____
   _____
9. Write **TASO** in full.
   _____
   _____
10. State any **two** services provided by **TASO** to the **AIDS** patients in Uganda.
    i) _____
    ii)_____

LESSON

Population explosion and population Density.

Population explosion.

Is the sudden increase in the number of people in a given area or country.

Factors that lead to population explosion.

- Immigration
- Natural hazards such as landslides.
- Industrial development.
- Wars (major cause)
- Political mistreatment.
- Famine
- Religious persecution

Population density: Is the number of people in an area per square kilometer.

How to determine population density.

$$\text{Population Density} = \frac{\text{Total number of people}}{\text{Total area}} = \text{People Sq Km}^2$$

$$\text{PD} = \frac{\text{Total No. of people}}{\text{Area}} = \text{per km}^2$$

Example:

In Kampala, there are 200,000 people covering an area of 200 square kilometers.

Calculate the population density.

$$\text{P. D} = \frac{\text{Total number of people}}{\text{Area per km}^2}$$

1000

$= \frac{200{,}000}{200}$

$= 1000$ people per km^2.

Solutions to high population densities.

1. By encouraging family planning practices.
2. By resettling people from over populated areas to low populated areas.
3. By increasing production of food through modernization of agriculture.
4. By encouraging well planned buildings.
5. By creating more jobs by industrialization.
6. By increasing national budget on the provision of social services.

ACTIVITY

1. What is the major cause of refugees in Africa?
   _____
   _____
2. Who is a refugee?
   _____
   _____
3. State the difference between population explosion and population density.
   _____
   _____
4. In Arua, there are **100,000 people** living in an area of **500 square kilometers**. Calculate the population density.

5. Lukoi has a population density of **4500 people** per square kilometer. Calculate the total number of people in Lukoi if it has a coverage of 500 square meters.

6. Mbale has a population of **600,000 people** with a population density of **200 people.** Calculate the area covered by the people in square kilometers.

7. Give any **two** solutions to high population density to a country like Uganda.

i)_____

ii)_____

LESSON

MIGRATION TODAY

Migration is the movement of people from one place to another for settlement.

Types of Migration

1. Emigration
2. Immigration

Emigration is the movement of people from one country to another country for settlement purpose.

Immigration

Immigration is the movement of people from one part of the country to another for settlement purpose.

Types of immigration

1. Rural –urban migration
2. Urban – rural migration
3. Urban – urban migration
4. Rural – rural migration

Urban-rural migration:

This is the movement of people from towns to villages for settlement.

Causes of urban-rural migration.

- ❖ Loss of jobs.
- ❖ Change of job
- ❖ Transfers of work place.
- ❖ High cost of living
- ❖ Unemployment
- ❖ High crime rates.
- ❖ Retirement from jobs.
- ❖ After committing crimes in towns.

Effects of urban-rural migration.

- ❖ It leads to shortage of labour in industries.
- ❖ It leads to low market for urban goods.
- ❖ It reduced taxes from teen areas

ACTIVITY

1. Define the following terms
   a) Migration
   _____
   _____
   b) Emigration
   _____
   _____
   c) Immigration
   _____
   _____
2. Mention any **two** types of immigration.
   i) _____
   ii)_____
3. Define the term Urban-rural migration
   _____
   _____
4. State any **two** causes of urban-rural migration in Tanzania today.
   i) _____
   ii)_____
5. Mention any **two** effects of urban-rural migration.
   i) _____
   ii)_____

LESSON

Rural-urban migration:

This is the movement of people from villages to towns for better settlement.

Causes of rural-urban migration.

1. Looking for better employment opportunities
2. Looking for better medical care.
3. Looking for better education services.
4. Looking for secure areas.
5. Looking for better entertainment.
6. Looking better trading opportunities.
7. Escape from crimes.

Effects of rural –urban migration to people in towns

1. It leads to over-population.
2. It leads to unemployment
3. It creates high crime rate.
4. It leads to development of slums.
5. It leads to easy spread of diseases.
6. It leads to high food prices in towns.

Effects of rural –urban migration to people in villages.

1. It leads to low food production.
2. It leads to distortion of culture.
3. It leads to shortage of labour.

How government can control rural-urban migration.

1. Provide better education in villages.
2. Provide better medical services in villages.
3. Encourage investors to build small scale industries in villages to provide jobs.
4. Extending cheap electricity and piped water to villages.
5. By improving security in some rural areas of Uganda.

ACTIVITY

1. State the difference between rural-urban migration and urban-rural migration.
   _____
   _____
2. Give **two** reasons why people move from villages to towns for settlement today.
   i) _____
   ii)_____
3. How does rural-urban migration affect agriculture in rural areas?
   _____
   _____
4. Why do people move from towns to villages for settlement?
   _____
   _____
5. How does urban-rural migration affect industrial development?
   _____
   _____
6. Why do you think there are many people in urban areas in Uganda?
   _____
   _____
7. Give **two** ways the government can control rural-urban migration.
   i) _____
   ii)_____
8. State any **two** problems faced by people living in urban areas of Uganda.
   i) _____
   ii)_____

LESSON

Urban-urban migration and rural-rural migration

Urban-urban migration:

This is the movement of people from one town to another town for better settlement.

Causes of urban-urban migration.

1. Loss of jobs
2. Change of job
3. Transfers of work place.
4. Looking for market for their goods.
5. After commiting crimes in one town.
6. To enjoy better social services.

Effects of urban-urban migration.

- ❖ Shortage of market where they left.
- ❖ Shortage of labour where they left.

Rural-rural migration:

This is the movement of people from one village to another village from settlement.

Causes of rural-rural migration:

- ❖ Shortage of land.
- ❖ Looking for water and pasture.
- ❖ Internal and external conflicts.
- ❖ Looking for fertile land for growing crops.

Effects of rural-rural migration.

- ❖ It leads to low population where they left.
- ❖ It leads to displacement of people where they settle.
- ❖ It leads to high population where they settle.
- ❖ It leads to conflicts with original people.

Immigration

This is the movement of people into the country from another country.

Causes of Immigration.

1. Insecurity /wars
2. Looking for better jobs.
3. Representing a country as an ambassador / High commissioner.
4. Running away from natural disasters.
5. Looking for political asylum.
6. Joining their families.

LESSON

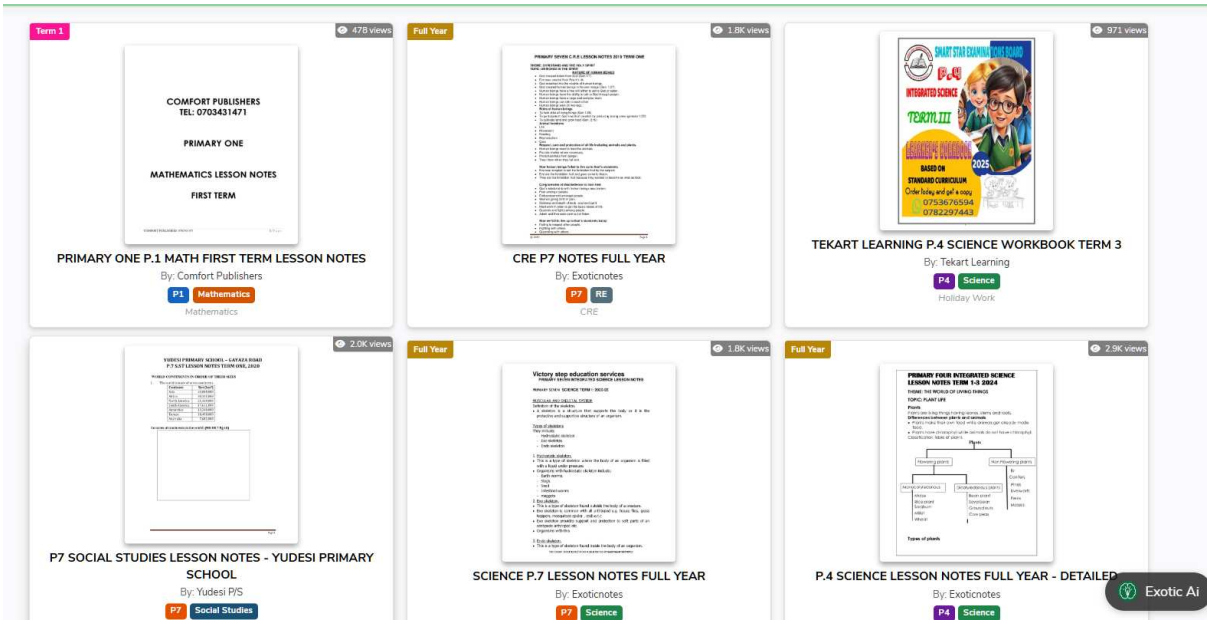
1. What is urban-urban migration?
   _____
   _____
2. Give **two** causes of urban-urban migration.
   i) _____
   ii)_____
3. What is rural-rural migration?
   _____
   _____
4. State any **two** causes of rural-rural migration.
   i) _____
   ii)_____

TOPICAL TEST

1. Define the term population.
   _____
   _____
2. Why is family planning important in Uganda?
   _____
   _____
3. What is referred to as population structure?
   _____
4. List **two** advantages of having a small family.
   i)_____
   ii)_____
5. Mention any **two** disadvantages of having a small family.
   i)_____
   ii)_____
5. Why should the government of Uganda check the population growth?
   _____
6. What is meant by the term **"census night?"**
   _____
7. Differentiate between a population density and sparse population.
   _____
   _____
8. Mention any **two** importance of having moderate population density.
   i)_____
   ii)_____
9. Outline any **two** problems caused by a high population density.
   i)_____
   ii)_____
10. Mention any **two** disadvantages of low population to a country.
    i)_____
    ii)_____
11. Find the population density of Kikajjo Trading Centre with the Population of 12,000 people covering an area of 300 square kilometers.

12. List any **two** districts in Uganda with a low population.
    i)_____
    ii)_____
13. Suggest any **two** factors which influences population distribution.
    i)_____
    ii)_____
14. Write D.P.O in full.
    _____
15. Mention any **two** problems faced during population census.
    i)_____
    ii)_____
16. Mention any **two** effects of COVID 19 and Ebola on the population.
    i)_____
    ii)_____

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