THE REPUBLIC OF UGANDA

Ministry of Education and Sports

HOME-STUDY LEARNING

SENIOR 5

HISTORY

August 2020

NCDC
NATIONAL CURRICULUM DEVELOPMENT CENTRE

UGANDA NATIONAL EXAMINATIONS BOARD



Published 2020

ISBN: 978-9970-00-195-8

This material has been developed as a home-study intervention for schools during the lockdown caused by the COVID-19 pandemic to support continuity of learning.

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National Curriculum Development Centre
P.O. Box 7002,
Kampala- Uganda
www.ncdc.go.ug

FOREWORD

Following the outbreak of the COVID-19 pandemic, government of Uganda closed all schools and other educational institutions to minimize the spread of the coronavirus. This has affected more than 36,314 primary schools, 3129 secondary schools, 430,778 teachers and 12,777,390 learners.

The COVID-19 outbreak and subsequent closure of all has had drastically impacted on learning especially curriculum coverage, loss of interest in education and learner readiness in case schools open. This could result in massive rates of learner dropouts due to unwanted pregnancies and lack of school fees among others.

To mitigate the impact of the pandemic on the education system in Uganda, the Ministry of Education and Sports (MoES) constituted a Sector Response Taskforce (SRT) to strengthen the sector's preparedness and response measures. The SRT and National Curriculum Development Centre developed print home-study materials, radio and television scripts for some selected subjects for all learners from Pre-Primary to Advanced Level. The materials will enhance continued learning and learning for progression during this period of the lockdown, and will still be relevant when schools resume.

The materials focused on critical competences in all subjects in the curricula to enable the learners to achieve without the teachers' guidance. Therefore effort should be made for all learners to access and use these materials during the lockdown. Similarly, teachers are advised to get these materials in order to plan appropriately for further learning when schools resume, while parents/guardians need to ensure that their children access copies of these materials and use them appropriately.
I recognise the effort of National Curriculum Development Centre in responding to this emergency through appropriate guidance and the timely development of these home study materials. I recommend them for use by all learners during the lockdown.

Alex Kakooza
Permanent Secretary
Ministry of Education and Sports

ACKNOWLEDGEMENTS

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of home–study materials for Pre-Primary, Primary and Secondary Levels of Education during the COVID-19 lockdown in Uganda.

The Centre appreciates the contribution from all those who guided the development of these materials to make sure they are of quality; Development partners - SESIL, Save the Children and UNICEF; all the Panel members of the various subjects; sister institutions - UNEB and DES for their valuable contributions.

NCDC takes the responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for improvement. The comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or by visiting our website at http://ncdc.go.ug/node/13.



Grace K. Baguma
Director,
National Curriculum Development Centre

ABOUT THIS BOOKLET

Dear learner, you are welcome to this home-study package. This content focuses on critical competences in the syllabus.

The content is organised into lesson units. Each unit has lesson activities, summary notes and assessment activities. Some lessons have projects that you need to carry out at home during this period. You are free to use other reference materials to get more information for specific topics.

Seek guidance from people at home who are knowledgeable to clarify in case of a challenge. The knowledge you can acquire from this content can be supplemented with other learning options that may be offered on radio, television, newspaper learning programmes. More learning materials can also be accessed by visiting our website at www.ncdc.go.ug or ncdc-go-ug.digital/. You can access the website using an internet enabled computer or mobile phone.

We encourage you to present your work to your class teacher when schools resume so that your teacher is able to know what you learned during the time you have been away from school. This will form part of your assessment. Your teacher will also assess the assignments you will have done and do corrections where you might not have done it right.

The content has been developed with full awareness of the home learning environment without direct supervision of the teacher. The methods, examples and activities used in the materials have been carefully selected to facilitate continuity of learning.

You are therefore in charge of your own learning. You need to give yourself favourable time for learning. This material can as well be used beyond the home-study situation. Keep it for reference anytime.

Develop your learning timetable to ca ter for continuity of learning and other responsibilities given to you at home.

Enjoy learning

TERM 2

NATIONAL MOVEMENTS AND NEW STATES

Topic: The Development of African Nationalism

Lesson 1: The Italo-Ethiopian Crisis 1935 - 1941

Learning Outcomes

By the end of this lesson, you will be able to:

i) describe the background of the Italo -Ethiopian crisis of 1935 –1941.
ii) discuss the causes of the Italo- Ethiopian crisis of 1935–1941.

Materials you will need:

- pens
- pencils
- papers/ notebooks
- Internet
- textbooks

Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or internet.
v) If possible, consult an adult at home while doing an activity.
vi) You will present this work to your teacher when school resumes.

Introduction

TheItalo-Ethiopian crisis was a war of aggression which was fought between Italy under Benito Mussolini and Ethiopia under Emperor Haile Selassie from October 1935 to February 1937.

In 1930, Italy built a fort at the WalWal oasis that was clearly inside Ethiopian territory, and it was a direct violation of a 1928 treaty of friendship and arbitration which declared a twenty (20) year friendship between the two nations. Relations between the two nations remained peaceful for years after the fort was built. However, that ended in late 1934. On November 22, 1934 the Ethiopians arrived at the fort with a force of about 1,000 men. The troops demanded that the Italians turn the fort over to them. The Italians refused, and tensions escalated until a battle broke out between the two forces.

Both countries blamed one another, and both sides of the conflict demanded apologies. Ethiopia asked the League of Nations to step in and help; however, the League of Nations decided not to punish either country. In 1936, Ethiopia was defeated and occupied by Italy until 1941.





Emperor Haile SelassieBenitoMussolini

Causes of the Italo-Ethiopian crisis

You have now understood what the Italo-Ethiopian crisis was. You will now read the text below to understand the causes of the Italo-Ethiopian crisis.

The desire by Italy to revenge over the Adowa defeat by Ethiopia in 1896 caused the crisis. Italy made an attack on Ethiopia in 1896, but Ethiopia under a strong leader Menelik II badly defeated and humiliated the Italians at the famous battle of Adowa. This defeat kept haunting the Italians and vowed to revenge on Ethiopia in order to put right their history.

The revival of Italian imperialism caused the Italo-Ethiopian crisis. Italy had been a great power in the great Roman Empire that included East Africa. This empire had broken loose and the Italians didn't feel mighty enough, therefore when Mussolini rose to power, he wanted to revive the Italian imperialism and revive Italian glory.

The desire to control ports of Massawa and Assab led to the Italo-Ethiopian crisis. These ports connected Ethiopia to the Red Sea and Italy wanted them for trade and security reasons in the horn of Africa.

The development of organic theory and the fascist ideology caused the Italo-Ethiopian crisis. The theory emphasises the principle of survival for the fittest and encouraged expansion of stronger nations at the expense of weak nations. It also maintains that nations which don't expand eventually will wither and die. Fascism on the other hand strongly opposed liberalism, communism and democracy. Therefore, Mussolini with such beliefs attacked Ethiopia in an endeavour to exalt and regenerate Italy.

The divisions within Ethiopia influenced the Italian attack. Ethiopia was seen by Italy as being divided, and the political conditions in Ethiopia were seen as very bad and believed that it would be difficult for Ethiopians to resist if they were attacked. In 1933 Mussolini sent a spy De bono who reported that there was a strong Amhara sentiment and that the races were disloyal to the emperor. This encouraged Mussolini to invade Ethiopia.

The Italian desire for more colonies led to the Italo-Ethiopia crisis. Italy joined the scramble and partition of Africa late and therefore acquired little and only desert and semi-desert colonies of Libya, Eritrea and Somali land. These didn't satisfy Italy's territorial appetite. Therefore, Italy attacked Ethiopia in search for more colonial territories.

The strategic location of Ethiopia between Italian colonies of Eritrea and Somali land caused the Italo- Ethiopian crisis. By 1935, Italy wished to construct a railway line linking Eritrea to Somalia but Ethiopia being in the middle was a stumbling block. Therefore, the only option left for Italy was to attack Ethiopia and affect her development programs. Italy wanted to create a united Italian East African Empire (UIEAE) after construction of railway line from Eritrea to Somalia.

The economic depression of 1929–32 caused the Italo-Ethiopian crisis. By 1929, Italy was faced by inflation, unemployment, and scarcity of essential goods.Therefore, Italyresorted to attacking Ethiopia in order to take advantage of her resources such as pineapples, as well as her platinum fertile highlands that would even accommodate the excess population at home.

The Versailles peace treaty of 1919 caused the Italian aggression of Ethiopia. After World War I, there was a conference in Versailles in which the great powers of the time; that is Britain and France were rewarded with Germany colonies in Africa, Italy was not rewarded. This didn't please the Italians and therefore aggressed Ethiopia, the oasis of African sovereignty in order to reward herself.

The Stresa conspiracy of 1935 resulted into the Italo-Ethiopian crisis. In April 1935, the British Prime Minister MacDonald and the French Prime Minister Flandin met Benito Mussolini at Stresa and agreed to corporate with Italy for the sake of Europeans peace and stability. This encouraged Italy to invade Ethiopia believing that she would not face opposition from Britain and France.

The Hoare-Laval pact of December 1935 accelerated the Italo-Ethiopian crisis. The British foreign secretary Sir Samuel Hoare and the French foreign minister Pierre Laval met and agreed to partition Ethiopia. The north was given to Italy and the south left to Ethiopia. Therefore, the pact demonstrated support for Italian interests in Ethiopia. This encouraged Mussolini to attack and occupy Ethiopia.

The Italian fears that Ethiopia was planning to expel her from Eritrea and Somali land caused the Italo-Ethiopian crisis. This fear developed when Ethiopia started to organise and arm its troops in an up to date European manner. It was also believed that Ethiopia was to expel Italy from Eritrea and Somali land which were the only gains of Italy in the horn of Africa during the colonial drama.

The desire to demonstrate military strength caused the Italo-Ethiopia crisis. When Mussolini rose to power in 1922, he reorganised the Italian army, recruited massively, re-equipped the army and boosted its morale. Therefore, Mussolini wanted to test the real military might of the Italian by demonstrating on Ethiopia.

The personality of Benito Mussoliniled to the crisis. He was a war monger who believed in force, violence and expansion of Italy by any aggressive means. He didn't believe in dialogue, his fascist ideology made him believe that he had to achieve through aggression.

The desire to destroy Ethiopia's independence led to the crisis. Ethiopia was seen by Africans as the oasis of African sovereignty because it had preserved its independence for over 2,000 years.Such, an old independence caused jealousy among the Italians and therefore attacked Ethiopia in order to bring the oldest independence to an end.

The weakness of the League of Nations (L.O.N) resulted into the Italo-Ethiopian crisis. In 1931, the Japanese army attacked china which was a member of the league and annexed its province of Manchuria.In 1933 Japan invaded the Chinese province of Jehol and nothing was done to stop Japan. This encouraged Mussolini to attack Ethiopia believing that the League of Nations would remain silent as usual.

The Wal-Wal incident of 1934 caused the Italo- Ethiopian crisis. The Italian forces at wal-wal just inside Ethiopian border with Somali land were attacked and bout 30 Italian colonial troops were killed, their garrison was destroyed and a lot of property vandalised. The Italians demanded for a humble apology from the Ethiopian government, salutation of the Italian flag and some fines which the emperor refused to offer. This badly angered Mussolini to the point of attacking Ethiopia in 1935.

Activity

1. Discuss the extent to which the Wal-Wal incident led to the outbreak of the Italo-Ethiopian crisis.
2. Was it right for Italy to attack Ethiopia in 1935? Support your view?

Summary

To a larger extent, the European countries such as Britain and France paved way for the outbreak of the war and later occupation of Ethiopia by Italy. The crisis showed Italian imperialist claims, and contributed to international tensions between the fascist states and the Western democratic states. It also served as a rallying point, especially after World War II, for developing African nationalist movements.

Follow Up Activity

Make research on:

1. The effects of the Italo-Ethiopian crisis of 1935 –1941on Ethiopia.
2. The contribution on this crisis on the growth of African nationalism.

Topic: The Development of African Nationalism

Lesson 2: The Causes of the Ethiopian Revolution Of 1974

Learning Outcomes

By the end of this lesson, you will be able to:

i) give a brief background of the Coup in Ethiopia in 1974.
ii) explain the failures of Emperor Haile Selassie between 1930 –1974.
iii) account for the overthrow of Emperor Haile Selassie in 1974.

Materials you will need:

- pens
- pencils
- papers/ notebooks
- Internet
- textbooks

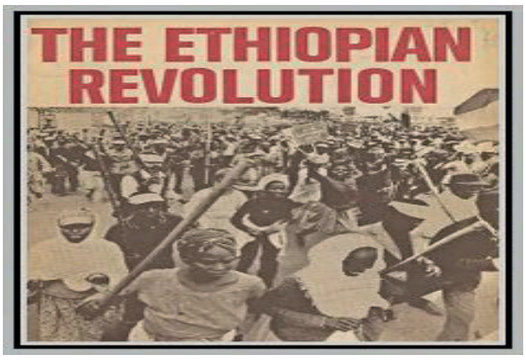
Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or internet.
v) If possible, consult an adult at home while doing an activity.
vi) You will present this work to your teacher when school resumes.

Introduction

In early 1974, Ethiopia entered a period of political, economic, and social change, frequently accompanied by violence. Confrontation between traditional ideas of development and modern ideas of development arose and changed the nature of the Ethiopian state.

The revolution began with a mutiny of the Territorial Army's Fourth Brigade at Negele in the southern province of Sidamo on January 12, 1974 and it came to a climax on 7th September 1974 when Emperor Haile Selassie was disposed by the DERGUE (Parliament) led by AmanAnden and gave power to Haile Mengistu Mariam who ruled until 1991 when he was also overthrown by MelesiZanawi.



Causes of the 1974 coup de tat in Ethiopia

You have now known of the 1974 coup de tat in Ethiopia, you will read the text below to find out its causes.

Selassie was blamed for the general backwardness in the country. The country remained feudal with the land owned by a few land lords and the Church. The roads and the railway network remained poor and there were no visible developments outside Addis Ababa and Asmara. The economy was largely agricultural with very limited attempts to industrialisation. It thus influenced the coup plotters to overthrow Emperor Haile Selassie.

Ethiopia's involvement in a long-term costly war with Somalia over the Ogaden province caused the revolution. Ethiopia did not have strong claims over the Ogaden province but made state soldiers to die in the senseless boarder conflict which made the emperor unpopular thus a revolution.

Ethiopia's war with Eritrea from 1961 caused Selassie to be overthrown. The top arm officers got fed up of the endless fighting.They preferred a political solution rather than a military approach to end the Ethiopia- Eritrea conflict.Selassie remained adamant and this forced the DERGUE (parliament) to overthrow him.

Selassie had failed to genuinely modernise the army institute and lacked a lot of basics of life. The men in uniform lived under poor conditions, poor housing and consequently lost in defending his government for example 1936 loss in war (Italian invasion of Ethiopia).

Famine and hunger in 1972. The Ethiopian economy was hit by famine especially in the regions of Wela, Towe, Sola and Gendun, and by 1974, over 200,000 lives had been lost. The situation was ignored and no relief supplies were sent to the starving people. This angered the Ethiopians and they opted for the revolution of 1974.

Selassie had become religiously biased. Christianity was declared the state religion and Islam was submerged. Selassie himself controlled the Ethiopian Orthodox Church and he greatly favoured the Christians. This made the Muslims and Christians to clash with each other and headed for the 1974 revolution.

The economic crisis in Ethiopia by 1974. The rate of unemployment, inflation and economic stagnation had taken a high toll on the peasants, civil servants and soldiers who felt the economic pinch. Fresh graduates lacked jobs, prices for essential goods were very high, workers received low salaries and wages and this led to the disgruntled people to participate in strikes that caused the revolution.

Haile Selassie practiced ethnicity and tribalism. He was blamed for favouring his Ambarse tribesmen over other tribes like the Walo, Tigre, and Gall. He made Ambare language the official national language. His tribes' men occupied senior government position. This caused a lot of discontent among the people and it made the revolution eminent.

Selassie was blamed for failure to get rid of feudal nature of Ethiopia by 1974. Ethiopia was still run on principles of feudalism where land was controlled basically by the Christian land lords who exploited the majority peasants. In the south of Ethiopia, the people opted for meaningful reforms. This made him to be hated.

Selassie was blamed for his great support for capitalism which greatly exploited the people of Ethiopia especially by U.S.A.

The influence of the communist world made his government to collapse. He was hated by Union of Soviet Socialist Republics (U.S.S.R) and therefore U.S.S.R gave moral and financial support to the revolutionaries to overthrew the capitalist government of Haile Selassie.

The rise to power of thirsty army officers such as AmanAndan, Haile Mariam Mengistu, and Gen Mengistu Newey also led to the revolution. These had an agenda to take over state leadership from the long serving Haile Selassie.

Selassie had become too old to manage state affairs. A man who never used to delegate powers had started delegating almost every state function to his deputies and therefore there was need to get rid of him.

Influence of other successful coups on the continent led to the revolution in Ethiopia in 1974. For example, 1972 military coup in Ghana and 1969 military coup in Libya that ushered in the late Col. MuammerGadaffi.

The Unfairness of the two constitutions that is in 1931 and 1935 which had led to too much power in the hands of the emperor. To the educated Ethiopians, this was improper. To make matters worse, the constitution did not grant political freedom. Such dictatorship made the coup inevitable.

Activity

1. Compare the causes of the 1974 revolution in Ethiopia with the causes of the 1980 1986 revolution in Uganda.
2. In your view, identify the major causes of the 1974 Ethiopian revolution.

Summary

The Ethiopian revolution of 1974 marked the end of a great emperor who ruled Ethiopia even during his absence while in exile during the Italian occupation of Ethiopian between 1936 – 1941. Its causes exposed his weaknesses and it showed that Ethiopia could no longer entertain the old order of kingship.

Follow Up Activity

Make research on:

1. The effects of the revolution to Ethiopia.
2. The contribution of the DERGUE on the outbreak of the revolution in Ethiopia.

TOPIC: THE DEVELOPMENT OF AFRICAN NATIONALISM

Lesson 3: World War II and the Development of Nationalism

Learning Outcomes

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

i) give a brief background of the Second World War.
ii) examine the contribution of the Second World War towards the development of African nationalism.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or internet.
v) If possible, consult an adult at home while doing an activity.
vi) You will present this work to your teacher when school resumes.

Introduction

In "O" level, in the history of East Africa your studied about the World War II and the reasons why East Africans participated in this war.

Mention the European countries that fought in this war.

The war began in Europe but fighting took place all over the world. In Africa, the war was fought in North Africa, North-East Africa and the Malagasy (now Madagascar).

Britain recruited 374,000 African servicemen while the French colonial office recruited over 80,000 Africans.

Africans who served in the war included **BildadKaggia**, **Dedan Kimathi** and **Waruhi-uItote** General China) of Kenya, **JaonaJiny** of Malagasy, **Leopold SedarSengoh** of Senegal, **Mzee Muhammad** of Zanzibar, **Jean BedelBoukassa** of the Central African Republic, **Ahmed BenBella** of Algeria among others. The war made colonial masters to give Africans high sounding but empty promises. This influenced Africans to turn against colonialists.



African soldiers ready for battles

Role Played by the Second World War in the Development of African Nationalism

You have known what The Second World II was and the countries and the Africans that participated in it. You will read ahead to understand the contribution of the Second World War on decolonisation of the African continent.

World War II created political awareness among Africans, which influenced them to demand for immediate independence. During the recruitment of Africans, European colonialmastersclaimedtheyweretakingthemtofightagainstGermanimperialismand restoration of a free world in Europe. Upon returning to Africa, the ex-servicemen of World War II organised uprisings against European colonialism with an aim of establishing similar democratic governments like in Europe.

Africans recruited to fight in the Second World War acquired training in military skills and guerrilla tactics which enabled them to struggle for independence. The African combatants learnt how to operate sophisticated weapons and conduct modern warfare. On their return the African ex-servicemen of World War II used such skills to fight for independence.

World War II exposed Africans to the weaknesses and conspiracy of the Whiteman. African servicemen saw the Europeans dying of the same bullet that killed the Africans.

The Africans also came to learn that European colonialists were only interested in independence of European countries like Poland but not Africa. All these destroyed the invisibility and superiority of the Whiteman, hence increasing African anti- colonial sentiments.

Consequently, the military losses suffered by the major Allied powers during and soon after thewar had impact on African patriotism. The worst defeat faced by the British at the hands of Japanese was theloss of Singapore. The defeat of European colonialists by Asians encouraged African peoples to organise struggles that would mark the decolonisation of Africa.

The end of World War II led to increased European exploitation of resources in their Africancolonies.Thewarnegativelyaffected Europeanpowersineconomictermstothe extent that when it ended, they targeted African mineral resources and cash crops. This continued European exploitation increased African suffering which influenced them to express their nationalism by agitating for self-rule through peaceful and armed resistance.

During the course of World War II, there was rapid arrival of white settlers in Africa. They settled in Kenya, Algeria, Southern Rhodesia and South West Africa and elsewhere in Africa. Their settlement in Africa increased the evils of colonialism. This led to African hatred against foreigners, which provoked Africans to fight for independence (political freedom).

The Second World War led to increased urbanisation. This was due to white settlers, who developed towns and improved on the transport network. Such towns included Nairobi in Kenya, Suez in Egypt, among others. The growth of urban centres attracted African populations to settle in mining centres, towns and ports. Africans who flocked to towns in large numbers shared ideas and experiences and suffered from the same problems of unemployment, discrimination from the whites and high costs of living. The conditions in the urban areas frustrated African who easily mobilised and united themselves under anti-colonial movements to struggle for independence.

World War II led to the rise of United States of America (U.S.A) and Union of Socialist Soviet Republics (U.S.S.R) to the rank of superpowers, replacing Britain, France and Germany, that had failed to protect world peace. The USA and the Soviet Union had an anti-colonial attitude thus they encouraged colonial powers to decolonise. The USA and the Soviet Union used their influence in the United Nations to call for immediate independence of African colonies, and this encourage the development of African nationalism.

The end of World War II resulted into the formation of the United Nations Organisation (UNO) in 1945 as the new world peace keeping body, replacing the League of Nations. The emergence of the UNO gave Africans hope that decolonisation was with in their reach. UN provided Africans with a platform to talk against colonialism by inviting freedom fighters to present their anti-colonial grievances to the General Assembly.

The war led to the coming to power of the Labour party in Britain that influenced decolonisation in British Africa. Shortly after World War II, elections were held in BritainwiththeLabourPartyofClementAtleedefeatingtheConservativePartyofWinston Churchill. The Labour government under Clement was liberal.It initiated political reforms in British Africa-colonies which included new constitutions such as the Burns constitution in the Gold Coast and their Richards constitution in Nigeria(bothin1946) and increased African representation in parliaments. These political developments increased African morale

for independence.

The end of World War II led to the calling of the Fifth Pan African Congress in Manchester in 1945, which increased African desire for self-rule. The conference was organised by Africa—Web Du Bois and George Padmore, and was attended by many delegates from Africa like Kwame Nkrumah of the Gold Coast (Ghana), Jomo Kenyatta of Kenya, Kamuzu Banda of Nyasaland and Nnamdi-Azikiwe of Nigeria. The Manchester conference encouraged African nationalism by recommending that freedom fighters must form political organisations and involve masses in the struggle against foreign rule and the use of military means if non-violence was ineffective in achieving self-rule.

Activity

1. Was it necessary for Africans to join the second world war and fight on the side of their colonial masters? Give your views.
2. In your own opinion, did this war lead to attainment of independence by African countries from their colonial masters? Give your views.

Summary

From the above extract, it is clearly seen that world war II played a great role in the rise of African nationalism. Before this time, there was only a limited amount of African nationalism among the elites of the colonies. The occurrence of world war II led to birth of nationalistic feelings among Africans which later forced them to start demanding for their independence either peacefully of forcefully.

Follow Up Activity

Make research on:

1. The contribution of the signing of the Atlantic charter in 1941 on the development of African nationalism.
2. The role of the 1944 Brazzaville conference in the decolonisation of Africa.

TOPIC: THE DEVELOPMENT OF AFRICAN NATIONALISM

Lesson 4: Asia and the Development of African Nationalism

Learning Outcomes

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

i) list the countries that participated in the colonisation of various Asian countries.
ii) examine the role of different Asian countries towards the rise of nationalism in Africa.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks
- **Introduction**

The connection between Africa and Asia sets from similar colonial backgrounds, especially with the African British colonies and French African colonies. Asia was colonised much earlier than Africa. France and Britain had the largest number of colonies in Asia such as Vietnam, Malaysia, India and Pakistan. India and British Africa formed the biggest part of the British colonial empire that existed until the second half of the nineteenth century. Japan also participated in the colonisation of china and Taiwan. There attainment of independence greatly paved way for decolonisation of Africa as will be analysed later.

Role Played by Asian Countries in the Rise of African Nationalism

You have learnt that the connection between Africa and Asia sets from similar colonial backgrounds.The extract below will show you the contribution of Asian countries on the decolonisation of the Africa.

Vietnam

The war of independence in Vietnam influenced the rise of African nationalism. Vietnam was colonised by France.She then declared an armed struggle in 1946–54and she regained her independence. Her independence inspired African states and leaders that they were also capable of defeating European colonial masters using armed struggles. For example, this influenced Ben Bella of Algeria to form the Front for the Liberation of Algeria (FLN) that resisted the French until 1962 when independence was attained.

Indonesia

The Indonesia independence of 1951 strengthened the spirit of nationalism in Africa. **Indonesia**got independence from the Dutch after a long struggle. This gave a practical example to Africans that independence in Africa was possible. Therefore, many Africans increased the demand for independence.

Indonesia's use of force to gain their rights and freedoms taught the Africans that it was ideal to use force to get rid of colonial rule. Therefore, many Africans in Algeria, Angola, Mozambique, Guinea Bissau among others adopted the military approach to get independence.

Indonesia together with other Asian countries fostered the Afro-Asian solidarity. (ASS) which mounted pressure on the colonial masters to grant independence to those countries still under colonialism. Through this solidarity, colonialism was condemned and Africa was able to get support from their friends from Asia.

Indonesia organised the Bandung conference in 1955. This conference brought together low developed countries of Africa, Asia, West Indies and the Caribbean.The delegates in Bandung agreed to have a formal cooperation through the Non-aligned movement, which was formalised in Belgrade in 1961.The Bandung conference and the adoption of the non-aligned policy accelerated the growth of African nationalism. All members of the Non-aligned movement pledged to work together against foreign influence. The non-African members promised their African counterparts financial and military assistance in their struggle for independence.

India

India was part of the British Empire up to August 1947 when she regained her independence under the leadership of Mahatma Gandhi the leader of Indian National Congress. India contributed to the rise and development of nationalism in the following ways:

- The philosophy of Ghandism inspired the growth of African Nationalism. This philosophy encouraged non-violence and non-co-operation with the European oppressors and exploiters. It began in 1907 and it was applied in South Africa, Ghana, Zambia, and Tanganyika when Africans were demanding for their independence.
- India encouraged Africans to form political parties as a vehicle for collective action against colonialism. India formed the India National Congress (INC) to foster the liberation campaign. Africans were therefore urged to follow suit and form parties to fight for independence for example Nkrumah formed Convention People's Party (C.P.P) and adopted the Indian cap as a symbol of the party.
- India promoted multi-ethic solidarity in the quest for independence. This idea was encouraged in order to get rid of divisions, ethnic differences and racial differences in order to achieve independence for all. This was evidenced in Tanganyika, Gold Coast, Zambia among others.
- India circulated nationalistic literature which inspired the search for independence. Through India's literature, foreign oppression, exploitation and racism were exposed and encouraged people to resist them. Such literature was channelled through Mahatma Gandhi's green pamphlet, published in 1896. This encouraged nationalism throughout the African continent.
- India used common wealth to promote African nationalism. In April 1949, the common wealth conference was held in Britain. In this conference, the prime minister of India J. Nehru said that Britain should pay compensation for the long-time exploitation of colonies. This strong voice from India encouraged Africans to take anti-colonial activities and demand for their independence. Besides, India used the common wealth to decampaign apartheid and South Africa was forced to withdraw from the common wealth in 1961.
- India encouraged militarism in the process of searching for independence. In 1962, India sent tanks and artilleries to forcefully drive away the Portuguese colonialists from Goa. This encouraged Portuguese colonies in Africa such as Angola, Mozambique and Guinea Bissau to take up the military approach as the only language Portugal would understand in order to grant them independence.
- India participated in the calling of the Bandung conference of 1955 which inspired

the search for independence. This conference of new states was spearheaded by Nehru of India, Surkano of Indonesia and observers were sent by main nationalist parties from Sudan, Gold Coast, South Africa and Algeria. The conference declared that colonialism and all its manifestation is an evil which should be strictly brought to an end. It also made calls to colonial masters to grant freedom and independence to subject peoples. This inspired the growth of African nationalism on the African continent.

- India initiated the Afro-Asian solidarity (ASS) within the United Nations (UN). The Afro-Asian Solidarity exerted pressure on trusteeship council in charge of Tanganyika and Italian Somali land and also on the colonial committee of the general assembly to end colonialism throughout the world. Through such pressure, Tanganyika and Italian Somaliland got independence early. In 1968 the Afro-Asian countries inspired the expulsion of South Africa from the United Nations and this encouraged the growth of African nationalism.
- India provided scholarships to African students in order to further African nationalism. For example, Edward Kakonge the first general secretary of Uganda People's Congress (UPC) studied in India, others were KintuMusoke, among others and were exposed to revolutionary ideas which promoted hatred for colonial rule.
- Indian personalities such as prime minister Nehru made encouraging remarks to the Africans. He said 'I will assist Africans to achieve their independence'.Therefore, when Africans realised that they had friends to support them in their struggle, they were influenced with morale, in their liberation endeavours.
- India provided financial and technical assistance to liberation movements for example through the India's East African high commission in Nairobi. India provided legal advice and to a smaller extent weapons to the Mau Mau activists.
- India's independence served as a living example to African nationalists. Africans argued that if India achieved her independence, Africa a brave and vigorous race cannot be kept in subjection forever. Therefore, the early independence of India encouraged Africans to struggle for independence.
- India's long-term struggle for independence acted as a precedent to African nationalists that there is no easy walk to freedom anywhere. Indians struggled for independence for 28 years and therefore Africans were encouraged to endure all odds, until they secure their future.

China

China is the biggest of the Asian states, it survived colonialism but was partially occupied by Japan for a long time in the province of Manchuria. China after redeeming its self from Japan underwent capitalistic influence and suffering under the reign of Chiang Kaishek of the Komitang party. The Chinese under the leadership of Mao Tse Tung carried out a successful revolution against the leadership of Chiang Kaishek who was forced to flee to Taiwan where he established his government. The success of the Chinese revolution aided decolonisation of Africa in the following ways:

- The success of the revolution was an inspiration to the Africans to wage similar revolutions against colonial regimes which were oppressive. The Africans shared the same situations as China for example they were all very poor.
- Africans adopted socialism as an ideology which was none discriminative against

colonialism and inspiring the Africans to participate in the affairs of their countries.

- Chinaoffered radio Peking and Beijing to air anti-colonial struggles which incited the Africans into the struggle for independence.
- China offered direct military aid in terms of training guerrilla fighters, military hardware (arms and ammunitions) which the Africans used to wage war against the colonialists.For example, in Zimbabwe, it supported Zimbabwe African National Union (ZANU).
- China offered scholarships to Africans to increase on the number of elites that would later create a strong force that demanded for the end of colonialism, for example,BokassaFormer President of the Central African Republic.
- China participated in the Bandung conference of 1955 and requested the Non-Aligned Movement members to support the African struggle.
- Chinaassisted Africans in the development of infrastructure.For example, it funded the construction of the Tanzam railway which boosted the front-line states in the fight against the Unilateral Declaration of Independence government of Zimbabwe and apartheid in south Africa.

Japan

Japan's wonderful performance during World War II inspired the growth of African Nationalism. Until the entry of United States of America, Japan had outwitted European armies,caused serious loses on themand overran the whole south East Asia. This victory shattered the European superiority which had covered colonialism in Africa. This Japanese performance made Africans develop a mood of defiance against their colonial masters.

Japan's economic might also inspired the growth of African Nationalism. Since 1860s, Japan emerged with a modernised economy and society without any assistance from the west. By1945, Japan had become an economic power. This economic progress of Japan made Africans conclude that colonialism is not a modernising factor and therefore started to demand for self-government.

Activity

1. Think and write down the reasons why most of the Asian states attained independence earlier than African countries yet they both had the same colonial masters.
2. As a student of history, do you think there is any connection between the influx of Asians on the African continent and the help received by Africans towards decolonisation? Give reasons for your views.
3. According to the current political and economic situation in Africa, do you agree that there was a hidden motive for Asian countries to support faster decolonisation of the African continent? Explain why you think so.

Summary

Though a number of Asian countries are pointed at in contributing to the end of colonialism in Africa, it is important to note that it was majorly India that played a crucial role. The personalities of Mahatma Gandhi and Indian prime minister Jawaharlal Nehru committed themselves and resources of their countries to helping Africans

attain their independence.

Follow Up Activity

Make research on:

1. The contribution of the Egyptian revolution of 1952 towards the rise of nationalism in Africa.
2. The role of political parties and elites in ending colonialism in Africa.
3. The role of the United Nations Organisation in the decolonisation of Africa.

TOPIC: THE DEVELOPMENT OF AFRICAN NATIONALISM

Lesson 5: Egypt and the Development of African Nationalism 1952 –1970

Learning Outcomes

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

i) give a brief back ground of Egypt.
ii) explain the causes of the Egyptian revolution of 1952.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or internet.
v) If possible, consult an adult at home while doing an activity.
vi) You will present this work to your teacher when school resumes.

Introduction

Egypt was colonised by Britain. In1922, the British granted Egypt a theoretical independence. Practically, the British continued controlling the economy of Egypt and significantly, the Suez Canal. The Egyptian monarchy remained solely dependent on the British for protection, and for military and economic aid.

King Farouk who succeeded his father Fuad I in 1936 ensured the continuity of the status quo of British influence in the Egyptian monarchical affairs.

The Egyptian army became stronger and committed after the defeat of a collective Arab resistance against the newly created Israel Nation in the Palestinian crisis of 1948–49. The surviving officers of the Palestinian war blamed King Farouk for supplying them with inadequate essentials and inferior arms. They formed a group known as the Free Officer's Movement (FOM) and established a special committee (the revolutionary command council) with Nasser Abdel, Anwar Sadat and Mohammad Neguib as the influential figures.

The revolutionary command council sighted many socio-economic, political and religious problems during the reign of Farouk, which forced them to organise a coup de 'tat.

In order to pre-empt the proposed arrest over treason charges, the free officers staged their coup on the night of July 22, 1952. The coup was bloodless and faced a weak resistance. The coup was not only aimed at overthrowing a puppet monarch but specifically to do away with British domination that had defiled the Egyptian Islamic nation for many years.



Free Officer's Movement 1952

Activity 1

Briefly describe Egypt before the 1952 revolution.

Causes of Egyptian Revolution 1952

You have now found out how Egypt was before the 1952.The text below will help you understand the causes of the Egyptian revolution of 1952.

The personality of king Farouk caused the Egyptian revolution. He kept himself away from the people, wasted much of his time on leisure and wooing women rather than attending to state duties. He lacked a consistent national agenda. This made his government to collapse in 1952.

The king was extravagant and did not value national wealth. He used tax payer's money to meet his personal luxurious requirements. He could build mansions for wom-

en who gave in to his sex demands. He wasted a lot of resources on European tours with his mistresses. He was always involved in banquets. This made people to hate him leading to his overthrow.

King Farouk and his government proved very corrupt. The king and his Wafd party leaders became a privileged class that undertook heavy withdraws from the national treasury and made lavish spending. This made the country go bankrupt and the majority of the Egyptians became disgruntled.

King Farouk failed to industrialise the country. The Egyptian society remained largely backward, the few industries that were in Egypt belonged to foreigners and were mainly processing industries. The country often lacked manufactured goods and largely depended on imported goods. Due to low levels of industrialisation, unemployment and low tax revenue were common in Egypt. This made the government to be overthrown.

Land alienation caused the revolution. Most of the productive land in the country was used and controlled by members of the Wafd party and foreigners especially from Britain and France. The Wafdists were made up of a very small Egyptian population but controlled about 87% of the productive land, yet the rest of the Egyptian controlled 13%. This made the people lack agricultural land and became victims of food insecurity.

The high levels of poverty in Egypt caused the revolution. Many Egyptians lived below poverty line. Poverty indicators showed that Egyptians could not afford the required number of meals per day neither could they manage their medical and education bills.

They were faced with rampant unemployment, low savings, low investments and thus the plight of Egyptians kept worsening. This made king Farouk to lose public support that caused his overthrow.

High taxes to which the Egyptians were subjected caused the revolution in Egypt. Despite low wages, salaries and general earnings of the ordinary Egyptian, the government of king Farouk overtaxed the masses. The government neglected the principle of progressive taxation where a person is taxed in relation to his level of income, the poor were made to pay higher taxes than the rich [retrogressive]. This worsened poverty among the poor and increased anti-government feelings. This forced the people to organise a coup against the government of king Farouk.

Massive unemployment in the government of king Farouk caused the Egyptian revolution. Egypt had a one crop economy with very low levels of industrialisation which limited economic growth and gave an opportunity to massive unemployment. The Egyptian youth failed to find gainful employment in the formal sector and these were easily mobilised by Free Officers' Movement to turn tables against king Farouk.

Inflation in the Egyptian economy caused the 1952 revolution. Due to scarcity of essentials of life, dependence on imported commodities, high levels of corruption and extravagancy, Egypt found itself engulfed by inflation. Prices of essential commodities rise steeply and poor Egyptians could not afford to access their needs and wants. This made Farouq government to lose trust thus its downfall.

The continued occupation of Suez Canal by the British and French led to the 1952 Egyptian revolution. The foreigners controlled the canal and collected all revenue to meet their economic interest. Farouk did nothing viable to check this foreigners' plunder of Egypt. Egyptians interpreted it as economic neo-colonialism. Therefore, the army decided to overthrow the government to ensure the canal was under the control of Egyptians and to stop profit repatriation.

Poor health conditions led to the Egyptian revolution. King Farouk failed to manage public health; the country had very few hospitals, medical centres, clinics and dispensaries. By 1952, the country had only 5,000 medical workers, trachoma had blinded over 150,000 people, other diseases like bilharzia, dysentery, had undermined the health of Egyptians. By this time, Egypt was known to the most diseased country in the world. This increased death rates and shortened the life expectancy of an average Egyptian. This made Farouk's government unpopular hence his overthrow.

Gender inequality in Egypt caused the revolution. The women were generally disregarded in education, politics, civil service and public places. They constituted the highest percentage of illiterates. By 1952, no single woman had a prestigious political office in Egypt. This led to wide spread discontent against the government of king Farouk leading to the July coup.

Failure to promote education in Egypt caused the revolution. There were high levels of illiteracy; the country had few schools with very few students and pupils who were enrolled annually.The government spent only 1.9 billion Egyptian pounds on education which was very insignificant. This made the public to get fed up with king Farouk which led to his overthrow in 1952.

Nepotism and favouritism of the Egyptian monarchy led to the overthrow of king Farouk. The government of king Farouk reserved lucrative government jobs for kin-royal family and relatives. For example, in 1952, when Nahas proposed the appointment of Neguib as a minister of war in order to please dissident army officers, Farouk not only refused but appointed one of his own relatives. These disappointed members of the FOM thus organising the downfall of king Farouk.

Class stratification in Egypt caused the revolution. The government of Farouk divided the Egyptian society into 3 social classes. At the top of the social pyramid was the king and his family. the middle class made up of the Turks and colonialists who dominated trade and commerce.At the very bottom were the Egyptians nationalists who were landless, poor and jobless. This inspired Nasser to organise a reform coup in order to create an equal society.

Influence of the Muslim brotherhood caused the Egyptian revolution. It was radical but a traditional Muslim brotherhood formed in 1927 by Hassan al- Banna.It was opposed to the monarchy and it advocated for Islamic domination, social, economic and political betterment of the Egyptians. It was opposed to great extremes of riches and poverty, and it won sympathy of the army when its leader was killed in 1949. This made the army to organise the 1952 revolution.

Outbreak of famine in Egypt caused the revolution. The Egyptian masses lacked land to tilland the Second World War worsened the famine situation. By 1952, Egypt depend-

ed on expensively imported food which left the national treasury in poor shape. Unfortunately, Farouk lacked viable measures to address the problem of food insecurity in the country. This led to the downfall of his government in 1952.

Dictatorship of the monarchy caused the revolution in Egypt.King Farouk had come to the political scene in 1936 but he was always uncompromising. He ruled without a constitution, and he had authority to impose his selfish policies over the Egyptians. He was very intolerant to the members of the opposition and this made him lose support, hence his downfall in 1952.

The Palestinian war of 1948–49 caused the overthrow ofKing Farouk. Following the creation of the state of Israel on 14th may 1948, the Palestinian-Israel war began. All the Arab countries led by Egypt joined the war to help Palestine. The Palestinian Arab soldiers were poorly facilitated, they had outdated and defective arms. They were ill coordinated, had irregular military and food supply, and were poorly trained.This earned them a defeat by the infant state of Israel in 1949. This defeat was squarely blamed on king Farouk's regime

Egypt's failure to be active in Arab politics caused the 1952 revolutionin Egypt. Egypt was not highly sounding in matters of the Arab world, in the leadership of the Arab league and therefore failed to take a centre stage in issues affecting the Middle East. This compelled the FOM to oust king Farouk in order to make Egypt influential in the politics of the Arabs.

Use of force to expel foreigners from Egypt caused Farouk's downfall. In Jan 1952, Egyptians went on strike against the British troops.They attacked police headquarters in the city of Ismailia resulting into death of 43 policemen. Farouk failed to handle the situation and responded by forcefully sending away the foreigners. This caused more anarchyand such an environment was an immediate cause to the 1952 revolution.

Political ambitions of Gamal Abdel Nasser led to the 1952 Egyptian revolution. Nasser was prompted by personal ambitions to power. His ambition started when he was just 17 years old for example, he wrote to a friend in 1935 'where is dignity where is nationalism, where is what one can call the activity of the youth……?', in 1935 and 1936, he involved himself in students' demonstrations against king Farouk government. He was a leader of FOM and led the group into overthrowing the government of King Farouk.

Neglect of the army caused the revolution in Egypt. King Farouk did not provide the army with the required logistics.It was subjected to poor pay and poor accommodation. Army meetings to diagnose the challenges in the army were very rare and there were arbitrary arrests of army officers. All this made King Farouk unpopular leading to his downfall.

The influence of World War II led to the downfall of King Farouk. For example, the war brought inflation, shortages, extreme starvation, poverty, among others. Such conditions brewed anti-Farouk sentiments which prompted Nasser to form FOM that toppled the government in July 1952.

The monarchy was corrupt which prompted the FOM to organise a revolution. After World War II the king, the royal family and the Wafdists became the privileged class

that carried out massive withdraws from the national treasury and undertook noticeable spending. This turned the government officers into parasites leading to the revolution of 1952.

Prolonged foreign domination of Egypt caused the revolution. In 1922, the British granted paper independence to Egypt with king Fuad I as a leader. The British did not quit Egypt. They were joined by the French and they both controlled the Suez Canal. In short Egypt was under the British and French neo-colonialism. This did not please the reformist FOM and they opted for a revolution to change government.

Activity 2

1. State the reasons that would have caused the British to give Egypt paper independence in 1922.
2. Also, discuss the reasons for Egyptian participation in the Palestine- Egypt war of 1948–49.
3. As a historian, do you think the above factors are they similar to those that led to the 1980–1986 NRM revolution? Give reasons to support your view.

Summary

The contribution of the Free Officers Movement (Society of Free Officers) blessed the 1952 Egyptian coup led by General Neguib Mohammed as chairman of the revolutionary command council (RCC) and Gamal Abdel Nasser as his deputy. However, the major causes of the revolution were mainly internal policies of king Farouk who had failed to improve on the social, political and economic life of the Egyptians.

Follow Up Activity

Make research on:

1. The effects of the Egyptian revolution on Egypt.
2. The role of the Free Officer's Movement towards the success of the revolution.

TOPIC: THE DEVELOPMENT OF AFRICAN NATIONALISM

Lesson 6: Egypt and the Development of African Nationalism 1952 – 1970

Learning Outcomes

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

i) give a brief background of the nationalisation of the Suez Canal in 1956.
ii) discuss the causes of the nationalisation of the Suez Canal 1956.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or internet.
v) If possible, consult an adult at home while doing an activity.
vi) You will present this work to your teacher when school resumes.

Introduction the Nationalisation of the Suez Canal

The Suez Canal is a sea level waterway that goes through Egypt, connecting the Mediterranean and the Red Sea. The canal was constructed during the reign of Said Pasha. It allows water transportation between Europe and Asia without navigating around Africa. The canal is located between Port Said in the north and to the south is Port Tewfiq at the Suez city. It is 193.3 km 120 miles) long, 24 meters deep and about 205 meters wide. Since the construction work on the Suez Canal was finalised in November 1869, controversy erupted among the key shareholders namely Egypt, United Kingdom and France.

The French established the Suez Canal Company which was licensed by Said Pasha to construct the canal and operate it for a period of 99 years after its completion. With Egypt retaining 22 % shares in the company and the remaining shares owned by the French and the British.Construction work on the canal began on April 25, 1859 and the canal was officially opened on November 17, 1869.

In 1875, following external debts accumulated by the government of Said Pasha, his predecessor Ismael Pasha was forced to sell off all the Egyptian shares in the canal to the UK government of Premier Benjamin Disraeli for four million pounds. The British shares in the Suez Canal Company increased to 44%, though France maintained the majority shares.

The Suez Canal was later to be the most important water way as it linked Europe with the Middle East oil fields, as well as the Far East Asia. The British occupied Egypt in 1882 and one of the reasons for establishing control over the Nile state was to control the Canal and collect revenues to refund the European financiers of the Suez project.

On the eve of its nationalisation, the Suez Canal was used by over 120000 ships a year from about 45 nations, carrying mainly oil to Europe in volumes of more than 35 million tons. On July 26, 1956, while addressing a crowd in the main square in Alexandria to mark the fourth anniversary of Farouk's abdication, Nasser stunned the world when he announced the nationalisation of the Suez Canal Company, an

Egyptian registered company owned by the French and British shareholders. The company had run the canal since 1869 and its tenure (contract)wasduetocontinueuntil1968.InhiswordsNasser declared, **"Today**inthe name of the people, I am taking over the company. Tonight, our Egyptian Canal will be managed by Egyptians". He then placed the canal under the Suez Canal Authority of the Arab Republic of Egypt.



The Suez Canal 1956

Activity 1

Briefly, describe the nationalisation of Suez Canal in 1856.

The Causes of Suez Canal Nationalisation

You have had a brief description about the nationalisation of Suez Canal. You will now go ahead and read the following text to find out more on the causes of this nationalisation.

The withdrawal of the British from the Suez Canal zone following the 1954 Anglo-Egyptian treaty influenced Nasser to nationalise the company. With the unfair benefits to Egypt from the canal, king Farouk's government rejected the 1936 Anglo-Egyptian treaty and tried to individually drive out the British in 1951. The treaty had given the British total control over the Suez Canal for a period of 20 years. After the fall of the Egyptian monarchy in 1952, the revolutionary government since then was engaged in negotiations with the British government over the Suez Canal. In the 1954 treaty, Britain was committed to withdrawing from the Suez Canal zone before the end of 1956. By June 18, 1956, the British had completely withdrawn from the Canal Zone, forcing the government of Nasser to put it under state control on July 26, 1956.

Nasser was influenced by communism to nationalise the Suez Canal in 1956. By 1955, relations between Egypt and France and the UK had declined. The policies of Nasser had threatened western interests in the Middle East. This is one reason why France and Britain refused to sell arms to Egypt, an arms agreement was signed between

Egypt, the USSR, and Czechoslovakia. Egypt received fighter planes, bombers, and tanks paid for in exchange with Egyptian cotton. Such communist satisfaction influenced Nasser to nationalise the canal.

The abrupt withdrawal of Anglo-American financial offer to Nasser estimated at 66 million pounds for financing the Aswan project made the nationalisation of the Suez Canal Company inevitable. The withdrawal of this expected fund came in July 1956, as America blamed Nasser of being pro-Soviet Union and establishing diplomatic ties with China. The revolutionary leader responded by announcing the government takeover of the Suez Canal Company on July 26, 1956.

Consequently, the nationalisation of the Suez Canal by Nasser followed his ambition to establish the Aswan Engineering project, as he stated it clearly that he would use funds from the canal to construct a dam in Aswan as one of the largest engineering projects in the world. The dam would regulate the flow of the Nile throughout the year, release a million acres of land for reclamation, provide a source of irrigation and generate electricity to enhance industrial development in Egypt.

The anti-imperialist attitude of Nasser led to the nationalisation of the Suez Canal. The revolutionary leader wanted to consolidate Egyptian independence by totally uprooting imperial influence from Egypt. Even though the 1954 Anglo-Egyptian agreement led to the final withdrawal of the British from the Canal Zone, it provided for the continued existence of the British technocrats to stay for another seven years to guard British interests. The British also retained the 44% shares in the Suez Canal Company just like the French majority shareholders.

Nasser nationalised the canal as a strategy of increasing his popularity at home and the rest of the Arab world. The nationalisation policy came at the time of Nasser's official assumption of power as the three-year transition period under the revolutionary command council (RCC) ended. Consequently, excitement and praises of Nasser began as soon as he proclaimed the nationalisation of the canal and spread from Alexandria to other parts of Egypt and the Arab world.

The 1955 Baghdad pact influenced the nationalisation of the Suez Canal. Nasser undermined the Bagdad pact, which was an initiative by the British government to extend their capitalist influence in the Arab world. The Egyptian control over the Suez Canal would enable Nasser to establish an Arab Défense pact as opposed to the western controlled Middle East defence-pact emphasised at Baghdad.

Nasser wanted to consolidate his rule. Nasser opted to use the Suez Canal to create more employment to over one million Egyptians in the Suez region, raise more government funds and to cut off the revolutionary government from the features of the old regime. The old regime of king Farouk had allowed foreign dominance in the Suez Canal.

Nasser was influenced by the Non-alignment ideology and neutralism. He had earlier on participated in the April 1955 Bandung Conference that led to the emergence of the principle of neutralism. Nasser preferred to do away with western connections arguing that it abused Egyptian sovereignty.

Activity

1. Discuss the French and British interests in the Suez Canal.
2. Compare the nationalisation policy of Gamal Nasser in 1956 with the economic war declared by Idi Amin of Uganda in 1972.

Summary

The nationalisation of the Suez Canal was a sum of the agreement that had been signed between the British and the Egyptian government. However, Nasser wanted to show to the west that he was more inclined to the socialist ideas than capitalist ideas and that's why he went ahead to violet some of the articles in the agreement of 1954. This was a reflection of his desire to be independent that he could make personal decisions without the help of colonialists.

Follow Up Activity

1. Clarify how the nationalisation of the Suez Canal promoted the rise of nationalism in Egypt.
2. Make research on:
   a) The effects of the nationalisation of the Suez Canal in 1956.
   b) The causes of the Suez Canal crisis of 1956

TOPIC: THE STRUGGLE FOR SELF GOVERNMENT

Lesson 7: Nationalism in the Gold Coast (Ghana)

Learning Outcomes

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

i) discuss the factors that favoured the early independence of Ghana.
ii) examine the extent of colonial policies in the decolonisation of Ghana.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet

Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or internet.
v) If possible, consult an adult at home while doing an activity.
vi) You will present this work to your teacher when school resumes.

Introduction

In the first lesson of term one you studied about the general factors that led to the rise of African nationalism.In this lesson,you will look at the steps taken by particular states to gain independence.

Ghanaian Revolution

The Ghanaian revolution refers to tremendous changes registered by the nationals in the Gold Coast during the struggle for independence and nation building and thereafter. Ghana was a British colony. It should be noted that before independence, Ghana was called Gold Coast but at independence Nkrumah chose the name Ghana in memory of the ancient Ghana Empire. Ghana was the first African country in the south of the Sahara to achieve independence on March 6, 1957. The struggle for independence of the Gold Coast was possible owing to a series of political, social and economic factors.



Ghanaian elites celebrating their independence on 6/03/1

Factors for The Early Independence of Ghana

You have also known that Ghana was the first African country in the south of the Sahara to achieve independence. As you read the extract below, you will find out the factors for her early attainment of independence.

The British economic exploitation of Ghana's resources annoyed the masses. The British exploited the minerals and offered low prices to the Cocoa farmers. The white business men monopolised the trade and accumulated a lot of wealth at the expense of the Ghana Nationals. This sparked off anti-colonial sentiments amidst unemployment and inflation which accelerated the fate of nationalism.

Gold coast had a sizeable number of western educated elite. These included lawyers, teachers, journalists and Doctors. Such elites included Nkrumah, J.B Danquah, William Ofori, Edward AkuffoAddo, among others. These engaged in the mobilisation, sensitisation and funding of political parties as well as interpreting the colonial language which had an impact on nationalism in Ghana.

The economic and social advancement of Ghana explains her early independence. Ghana was more economically and socially advanced than any other Black African country. Socially Gold Coast was advanced in roads, labour, railways and urban centres like **Accra**, **Takoradi** and **Kumasi**. Economically Ghana was the largest producer of cocoa and had a booming mining industry. Therefore, the monopoly of such economic benefits by white expatriates annoyed the elites to de-campaign colonialism in order to manage these resources.

The impact of World War II in 1945 accelerated the early independence of Ghana. Gold Coast contributed to a large number of troops about 65,000 to fight during the course of the war. The war experiences like operating machine guns, driving armoured vehicles and associating with liberal whites positively changed the thinking of the Nationalists like sergeant NiiAdjetey and NiiKwabena Bonne. The returning ex-service men became more disgruntled and started opposing imperialism. They associated with the peasants and opposed the Burn's constitution, formed political parties which saw them succeed in 1957.

The historical record of Ghana against colonial rule also explains her early independence. As early as 1874, The Asante opposed colonial policies such as indirect rule and hut tax. The masses had also earlier on staged the anti-poll tax, hut tax which inspired hostility among the traditional leaders. Therefore, the parties that were formed were also against imperial injustices as the ancestors had done which made Ghana to attain its self-rule in 1957.

The small and manageable population of Ghana explains its early independence. Ghana is a very small country and its population was very small, compact and controllable. That is, by 1930's it had 5 million people and it was easy to mobilise and organise for a national cause which sped up the rate of nationalism and independence in 1957.

The outbreak of cocoa diseases in Ghana accelerated the rate of nationalism. The outbreak of the cocoa swollen shoot disease annoyed the farmers after the British ordered them to cut the trees without compensation. This led to strikes and demonstrations and farmers joined the political parties to overthrow the colonial government and attain self-rule in Ghana.

The role of governor **Burns** also made Ghana attain her early independence. Burns as the governor of Ghana was very understanding, sympathetic, cooperative and accommodative. He introduced constitutional changes in 1944 that allowed African representation in the parliament (LEGCO) and in 1946 the labour government in Britain ordered him to increase African representation in LEGCO. These changes reduced the colonial oppression and gave the people of Ghana more bargaining power to forge for self-rule in 1957.

The role of Sir Arden Clerk also helped Ghana to attain her independence. Arden became the governor of Ghana after the 1948 riots to bring peace in the country. He ordered for the release of Nkrumah from prison and worked closely with him. Nkrumah was made the leader of government business (Prime Minister) in 1954 and this enhanced the rate of independence in Ghana.

The 1946–49 riots accelerated the early independence of Ghana. These pressured Britain to speed up the independence of Ghana. The riots were led by the ex-service men joined by farmers who had been disgruntled by the fall of prices of cocoa, and the elites who had been arrested like Nkrumah and the massive killing of the peasants by the police. The imprisonment of Nkrumah and other nationalists for taking part in these riots increased their popularity and undermined the colonial government which gave rise to the independence of Ghana.

The attainment of independence in Asia accelerated similar developments in Ghana. Several Asian states decolonised at the end of World War II. For example, India and Pakistan in 1947, Indonesia, and China. India extended moral and financial support to the African continent and inspired the leading nationalists like Nkrumah and J.B Danquah. Nationalists also adopted Gandhi's positive strategy such as peaceful demonstrations that were staged by Nkrumah and this was a great boost in arousing self-rule.

Gold coast had a strong network of the press and the mass media and this accelerated nationalism. A series of instruments of communication like the Gold Coast independence news (1945), Accra Evening News (1948), Morning Telegraph and Daily Mail (1949) led to political publications like "Towards colonial freedom", "neo-colonialism—the last stage of colonialism" were all read by elites. Hence the strong press in Ghana exposed the nationals to the evils of colonialism thus Ghana's early attainment of independence.

The influence of the Manchester Conference of 1945 contributed to Ghana's early independence. The conference was organised in the diaspora, but was attended by very many African nationalists including Nkrumah as a co-secretary. It demanded for positive action against colonial rule and made Nkrumah to be exposed to international leadership skills and organisations. He became a true democrat and his ideology was shaped to form the Convention People's Party (CPP) with the slogans like; "Independence now", "Forward ever", "Backward never".

The role of United Nations Organisation (UNO) in 1945 accelerated the independence of Ghana. UNO called for the speedy decolonisation of Africa and aided the growth of nationalism in Ghana. In 1956, the UNO intervened and organised a referendum which saw the Ewe tribe in Togo joining Ghana and this boosted the unity, added pressure and reinforced political parties to demand for self-rule in 1957.

The charismatic leadership of Nkrumah led to the early independence of Ghana. Nkrumah had exceptional skills, very visionary, had organisational ability, handsome, eloquent and an orator. He returned from abroad in 1947 and became a powerful factor in demanding for self-rule.He accepted leadership in United Gold Coast Convention (UGCC).He won the support of the workers, the unemployed and he became the LeninistKaiser of Africa ready to dismantle colonial rule in Africa.

The formation of political parties sped up Ghana's independence. The United Gold Coast Convention (UGCC) formed in 1947 by J.B Danquah and Convention People's Party (CPP) formed in 1949 had effects on Ghana's early independence.

Nkrumah was secretary General of UGCC.He became radical and broke away in 1947 to form the CPP. These parties combined different tactics of steering Ghana's independenceincluding; mixing violence and positive action, appealing to the elites and sensitising the masses of Ghana towards a single cause of independence.

Activity

1. Mention the internal factors that favoured the early attainment of independence in Ghana.
2. Discuss the extent at which colonial oppressive policies led to attainment of independence in Ghana.

Summary

The independence of Ghana was majorly achieved through peaceful means. The work of Nkrumah, Danquah and other nationalists in organising peaceful demonstrations and boycotts greatly weakened the activities of the colonial masters and they quickly granted Ghana independence by 1957.

Follow Up Activity

Compare the factors that favoured early attainment of independence in Ghana in 1957 with those Egypt in 1952.

TOPIC: THE STRUGGLE FOR SELF GOVERNMENT

Lesson 8: The Role of Political Parties in Decolonisation of Ghana

Learning Outcomes

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

i) identify the major political parties in the decolonisation of Ghana.
ii) discuss the role of various political parties in the decolonisation of Ghana.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet

- textbooks

Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or internet.
v) If possible, consult an adult at home while doing an activity.
vi) You will present this work to your teacher when school resumes.

Introduction

Having looked at the factors that favoured decolonisation in Ghana, its better we also look at the role of different institutions especially the political parties. The mass political parties were very instrumental in achieving the independence of Ghana. These were the United Gold Coast Convention UGCC (1947), Convention People's Party CPP (1949), Trade Union Northern People's Party (TUNP), Moslem Association Party (M.A.P), Northern Peoples Party (NPP), the National Liberation Movement (NLM) of the Asante, Togoland Congress (TC) of mainly the Ewe, among others. However, the two parties of **UGCC** and **CPP** steered the independence of Ghana.



CPP party logo



UGCC members in 1947

The Role UGCC and CPP in the Attainment of Independence in Ghana

You have discovered that the two parties of **UGCC** and **CPP** steered the independence of Ghana.

You will find out the details of the role of UGCC and CPP in the attainment of independence in Ghana as you read on.

The United Gold Coast Convention (UGCC) 1947

The United Gold Coast Convention was formed in 1947 by J.B Danquah, William AkuffoAddo, and William Ofori Atta who were lawyers and successful business men. This was majorly an elite party and later turned into a mass party after teaming up with Nkrumah as its Secretary General in December 1947 from London.

The UGCC was the first modern political party to be formed in the Gold Coast. Even though it was mainly of middle-class influence, the leadership of the UGCC put forward the objective of achieving constitutional reforms, which would lead to self-governance in the Gold Coast.

The leadership of the UGCC adopted the slogan of' self-government in the shortest possible time. The party thus, went ahead to criticise the 1946 Burns constitution introduced by Sir Alan who was the colonial governor by then.

The UGCC appointed Kwame Nkrumah as a full-time General Secretary. Upon his return to Gold Coast in November 1947 to take over his new role in the UGCC, Nkrumah used his charismatic leadership, organisational abilities and oratorical power to attract the youths, civil servants and workers to the UGCC. By the time he broke away from the party in 1949, Nkrumah had increased the popularity of the party and had widened mass support for independence across the country.

The UGCC participated in the 1948 February riots, which were a turning point in the struggle for independence in the Gold Coast. The riots were started by discontented ex-servicemen of World War II against the British colonial government. During the riots, the people of the Gold Coast were mobilised to boycott the British, Indian, Lebanese and Syrian goods. The British reacted violently against the rioters in which some people were shot dead. Some of the top leaders of the UGCC were arrested during the riots, which increased mass discontent towards colonial rule and later led to mass recruitment into the party for the independence cause.

Consequently, the arrest of the UGCC political leaders by the British colonial government increased the activities of the UGCC towards independence. Kwame Nkrumah, Dr. Joseph. B. Danquah, Edward AkufoAddo, Ernest ArkoAdjei, William Ofori Atta and E. ObetsebiLamptey were all arrested and detained without trial under the orders of Governor Sir Gerald Creasy. The detention of these 'Big Six' worsened the political situation and caused general unrest in the country. Their eventual release made them national heroes and hence, attracted popular sympathy towards the UGCC in its aim of self-rule.

The UGCC condemned and rejected the Coussey constitutional reforms of 1951. These were changes initiated by the constitutional commission.This constituted about thirty-nine all Ghanaian-member committee led by Sir Henley Coussey, commissioned earlier on in January 1949. Among the changes recommended by the commission was the establishment of an executive and an African Dominated Parliament. However, the parliament would have majority traditional chiefs appointed by the colonial government. These chiefs were rejected by the UGCC

that they could not be entrusted with the mission for independence.

The party adopted effective use of the press to mobilise and sensitise the masses on the atrocities of the British colonial regime and the benefits of independence. The UGCC initially used the Accra Evening News established by Nkrumah earlier on before his departure to form the CPP. Through the press, the UGCC leadership condemned the discrimination of Africans in job allocation and denying of Africans the right to choose their own native representatives.

The United Gold Coast Convention (UGCC) while led by a dynamic Kwame Nkrumah opened up party branches and set in motion effective political machinery in many districts throughout the country. This move made the party more popular among the people, who were now able to engage in various party activities.

The UGCC identified with the problems of the masses during the time when Nkrumah was the General Secretary. These problems included scarcity of imported goods, inflation, unemployment and the swollen-shoot disease in cocoa. This move increased the popularity of the party in fighting against British colonialism.

The UGCC acted as the mouthpiece of the people of the Gold Coast. The party complained against and condemned the exploitative and oppressive policies of the British administration in the country. Consequently, on behalf of the masses, the party denounced British colonialism and demanded for the immediate independence of Gold Coast.

The United Gold Coast Convention participated in the pre-independence elections of 1951, 1954 and 1956. These elections increased African membership in the legislative assembly, giving them an opportunity to pass a motion demanding for immediate independence of the Ghanaians from the British repressive administration.

Activity 1

Examine the contribution of UGCC in the decolonisation of Ghana.

The Convention People's Party (CPP)

In June 1949, Kwame Nkrumah stepped down as the Secretary General of the UGCC following ideological differences with the founders of the party. Nkrumah was radical and revolutionary in outlook and believed in mass involvement in the activities of the Gold Coast against British colonialism. The leadership of the UGCC influenced by Dr. Joseph B. Danquah was threatened by the growing popularity of Nkrumah within the UGCC. Nkrumah and his followers considered the UGCC and its leadership as too conservative in their approach and lacked the revolutionary momentum needed towards the goal of total independence that the masses were craving for.

The contradiction between the aspirations of Nkrumah and the leadership of the UGCC made him to break away from the party and form the Convention People's Party (CPP) in Accra on June 12, 1949. Other members with whom Nkrumah

established the CPP included K.A Gbedemah, Kwamena Welbeck, KroboEdusei and KojoBotsio with whom he broke away from the UGCC.

Activity 2

Identify the major reason why Nkrumah broke away from UGCC.

The CPP played the following role in the struggle for independence of the Gold Coast

The CPP adopted radical slogans such as "Self-Government now" and "Seek your first political independence, and all other things shall be added to it." The party leadership attracted thousands and turned the CPP into a broad-based party that cut across ethnic barriers. Consequently, the party covered the UGCC and took over the leadership role in the struggle for independence.

The CPP leadership worked tirelessly to expose the colonial evils and appealed to the masses for more support. The anti-colonial campaigns by the party influenced the early internal self-government of the Gold Coast, which eventually led full independence in 1957.

The party provided a framework for unity. Apart from discouraging ethnic differences, the Convention People's Party advocated for democracy, uplifting of people's welfare and eradication of all injustices practiced by the colonial government in the Gold Coast. Unlike the earlier political movements whose activities were generally confined to the circles of chiefs, the middle and upper classes of society, the CPP threw its net widely to embrace all classes of people especially the youth and low-income workers and farmers throughout the country.

Through effective use of the press, the CPP made a clear route for the attainment of Ghana's independence. The party used two nationalist papers, the Accra Evening News and the Cart-Coast Daily Mail. The articles in the papers were written in a way that was easily understood by the ordinary reader with little formal education. The message of the articles, the cartoons and slogans that appeared in the two papers met the aspirations of the ordinary man, captured his emotions and influenced him to put in the little he had in the fight to end the colonial repressive system.

The CPP rejected the constitutional changes proposed by the Coussey report of 1949, which Nkrumah referred to as false. The CPP members condemned the Coussey committee as a group of people that was chosen by the governor to sing the tune of the colonial masters. The resultant Coussey constitution of 1951 was therefore, opposed by the CPP since it failed to eliminate the dominant influence of the traditional chiefs pointed to by many Ghanaians as agents.

The CPP used Ghandism and positive action against British colonialism. The party involved in resistance by participating in wide spread strikes and riots. In

1950, British schools, shops and other economic ventures were boycotted under the influence of the CPP, which affected the British colonial government economically. In the countryside, the CPP members employed the strategy of mob justice, cutting down cocoa and rubber plantations, which put the colonial economy to a standstill. The result was the weakening of British colonialism while nationalism in the Gold Coast was strengthened.

Consequently, the CPP employed constitutional means of demanding for independence. The party demanded for constitutional reforms, engaged the colonial government in discussions and demanded for increased African representation in the legislative assembly.

The 1954 constitutional reforms that included the expansion of the membership of the Legislative assembly (parliament) from 85 to 104 seats were partly a result of pressure from the CPP. In the same year the party participated in the pre-independence elections and scored an overwhelming victory of 79 out of 104 seats.

From 1951, the CPP worked closely with the colonial government in the process of preparing the country for independence. With Nkrumah as the party head and leader of Government (Business Prime Minister) from 1952, the CPP initiated reforms and prepared the Gold Coast for independence. The CPP government initiated the cutting down of diseased cocoa trees while replacing them with strong resistant stalks. This won the party support of the peasant.

The CPP participated in the pre-independence elections of 1951, 1954 and 1956. In February 1951, the CPP won 34 of the 38 seats in parliament, open for popular election by the Electoral College. Consequently, Nkrumah was elected representative of the Accra constituency with the highest majority while in prison. The victory of the CPP in 1951 paved way for its leadership on the eve of independence and led to the immediate release of Nkrumah from James Fort prison by Governor Sir Charles Arden Clarke. The governor consequently appointed Nkrumah leader of Government Business, making him able to stir his country to independence. In 1954, the CPP won 79 of the 104 seats and in 1956 general election; the party won 71 of the 104 seats, a reasonable majority to form the first independent government of the Gold Coast.

The Convention People's Party defeated favouritism, regionalism as well as sectarian nationalism in the process of demanding for independence. The party leadership worked closely with the Akan (tribe) speakers in the same way with the non-Akan speakers. The party also worked closely with the ex-servicemen of World War II, and the peasants, which popularised the struggle of self-determination.

The CPP leadership opened up branches of the party across the country as a means to take the party activities closer to the people. The party sounded much in rural areas in the same way like in urban centres. Branches were opened in Accra, Kumasi, the Cape Coast, Tema and Takoradi.

The CPP leadership accepted the instruments of power from the British colonial government and consequently, led the Gold Coast to independence on March

6, 1957. The new independent nation previously known as 'the Gold Coast' adopted the name 'Ghana' courtesy of Nkrumah. The name 'Ghana' was adopted from the ancient glorious empire of Ghana that was a success in the Western Sudan. In the words of Nkrumah, the name 'Ghana' was an inspiration for the future consequently, the CPP formed the first government of the new independent state of Ghana.

Activity 3

1. Classify the major roles played by CPP in the decolonisation of Ghana.
2. Relate the roles of CPP with those of UGCC in the fight for independence in Ghana.

Summary

Though there were many political parties that were engaged in the struggle against British colonial rule in Ghana such as TUNP, UGCC, CPP, MAP, NPP, NLM and TC. It was mainly the UGCC and CPP that played the major roles of mainly mobilising the masses and instilling into them the cause for independence that was actually achieved by 1957.

Follow Up Activity

Make research on:

1. The role played by Kwame Nkrumah in the decolonisation of Ghana.
2. The role played by Ghana in the decolonisation process of Africa.

TOPIC: THE STRUGGLE FOR SELF GOVERNMENT

Lesson 9: The Achievements of Kwame Nkrumah Between 1951 –1961

Learning Outcomes

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

i) explain the major achievements of Nkrumah between 1951 –1961 in Ghana.
ii) discuss the contribution of Nkrumah in the decolonisation of Africa.

Materials you will need:

- pens
- pencils
- papers

- notebooks
- Internet
- textbooks

Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or internet.
v) If possible, consult an adult at home while doing an activity.
vi) You will present this work to your teacher when school resumes.

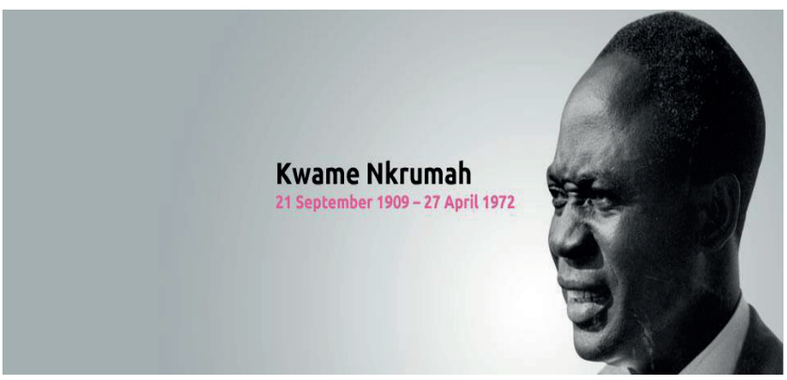
Introduction

Having, spent about twelve years in the Diaspora, Nkrumah returned home to the Gold Coast in November 1947. Upon his return, Nkrumah immediately set his foot on the political ladder by assuming the role of Secretary General of the United Gold Coast Convention (UGCC), a post he was accorded soon before he returned. In 1949, Nkrumah broke away and formed the Convention People's Party (CPP). His magnetic personality, ambition, charisma, organisational ability and oratorical power made him famous across the country.

NkrumahandtheCPPassumedthearmsofgovernmentofaninternallyself-governingGold Coast in 1951 at a time of rising prices of cocoa, the chief export commodity on which the country largely depended. The administration of Nkrumah also inherited a treasury of two hundred million pounds in foreign reserves. With a spirit of positive change and expectations of independence,theCPPgovernmentembarkedonanumberofhighlyambitiousbutsuccessful developmentalprojects that made them famous.

Activity 1

Recognise the steps taken by Nkrumah to become the leader of government in Ghana by 1957.



Achievements of Nkrumah and the CPP government (1951–66)

The achievements of Kwame Nkrumahand the CPP government can be revealed as you read the extract that follows.

Theinternalself-governmentofNkrumahproclaimedafive-yeardevelopment-planofone- hundredandtwentymillionpoundsinthe first yearofadministration.Thisreplacedaten- year plan of mere twelve million pounds established by the colonial government of GovernorAlanBurnsin1946

.Nkrumahimportedcapitalequipmentandexpertpersonnel, andtrainedlocal-expertisetohelp implement his five-year plan. Nkrumah's plan targeted improvement in rural community service delivery in education, health and water to the satisfaction of people, modernisation of agriculture, industrialisation and transport and communication. The colonial government had ignored all these.

ReformsintransportnetworkwerethemostimpressiveofNkrumah'sgovernment.From 1951, several roads were built and others expanded. A railway line connecting Kotoko from Achiase was completed to reduce the journey between Sekondi-Takoradi and Accra-Kumasi. A new harbouratTemawasbuiltwhiletheoldoneatTakoradiwasexpanded. In-1958,ashippingline(theBlackStar Lone) was set up while in the same year the Nkrumah administration established the Ghana Airways Corporation, breaking away from the West African Airways. The Adome BridgeandSogankopeBridgewereconstructedontheVoltaRivertolinkthe-VoltaRegion withtherestofthecountry.These developments intransport-facilitatedtrade.

TheCPPgovernmentinitiatedtheconstructionofthehydroelectricpower-damattheVolta River. The Volta River hydroelectric project was aimed at promoting progressive modern industrialisationinGhana.Nkrumah-commissionedtheVoltaRiverprojectin1961andthe dam was functioning by January 1966, a month before Nkrumah was overthrown.Theelectricitygen-eratedatAkosombohelpedtosolvethedomestic needsandby1980,itwase-arningexportincomesfromtheRepublicofTogoandBenin who imported it.

The CPP government devoted much effort and resources to agricultural development. Well aware that agriculture was the basis of the country's economy, the government of Nkrumah committed to modernising and diversifying the sector.

To solve over-reliance on one crop cocoa, the government introduced a wide range of crops like, maize, yam, sugar cane, groundnuts, coffee and palm oil for both local consumption and export and to supplement production of industrial raw materials. The government set up a Soil Research Institute at Kwadaso near Kumasi to help in mapping out suitable lands for agriculture throughout the Gold Coast.

Prime Minister Nkrumah helped to fight the swollen-shoot disease that was heavily affecting the cocoa industry. Focusing mainly on rehabilitating cocoa farming in the country, he promoted nationwide campaign against the cocoa disease by encouraging farmers to cut down infected cocoa trees with compensation of either new improved and resistant stalks for re-planting or the government paid farmers money equivalent of damages. These positive incentives made by Nkrumah's government rehabilitated cocoa farming and improved on the livelihood of the farmers. The Cocoa Purchasing Company offered financial assistance to farmers in form of loans to facilitate them during off-seasons.

Nkrumah's CPP government was equally advanced in promoting the welfare of Ghanaians. Aware of the acute shortage of accommodation caused by the concentration of industries and other developments in cities and bigger towns, the government embarked on a housing scheme to solve the problem. A Ministry of Housing was established, which created the State Housing Corporation that embarked on a 2.5 million-dollar housing project in the townships of Accra, Cape Coast, Takoradi and Kumasi. The houses built by the corporation were sold to individuals at a hire purchase or let-out to low income earners on rental basis. In the rural communities, the government setup a rural housing loans scheme and the First Ghana Building Society, which assisted people to build or buy their own houses through a mortgage scheme.

Reforms in the education system were carried out. In 1961, the Nkrumah government was the first in the Black world to start the Universal Primary Education (UPE) program. This was a free-tuition education scheme covering children below 12 years, which was later extended to secondary and tertiary section. This program went hand in hand with provision of free learning materials and textbooks. The Ghana Education Trust was established, to build and manage schools and colleges across the country. The government established the University of Science and Technology (1952). By 1964, sixteen (16) teacher training colleges had been built. The result of the education reforms was the reduction in illiteracy and creation of qualified work force for industries and civil service.

Health services were also expanded; the most outstanding being the building of two regional hospitals, the EfiaNkwanta Hospital in Sekondi-Takoradi and the OkomfoAnqkyeHospital in Kumasi. Polyclinics were opened up in towns to decongest the big hospitals.District hospitals and clinics were also built in many rural areas like Accra to bring the health services closer to the people. A medical school was established in Accra and many nursing schools were set up throughout the country to solve the problem of inadequate doctors.

The Nkrumah administration reformed the local government system. District and urban councils were introduced where two-thirds of their administrative posts were made elective. These councils were in charge of local needs and developments such as the feeder roads, water services, markets and education. They received operational grants directly from the central government.

In the rural communities, the government used local councils to initiate the spirit of communalism.This ensured the success of rural development programs like the Rural Feeder Roads Scheme that maintained village trunk roads connecting to districts and other commercial centres.

Consequently, the CPP government Africanised administration in the civil service. From the 1950s when Ghana gained control over the national affairs, Nkrumah's government drew up a comprehensive plan to promote a welfare state completely run by the natives. He introduced a policy known as the Accelerated Development Education Plan with an objective to train in large numbers the personnel (labour power).He wanted Ghanaians to acquire the required skills not only for general administration but also for industry, and the economic and social services in the independent Ghana. On the eve of independence, Africans had replaced over three thousand (3000) top European experts. Therefore, the natives had learnt to manage their own affairs.

After taking over the powerful position as Prime Minister of the internal self-government, Nkrumah introduced sounding constitutional reforms. In 1953, Governor-general Arden Clarke and Prime Minister Nkrumah commissioned a committee led by Van Lare, one of Ghana's old politicians to do political mapping and assist in re-demarcating the constituencies in the country. On recommendations of the Van Lare Commission, the Nkrumah administration introduced a new constitution in 1954, which resulted in the formation of a Legislative Assembly of 104 members from 85 members. All the seats in the assembly were to be contested for in a general election and members voted directly by universal adult suffrage. The cabinet was made answerable to the Assembly.

Dr. Kwame Nkrumah and the Convention People's Party led the Gold Coast to full independence. Nkrumah influenced the new constitution of 1954 that gave the country full internal self-government with an all-African cabinet answerable to the parliament instead of the British Colonial Governor. In 1956, he tabled another motion in parliament advocating for total independence of the colony. This influenced the British to organise the final general election in July the same year, with Nkrumah's CPP winning 71–72 of the 104 parliamentary seats. Hence the British Royal government accepted the Ghana Independence Act on February7,1957. Consequently, Nkrumah and the CPP received the instruments of independence (power) from the British colonial government on March 6, 1957. Nkrumah renamed the new nation Ghana meaning an inspiration for the future.

Nkrumah's administration turned Accra into a Pan African city, which later turned into a Pan African base and put Ghana at the centre of African politics. In 1958, Dr. Nkrumah organised the All-African Peoples' Congress (AAPC) that attracted African delegates from both independent and colonial Africa. The AAPC was attended by over two hundred delegates representing about sixty-two nationalist groupsand twenty-eight territories still under colonial rule. The conference emphasised the ideals of unity and independence. From the conference, the delegates from state; still under colonial domination gained much inspiration and encouragement. When they returned home,they were determined

to free their countries. This AAPC was the first of its kind on the African soil, hence, Nkrumah and the CPP government introduced Pan Africanism to the African content.

Consequently, the spirit of Pan Africanism influenced Nkrumah to reconcile Monrovia and Casablanca groupings and this led to the eventual formation of the Organisation of African unity (OAU) in 1963. Nkrumah's personal desire was ensuring total removal of foreign influence from the African continent and to bring about peace and unity on the continent. He playeda leading role in preparing ground for the formation of the OAU. Henceforth, Ghana became one of the Pioneers of the OAU, which aimed at complete decolonisation of Africa.

The foreign policy of Nkrumah led Ghana to champion independence in most of colonial Africa. In the de Gaulle referendum of 1958, Sekou Ahmed Touré, got encouragement from Nkrumah and he mobilised Guineans to vote against the French federation, in favour of independence. Elsewhere, Nkrumah condemned apartheid in South Africa and extended financial and moral assistance to Africans like Ahmed Ben Bella of Algeria, who were fighting for their independence. On the independence of Ghana, Nkrumah declared, ***"Ghana independence is meaningless unless it is linked up with the total liberation of the continent of Africa."*** It is upon this background that Nkrumah took the initiative in the cause of African liberation and unity.

During the independence agitations and the early days of his leadership, Nkrumah condemned and fought neo-colonialism. He viewed neocolonialism as the worst stage of imperialism. He blocked ties with the British government and called upon African independent governments to disassociate with their former colonial masters. Nkrumah advocated for the union of the entire African continent as the best means of maintaining the African strength against neo-colonialism. He blamed the western powers for encouraging balkanization (divisionism) of Africa into smaller states that cannot stand on their own but rather, continue relying on former colonial masters.

Consequently, Nkrumah joined Nasser in the agitation for positive neutrality (non-aligned policy by African states). He was one of the influential figures at the 1955 Bandung conference who agreed on the establishment of the Non-Aligned Movement. Nkrumah maintained diplomatic ties with both the USA and the Soviet Union but his Marxist outlook made him bend more towards socialist world.

Activity 2

1. Examine the achievements of Nkrumah between 1951 –66.
2. Compare the achievements of Nkrumah with any current leader of any African country.

Summary

The government of Nkrumah under CPP carried out several reforms in Ghana between 1951 –1966. These reforms were economic, social and political nature of the Ghanaians again.His achievements can also be felt beyond the Ghana state especially during the decolonisation of Africa.

Follow Up Activity

Make research on:

1. The failures of Kwame Nkrumah by 1966.
2. Factors for the downfall of Nkrumah by 1966.

TOPIC: THE STRUGGLE FOR SELF GOVERNMENT

Lesson 10: Nationalism in Tanganyika 1930 –1961

Learning Outcomes

By the end of this lesson, you should be able to discuss the factors for the rise of nationalism in Tanganyika.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or internet.
v) If possible, consult an adult at home while doing an activity.
vi) You will present this work to your teacher when school resumes.

Introduction

Tanganyika was a German colony from 1895 until 1919. Tanganyika was then transferred to theLeague of Nations as a mandated territory following the defeat of Germany in World War I. Britain was given administrative mandate over Tanganyika on behalf of the League of Nations.

After World War II, Tanganyika was put under the trusteeship council of the United Nations Organization (UNO) with Britain receiving full mandate (directive) over the territory as a trustee (executor) power.

The people of Tanganyika rejected the second period of colonialism under the British and began struggling for self-rule as early as 1945. However, independence only came by in 1961.

The path of Tanganyika's independence was very drastic and smooth compared to that of Uganda and Kenya who had problems especially of ethnic sub-nationalism and internal disunity. In 1945, two Africans were elected to the membership of Tanganyika national assembly (legislative council). This was followed by the establishment of a constitutional committee to design a constitution for Tanganyika.

In 1945, the UN mission visited Tanganyika and recommended that Britain, (as

one who was managing Tanganyika on behalf of the UNO)should prepare the country for immediate independence. The UN mission had originally fixed the date for Tanganyika's independence on May 1, 1961, but, due to bureaucracy, Tanganyika attained only internal self-governance with Kambarage Julius Nyerere as the prime minister. Tanganyika was declared fully independent on December 9, 1961, when the British colonial government handed over the instruments of power to Tanganyika Africa National Union (TANU).



Demonstrating colonial occupation in 1961 Tanganyika

Activity 1

Describe the steps that led to Tanganyika's independence in 1961.

Factors That Facilitated the Independence of Tanganyika

You have already known that Tanganyika 's path of independence came was very drastic and smooth compared to that of Uganda and Kenya. Read the extract below to understand the factors that favoured the independence of Tanganyika.

Absence of tribal nationalism favoured the independence of Tanganyika.

The colony had no single tribe or ethnic group that was powerful enough to claim control over the politics of the country like it was for Buganda in Uganda and Kikuyu for Kenya.

By the time of the independence struggle, the different ethnic groups in Tanganyika such as the Sukuma, Masai, Yao, the Makonde, the Nyamwezi and Chagga were weak and none of them could threaten the neighbours to cause state conflicts. Due to this, the tribes were able to unite against the British colonial system, which enabled Tanganyika to attain independence before the other East African states.

The role of Kiswahili as a common language among the people of Tanganyika helped to quicken independence. Kiswahili created unity among the various tribes and this facilitated communication. Parties like Tanganyika African National Union (TANU) used Kiswahili to mobilise the masses into passive resistances like strikes and demonstrations. Therefore, Kiswahili compromised the language differences in Tanganyika, and this helped the nationalists to have good organ-

isation that enabled them to attain independence.

The lessons learnt from the earlier resistances against German rule motivated the demand for independence. The major rebellions were the Hehe rebellion and MajiMaji uprising (1905–07), but in particular, the latter was instrumental in bringing independence to Tanganyika. The uprisings united the various ethnic communities mostly in Southern Tanganyika like the Ngoni and the Mponde against the Germans. Though the Germans crashed the MajiMaji uprising, the unity and organisation shown by the tribes of Southern Tanganyika inspired the nationalistic struggle.

Absence of religious conflicts in Tanganyika favoured independence attainment. Christianity and Islam co-existed in the country.The Muslims in the coastal regions worked closely with Christians in the interior to achieve independence. Catholic Political leaders like Julius Nyerere worked hand in hand with Muslim-counterparts, to achieve independence for Tanganyika.

The role of trade unions that had emerged after World War II accelerated the independence of Tanganyika. Tanganyika had very strong trade unions of farmers, teachers and other civil servants, which engaged in the struggle for independence. These associations included the Kilimanjaro Native Planters Association and the most important one was the Tanganyika African Association (TAA). In an attempt to raise the welfare of the respective various groups of people, these trade unions engaged in non-violent protests like sit down strikes and peaceful demonstrations, which greatly threatened colonial rule in Tanganyika.

The role of the United Nations Organisations (UNO) accelerated the independence of Tanganyika. In 1946, Tanganyika was put under the UN trusteeship council, which entrusted Britainto govern Tanganyika. The UNO was anti-colonial and went ahead to put pressure on the British to prepare Tanganyika for self-rule. The body accepted Julius Nyerere to use its General Assembly as a platform to demand for the independence of Tanganyika.

The Tanganyika African National Union (TANU) played a role in the success of the struggle for the independence of Tanganyika. After electing Julius Nyerere as the president of the Tanganyika African Association (TAA) in 1953, Nyerere went ahead to transform the association into TANU which was confirmed on July 7, 1954. The objectives of TANU included achieving the socio-economic welfare of the people of Tanganyika and above all demanding for the immediate independence of Tanganyika. TANU united the various ethnic groups in Tanganyika against the British colonial administration.

The presence of able leaders in Tanganyika worked in its favour for independence. In particular, was Julius Nyererewho became a key figure in the struggle for independence. After graduating from Makerere College, Nyerere went to England for further studies before he returned to Tanganyika in 1953. Immediately, Nyerere was appointed the president of Tanganyika African Association (TAA), which he later transformed into the Tanganyika African National Union (TANU). This was a mass political party that struggled for Tanganyika independence. Nyerere represented the people of Tanganyika during the independence negotiations with the British colonial administrators, and later accepted the

instruments of power from the British.

The absence of a strong settler community also accounted for the quick decolonisation of Tanganyika. By the end of World War II and the aftermath, there were a smaller number of white settlers in Tanganyika compared to Kenya. This meant that there was no white objection to the African demand for independence, and was an opportunity for Tanganyika to attain self-rule.

The unfair colonial policies awakened the people of Tanganyika to demand for independence. The British colonialists in Tanganyika grabbed land from the Africans, tried to enforce plantation agriculture and imposed on them heavy taxation. Africans were imposed of heavy fines because of resisting to grow new crops with new farming techniques such as compulsory soil terracing. These policies generated fear and hatred of Africans against colonialism and this was exploited by nationalists like Nyerere to mobilise the masses to demand for independence.

The role of Richard Turnbull (1958–61) accelerated the independence process of Tanganyika. Turnbull was appointed as the new British governor of Tanganyika with instructions to prepare Tanganyika for independence.

He had previously been the chief secretary in the Kenyan colonial government at the time of the Mau Mau rebellion and he was determined to avoid such related havoc in Tanganyika. He became co-operative and established a close relationship with Julius Nyerere. Turnbull helped a lot to sell the TANU in the UNO, which was helpful in the early advancement of Tanganyika self-rule.

The impact of the Mau Mau revolt (1952–56) was partly responsible for the early independence of Tanganyika. Because the Mau Mau was an anti-colonial uprising and was very destructive and expensive for the British, they never wished to experience another revolt of the kind. It was because of this that Turnbull was appointed governor of Tanganyika due to his Mau Mau experience. Thus, to avoid such, the new governor was instructed to prepare Tanganyika for independence.

The Kabaka crisis (1953–55) in Uganda had a threatening impact on the colonial government in Tanganyika. Though it occurred in Uganda, the event had a profound impact that created awareness to the colonial government that the Africans in East Africa were politically mature to attain independence. The crisis weakened the British position on the formation of the East African federation and instead, they initiated political concessions that prepared the atmosphere for Tanganyika's independence. From the effects of the Kabaka crisis, the British learnt to cooperate with Africans in Tanganyika as a way of avoiding political conflicts in the trusteeship territory.

Activity 2

1. Compare the process of decolonisation in Tanganyika with that in Ghana.
2. Studyand express the extent at which the various revolts in Tanganyika led to early independence.

Summary

Tanganyika unlike other East African countries had less challenges that were affecting her early attainment of independence. She had a chance of having two colonial masters that when German left, Britain acted as a care taker and her main role was to prepare Tanganyika for independence.Britain did it very well and by December 1961, Tanganyika was granted her full independence.

Follow Up Activity

Make research on:

a) The role of language towards early attainment of independence Tanganyika.

b) Steps taken in the formation of Tanzania state (unity of Zanzibar and Tanganyika).

c) The role of UNO in the early attainment of independence in Tanganyika.

TOPIC: THE STRUGGLE FOR SELF GOVERNMENT

Lesson 11: Role of TANU Towards the Independence of Tanganyika

Learning Outcomes

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

i) discuss the steps taken by TANU to achieve independence in Tanganyika.
ii) appreciate the role played by TANU towards the independence of Tanganyika.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or inter-

net.

v) If possible, consult an adult at home while doing an activity.
vi) You will present this work to your teacher when school resumes.

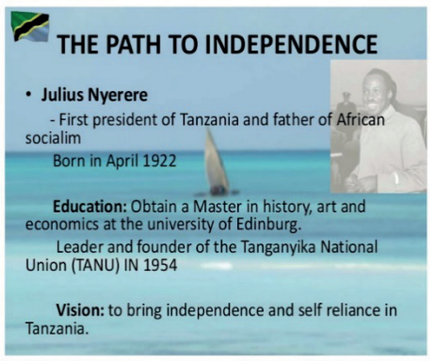
Introduction

The Tanganyika African National Union (TANU) was one of the factors that played a major rolein the attainment of independence in Tanganyika. First, it was a mass political party that was founded on July 7, 1954. It came from the existing popular trade union, the Tanganyika African Association (TAA). It was founded with Julius Nyerere as its first leader. The TANU was formed along the same principles of the Convention People's Party (CPP) of the Gold Coast under Nkrumah. It was aimed at achieving socio-economic welfare of the people of Tanganyika, promoting unity and creating a spirit of nationalism to achieve independence in Tanganyika.

Activity 1

1. Briefly describe the background of TANU.
2. Study he figures that follows to aid your understanding on Tanganyika's path to independence.





Julius Nyerere celebrating independence

The Contribution of TANU Towards the Independence of Tanganyika

Having learnt that TANU was key in the struggle for Tanganyika's achievement of Independence, the following extract will highlight its roles.

From the beginning, the Tanganyika African National Union advocated for an increase in the number of African seats in the Legislative Assembly. This would give Africans an upper hand in voting against colonialism.

In 1954, the party utilised the position of the country in the UN Trusteeship Council to demand for the independence of Tanganyika. The party made demands to the UNO to quicken the independence process of Tanganyika. TANU convinced the UNO mission to visit Tanganyika in 1954, which visit came in 1955. Consequently, TANU issued a petition to the UN visiting mission to put pressure on Britain to grant independence to Tanganyika.

TANU promoted unity of the various ethnic groups in Tanganyika with the aim of achieving self-rule. Membership to the party was granted to all ethnic groups like the Nyamwezi, the Makonde, the Sukuma, and the Mponde with no discrimination. The major medium of communication for the TANU was Kiswahili, which strengthened national unity during the process of demanding for independence.

Consequently, TANU adopted passive resistance and non-violent means of demanding for independence. The means included peaceful strikes and demonstrations and negotiations with the colonial government that made the British to accept the political demands of the TANU. On December 9, 1961, the British transferred the instruments of power to the TANU leadership.

TANU leadership established branches of the party throughout Tanganyika. This helped to quicken the decolonisation process. After her transformation from the (TAA), TANU took over all the TAA upcountry branches. The party therefore, used these branches scattered throughout the country to spread anti-colonial propaganda that enabled her to succeed in the struggle of independence. The party branches eased the Activity of mass mobilisation.

TANU identified itself with the people's problems in Tanganyika, and used them to turn the masses against the British colonial government. In an effort to win the peoples of Tanganyika and their support, the party allied with the masses to condemn the colonial government for the various problems Tanganyika was facing. The people had suffered loss of land, low prices for the farmers' produce and lack of quality education for African children. The party won support of thesereal people and eventually forced the British to grant independence to Tanganyika.

TANU gave charismatic relationship and a clear political program through Julius-Nyerere.Nyerere had unique leadership skills and qualities; he was soft spoken and lived in harmony with other political activists. Such leadership made the TANU popular among the masses of Tanganyika.The masses support to the TANU activities made the road to independence in Tanganyika smoother.

The party also set up a close relationship with trade unions in Tanganyika to struggle against British imperialism. This won support of workers for the TANU and increased her popularity.

This was evident in such a way that by 1958, the party had more than a quarter million members. TANU equally embraced the values of trade unions like demanding for improved welfare of masses. The alliance of TANU with trade unions forced the British to grant dependence to Tanganyika in 1961.

Through the skills and works of Julius Nyerere, TANU established a good working relationship with Governor Richard Turnbull. From the start of his regime in 1958, Governor Turnbull was influenced by TANU to adopt relatively moderate policies in administering Tanganyika compared to how other colonial governors administered Uganda and Kenya.

Tanganyika African National Union established a close link with the Convention Peoples Party of Kwame Nkrumah, which was instrumental in the independence struggle in Ghana. Nkrumah went ahead to extend moral advice to Julius Nyerere as well as influencing the party to adopt the policy of non-violence that accelerated independence in Tanganyika.

The party participated in the local elections where she achieved landslide victories. Between 1958 and I960, elections to the LEGCO (parliament) were conducted and TANU won these elections' majority seats.Later many of the TANU representatives become ministers in the colonial government and the LEGCO and consequently Nyerere became the Chief Minister.

TANU called for the immediate independence of Tanganyika following the landslide victory in the 1960 elections. The party under Chief Minister Nyerere Africanised the civil service and introduced a special training scheme to accelerate Tanganyika's path to independence

Tanganyika African National Union accepted the instruments of power and led Tanganyika to independence that was granted by the British on December 9, 1961. TANU leadership went ahead to establish the first independence government following the attainment independence.

Activity 2

1. Compare the activities of TANU and CPP in fighting for independence in Tanganyika.
2. Identify the activities carried out by TANU in the decolonisation process of Tanganyika.

Summary

The Tanganyika African National Union (TANU) through Tanganyika African Association (TAA) easily identified the problems that were facing the masses and it based on these to decampaign colonialism. It was also lucky to find a ground that had been prepared by TAA and this is the reason why it met less challenges in struggling for independence in Tanganyika.

Follow Up Activity

1. Make research on:
    a) The career and achievements of Nyerere (1961–85).
    b) The role of Julius KambarageNyerere in the social, political and economic development of Tanzania.
2. Weighand describe the achievements of Julius Nyerere between 1961 and 1985.

TOPIC: THE STRUGGLE FOR SELF GOVERNMENT

Lesson 12: Nationalism in Kenya 1940 –1963:

Factors That Favoured theDevelopment ofNationalism

Learning Outcomes

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

i) give a brief background of independence struggles in Kenya.
ii) discuss the factors that favoured the attainment of independence in Kenya by 1963.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- text books

Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or internet.
v) If possible, consult an adult at home while doing an activity.
vi) You will present this work to your teacher when school resumes.

Introduction

The road to independence in Kenya was a mixture of violence and non-violence. In 1895 after the British had established Kenya as a settler colony, white settlement increased in the country. By 1920, the whites had taken charge of the political, social and economic affairs of Kenya. The settlers had occupied land especially in the central and had established an unfair education system and above all racism. These among other atrocities influenced Africans in Kenya to struggle for independence.

Factors for The Rise of Nationalism in Kenya

The text below will elaborate the factors for the rise of nationalism in Kenya.

The emergence of the independent African Churches in Kenya influenced the political struggles. The activities of the Scottish missionaries in the areas around Kiambu, Nairobi and Meru raised discontentment among the African converts. Besides, Africans wanted to maintain an African cultural heritage. This influenced them to establish their own churches which later became significant in mobilising political activists especially in kikuyu land.

The earlier political organisations in Kenya influenced the desire for political freedoms. Political associations like the Kenya African Union (KAU) and the other minor organisations established on tribal lines mobilised masses against the colonial activities in Kenya. Even though they were less successful in the earlier years, they laid a foundation for the development of nationalism in Kenya.

The British colonial activities influenced the desire for independence in Kenya. The colonial government adopted a poor taxation policy, and established a land commission that worsened the land problem in Kenya. To make matters worse, such policies favoured the white settlers at the expense of Africans. These among other colonial policies hardened the hearts of Africans to resent foreign rule. African grievances against the colonial policies were witnessed through their struggle for independence.

World War II had a profound effect on Kenyan nationalism. The war produced Kenyan ex-servicemen like Kimathi, Kaggia and Itote. Upon their return to Kenya these ex-servicemen engaged in violence (through the Mau-Mau movement) to struggle for independence. They were concerned with the unfair policies of the British, unemployment levels and the costly but poor standards of living of the Africans.

Consequently, the Mau-Mau uprising of 1952–55 was a sign of African mistreatment against British colonialism. Even though Africans lost militarily, politically, success was on their side. The uprising checked the colonial policies, led to political reforms like increased African representation and signaled the colonial masters that Africans in Kenya were politically mature for independence.

The emergence of Kenyan elites influenced independence struggles. These included Jomo Kenyatta, OgingaOdinga, and Tom Mboya, among others. The elites condemned colonialism, demanded for political reforms while some engaged in pre-independence discussions with the British colonialists. Amongst them were some that were voted to the LEGCO (parliament) and became a mouthpiece for African demands.

The desire to revive and maintain the African cultural heritage in Kenya influenced nationalism in the country. The activities of the Scottish missionaries in central Kenya together with the British colonial policies were gradually erasing the cultural practices in Kenya. Therefore, in order to control this, the Kenyans decided to demand for independence.

The poor education system in Kenya angered Kenyans to demand for self- government. The education given to Africans was more inferior to that acquired by whites and Asians. The unemployment levels in Kenya and the disadvantaged position of Africans were all attributed to the poor education system adopted by the British colonialists. Therefore, the desire for equal education opportunities influenced Kenyans to rise up and demand for their independence.

The continued dominancy of Kenya by the white settlers and their racist policies increased African grievances. The white settlers monopolised cash crop production and all the other profitable agricultural ventures like cattle ranching. They owned most of the land in the countryside and discriminated Africans from politics. The desire for equal political rights influenced the growth of nationalism in Kenya.

The contribution of political parties led to independence attainment in Kenya. The parties like the Kenya African National Union (KANU) and Kenya African Democratic Union (KADU) mobilised masses to engage in anti-colonial struggles. KANU united Kenya against tribal sentiments. The popularity of KANU put her in an influential position to lead the Kenyan struggle for independence.

The activities of trade unions in Kenya cannot be underestimated in the Kenyan fight for independence. Like in Tanganyika, the trade unions were organisations by workers and professionals to demand for their rights, better social welfare and working conditions. However, the negative response by the colonial masters influenced trade unions to engage in political activities which had a positive impact in the struggle for independence.

The role of the press influenced the growth of nationalism in Kenya. Newspapers like 'SautiyaMwafrika' and 'Kenyan Weekly News' helped to sensitise masses on the colonial atrocities and the need to struggle for independence.

The charismatic role of **Jomo Kenyatta** brought independence to Kenya. Kenyatta spent most his education days abroad where he was able to attend the Manchester conference in 1945. Kenyatta turned KAU into a vibrant KANU, engaged in mobilisation for the Mau-Mau uprising which led to his arrest for seven years. Even in prison, the influence of Kenyatta was still felt among Kenyans which motivated them to oppose colonialism.

The impact of the Manchester conference of 1945 influenced the struggle for independence in Kenya. Kenyatta from Kenya was among the African delegates at the Fifth Pan African conference. The conference proclaimed total independence of African states and the complete eradication of all forms of colonial oppression. The resolutions at the conference were much felt in Kenya upon the return of Kenyatta in 1946.

The attainment of independence by India in 1947 led to growth of nationalism in Kenya. Indian independence from the British motivated Kenyans to employ similar method of positive resistance against the same colonial master. India also extended assistance to the Kenyan nationalists during the process of the struggle for independence.

The independence of Ghana in 1957 led to the increased independence struggles in Kenya. Ghana would later organise the 'All African People's Conference' in 1958 where Kenyans like Tom Mboya attended. Mboya claimed the Accra conference was a 'redefinition of Africa' consequently, the independence of Ghana from the British increased pressure on the colonial master to start political reforms that put Kenyans in the independence mood.

Impact of the Italo-Ethiopian crisis (1935–41) motivated Kenyan nationalism. The Italians on establishing their imperialism in Ethiopia implemented dictatorial policies by land grabbing, imprisonment of African political activists, over taxation, among others which policies were similar to those implemented by the British in Kenya. The response of the Ethiopians to Italians colonialism motivated Kenyans to rise up against the British colonial rule.

The role of the United Nations Organisation (UNO) influenced nationalism in Kenya. The UNO established the years 1950–60 as a decade of decolonisation. During this period colonial masters were expected to prepare their colonies for independence. The Kenyans used this chance to petition the British to the UN for their slow reaction in preparing Kenya for independence. The Kenyans therefore, used the UN as a platform to demand for their independence.

Activity 1

1. Compare the factors for the rise of nationalism in Kenya with those of Tanganyika.
2. Point out the major factors for the rise of nationalism in Kenya.

Summary

The struggle for independence in Kenya which started around 1940's was not easy. It involved a lot of sacrifice especially during the Mau Mau uprising of 1952–55 which claimed a lot of life from both sides of the colonialists and Africans fighting in Kenya. Nevertheless, the independence was finally achieved by 1963.

Follow Up Activity

Make research on:

a) The factors that delayed the attainment of independence in Kenya.

b) The role of KANU towards independence in Kenya.

TOPIC: THE STRUGGLE FOR SELF GOVERNMENT

Lesson 13: The Role of KANU Towards Independence in Kenya

Learning Outcomes

By the end of the lesson, you should be able to:

i) give a description of KANU political party.

ii) explain the role of KANU in the attainment of independence in Kenya by 1963.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or internet.
v) If possible, consult an adult at home while doing an activity.
vi) You will present this work to your teacher when school resumes.

Introduction

The Kenya African Union (KAU) was a political organisation formed in 1944 to articulate Kenyan grievances against the British colonial administration. KAU attempted to be more inclusive than the Kikuyu Central Association (KCA) by recruiting membership across the colony of Kenya.

Kenya African Union was led by Jomo Kenyatta from 1947, until his imprisonment for alleged involvement in Mau Mau in 1953, at which point the KAU was banned by the colonial government. The colonial government also banned national political parties. The ban for national political movements was lifted in 1960 and Kenyatta was released in 1961.

On 14 May 1960 KAU having been resurrected by James Gichuru merged with Tom Mboya's Kenya Independency Movement (KIM) and the National People's Convention Party (NPCP) to form the Kenya African National Union (KANU) with Tom Mboya as its first secretary general and James Gichuru as KANU chairman. OgingaOdinga was KANU first vice chairman.

You will read the figures that follow to facilitate your reading.



Kenyatta accepting instruments of power

The role of KANU towards independence in Kenya

From the introduction, you have realised that KANU was so pivotal in Kenya's struggle for independence. You will read about its contribution in the text below.

KANU designed a clear political program aimed at attaining independence for Kenya. This Program included bringing all tribes on board, increased demand for workers' rights and increased pressure on the colonial government through political discussions.

The party demanded for the release of Kenyan political prisoners such as Jomo Kenyatta. The release of political prisoners increased the capacity of KANU to attain independence.

Through prominent politicians like Jomo Kenyatta, Tom Mboya and OgingaOdinga the KANU gave charismatic relationship to the struggle for independence. Through KANU politicians, it was easy for the party to mobilise masses throughout the country and sensitised them to join the political struggle.

The Kenya African National Union identified herself with the national problems in the country such as unemployment, land grabbing, over taxation, among others. This helped KANU to win mass support which was later used in demanding for self-government.

The party increased pressure on the colonial government to ensure sounding land reforms. KANU also condemned the colonial government and the white settler

community for abusing the African culture.

The party leaders came from different tribes in Kenya and therefore it cut across ethnic lines throughout the process of mobilisation. The leaders of KANU encouraged national unity during the struggle for independence. KANU therefore, condemned the British policies of ensuring disunity among Kenyans.

KANU worked to ensure economic revival of Kenya. It condemned the colonial policy of discriminating Africans from the economic activities of the country namely agriculture, trade and commerce. This won the party popularity of masses.

KANU organised political campaigns throughout Kenya. During these campaigns the leaders of KANU spread anti-colonial propaganda and encouraged the masses to join the struggle for dependence.

The activities of KANU inspired the formation of other political parties like Kenya African Democratic Union (KADU). The emergence of these new parties increased the African pressure on the colonial government to grant independence to Kenya.

KANU was greatly opposed to federalism in Kenya. The party demanded for the establishment of a unitary government for fear that federalism would worsen tribal nationalism and regionalism in Kenya.

Leaders of KANU participated in the second Lancaster House Conference of 1962. At this conference, the independence constitution of Kenya was drafted. This motivated the mood among Kenyans to achieve independence.

KANU formed a coalition government with KADU in 1962. This was the first government dominated by majority Africans. The coalition government paved way for the independence of Kenya later in 1963.

The party participated in the pre-independence elections of 1961 and 1963. In 1961, KANU won majority seats (19) but, refused to form a government before Kenyatta was released. In 1963, KANU won majority of the seats in the May elections.

KANU formed an internal government on June 1, 1963 with Jomo Kenyatta as the first prime minister. This government prepared a ground forKenya to finally achieve independence.

The party received the instruments of independence on December 12, 1963 with Jomo Kenyatta as president. This marked the collapse of British colonial rule in Kenya.

Activity

1. Examine the role of KANU in the fight for independence in Kenya.
2. Compare the role of KANU with TANU of Tanganyika in their struggle for independence.
3. Identify the steps taken by KANU in their struggle for independence.

Summary

KANU was in favour of immediate total independence, new independence constitution and universal suffrage. A form of federalism involving Kenya's 8 provinces was adopted in Kenya's independence as a result of British colonial government supporting KADU's plan. After independence KANU nonetheless decided to remove all provisions of a federal nature from the constitution.

Follow Up Activity

Make research on:

a) The role of Jomo Kenyatta towards the struggle for independence in Kenya.

b) The role of KADU towards the struggle for independence in Kenya.

TOPIC: THE STRUGGLE FOR SELF GOVERNMENT

Lesson 14: The Mau-Mau Uprising 1952-55 in Kenya

Learning Outcomes

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

i) describe the background of Mau Mau uprising.

ii) explain the causes of the Mau Mau uprising.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet/google
- textbooks

Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or internet.
v) If possible, consult an adult at home while doing an activity.

vi) You will present this work to your teacher when school resumes.

Introduction

The Mau-Mau uprising was a war of independence that occurred in Kenya between 1952 and 1955. It was the first revolt in Kenya against colonialism and the first military uprising in British Africa. The word "Mau Mau" is derived from the phrase in Kiswahili, "MzunguAendeUlayaMwafrikaApate Uhuru".

The Mau-mau rebellion was spearheaded by the Kikuyu and it was centered in Central Kenya. The rebellion was organised under the banner of Kenya land and reform army led by General China (WaruhiuItote), BildadKaggia and Dedan Kimathi the ex-service men of World War II. Other key persons in the uprising were Jomo Kenyatta and Paul Ngei.



Mau-Mau fighters during the revolt

Activity 1

Give a brief description of the Mau-Mau uprising in Kenya.

Causes of the Mau - Mau revolution in 1952 –55

Read the extract below on the causes of the Mau-Mau rebellion in Kenya and answer the tasks that follow.

The land question was primarily responsible for the Mau-Mau uprising in Kenya. By 1950, the British policy in Kenya had resulted into land alienation by the white settlers especially of the fertile lands of Kirinyaga highlands (Mt. Kenya). The ultimate goal was to turn Kenya into a Whiteman's country. This policy affected the Kikuyu, Masai and other groups in central Kenya. Due to African land hunger, they rose up through a rebellion.

The creation of reserve by the British colonial government to resettle some of the Africans whose land had been grabbed raised African grievances. These reserves were mainly dominated by the Kikuyu and the Masai. The Masai were once forced out of the fertile Vasin-Gishu plateau to Ngong reserve. Many of the reserves were small, over populated and less productive.



Kenyans in reserves in 1953

This congestion coupled with poor conditions in the reserves influenced many Africans to flock to towns like Nairobi and Nakuru in search for employment. Their frustrations while in these towns influenced them to join the uprising.

Introduction of soil conservation methods by the British was looked at as a mockery. The Africans were taught methods of using terraces across the ridges as a way of checking soil erosion. As they toiled to earn a living through cultivation, discontent among Africans grew due to unproductivity of land. This influenced them to rebel against the British.

The desire for independence influenced militant nationalism in Kenya. This could be derived from the Kiswahili meaning of the phrase 'Mau-Mau'. The Kenyans were tired of political marginalisation from the time their country was established as a settler colony. Africans were left out of politics with the whites assuming all political responsibilities.

The oppressive colonial policies of the British hardened the people's grievances in Kenya. Amongst them was the Kipande (identity card) system where Africans could not be allowed to move from one county to another freely unless they had a special pass issued by the colonial authorities. This restriction of African movements annoyed them to rise up against the British.

The British colonial administration imposed agricultural restrictions that increased the hatred of Africans towards the whites. Africans were not allowed to grow some of the cash crops such as coffee and pyrethrum. Africans were not supposed to involve in cattle ranching as well. All these agricultural activities were reserved for the white farmers. The policy was looked at as a measure to impoverish Africans in Kenya. Hence, they staged the Mau-Mau uprising to redeem themselves.

Forced labour that was started by the colonial government caused untold suffering to the masses. Through this policy, the Kenyans were compelled to provide free labour on public works like roads, railway line and government stations. Many others employed by the white plantation owners were paid very low wages. This exploitation compelled a sizeable number of Africans to flock to towns such as Nairobi. Without education and any skill, these Africans found themselves unemployed and desperate. They were easily recruited into the Mau-Mau forces.

The British colonial government adopted a poor taxation policy. Africans were forced to pay high taxes through the hut and gun tax policy. Taxes were also levied on land. The taxation policy was aimed at forcing Africans to work for whites on their plantations as well as government stations. This poor method of tax collection influenced Africans to rise up against the British.

Racism caused the Mau-Mau rebellion. Kenya, like South Africa and Algeria had a colour-bar problem. This was due to the presence of a sizeable white and Asian population. The Asians were mainly in towns while the whites were found in the countryside as well. The whites practiced discrimination especially against the blacks. This attitude was also shared by the Asians who kept their distance away from the blacks even though these Asians were equally under looked by the British. Such racism was clearly visible in the political and economic system where Africans were generally excluded.

The conflicts in culture and traditional beliefs had a hand in the rebellion. The Scottish missionaries established a strong base in Kikuyu land to Christianise the country. Christianity was strongly opposed to some of the traditional practices of the kikuyu tradition. A case in point was female circumcision. Missionaries had also excluded the Africans from the top Church leadership. Therefore, Mau-Mau was partly inspired by differences in religion.

The independent African churches in Kenya influenced the Mau- Mau uprising. Some Kikuyu nationalists had founded key independent churches. This was an attempt to glorify the position of the blacks. The impact of this was the cementing of a strong sense of independence within the African church movement. It is for this reason that many of the Mau- Mau fighters were members of the independent African churches and opposed Christianity in its original sense.

The impact of World War II had an electronic effect on nationalism in Kenya. The war brought about the return of African ex-service men who had gained military skills and renewed patriotism. Those who returned included BildadKaggai and WaruhiuItote popularly known as General China. These 'returnees' had observed the Asian national movement and were exposed to democratic politics. By 1950, many of the ex-service men were discontented owing to the declining standards of living and inadequate political reforms by the British colonialists. They therefore, opted for violence out of political and economic grievances.

The inadequate constitutional changes initiated by the British tasted the patience of Africans to revolt. Around 1946, the African elites led by Mathu Eliot founded the Kenya African union (KAU). These Africans pressed for African participation in Kenyan politics, equitable representation of all races, social justice and self- determination. The members of KAU who believed in constitutional

means were ignored by the colonial secretary. He refused to meet the delegates that the party had sent. Consequently, some of the members of KAU realised the failure of peaceful means and therefore, influenced the Mau-Mau uprising.

Grievances among the urban petty traders and workers influenced the Mau-Mau uprising. These traders and workers in Nairobi and Nakuru were overtaxed, commercially discriminated and denied lucrative deals by government in favour of Asian traders. Most of these traders joined the "40 group" (Chama cha 40 / the political party of 40) which mobilised assistance among town dwellers and prepared ground for the uprising.

The emergency of radicals in KAU made the Mau-Mau revolt inevitable. Many of these radicals were ex-service men of World War II who never believed in peaceful means of demanding for self-rule and land reforms. Around 1946, these radicals founded the Kenya land and reform army (later the Mau-Mau movement) and established links with the "40 group" in Nairobi that operated secretly among the petty traders, workers and the unemployed Africans. By 1952, the stage was set for a revolt.

The rise of kikuyu nationalism, whose ambition was to capture power and lead the rest of the country. At the top of this Kikuyu movement was Eliot Mutonyi and Dedan Kimathi. These Kikuyu nationalists collected guns and other weapons and established camps in Nairobi, Kiambu, Nyeri, Embu and Muranga. They recruited members from within and outside KAU and administered the 'oath of secrecy' (kikuyu oath) to the new recruits.

The growing nationalism in West Africa inspired the Kenyans to rise up against the British. After World War II, the West Africans intensified their demand for self- government both in the French and British colonies. In 1944, the French colonial authorities organised the Brazzaville conference which resulted into some political concessions in French colonies. Africans got the right to vote,and theyestablished political parties with an increased African representation in the French parliament. Similarly, the Gold Coast and Nigeria received constitutional changes from the British colonial authorities; Burns constitution and Richards constitution in 1946 respectively. All these lacked in Kenya which influenced Kenyans to resort to violence.

The Egyptian revolution of 1952 organised by Nasser paved way for the wider mobilisation of Africans against colonial rule. Nasser used Radio Cairo to broadcast programs in Arabic, English, Hausa and Kiswahili, which programs appealed to the African patriots to intensify their effort against European colonialism. The benefits from Radio Cairo, with moral and financial support from Egypt laid grounds for Kenyan nationalism in form of an armed resistance.

The role of Kenyan elites influenced the Mau-Mau uprising. The most influential was Jomo Kenyatta whose importance was to sensitise the middle class, to offer intelligence(spying) information to the freedom fighters and to solicit for financial support. The activities of the Kenyan elites towards the uprising caused concern on the British who later arrested many of them including Jomo Kenyatta.

Activity 2

1. Compare the causes of the Mau-Mau movement with those of the Egyptian revolution of 1952.
2. Examine the causes of the Mau Mau revolution of 1952 –55.

Summary

The Mau Mau uprising that was started in 1952 finally came to an end in 1955. Though there were challenges that were affecting the people brought about by the whites such as land grabbing, unemployment and poor living conditions, they could not force the people to stage an armed struggle. It was until the rise of the ex-service men such as BildadKaggia, Jomo Kenyatta, WaruhiuItote (General China Isaac Gathanju, Fred Kubai, Dedan Kimathi, Paul Ngeithat mobilised andlead Africans into this struggle.

Follow Up Activity

Research on the reasons why the Mau Mau revolution was crushed before independence.

TOPIC: THE STRUGGLE FOR SELF GOVERNMENT

Lesson 15: The Effects of Mau-Mau Uprising 1952–55 in Kenya

Learning Outcomes

By the end of the lesson, you should be able to:

i) describe the effects of the Mau Mau rebellion on Kenya.

ii) explain the social, political and economic changes brought in Kenya by the Mau Mau uprising between 1955 up to 1963.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet

- textbooks

Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or internet.
v) If possible, consult an adult at home while doing an activity.
vi) You will present this work to your teacher when school resumes.

Introduction

In the previous lesson, we looked at the factors that led to the occurrence of the Mau Mau uprising in Kenya. The causes of this revolt were social, political and economic in nature. The effects of this revolution were disastrous especially on the lives of the Kenyans. It led to changes in the social political and economic settings in Kenya.

In thepassage below you will be introduced to the effects of the Mau Mauuprising.

Effects of The Mau-Mau Uprising Kenya

Positive effects

Mau-Mau laid a foundation for African self-rule in Kenya. The British were compelled to abandon their plan of continuing to rule the country for the interest of white settlers. Thereafter, they assumed direct responsibility for Kenyan advancement and saw the need to speed up constitutional and economic progress in favour of Kenyan natives.

Reforms were carried out in the agricultural sector. The Kenyan government opened the Kenyan highlands to some of the African peasants. The government issued out land titles to those who owned land and resettled many of kikuyu peasants to areas with fertile soils.

Also, African farmers were allowed to grow cash crops especially coffee and pyrethrum. Between 1954 and 57, coffee produced by Africans rose from 4,000 to 26,000 acres. This increased the economic strength of the Kenyans.

The Mau-Mau uprising influenced the British government to initiate constitutional changes in Kenya. In 1954, the colonial secretary Oliver Lyttleton created a multi- racial council of ministers comprising three Europeans, two Asians, and one African. B.A Ocinga was the African representative. The above figures were later revised and in 1960 the constitution gave majority of the posts to Africans.

Africans were allowed to participate in elections and started electing their fellow Africans to the national assembly in 1957. This empowered Africans and gave them a chance to deliberate on issues affecting them in parliament and later hope for self-determination.

The political activities which were banned during the rebellion were resumed. In 1955 political parties were formed leading to the emergence of prominent nationalists such as Tom Mboya, OgingaOdinga and ArapMoi. Mboya was influential among the workers. These politicians were also elected to the LEGCO (parliament) and later joined the major political parties such as Kenya African National Union and Kenya African Democratic Union.

The colonial policies were revised. The labour policy changed and forced labour was abolished. Gradually, the kipande system declined and the taxation system was revised. This created relative harmony between the British colonialists and African community and with the white settler community in Kenya.

The end of the rebellion and abolition of the kipande system facilitated the closure of African reserves and detention camps. By late 1956, the state of emergence was denounced.

Indirectly, Mau-Mau influenced African nationalism in the British colonies of East, Central and West Africa. The British feared that violence could break out in other colonies. They therefore, hurried to initiate constitutional changes that prepared their respective colonies for independence.

Negative effects

The Mau-Mau uprising was a disaster to Kenyans at least militarily. The movement was crushed and Africans were defeated hence the rebellion was short lived due to the military defeat suffered by Africans.

The uprising claimed thousands of lives. Over 13,000 Africans, 100 whites and 29 Asians perished during the war. Many of the Africans who died were not actually freedom fighters.



Dead Mau-Mau fighters

The uprising led to the creation of concentration camps as an isolationist policy adopted by the British. Africans mainly of kikuyu and Masai origin faced harsh conditions in these detention camps due to famine and starvation, diseases and

other problems. Most of them died and were part of the 13,000 that the war claimed.

in the wake of the uprising, the British carried out counter revolutionary measures. They declared a state of emergence in 1952 which lasted until 1956. During this period, a vast number of Africans mainly kikuyu and some Masai, Embu and Meru were arrested, tortured and imprisoned or put in detention camps. All these occasioned psychological torture and human suffering.

Many politicians and other Kenyans suspected of collaborating with the Mau-Mau fighters were arrested. Among them were Jomo Kenyatta, Gen. China, Kimathi and other kikuyu politicians. They suffered long periods of detention up to 1960. Others like Kimathi were convicted and executed.

The uprising disrupted the economy and scared away some of the white settlers. The cattle, farms, plantation, homesteads and shops were destroyed during the war. This was an economic set back to the colonial government as it disrupted agricultural and industrial production.

The war was very expensive to the British and the Kenyans. About 50 million pounds (£) were spent in suppressing the rebellion.

Africans and Asians also lost property due to insecurity during the uprising. Gardens as well as businesses were destroyed especially in Nairobi and Naivasha.

Politically, there was a temporary setback on African nationalism. This was caused by the loss of some of the patriots and the imprisonment of others, for instance, Kimathi and Kenyatta. The demand for African freedoms and rights therefore declined.

Kenya African Union party with her leadership was banned for some time.The kikuyu lost their enthusiasm and leadership. They were replaced by upcoming politicians from other ethnic groups such as OgingaOdinga and Tom Mboya. Both of these were Luo.

Furthermore, there was a delay in the transition to independence. More particularly, the British exploited the kikuyu elements by promoting tribal sentiments among different ethnic groups against the kikuyu. The political parties that emerged like KANU and KADU reflected tribal and regional royalties. They were antagonistic and hostile which occasioned future political conflicts.

Besides, the uprising fractured the Kenyans society even among people of the same tribe. Long after the suppression, families and clans remained divided along loyalties on Mau-Mau groups. It became difficult to have a united front against the colonial administration.

Activity

1. Examine the social, political and economic effects of the Mau Mau rebellion on Kenya.
2. According to the passage you have just read, Africans were defeated. Do you agree? Give your opinion.

Summary

In the final analysis, the Mau-Mau movement had a tremendous impact on Kenya. It was a nationalistic movement that Africans lost militarily but won politically.

Follow Up Activity

Make research on the role of land in the outbreak of the Mau Mau revolt of 1952 –55.

TOPIC: THE STRUGGLE FOR SELF GOVERNMENT

Lesson 16: Factors that Delayed the Attainment of Independence in Uganda

Learning Outcomes

By the end of this lesson, you should be able t

i) discuss the factors that delayed independence in Uganda.

ii) explain the social, political and economic problems that delayed the attainment of independence in Uganda.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet/Google
- textbooks

Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or internet.
v) If possible, consult an adult at home while doing an activity.
vi) You will present this work to your teacher when school resumes.

Introduction

In 1894, Uganda was declared a British Protectorate. It received herself rule on 9th October, 1962 after a strong political coalition between Kabaka Yekka (KY) and UPC. Nationalism in Uganda did not develop until 1952 because of political, social and economic challenges that existed in Uganda by then.



The Buganda during colonialism



The Buganda agreement of 1900

The passage that follows explains the factors that delayed independence in Uganda.

The Factors that Delayed Independence in Uganda

Political movements formed were based on religion and tribes which failed to attract the support of all Ugandans. Nationalism started developing after 1952 when Uganda National Congress (UNC) was formed by Ignatius Musaazi, Abu Mayanja and Ben Kiwanuka. Other parties that were formed before 1950's like the Bataka Party (BP) and Uganda Farmers Forum (UFF) did not attract nationwide support hence the religious and tribal sentiments delayed the development of nationalism in Uganda.

Uganda was characterised by traditional issues that prevented the development of nationalism in Uganda. Buganda was mainly concerned with the land that had been grabbed by the British and Sir Apollo Kaggwa whom the British used was just a rubber stamp for the British and Okayed their policies. This failed Uganda to unite, hence blocking the rise of nationalism in Uganda.

The role of religion prevented the development of national parties hence delayed nationalism. The British Policy of divide and rule was also reflected on religious lines. Christians didn't work with the Moslems, Catholics and Protestants and Pagans.Such divisionism hindered unity and parties were formed basing on religious lines. For example, UNC for the Buddo Protestants, Uganda People's Congress (UPC) was for the Mwiri elites and Democratic Party (DP) for the Catholics and KY for the Kabaka institution. This promoted the delay of nationalism.

The massive illiteracy in Uganda. Very few people were educated by 1950's and only Musaazi, Abu Mayanja and Joshua Kakonge were the literates in Uganda. It was therefore difficult to mobilise the largest population composed of illiterates whose perception of unity in diversity was difficult. The missionary education served the interests of the whites and divided the minds of the peasants who failed to understand the fruits of democracy. This illiteracy affected nationalism in Uganda.

The absence of white settlers in Uganda. There was no land alienation by the colonialists as it was in South Africa, Kenya and Zimbabwe hence Ugandans saw no reason of rising against the colonialists. The Buganda agreement of 1900 had alienated land but left people as squatters on their land. Therefore, Uganda lacked a serious issue that would lead to the rise of nationalism.

The existence of multi-ethnic nationalism also had an impact on the development of nationalism in Uganda. Uganda had many tribes and these lacked a common and national language to rally them together. Each of these tribes wanted favours from the British especially the Baganda who wanted Luganda to be a national language. This was opposed by British and the rest of Uganda as it couldn't unite people. Subsequently, Buganda fell out with the British and Sir Andrew Cohen deported Kabaka in 1953 which brought Obote on board hence delayed nationalism in Uganda because one had to be a Ugandan nationalist without exclusion.

The economic viability of Uganda. The British discovered economic potentials in Uganda and reasoned that it was immature to grant independence without due preparations from the British government. All the resistances were handled with brutality especially the issue of Buganda land, the 1945–49 revolts were crashed by the British using the Kings' African riffles that threatened Africans (Uganda) not to revolt and led to assassination of Buganda prime minister Nsibirwa.

The British policy of divide and rule had a negative impact on the development of nationalism in Uganda. The Bantu were divided against the Nilotics and Buganda against the rest of Uganda. Buganda was used as a collaborator and it suppressed all the revolts, and oppressed people.The Protestants were divided against the Catholics which created clear cut divisions. Because of these and many others, the British gave autonomous powers to Buganda against other regions which brought conflicts over leadership and Buganda even attempted to secede in 1966 which delayed concrete unity.

The 1900 Buganda Agreement acted as a stumbling block against the rise of nationalism in Uganda. The agreement gave the British a lot of powers over land, taxation and government and left the Buganda Kingdom with some powers relative to other regions. The Kabaka lost power in 1955 in the common Namirembe agreement where his powers were reduced to a constitution.He couldn't have control over land and this impacted on other areas not to demand for self-rule hence delaying the rise of nationalism.

The differences in parties and their divergent ideologies delayed nationalism in Uganda. The parties were formed to counteract each other. For example, UNC was accused by following the position of Buganda. DP was capitalistic and opposed UNC, UPC had socialist following hence the differences in these political parties made people likeChango Macho, Kiwanuka, Kivejinja, BidandiSsali to follow different ideologies which prevented long term unity to pursue a common cause for national development.

The issue of the lost countries of Buyaga and Bugangaizi. These counties were given to Buganda for collaborating with the British but it sowed seeds of disunity between Buganda and Bunyoro. Later, Buganda and Bunyoro failedto unite for a common cause and fight an enemy for self-independence. Thisdelayed nationalism as the Kabaka had set up the Ndaiga scheme for Baganda to improve their social welfare.

Conflicts within the Buganda Lukiiko. The Lukiiko was divided and in 1947 there was an attempted assassination of DaudiChwa —the Kabaka of Buganda. Samuel Wamala was also opposed and there was a successor called Nsibirwa who was murdered and accused of granting land to Makerere University. These conflicts over land within the Lukiiko delayed independence because it had **spill-over** effects to other regions of Uganda.

Activity

1. Examine the factors that delayed the attainment of independence in Uganda.
2. Discuss the role of religion in delaying independence struggles in Uganda.

Summary

The ethnic differences and religious differences greatly played a major role in the delay of independence in Uganda. They shaped the views of those forming political parties and therefore, they made Ugandans to be disunited the more thereby delaying formation of nationalistic movements in Uganda.]

Follow Up Activity

Make research on:

a) The factors that favoured the rise of nationalism in Uganda.

b) The role of political parties in the struggle for independence in Uganda.

c) The causes of 1953 –55 Kabaka crisis in Uganda.

TOPIC: THE STRUGGLE FOR SELF GOVERNMENT

Lesson 17: The Struggle for Self-Government in Morocco

Learning Outcomes

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

i) Describe the background of independence struggles in Morocco.

ii) Describe the factors that favoured the attainment of independence in Morocco.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or internet.
v) If possible, consult an adult at home while doing an activity.
vi) You will present this work to your teacher when school resumes.

Introduction

Morocco was at first occupied by two European countries; France and Spain. However, in 1904 under the Entente Cordial, Britain gave recognition to France's occupation of Morocco. This later angered German and it was provoked to react in the same to occupy Morocco.This is what was termed as the 1905 –1906 crisis in Morocco. It was resolved at the Algiers conference of1906 which formalised France's special position and entrusted policing of Morocco jointly to France and Spain.

A second "Moroccan crisis" increased tensions among the powerful European countries, and resulted in the Treaty of Fez that was signed on March 30, 1912, which made Morocco a protectorate of France. It was signed by the French and

Sultan Abd al Hafid of Morocco andFrance was granted a zone of influence in northern and southern Morocco on November 27, 1912. This set the ground for her independence struggle.

Morocco was occupied by the French from 1912 until 4th march 1956 when she got her independence. It is dominated by two races namely the Desert Berbers and the Town Arabs. Morocco was led to independence by the IstiqlalParty under the leadership of Muhammed Ben Youssef or Muhammad V. The monarchy in Morocco as well played a vital role in the independence of **Morocco**.



Istiqlal party demonstrations for independence

Activity 1

Outline the steps taken by France in the occupation of morocco by 1912.

You have now known how Morocco attained its independence, read the extract that follows to know the factors that favoured its nationalism.

Factors That Facilitated the Attainment of Independence in Morocco

Common heritage led to the independence of Morocco. The people of Morocco were mainly Arabs and this created unity among them. Unlike other countries like Uganda and Nigeria that had religious differences, the people of Morocco were united under Islam which made it easy to collectively fight for their independence.

The press made a big contribution to Morocco's independence. The Maghreb Newspaper was effectively used by the independence icons like Muhammed V. Propaganda was spread urging the Moroccans to unite in order to attain independence. Therefore, unity and easy conveyance of messages throughout contributed to her independence in 1956.

World War II led to Morocco independence in 1956. Many service men like Ahmed Angwal came back ready to liberate Morocco. They came back and formed violent groups that militarised the Morocco independence struggle. The pressure put on the French men by the world war II ex- service men led to the independence of Morocco in 1956.

Algeria's liberation war in 1945 contributed to the independence of Morocco in1956. While war broke out in Algeria, the French men sent most of their troops leaving behind a small military team in Morocco. Moroccans used this opportunity to defeat the French because of their few numbers leading to the independence of Morocco in 1956.

The formation of political parties led to the independence of Morocco in 1956. IstiqlalParty formed by Muhammed Lyazidi in 1944 mobilised and united the people of Morocco. Colonial propaganda by the Istiqlal made many Moroccans aware of the independence struggle. They joined the struggle in large numbers that boosted the guerilla man power leading to Morocco independence in 1956.

Western education played a big role in Morocco independence. Moroccans like Muhammad V benefited a lot from western education. They were exposed to the evil nature of the colonialists and the importance of independence.

These elites spread the gospel of independence to the Moroccans who joined the independence struggle leading to her independence in 1956.

Rise of leaders like Muhammed V led to Morocco's independence in 1956. He mobilised and offered leadership to the people of Morocco. It is even him that negotiated the terms of France vacating Morocco in 1956.

Foreign support contributed to the independence of Morocco. Support came from fellow Muslim countries like Egypt in form of military and financial support. This supported boosted IstiqlalParty in her fight eventually leading to the independence of Morocco in 1956.

Oppressive colonial policies like land alienation and heavy taxation led to Morocco's independence in 1956. The Moroccans were heavily taxed and left poor while the colonialists were becoming wealthier. As a result, the Moroccans joined Muhammed V in his struggle for independence eventually leading to Morocco's independence 1956.

The adoption of militarism in 1953 led to the independence of Morocco in1956. Before 1953, Moroccans applied diplomacy and non-militaristic means to push France into granting Morocco independence in 1956.

The unity between the Berbers and the Arabs led to Morocco's independence in 1956. These were the dominant races in Morocco prior to independence. By them uniting, they united the small races in Morocco to demand for independence. The strong bond of unity, steered Morocco's independence from France in 1956.

Trade unions played a tremendous role in the independence of Morocco. Trade unions mobilised the exploited Moroccan workers to resist French rule. The demonstrations by the Moroccan workers tired the French men who eventually granted independence to Morocco in 1956.

The Moroccan monarchy contributed to the independence of Morocco in 1956. The monarchy under Muhammed V negotiated with France for colonial reforms. The

Moroccans were given more slots in the parliament. The large numbers of representatives in the parliament pressured the French to leave Morocco leading to her independence in 1956.

The appointment of the French General Alphonse Pierre Juin as governor led to Morocco's independence in 1956. He was a liberal man who increased Moroccan's representation in parliament. He also carried out elections that were worn by Mohammad V and this gave independence to Morocco in 1956.

Activity 2

1. Tell someone about the factors that favoured Moroccan independence by 1956.
2. Compare the factors for the attainment of independence in Morocco with any British colony in Africa.

Summary

Being an Arab nation with Islam as the main religion greatly underlines the independence struggles in morocco. It was very easy to mobilise people of the same historical background speaking the same language and that is the main reason why morocco got her independence early by 1956.

Follow Up Activity

Make research on:

a) The role of Muhammad V in the struggle for independence in Morocco.

b) The role of Istiqlal party towards Moroccan independence by 1956.

TOPIC: THE STRUGGLE FOR SELF GOVERNMENT

Lesson 18: The Struggle for Self-Government in Tunisia

Learning Outcomes

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

i) describe the background of independence struggles in Tunisia.

ii) describe the factors that favoured the attainment of independence in Tunisia.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or internet.
v) If possible, consult an adult at home while doing an activity.
vi) You will present this work to your teacher when school resumes.

Introduction

Tunisia was mainly a Moslem and Arab speaking country and was under Husseinic dynastic rule of under SadiqBey (1859 – 1882) until she was colonised by France in 1881. The first independence movement was formed by The Young Tunisian Party in 1907. By 1920, the Destour, a Tunisian political party, had formed a powerful base that was supported by the Bey (monarchy). This lasted until 1934, when Neo Destour was formed, and brought about by a new generation of young nationalists striving for independence. With a new energised independence movement, the stage was set for a new leader, Habib Bourguiba.

In June 1955, Tunisia was granted self-government after negotiations with the French, organised by president Pierre Mendes. However, Tunisia attained her full independence on 20thMarch 1956 after the signing of a protocol that recognised her independence. Tunisia attained her independence under the leadership of Habib Bourguiba and the Neo-Destour Party.



The Fellagha fighters

Activity 1

Identify the major steps towards the independence of Tunisia in1956.

You have known the major steps taken for Tunisia to attain independence, you will read the extract below to understand the factors that favoured independence in Tunisia.

Factors That Facilitated the Attainment of Independence

The role of western education favoured the attainment of independence by Tunisia. The Tunisian students who went to France to study got the chance to interact with colonial reformers who spread the ideas of liberty and equality of the colonised people. These included men like Abdallah Azizi. I and Habib Bourguiba, among others and this inspired them to want to come home. When they reached Tunisia, they spread anti-colonial propaganda like they had learnt, which favoured the attainment of Tunisia independence.

The common background of Tunisians favoured the attainment of Tunisia's independence. by The Tunisians were largely Moslems and Arab speaking people who belonged to the Husseinic dynasty, The Bey. They therefore mobilised themselves and that favoured the attainment of independence by1956.

The role of the Young Tunisians also favoured the attainment of independence of Tunisia. The group of the young Tunisians was formed in 1907 under Ali Bash Hamba and Bashir Sfar. The group engaged the French in demonstrations especially when the French tried to build a cemetery at Jellaz, a highly regarded Islam centre. That led to the arrest of various Tunisians and it therefore increased hatred towards the French, which forced the Tunisians to rebel.

The impact of world II favoured the attainment of independence of Tunisia. Tunisian fighters came to learn about the weakness of the French and the war also created a class of ex- service men who had fought in the war. The Tunisians interacted with the American soldiers who urged them to use the skills they had

learnt to struggle for self-rule. Consequently, the Tunisians took that on and it favoured the attainment of their independence.

The French exploitative and repressive policies favoured the attainment of independence by Tunisia.

At first, the French respected the Tunisians with the hope of easy assimilation but when that failed, they turned to violence whenever the Tunisians organised peaceful demonstrations. They had unfair policies like banning political parties and arrest of leaders.For example, Habib was arrested and Ali Bash was exiled. Such acts increased the desire of the people to be independent so they fought on hence the attainment of independence.

The influence of United States of America (USA) especially Wilson Woodrow also facilitated the attainment of independence in Tunisia. Wilson Woodrow who was the USA president came up with 14 points in which he adopted the principles of self-determination and spread the ideas of democracy to the Africans especially after World War I. USA therefore encouraged the Africans to demand for self-rule hence favouring the attainment of independence in 1956.

Grievances over land alienation among the Tunisia facilitated the attainment of independence. The French encouraged white settlers to occupy Tunisia and the situation was made worse during the inter-war period, because the settlers always grabbed the best of Tunisia land. The settlers also grabbed the burial lands, harbours and religious lands. That therefore aroused bitterness among the native Tunisians because instead of helping them solve the problem, the French only worsened it. They therefore decided to unite and reject foreign domination, which favoured the attainment of Tunisia independence.

The formation of the Neo-Destour party also favoured the attainment of independence of Tunisia. The Neo-Destour party was formed by Habib Bourguiba in 1934. The party mobilised the masses to demand for independence, provided leadership during the independence struggle and accepted the instruments of power on behalf of the Tunisians. In so doing the party favoured and led to the attainment of Tunisia's independence.

The role played by the press favoured the independence of Tunisia. Various Muslim elites who were actively involved in the nationalistic struggle wrote books and articles in newspapers and journals. For example, the "The voice of Tunisians and "Tunisian Action" among others. The press in Tunisia called for purified Islam, parliamentary democracy, independence and spread anti-colonial propaganda which awakened the Tunisians to demand for independence, hence they attained it.

The role of Trade unions favoured the attainment of the independence of Tunisia. The trade unions became influential in demanding for workers' rights as well as organising and coordinating a number of workers' strikes that aroused nationalistic feelings among the people. The activities of the trade unions were collectively coordinated by the General confederation of Tunisian workers (CGTT). Such activities weakened the French and therefore, favoured the attainment of independence by Tunisia.

Formation of armed groups favoured the attainment of the independence of Tunisia. After 1952, the Tunisians adopted the use of violence and that was shown through the formation of armed groups. The groups included the mountain and coastal Tunisia guerillas (the Fellagha). They attacked police posts, trains, shelters, settler farms and therefore created panic among the French. This weakened the French and forced them to decolonise in order not to incur any more costs in solving such problems hence favouring the attainment of independence by Tunisia in1956.

The influence of the 1952 Egyptian revolution favoured the attainment of independence by Tunisia. The revolution inspired Tunisians to adopt the use of violence and also led to establishment of Radio Cairo as a base to spread anti – colonial propaganda. The revolution therefore, favoured the attainment of Tunisian independence.

The impact of the Vietnamese war of independence favoured the attainment of Tunisia'sindependence. The war broke out in 1946 and ended with the defeat of French soldiers in Vietnam in 1954. The French government was severely humiliated and it therefore rushed to grant independence to several countries and Tunisians was not exceptional.Thus in 1955 it gained her independence. The new government under Pierre Mendez released political prisoners and exiles like Habib. They later carried out negotiations with several nationalists. It was such events, that favoured the attainment of independence by Tunisia.

The outbreak of the Algerian war of independence favoured the attainment of independence by Tunisia. The war that broke out in 1954 in Algeria and was started by the Algerians against French occupation. This compelled France to grant the Tunisians independence for fear of the heavy costs involved in maintaining the war in Algeria and at the same time providing for Tunisia. The war therefore, favoured the attainment of independence by Tunisia in 1956.

Urbanisation also contributed to the attainment of the independenceof Tunisia. In the 1930s many Tunisian peasants moved to Tunis and other urban centres like Sfax and easily received information. That therefore, made the mobilisation of Tunisians easier and they were able to receive information concerning the liberation, hence favouring the attainment of independence.

Activity 2

1. Discuss the factors that favoured the attainment of independence in Tunisia by 1956.
2. Identify the major factors that favoured early decolonisation of Tunisia in 1956.

Summary

The existence of social, political and economic imbalances that were brought about by the French colonialists are the major reasons that forced the Tunisians to demand for their independence. It was against such a background that prominent politicians such as AbdallahAzizi. I and Habib Bourguiba under the Neo-

Destour party worked closely with the Bey and the masses to demand for their independence which was actually received on 20th March 1956.

Follow Up Activity

1. Discuss the roles played by Habib Bourguiba towards the independence struggles in Tunisia.
2. Make research on the role of the Neo-Destour party towards the attainment of independence in Tunisia.

TERM3

NATIONAL MOVEMENTS AND NEW STATES

Topic: The Struggle for Self Government

Lesson 19: *The Algerian War of Independence 1954–1962*

Learning Outcomes

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

i) describe the background of the Algerian war of independence.
ii) explain the causes of the Algerian war of independence.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or internet.
v) If possible, consult an adult at home while doing an activity.
vi) You will present this work to your teacher when school resumes.
vii)

Introduction

Algeria is one of the Maghreb (North African) states that were under French colonialism. This North-Arab Nation was predominantly of Berber and Arabic speakers who mainly practiced Islam; just like their neighbours Tunisia and Morocco. The Muslim population in Algeria was eight times more than that of the Christian colons (settlers), reaching nine million by the second half of the twentieth century.

The advancement of the French in Algeria began in 1830 with the conquest of the Coastal City of Algiers that was under the Turkish administration of Dey Husain. The final occupation of Algeria came in 1847 when the French General Bugeaud defeated the Algerian resistance in the interior, under Abd al-Qadir (Abd EL Kader). The French conquest of Algeria was aimed at registering military success abroad in order to divert the attention of the French people from the poor leadership of the **Orleans** monarchy. The annexation of Algeria was done by the French revolutionary government that ousted Charles X.

Algeria was established as a settler colony and by the end of World War II in 1945; Algeria had about one million colons (settlers) who were mainly poor whites from France, Spain and Malta, an island in the Mediterranean. The French introduced western cultures and Christianity and treated Algeria as an overseas province and part of Metropolitan France. They established no local assembly but gave Algerians direct representation in the Paris National Assembly with only thirteen seats.

In all, French colonialism in Algeria was characterised by racial and religious differences that often resulted into native resistances. Despite resistances by Algerian Muslims, the French never surrendered until November 1, 1954 when a full-scale war broke out.

The Algerian war of liberation was one of the bloodiest in colonial Africa. It was organised and orchestrated by mainly Algerian ex-servicemen of World War II and radical elites who had no time for the battle of words and the untimely processes of peace talks. They included MessaliHadj, BelkacemKerim, Ahmed Muhammad Ben Bella, Ferhat Abbas, Mohammed Ben Brahim (also Known as HouariBoumedienne) among others. In March 1954, they formed the revolutionary Committee of Unity and Action (CRUA), later transformed into the **National Liberation Front or Front de Liberation Nationale** (FLN) that waged an armed struggle against the French imperialists in November 1954 and raged on until 1962.



Some of the FLN fighters in Algeria

Activity 1

Describe the stages that led to Algerian occupation by the French in 1847.

Causes of the Algerian Revolution

You have described the stages that led to Algerian occupation by the French in 1847.

You will now read the extract that follows to find more on the causes of the Algerian war of independence.

The desire for independence caused the Algerian war of liberation. The Algerians were under the French from 1830–1962 (132 years) and were therefore tied of foreign, oppressive and exploitative rule.Thus by 1954, they started a guerrilla war against the French colonialists.

The rise of Algeria nationalists such as Ferhat Abbas, Messali, Hadji, HouriBoumedienne, Ben Bella and others led to the independence struggle. These formed friends of the Manifesto of liberty which organised the Setif demonstration of 1945. Ben Bella and other young radicals formed organisation secrete (0.S) and N.L.Fwhich were used to fight the French from 1954.

The failure of constitutional means of struggle led to the war of independence in Algeria. For example, on 10th February 1943, Ferhat Abbas and 55 other Muslims signed the manifesto of Algerian people calling for an Algerian constitution, but the French remained adamant and instead Abbas was arrested and imprisoned for inciting violence. This provoked public anger resulting into a liberation struggle.

The people of Algeria wanted their liberty and freedom observed. The French were oppressive to the extent that freedom was a rare commodity. There was no freedom of press, expression, assembly and anybody who tried to assert his freedom was dumped in prison. Therefore, Algerians emerged on the war stage to claim their rights and liberties.

Influence of cold war politics caused the Algerian war of independence. The communist bloc led by Union of Soviet Socialist Republics (USSR) fully supported the Algerian war of independence. They provided military logistics, economic assistance, moral backing and financial aid to F.L.N to dispose of the capitalist France.

Impact of World War II caused the war of independence in Algeria. It equipped Algerians with military tactics, skills and it was an eye opener against colonialism. For example, Ben Bella a leading nationalist in Algeria participated in world war II on the side of France and acquired military experience which he later used to wage a war against France in Algeria.

Declaration of Algeria as an overseas province of France caused the war of independence. In 1951, France declared Algeria as her overseas province despite geographical differences. This meant that whatever was to happen in Algeria would never be independent because it was part and parcel of France. This was

unacceptable to the Algerians they preferred to be treated as a colony which would have a right to demand for their autonomy.

Impact of the Victory in Europe day celebrations of 1945 resulted into the independence struggle in Algeria. On 8th May 1945, Algerians were celebrating their victory in Europe and used the celebrations to demand for Algeria 's independence.They moved with banners chanting, "Long live free Algeria down with French colonialism". This did not please the French, they resorted to indiscriminate killing of Algerians, they killed between 18,000 –30,000 demonstrators.

The formation of radical political parties such as National Liberation Front(N.L.F) in 1954 caused the war. Radical nationalists in Algeria grouped themselves under N.L.F, mobilised and politicised the masses against the French, with the view of redeeming Algeria.They declared war in 1954 and sustained it up to 1962.

The influence of the American troops in morocco inspired the war of independence in Algeria. The Americans in Morocco convinced the conservative sultan to demand for Morocco's independence from the French and cause viable changes in the country, this inspired the Algerian to demand for similar changes against the French in Algeria.

Success of the 1952 Egyptian revolution caused the independence struggle in Algeria. Egypt under Nasser was against foreign colonial rule. She funded the activities of Algerian nationalist against the French colonial rule. Algerian nationalists were given asylum in Cairo, gave military training and arms in order to root out colonial rule from Algeria.

Influence of the Vietnamese war of independence against the French caused the war of independence in Algeria. The Vietnamese began the independence struggle in 1946 –1954 with the Vietcong under the Ho Chi Minh and they defeated the French at the famous battle of Dien Bien Phur. Ben Bella witnessed their defeat in the Vietnamese war and concluded that the Algerian would defeat the French in the Algerian desert.He thus formed the FLN in 1954 to oust the French from Algeria.

Influx of white settlers into Algeria caused the war of independence. France encouraged poor and elderly whites from Malta, Spain, and Corsica to settle in Algeria and put pressure on Algerian resources.By 1954 there were over 1 million white settlers. They enjoyed urban life employment, took African land, among others which did not please the Algerian Nationalists.

The independence of Syria and Lebanon from French imperialism inspired the Algerians to fight for their own independence. They reasoned that if their fellow Arab countries could get independence, then why not the Arab Algerians.This made the war inevitable.

The imposition of the French culture onto the Algerians caused the liberation war. The French imposed the French language onto the Algerians and undermined Arabic by administering the policy of assimilation. Theyrequired the Algerians to dress, speak and behave just like the French did. This was resented by the Algerians henceforthstaged the war of independence.

Religious differences between the Arab Muslims and the Catholic French colonialists caused the liberation war in Algeria. The French forced Algerians to convert to the Catholic faith and abandon Islamic practices. The Quran was replaced by the Bible, mosques were turned into churches and Islamic names were substituted with Christian names. The Arab Muslims in Algeria hated being ruled by "infidels"—Catholics and were annoyed by the French. This compelled the Algerians to stage the war of independence.

Racial discrimination against the Algerians caused the liberation war. The French practiced discriminatory measures in employment and promotion, favouring majority of the white settlers. For example, Ferhat Abbas joined the opposition to French colonialism, because he had experienced discrimination in the promotion in the French army. Besides, the Arabs were pushed to the country side and urban life was monopolised by the white race.

Over taxation of the Algerian resulted into the war of independence in Algeria. In order to sustain the ever-growing white population, heavy ad multiple taxes were imposed on Algerian natives. Worse still, the method of tax collection, simply dehumanised the tax payers. It often involved public flogging of suspected tax defaulters and also those who failed to pay were often dumped in jail. The heavy taxes worsened poverty among the local people thus misery was a common feature among the natives.

Forced labour of peasants caused the Algerian war of independence. The colonialists subjected Africans to forced labour. Africans worked without pay on public projects, they were harshly supervised, and many times the Africans fainted in the process of working on private and public projects of colonialists.This paved way for the war of independence.

Land alienation caused the war of independence in Algeria. From 1830 when the French occupied Algeria, there was the coming of poor whites into Algeria. The white settlers monopolised the agricultural land and mineral resources especially in the Constantine valley. All land with water was taken over by the white settlers living Africans in dry and unproductive areas. This also created a war temper in Algeria.

Activity 2

1. Discuss the extent to which the colonial policies led to the outbreak of the Algerian war of independence.
2. Compare the colonial policies of the French in Algeria with those of the British in Kenya.

Summary

Basically, the French used the policy of assimilation in their administration of Algeria. However, the people of Algeria shared a similar historical background and therefore, they preferred to maintain their history,and their belief in Islam and the use of Arabic as a national language. This conflict of change underlies the outbreak of the Algerian war of independence in 1954.

Follow Up Activity

Make research on the following:

a) The role of Ahmed Ben Bella towards the struggle for independence in Algeria.
b) The role of FLN in the struggle for independence in Algeria.
c) The effects of the war on Algeria and Africa in general.

TOPIC: THE STRUGGLE FOR SELF GOVERNMENT

Lesson 20: The Angolan War of Liberation 1961–75

Learning Outcomes

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

i) describe the background of the Angolan war of liberation.
ii) explain the causes of the Angolan war of liberation.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or internet.

v) If possible, consult an adult at home while doing an activity.
vi) You will present this work to your teacher when school resumes.

Introduction

The Portuguese colony of Angola was founded in 1575 with the arrival of Paulo Dias de Novais with a hundred families of colonialists. Since then, Angola was ruled as a colony. Angola was later declared an oversea province of Portugal in 1951.

Portuguese rule was characterised by deep-seated racism, mass forced labour, and an almost complete failure to modernise the country. By 1960, after 400 years of colonial rule, there was not a single university in the entire territory. To counter this lack of education facilities, political organisations first appeared in the 1950s, and began to make organised demands for human and civil rights, initiating diplomatic campaigns throughout the world in their fight for independence. The Portuguese regime, meanwhile, refused to hear the nationalist's demands for independence. This provoked them to an armed conflict which started in 1961 when guerrillas attacked colonial assets in cross-border operations in north eastern Angola.

In this struggle, the principal players were the **MPLA** (Popular Movement for the Liberation of Angola), founded in 1956, the **FNLA** (National Front for the Liberation of Angola), which appeared in 1961, and UNITA (National Union for the Total Independence of Angola), founded in 1966. After many years of conflict, the nation gained its independence on 11 November 1975, after the 1974 coup d'état in Lisbon, Portugal. Portugal's new leaders began a process of democratic change at home and acceptance of the independence of its former colonies.

Angola's independence was achieved after signing the Alvor agreement that was signed on 15th January 1975 between the Portuguese government and MPLA, FNLA, and UNITA, and it established a transitional government of representatives of those four parties.



A fighter of MPLA



MPLA fighters ambush Portuguese soldiers

Activity 1

Describe the steps taken by Angola to attain her independence in 1975.

The Causes of the Liberation War in Angola

Having described the steps taken by Angola to attain her independence.

You need to read the extract below to find out the causes of the liberation war.

Firstly, the Portuguese preference to maintain Angola as an oversea province caused the Angolan liberation war. The 1951 constitution of Portugal confirmed Portuguese colonies in Africa as overseas colonies. Thus, independence in these territories would be a violation of the Portuguese constitution. In order to attain freedom from the colonial bondage, the Angolans employed violence against the Portuguese colonialists.

The brutal suppression of Angolans non-violence protests contributed to the outbreak of liberation wars against the Portuguese. In 1956, over two hundred Angolans were killed or wounded for protesting against the arrest and public flogging of AgostinhoNeto.This brutal response to peaceful actions incited Africans into violent resistances.

Lack of constitutional ways of achieving independence forced Africans to declare war on the Portuguese administrators. Africans in Angola were denied participation in political affairs and yet the Portuguese constitution did not provide for African majority rule in their respective colonies. The Portuguese never allowed parliamentary participation for Angolans to enable them present their grievances. It was therefore, necessary for them to resort to armed resistance.

Portuguese colonial dictatorship caused Angolans to fight for their independence. The Portuguese colonial authorities in Angola, suppressed freedoms of press and assembly and banned them from engaging in any political activities. The Africans were aggrieved so much that their anti-colonial sentiments led to the emergence of militant nationalism.

The activities of the Portuguese secret police (PIDE) contributed to the outbreak of liberation war in Angola. The PIDE carried out inhuman actions against the Angolans;they arrested Angolans randomly and humiliatedtheir leaders through public flogging. AgustinhoNeto was tortured and flogged by the PIDE assistants.

The Portuguese secret police was specially made to kill Africans suspected of causing security threats to the colonial administration. The operations of PIDE provoked armed resistance in Angola.

Increased deployment of Portuguese troops in Africa at a time when independence was expected caused the liberation wars in the Portuguese colonies. In 1960, the Portuguese deployed about 60,000 soldiers in Angola and over 70,000 in Mozambique and Guinea Bissau respectively. This convinced Africans that independence could not be granted to them on a silver platter. Henceforward, Africans went into armed resistance.

The establishment of rehabilitation centres in Angola caused armed resistances against the Portuguese. The Portuguese colonial authorities established rehabilitation centres as a preventive measure against masses extending assistance to nationalists. The centres later became concentration camps where all sorts of brutal treatments, torture, interrogation and sometimes assassinations were administered against Africans in these camps. Africans hated Portuguese brutality hence, their rebellion against them.

The formation of the Popular Movement for the Liberation of Angola (MPLA) in 1956 by Angolans prepared grounds for the armed struggle. It enabled the nationalists to mobilise the masses and thus, declared the guerrilla warfare against the Portuguese colonial governments.

The desire for political independence caused the outbreak of the liberation war in Angola. Due to unrealistic colonial policies and failure to achieve political participation, Angolans developed a great sense of nationalism, which forced them to take up arms against the Portuguese colonial masters.

Influence of the Marxist ideology (socialism) in Angola caused the liberation war. The ideology was anti-imperialism and spread militarism as a strategy against foreign domination. This inspired Angolans to use force to liberate themselves hence the Angola liberation war.

Influence of the independent neighbouring states contributed to the outbreak of liberation war in Angola. The independence of Congo (Zaire) and Congo Brazzaville inspired Angola. The independent neighbouring states provided morale and financial plus military support; and gave external bases to Africans in Angola that inspired them to fight for independence. Later, the MPLA received support from communist states.

The role of nationalistic leaders was another factor for the liberation war in Angola. AgustinhoNeto and Viriato da Cruz (MPLA secretary general) of Angola mobilised the people, provided courageous and visionary leadership and declared guerrilla warfare against the Portuguese colonial authorities.

The policy of forced labour was another cause for the outbreak of the liberation war in Angola. African workers in Angola were forced to offer labour on public works like roads and infrastructure and settler plantations with meagre or no payment at all. The oppressive Portuguese labour policy was much resented by Africans and thus forced them to wage a war of liberation against them.

The colonial taxation system contributed to the outbreak of liberation war in of Angola. The Portuguese colonial authorities heavily taxed Africans yet the methods of tax collection were cruel. Tax defaulters were arrested and publicly flogged. The exploitative Portuguese method of tax collection forced Africans to declare war on Portuguese authorities.

High levels of poverty among Angolans contributed to the outbreak of liberation war in of Angola. Poverty resulted from lack of employment opportunities, low prices of African produce, low wages and the poor agrarian and fiscal policies employed by the

Portuguese colonial authorities. The Angolans blamed the Portuguese colonialists for impoverishing them hence, contributing to the rise of militant nationalism in Portuguese Africa.

Besides, high levels of corruption among the Portuguese colonial administrators contributed to the outbreak of liberation war in Angola. The Portuguese colonial officials were too corrupt in tax collection and provision of civil services. They sometimes forcefully asked for bribes from African subjects. Corruption and misuse of colonial administrative offices provoked militant nationalism in Angola.

Lack of employment opportunities for Africans led to the outbreak of armed resistances in Angola. All jobs including taxi driving and office clerks and messengers were reserved for the Portuguese only. Angolans were only forced to work on plantations; the land tenure system worsened the unemployment problem since they lacked land to practice agriculture. Unemployment frustrated Africans and caused them to resent Portuguese colonialism, leading to the outbreak of liberation wars.

The education system of Angola provoked the natives to plot for a change. The education system denied them intellectual advancement and technical skills but only encouraged them to appreciate Portuguese cultures. All the good schools ran by the government were reserved for white children while Angolans attended the few missionary schools that were scattered in rural areas. This, influenced Angolans to wage war against colonialism so as to improve on the education system.

The racial arrogance of the Portuguese provoked militant nationalism in Angola. The Portuguese considered themselves superior humans compared to their African subjects. This explains why they tried to impose on Africans the policy of assimilation. The assimilados were favoured more and accorded the same privileges as the Portuguese settlers. The Portuguese settlers in particular resented any plans for African advancement. Racial discrimination by the Portuguese forced of Angolans to fight for independence.

The Portuguese policy of forcing Angolans to grow cash crops caused militant nationalism against the Portuguese. The economic motives of the Portuguese made them force Africans to grow cash crops on their small estates at the expense of food crops. The Portuguese influenced of Angolans to clear their food gardens and plant cotton, coffee and tobacco. At the same time, the Portuguese colonialists fixed prices for cotton produced by their subjects. This unpopular cotton policy influenced the (Malanje) rebellion in Angola, which later spread to other parts of the country. The Africans expressed their dissatisfaction to the Portuguese by fighting for their independence.

Presence of the North Atlantic Treaty Organisation (NATO) in the Portuguese colonies aggrieved Africans to fight for independence. Portugal being a member of the NATO allowed members of the NATO to establish military bases and investments in her colonies. Therefore, of Angolans were not only subjected to Portuguese colonialism but also to imperialism of the NATO powers. Hence, the NATO powers of Britain, Belgium and France turned the Portuguese colonies into dumping areas for their goods. They charged Africans exorbitantly, and this forced them to rebel.

The land alienation policy by the Portuguese contributed to the outbreak of liberation

wars in of Angola. The Portuguese started a controlled land grabbing policy aimed at establishing plantation agriculture. The masses were left landless while others were made squatters on white owned estates. The landless of Angola wanted to regain their lost land hence they engaged in armed struggles.

Activity 2

1. Describe the extentto which the Portuguese policies of administration are responsible for the liberation war of Angola.
2. Explain the extentto which the Portuguese policy of administration in Angola is similar to the French policy of administration in Algeria.

Summary

Like the French in Algeria, the policy of assimilation employed by the Portuguese aroused nationalistic feelings among the masses in Angola since it made their lives miserable thus starting a liberation war in 1961 which was a success by 1975.

Follow Up Activity

1. Explain the role played by MPLA in the struggle for independence in Angola between 1961 –75.
2. Examine the role played by AgustinhoNeto in the liberation struggle in Angola between 1961 –75.
3. Make research on the factors that favoured the success of the liberation war in Angola between 1961 –75.

TOPIC: THE STRUGGLE FOR SELF GOVERNMENT

Lesson 21: The Mozambican War of Liberation 1964–1975

Learning Outcomes

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

i) describe the background of the war of liberation in Mozambique.

ii) explain the causes of the Mozambican war of liberation.

Materials you will need:

- pens

- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or internet.
v) If possible, consult an adult at home while doing an activity.
vi) You will present this work to your teacher when school resumes.

Introduction

Portugal was the earliest colonial master in Africa but the last to leave. The Portuguese used repressive methods to administer Mozambique, which partly delayed her independence. Like Angola, in 1951, Mozambique had been declared an oversea province of Portugal. Mozambicans used peaceful means to demand for their independence but failed. They therefore resorted to armed resistances against Portuguese colonies.

The Mozambican war of liberation was an armed conflict between the guerrilla forces of the Mozambique Liberation Front (FRELIMO) and Portugal. The war officially started on 25th September 1964 and ended with a ceasefire on 8th September 1974 resulting into a negotiated independence in 1975.



African soldiers in the Mozambique liberation war (1964 –75)

The Causes of the Liberation War in Mozambique

In the introduction above, you have found out that the Mozambicans were not very comfortable with the Portuguese rule over them and so they resorted to armed struggle for independence, the extract below will give you more light on the causes of the liberation war in Mozambique.

The Portuguese preferred to maintain Mozambique as an overseas provinceand this caused the liberation war. The 1951 constitution of Portugal confirmed Mozambique as an oversea territory and thus, independence in these territories would be a violation of the Portuguese constitution. This prompted Africans toemploy violence against the Portuguese colonialists in order to break off from this colonial bondage.

The brutal suppression of non-violence protests contributed to the outbreak of the liberation wars in Mozambique. In 1956, about forty-nine dock workers at Lourenco Marques were shot dead during a strike in Mozambique. This brutal response to peaceful actions resulted into violent resistances.

Lack of constitutional avenues of achieving independence forced Africans to declare war on the Portuguese administrators. Africans in Mozambique were denied participation in political affairs and yet the Portuguese constitution did not provide for African majority rule in their respective colonies. The Portuguese never allowed Africans parliamentary participation to enable them present their grievances. It was therefore, necessary for Mozambicans to resort to armed resistance.

Portuguese colonial dictatorship convinced Mozambicans to fight for their independence. The Portuguese colonial authorities in Mozambique suppressed freedoms of press and assembly and banned Africans from engaging in any political activities. The Africans were aggrieved so much that their anti-colonial sentiments led to the emergence of militant nationalism.

Like in Angola, the activities of the Portuguese secret police (PIDE) contributed to the outbreak of liberation wars in Mozambique. The PIDE carried out inhuman actions against Africans, which included arbitrary arrests and humiliation of African leaders through public flogging. The Portuguese secret policy was commissioned to kill Africans suspected of causing any security threats to the colonial administration. The operations of PIDE increased anti colonial rule sentiments, which incited armed resistances.

Increased deployment of Portuguese troops in Mozambique at a time when independence was expected caused the liberation war in Mozambique. In 1960, the Portuguese deployed over 70,000 in Mozambique. This convinced Africans that their independence could only be achieved by an armed resistance.

The establishment of rehabilitation centres in Mozambique caused armed resistances against the Portuguese. The Portuguese colonial authorities established rehabilitation centres were meant to prevent common peoplefrom extending assistance to nationalists. The centres (camps) later became centres of attention where all sorts of brutal treatments, torture, interrogation and sometimes assassinations were administered against Mozambicans. Africans detested Portuguese brutality henceforth, their rebellion against their colonial administrators.

The formation of Mozambique Liberation Front (FRELIMO) in 1962 prepared grounds for armed struggles. This enabled the nationalists to mobilise crowdsthat declared the guerrilla war against the Portuguese colonial governments.

The desire for political independence caused the outbreak of liberation war in Mozambique. Due to unrealistic colonial policies and failure to achieve political participation,

Africans developed a great sense of nationalism, which forced them to take up arms against the Portuguese colonial masters.

Influence of the Marxist ideology (socialism) caused the liberation war in Mozambique. The ideology was anti-imperialism and spread militarism as a strategy against foreign domination. This inspired Africans to use force to liberate themselves hence the liberation war.

The independence of Tanzania and Zambia had an impact on Mozambique nationalism. They providedthe Mozambicans with morale, financial and military support to Mozambicans to fight for independence.

The role of nationalistic leaders like Edwardo Mondlanewas another factor for the liberation war in Mozambique. Edwardo Mondlane mobilised the people, provided courageous and visionary leadership and declared guerrilla warfare against the Portuguese colonial authorities.

The policy of forced labour was another cause for the outbreak of the liberation war in Mozambique.

African workers in Mozambique were forced to offer labour on public works like roads and infrastructure as well as on settler plantations with meagre or no payment at all. The oppressive labour policy was much resented by Africans causing them to wage a war of liberation against the colonial authorities.

The colonial taxation system contributed to the outbreak of liberation war in Mozambique. The Portuguese colonial authorities heavily taxed Africans yet the methods of tax collection were cruel. Tax defaulters were arrested and publicly flogged. This exploitative Portuguese fiscal policy forced Africans to declare war on the Portuguese authorities.

High levels of poverty among the masses contributed to the outbreak of liberation war in Mozambique. This level of poverty resulted from lack of employment opportunities, low prices on African produce, low wages and the poor agrarian and the fiscal policies employed by the Portuguese colonial authorities.This contributed to the rise of militant nationalism in Portuguese Africa.

High levels of corruption among the Portuguese colonial administrators contributed to the outbreak of liberation wars. The Portuguese colonial officials were too corrupt in tax collection and provision of civil services. They asked for bribes from African subjects, sometimes with force. Corruption and misuse of colonial administrative offices provoked militant nationalism in Portuguese Africa.

Lack of employment opportunities for Mozambicans led to the outbreak of armed resistances in Mozambique. Most jobs including taxi driving and office clerks and messengers were reserved for the Portuguese. Africans were only forced to work on plantations.This problem of unemployment was worsened by the land tenure system since Africans lacked land to practice agriculture. This frustrated Africans and caused their resentment to Portuguese colonialism, thus the outbreak of liberation wars.

The education system in the Mozambique induced the Mozambicans to plot for a

change. The education system denied the masses intellectual advancement and technical skills.It only made them to embrace Portuguese cultures. This influencedthe Mozambicans to wage war against colonialism so as to improve on their education system.

The racial arrogance(pride) of the Portuguese provoked militant nationalism among masses in Mozambique. The Portuguese considered themselves superior humans compared to their African subjects. This explains why they tried to impose on Africans the policy of assimilation. The assimilados were favoured more and accorded them the same privileges as the Portuguese settlers. Racial discrimination by the Portuguese forced Africans to fight for independence.

The Portuguese policy of forcing the locals to grow cash crops caused Mozambican resistances against the Portuguese.

The Portuguese forced the Mozambicans to grow cash crops on their small estates at the expense of food crops. The Portuguese influenced Africans to clear their food gardens to plant cotton, coffee and tobacco. At the same time, the Portuguese colonialists fixed prices for the cotton produced by the African subjects. The Africans expressed their dissatisfaction to the Portuguese through liberation wars.

The land alienation policy by the Portuguese contributed to the outbreak of liberation wars in Mozambique. The Portuguese embarked on a systematic land grabbing policy aimed at establishing plantation agriculture. The Africans were left landless while others were made squatters on white owned estates. The landless Africans wanted to regain their lost land hence they engaged in armed struggles.

Activity

1. State how true it is that the Portuguese economic policies were responsible for the outbreak of the liberation war in Mozambique in 1964.
2. Explain the role played by FRELIMO in the outbreak of the independence war in Mozambique by 1964.

Summary

Mozambique like Angola suffered similar oppression from the Portuguese colonialists. When the Portuguese started increasing their armies with in Mozambique, it was a clear sign that independence was not too soon yet the masses had suffered a lot.A liberation war was the only solution for such actions, thus the Mozambican war of liberation of 1964.

Follow Up Activity

Use internet or text books to carry out a research on:

1. The role of Eduardo Mondlane in the struggle for independence in Mozambique.
2. The factors that favoured the success of the Mozambican war of liberation between 1964 –75.

EUROPEAN HISTORY

TERM2

HISTORY OF MODERN EUROPE

TOPIC: FRENCH REVOLUTION OF 1789

Introduction

Causes of the French Revolution of 1789–1791

Lesson 1:Events in the Course of the French Revolution Between UP TO 1791

Learning Outcomes

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

i) Describe the events in the course of the French revolution between 1789 –1791.
ii) Assess the significance of the major events in the course of the French revolution between 1789 up to1791.

Materials you will need:

- Pens
- Pencils
- Papers
- Note books.
- Internet
- Text Books
- Computer, Radio, Phone.

Instructions

i) Follow the instructions carefully.
ii) If possible, consult an adult at home while doing an activity.
iii) You will present this work to your teacher when school resumes.
iv) Make use of any related study material near you.

Introduction

Having discussed the causes of the French revolution in the previous lesson, this revolution occurred in various stages known as events. These events show that it brought

about fundamental changes in France's social, political and economic set up.

The Major Events of the French Revolution

The calling of the Estates General meeting and the formation of the National Assembly. On 5th May 1789, King Louis XVI called the meeting of the Estates General to discuss the financial crisis and possible reforms. However, disagreements arose over the voting by Estate (which would have given the First and Second Estate superiority over the third estate) or voting by head (which would have favoured the Third Estate). When the king failed to agree on this point, the Third Estate led by Count Mirabeau declared that they were representatives of the French people and declared themselves the National Assembly on 17th June 1789. The king refused to recognise it and this marked the beginning of the revolution.

Question:

Of what importance was the calling of the Estates General meeting and the formation of the National Assembly in the history of France?

The Tennis court hall oath of June 1789

In order to overcome the pressure from the 3rd estate, the king decided to hold a special royal session in which he planned to give his last order. Unfortunately, the delegates of the third estate were not informed of the royal session. When they arrived at the assembly hall on 20th June 1789, they found the doors blocked by soldiers. They were informed of the royal session and that the hall was closed for making the necessary preparations including cleaning of the hall. At the same time rumours were spreading that the king was planning to use force against the representatives of the third estate.

For a moment, the third-class delegates were stranded. However, after sometime, they proceeded to a neighbouring building which served as a tennis court and held a memorable session there under the presidency of **Bailly**. They took the famous tennis court oath in which they swore; **Never to separate and to reassemble whenever circumstances shall require until the constitution of the kingdom shall be established.**

This showed the determination of the revolutionaries to demand for reforms in France.

The royal session of 23rd June 1789

On 23rd June 1789, the King decided to have another meeting for the three estates.In his speech, the king accepted to meet the demands of the third estate, such as equality of all classes, which satisfied the demands of the Third Estate but made some fatal mistakes. He declared the recent actions of the 3rd estate in converting itself in to the National Assembly illegal and unconstitutional. He also ordered that the three estates should meet separately.

The king, the nobility and the clergy left the hall in the spirit of victory but the Third Estate's representatives remained in the hall. The master of ceremonies reminded them of

the King's orders and told them to quit the Assembly hall. Soldiers were also seen at the gate to force the 3rd estate delegates out of the Assembly hall. This provoked Mirabeau, who went straight to the master of ceremony and blasted him that, *" Go tell your master that we are here by the will of the people and we shall not leave except at the point of the bayonet".*

The Storming of Bastille 14th July 1789

The Bastille was the state prison where those arrested under the infamous Lettre-de-cachet were imprisoned.

Question:

What was lettre-de-cachet?



The storming of the Bastille on 14 July 1789

The Bastille was the state prison where those arrested under the infamous Lettre-de-cachet were imprisoned. After the declaration of the National Assembly by the Third Estate, the king's diehard nobles and clergy continued to oppose it. Rumours were that the king was organising to destroy the Assembly using foreign troops. Besides, Necker was expelled for the second time on 11th July1789.

This was a great disappointment because he was the only 'messiah' of reforms in France. The news spread throughout France and on 13th July 1789, Camille Desmoulins a journalist argued people to take immediate action.

Consequently, the Paris mob led by Desmoulins invaded the armoury and stormed the Bastilles on 14th July l789. This was to release the innocent prisoners and demolish it as a symbol of despotism. There was heavy fighting between the mob and the guards but with time their commander Governor de-Launay surrendered but was murdered.

This was significant because it marked the beginning of the revolution and victory over despotism.

The Session on 4th August.

After the storming of Bastille, peasants went on rampage attacking the castles/residences and property of the clergy and the nobles. Consequently, by August the remaining nobles who had not given up their privileges had seen the sense in sacrificing their privilege to save their lives. On 4th August when the National Assembly was in a night session, it abolished feudalism and all its forms throughout France.

The nobles and clergy denounced their privileges and the ancient system of taxation was scrapped off. Thus, the long-term grievances which had made the revolution inevitable were removed. This was a total destruction of the foundation of the ancient regime and a relief to the peasants.

The event is memorable because it guaranteed equality of all the men before the law and other forms of taxation, thus burying social class discrimination in France.

The way feudalism was destroyed makes it significant. It was very peaceful where the nobles and clergy just denounced their privileges hence compromising with the third estate in the spirit of brotherhood.

This event led to unity among all the classes in France, although most nobles and clergy who were unhappy with the changes were forced to go to exile.

Question:

What did the revolutionaries achieve from the abolition of feudalism and all its forms throughout France?

The declaration of the rights of man and citizens, 27th august 1789.

On 27 August 1789, the Constituent Assembly met and its discussion was centred on the restoration of people's political freedom and how to protect them.

By the end of the session, it had come out with a document called the declaration of the rights of man and citizens which was to help in the formation of the French constitution. It had the following declarations amongst others:

- People had the rights to rule themselves and that men were by nature equal and therefore entitled to equal rights and privileges from the state. This included equality before the law and taxation.
- It granted freedom of press, speech, worship, association, ownership of property, security and resistance to oppression.
- All government officials are public servants and were responsible to the people.
- Imprisonment was not allowed except by laws decided only by the people. No one was to be arrested without a proof of his or her guilt.

Question:

Do you think the above rights are similar to those of Ugandans today? Give reasons for your answer.

The march of women, 5th October 1789

The revolutionaries organised women to march (in a demonstration) from Paris to Versailles. These were incited by Jean-Paul Marat, one of the leaders of the revolution demanding the King to address their economic problems especially food shortages, high bread prices and unemployment. The King met a group of women in the palace and signed decrees guaranteeing bread in Paris at reasonable prices.



March of women to Versailles on 5th October 1789

Women were chosen because the impact of their demonstration would be most felt and their cries for food would be most heard. It was a revolutionary event because the King was forced to relocate to Paris with his entire family along the National Assembly. On reaching Paris they were kept in the Tuileries palace in Paris in a condition of prisoners. After this event many nobles and clergy felt powerless to reverse the revolution and fled to exile in England, Austria, and Prussia.

Question:

How is the march of women, 5th October 1789 similar to demonstrations in your community?

The civil constitution of the clergy, July 1790

This was a revolutionary law passed by the national assembly to reduce on the powers of the Catholic Church in France. Before the revolution, the Pope and the Catholic Church had a lot of influence in the political, economic, social and religious affairs of France. The Catholic Church and the clergy were the most privileged in France. For example, they owned large pieces of land, collected taxes (tithe), dominated politics and many more.

So, in July 1790, the National Assembly passed a law which put the church into state and the clergy into civil service. This became known as the civil constitution of the clergy.

Question:

Outline the role of the church in Uganda's politics.

The King's flight to Varennes, 21st June 1791

King Louis xvi complained of his imprisonment in Paris, violation of property and reduced powers of the crown in the new constitution. He felt the conditions under which he was kept at Tuileries were unbearable. The king felt he could not work with the national assembly as a result, he decided to flee and join the émigrés (nobles in exile) in Austria for a counter-revolution. So, king Louis XVI and the royal family stealthily (secretly) left the Tuileries at night and headed for Austria. However, he was detected and arrested by peasants at Varreness a few miles from the border of Austria and France. They were brought back to Paris amidst great humiliation.

Activity

1. From the above passages, describe the events in the course of the French revolution between 1789 up to 1791.
2. Explain the characteristics of the following events of the French revolution
   a) The calling of the estates general meeting of 5th may 1789.
   b) The storming of the Bastille of 14th July 1789.
   c) The declaration of rights of man and citizen of 27th July 1789.
   d) The march of women to Versailles on 5th October 1789.

Summary

From the above events, the French revolution of 1789 brought about profound changes in the French society. These included the fall of despotism, constitutionalism, and declaration of rights of man and citizen which marked the end of social divisions and ushered in liberty, equality and fraternity in France. Among the events was the storming of the bastille whose importance made the 14th day of July a national holiday in France up to today.

Follow Up Activity

Make research on:

a) The causes and effects of the **reign of terror** between 1793 up to 1794.

b) State the reasons why revolutionary France was at war with other European countries between 1792 up to 1802.

TOPIC: FRENCH REVOLUTION OF 1789

Lesson 2: The Directory Government

Learning Outcomes

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

i) Explain the achievements and failures of the Directory Government in France between 1795–1799
ii) Outline the Problems faced by the Directory Government in France
iii) Compare the problems faced by the Directory Government with the problems facing the Government of Uganda.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) Follow the instructions carefully.
ii) If possible, consult an adult at home while doing an activity.
iii) Make use of any book on the History of Europe near you.

Introduction

In 1795, there was establishment of the Directory Government in France. It was formed after the reign of terror and the downfall of Robespierre. It ruled France up to November 1799 when it was overthrown by Napoleon. This government was formed to restore law and order, to reduce on mob justice and dictatorship that had been in France between 1793–1794.

what was this Government

This government was set up by the new constitution of 1795 by the National Convention. It comprised of two bodies; the executive which comprised of 5 Directors and the Legislature that consisted of the upper house with 250 members and the lower house with 500 members. In rotation, each of the Directors held Presidency for a 3–4 months' interval and one Director was replaced each year. Some of the directors included, Carnot, Barras, Ducas,Abbey Sieyes, and Letourneau.

Read the extract below on the achievements of the directory government.

Achievements of the Directory Government

While in power, the Directory government made important achievements and they included the following:

The Directory Government managed to end the Reign of Terror in France. This was through abolishing the Jacobins club, a party that had led to terror in France. The Directory Government also abolished other terrorist organs like the Committee of Public Safety, the Committee of General Security and the Revolutionary Tribunal.

It also abolished the **"Law of Suspect"** that had been put in place in 1792 by the National Convention Government under Robespierre. Therefore, France regained some relative peace and stability due to the efforts of the Directory government.

The Directory Government restored democracy and promoted constitutional rule in France. France had been under dictatorial rule during the Ancient regime of the reign of Terror. The constitution of Robespierre which was dictatorial was abolished by the Directory Government and a new one was drafted and accepted by the Directors in **August 1795**. With this constitution of 1795, a democratic and parliamentary system of governance was established in France. This made the Frenchmen to enjoy some degree of democracy.

It also expanded the boarders of France. It was this government that gained new territories for France. This was achieved when Napoleon Bonaparte led the French army against Austria and captured the Italian states, Belgium, and part of the Rhine lands through the Italian campaign of 1796 –1797. Napoleon Bonaparte was also sent to Egypt where he captured the Island of Malta.

The government tried to improve the economy of France through developing industries, promoting trade as well as agriculture. It also enriched the French treasury with the treasures from the conquered states, for example the looted works of art to France to decorate museums in France.

It reorganised the French army through new recruitments, equipping the army with good weaponsand introduced promotion on merit. The army was also trained with new tactics. France had one of the largest armies in Europe of about 800,000 soldiers which helped to defeat Austria in 1796.

It promoted reconciliation in France. This was done by releasing many political prisoners who had been captured during the Reign of Terror. It also granted political amnesty to those members of the National Convention Government who had caused revolutionary wars between France and the rest of Europe since 1792 and some of these politicians were even allowed by the Directory Government to participate in the politics of France.

It reduced the influence of the Catholic Church in state affairs by implementing thecivil constitution of the clergy that reduced the powers of the Catholic Church.

It suppressed uprisings and internal rebellions organised by Jacobins, Royalists as well as socialists who advocated for socialism hence maintaining security in the country.

The Directory Government restored glory for France. A country like Austria had previously defeated France during the revolutionary wars. However, in 1797 the French defeated Austria when Austria attempted to resist the French occupation of Belgium.

The Directory Government was successful in making peace with other European countries. There had been hostility between European countries and revolutionary France between 1792 and 1794 because the French revolution of 1789 threatened the survival of the monarchical regimes in European countries like Austria and Prussia. However, when the Directory government came to power in 1795, it made peace with some European countries like Spain and Holland.

Activity 1

Compare the achievements of the Directory government with those the NRM government since 1986.Represent your findings in a tabular form.

Failures of the Directory Government

Much as the Directory government registered some successes or achievements, it also had several failures in its term of office. These failures included the following:

The directory government failed to solve the problem of food shortage in France. By 1799, there was food shortage in France brought by poor harvests. As a result, the prices of bread increased and the common man could not afford the expensive bread. This made the peasants to lose confidence in the government.

The Directory government failed to stop corruption in the French society. The directors were the most corrupt administrators in the history of France. They practiced both political and economic corruption where government funds were embezzled. This negatively affected the economy of France.

The Directory government was very extravagant in its expenditure. For example, it established a very large French army of more than one million men and a lot of money was spent on maintaining this army. In addition, the army was sent on expensive military campaigns like the Italian and Egyptian campaigns which led to a financial crisis and total bankruptcy of the state.

The government failed to reconcile the state and the Catholic Church leading to conflicts between the government and the Church arising from the implementation of the civil constitution of the clergy.

It was characterised by disunity among the Directors and lack of harmony within the council of 500 members. Lucien Bonaparte who was the president of the council and a brother of Napoleon I conspired with the opposition and overthrew the government in 1799.

It failed to provide total peace in the French society. The reign of the Directory gov-

ernment was characterised by occasion insecurity from various groups especially the Jacobins, the royalists, the socialists. They were not contented with the way the government was conducting its activities and therefore they organised rebellions which created political instability.

The Directory government failed to protect the gains of the revolution and the territories acquired in the earlier campaigns such as Italy and Switzerland which Napoleon had acquired on their behalf.

The government failed to promote equality of all the Frenchmen before the law, vote and political representation. It was only the rich middle class to vote or to be voted. The poor peasants were left out because they possessed no wealth as a requirement to vote.

In 1797, the Directory government organised elections for those who were to go to the parliament. The government had become unpopular and many Frenchmen voted for the royalists. This scared the Directors and they used Napoleon Bonaparte to rig the elections. This therefore made the Directory Government very unpopular.

The Directory Government narrowed the Franchise that is the vote in election was confined to tax payers only. This was seen as unfair by the peasants who had no wealth in France but wanted to have a share in the politics of their country through voting their representatives in the parliament. This therefore made the government unpopular.

The government failed to control the high crime rates especially in southern France where high way robbery was rampant. The Frenchmen especially the peasants were scared about their security and that of their properties that they had gained from the revolution.

The Directory government lacked confidence in itself and instead over relied on Napoleon Bonaparte for its success and existence. For example, it promoted him to the rank of General and the same government made him command military campaigns of 1796 and 1798 in Italy and Egypt respectively on her behalf. It also relied on him to suppress internal rebellions. This made the Directory government unpopular and instead increased the fame of Napoleon which he exploited to overthrow the very government in 1799.

The government banned the liberty of the press in France. The newspapers which were against the government were confiscated and journalists deported especially the Jacobins press.

Activity 2

As a student of history, suggest ways how the above failures would have been avoided by the Directory government.

Summary

The Directory government registered some achievements in France especially in her

foreign policy when she defended France, expanded the French boundaries and extending the revolutionary ideas. But her failures were more serious which made the Frenchmen to lose confidence in it and supported Napoleon Bonaparte to overthrow it in 1799.

Follow Up Activity

Using any European History text book or material or internet to:

1. Write down the problems faced by the directory government in France.
2. Compare the problems faced by the Directory government with those facing your government today.

TOPIC: NAPOLEON BONAPARTE 1799 –1815

Lesson 3: The Rise of Napoleon Bonaparte to Power

Learning Outcomes

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

i) Examine the factors for the rise of Napoleon Bonaparte to power in France.

ii) Relate the factors for rise of Napoleon to power with the ones for the rise of leaders in Uganda.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) Follow the instructions carefully.

ii) If possible, consult an adult at home while doing the activities in this lesson.

iii) You will present this work to your teacher when school resumes.

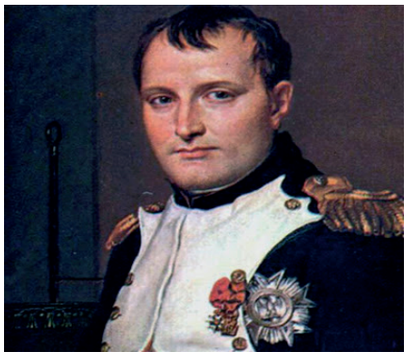
iv) Make use of any relevant study material near you.

Introduction

In the previous lesson, we looked at the failures of the Directory government in France which led to its downfall in 1799 leading to the rise of Napoleon Bonaparte. In this lesson, you will get to know about Napoleon and the factors that helped him to raise to power.

Napoleon was born on 15th August 1769 in the town of Ajaccio on Corsican Island in Italy. He was an Italian by origin but born a French citizen because Corsica was acquired by France from the republic of Genoa in Italy in 1768. He was born in a poor family of the peasantry class and was the 4th out of 13 children of whom 8 had survived childhood.

He later joined school at an early age but did not perform well academically. He therefore resorted to military training where he excelled in military science. In 1779 he was sent to Brienne military Academy in Italy and later joined Paris military Academy. He was trained as an artillery officer and joined the French army at the age of 17years.He staged a successful coup against the Directory Government in 1799 and ruled France up to 1815 as the first **consul** and **emperor.**



Napoleon Bonaparte

Factors for The Rise of Napoleon to Power in France

You have already known who Napoleon **Bonaparte** was. The text that follows will enlighten you more onhis rise to power in France.

The annexation of Corsica, the Mediterranean island from Genoa by France in 1768. Napoleon was born a year after France annexed Corsica island from the Italian republic of Genoa which made him a French citizen by birth though he was an Italian by descent. He was therefore eligible to hold any public office in France. He was able to benefit from French military training thus providing him the platform to rise to power.

Therole played by Carlos Bonaparte, Napoleon`s father also conditioned his rise to power in 1799. His father forged a noble origin hence enabling his son Napoleon to join the military academy of Brienne on a noble scholarship, where he excelled in military science and maths, later joining the Paris academy where he graduated as a second lieutenant in the French army. Had it not been for his father,Napoleon would have remained a common Frenchman.

Napoleon`s education also contributed to his rise to power.He was widely read es-

pecially in revolutionary literature of great philosophers like jean Jacques Rousseau. He also studied Maths, Political Science and History. He was well versed with a lot of knowledge about the art war and peace. He also greatly understood world politics having read the constitutions of many countries like Britain, Turkey, Switzerland and others. All these sharpened his mind and helped him to rise to power.

The French revolution led to the rise of Napoleon when it overthrew Louis XVI and the ancient regime hence bringing the Bourbon rule to an end in France. The overthrow of Louis XVI and the Bourbon regime created a political vacuum that was filled by Napoleon Bonaparte.

Question

To what extent was the French revolution of 1789 responsible for the rise to power of Napoleon Bonaparte in France?

The weakness of the Directory Government also enabled Napoleon to rise to power. This is because some of the Directors like Abbey Sieyes and Lucien Bonaparte supported a coup detat in 1799. Also, the failure of the Directory Government to solve the economic hardships in France made it unpopular for Napoleon to overthrow.

Napoleons luck helped him to rise to power. He was lucky to have been born a Frenchman and to have survived childhood. The island of Corsica had come into French possession a year before Napoleon was born making him a French man by birth to qualify for any public office in France.

Napoleons personal ambition. No doubt Napoleon was a man of overwhelming ambitions. His ambitions can be traced from his childhood when he dreamt of liberating Corsica from France and becoming the king of Corsica. His ambitions led him into the Italian and Egyptian campaigns as well as organizing a coup detat against the French government.

Napoleon's character and personality. He was intelligent, well read, educated and very ambitious.For example, he was able to become an army general at the age of 30. He was an opportunist in that things came at the time they were needed and as an opportunist, he was quick to exploit them to his advantage. He could even change opportunity into action very quickly.

He was courageous, confident, brave a man with extra ordinary brain, very resourceful and very energetic.For example, in a war, Napoleon's presence in the battle field was equivalent to 40000 soldiers. He also had a lot of determination and it was as a result of his determination that he took up a disorganised army to the Italian and Egyptian campaigns.

He was a diplomat too; he would crown his victories with peace such as the treaty of Compoformio after he had defeated the Austrians in his Italian campaign.

Napoleon`s military victoriesas a soldier and commander of the army. Napoleon participated in many wars or battles both at home and abroad in which he registered military victories and became famous. He succeeded in suppressing many internal revolts against the Directory Government such as the Royalist rising in Toulon, the Babeuf plot, and the Royalist rising against the convention (whiff of grape shot). He also com-

manded the Italian and Egyptian campaigns successfully. All these victories brought glory to France, portrayed Napoleon as an efficient leader and a hero. When he organised a coup in 1799, he was massively supported hence his rise to power.

He was also a genius and foresighted.This explains why he kept aloof from the Directory Government knowing its weaknesses would ruin his future plans.He also abandoned his plans of liberating Corsica and instead took part in the French revolution which gave him a lot of opportunities for his rise to power.

The support of the army. Napoleon was a military genius who rose to higher ranks in the army within a short period of time.

While at military academies of Brienne and Paris, he made friends, who later supported him as the leader of the army in the various assignments. It was this army which gave him support when he organised the coup of Brumaire in 1799.

Napoleon also had strong oratory abilities:He had power of speech (he was a gifted speaker). He had a careful selection of words and powerful memory which impressed his followers both the soldiers and French civilians. For example, while preparing for the Italian campaign he spoke and convinced the army when he said"*youarebadlyfedandnearlynaked—Iam going to lead you to the most fertile plains in the world. You will find their great cities and richprovinces.Youwillfindtheirhonour,gloryandwealth.*"

Napoleon`s humble background also provided him with the determination and courage to rise to power against all odds. He came from a poor family of 13 children 8 of whom survived childhood. While at school he was despised by his school mates and taken to be a social misfit. He was penniless, friendless and had one meal a day which made him hardened and determined to break the chains of poverty. He welcomed the French revolution with open hands during which he became a disciple of Roussseau.

The technological and scientific advancement during that time also conditioned his rise to power. This was a period of industrial growth which brought advancement in transport and military hardware. These simplified organisation and execution of military adventures from which Napoleon benefited as an artillery officer thus his rise to power.

The role played by Lucien Bonaparte. Lucien was his brother and president of the council 500.He used his position to influence the assembly to accept Napoleon when he said "here is the man you have been waiting for, he will respect you, and he will respect the revolutionary gains. He is my brother. If he fails, I will stab him in the chest". He also saved Napoleon from failure when he was beaten hence saving the coup from failure.

Napoleons association with influential people like Maximillien Robespierre and other army officers helped him to rise to power.They helped him to learn military skills, to be vibrant and appealing at political public speeches. Napoleon learnt and was able to win support from the masses by promising political, social and economic changes hence his rise to power.

Napoleons marriage to Josephine the daughter of Barras who was one of the directors in the directory government. This marriage gave him aristocratic connections and greatly elevated his status from a simple army officer to a son in law which gave him

chance to lead military campaigns that made him popular hence his rise to power.

The military coup de `tat of Brummare in 1799 through which Napoleon captured power from the directory government. The coup nearly failed and Napoleon nearly killed but he was saved by his brother and with the help of abbey Sieyes and Ducas Roger, Napoleon saved the coup hence his rise to power.

Activity

1. Consider and outline the factors that enabled President Yoweri Museveni to rise to power in Uganda in 1986.
2. Compare the above factors with those of NapoleonBonaparte. Are they similar? Support your answer.

Summary

Generally, the rise of Napoleon Bonaparte to power in France was a combination of a number of factors some of which were his own making while others were the prevailing circumstances such as the French Revolution of 1789 and the weakness of the Directory Government, among others.

Follow Up Activity

Discuss the extent to which Napoleon's rise to power in France was a result of circumstances beyond his control.

TOPIC: NAPOLEON BONAPARTE IN FRANCE

Lesson 4: Napoleon's Domestic Policies

Learning Outcomes

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

i) explain Napoleon's domestic policies in France.
ii) outline the weaknesses of Napoleon's domestic policies.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) Follow the instructions carefully.

ii) If possible, consult an adult at home while doing the activities in this lesson.

iii) You will present this work to your teacher when school resumes.

iv) Make use of any relevant study material near you.

Introduction

When leaders rise to power or take up political offices, for example, prefects, local council leaders, members of parliament as well as presidents,they come up with programs to serve their subjects. Similarly, when Napoleon rose to power in France, he came up with a number of policies which were political, social and economic in order to keep himself in Power.

The text you are about to read will explain more on Napoleon's Domestic Policies.

Napoleon's Domestic Policies

Between 1800 –1810, Napoleon devoted his energies to the internal reorganisation of France. He set them to make the nation progressive and as a statesman, he gave France a number of reforms which survived even after his downfall. Some of the reforms made him to be referred to as a statesman or Napoleon the great, having fulfilled the expectations of the revolutionaries.

Napoleon and the Catholic Church (the concordat)

Napoleon was quick to realise that the majority of the French were Catholics whose feelings had been hurt by the French revolution. The revolution had created a big gap between the state and the Church through the civil constitution of the clergy and confiscation of Church property. He reconciled the Church by signing the concordat in 1801.The concordat made Catholicism the state religion of France, but other faiths were also allowed to operate.The position of the Pope was recognised while the Bishops were to be appointed by government and consecrated by the Pope. The French government was to pay salaries to the Clergy and the Church was given control of elementary education.

Napoleon's positive reforms in the field of education

He promoted Secondary and University education.This education emphasised the teaching of Sciences and Technical education that contributed to industrial development in France. In 1808, he founded the Imperial University of Paris with 17 branches in different districts. This promoted literacy and made Paris Centre of intellectual learning.

Napoleon and the French legal system or law (Code Napoleon)

Code Napoleon covered a number of aspects such as the rights and duties of man, marriage and divorce, parenting, inheritance of property, religious tolerance, and trial in public by open jury. The law had five codes namely the penal code, criminal code,

commercial code, civil code and military code. The code confirmed the right to private property, guaranteed private freedoms, equality before the law and unified the judicial system. It also abolished Church and Feudal laws.

Napoleon and the Legion of Honour

Napoleon came to power on merit and through hard work.So he tried to open the door to men of ability and talent irrespective of their social status and origin / birth. He used the Legion of Honour to encourage hard work. The Legion of Honour was a reward given to people for a distinguished service to the state and showed that he was committed to merit and the career open to talent. Honours were given to people who excelled in Politics, Art, Music, Military and Civil Service. Honours made Frenchmen to work hard so as to be rewarded as stated by Napoleon, "*men are led by toys*".

Napoleons reforms in industry and commerce

He promoted industrial development by imposing high protective tariffs on imports. He set up the chamber of commerce and industry and the advisory board for the manufacturers. New cotton machines were invented and factory laws were passed. As a result, France witnessed a period of industrial development.

Napoleon and the local government

Napoleon retained the revolutionary divisions of France — the departments headed by prefects. But he also created new divisions called arrondisements to replace the districts. The arrondisements were headed by sub-prefects. The arrondisements were further sub divided into communes headed by mayors. Napoleon directly appointed the heads of these divisions and each division had local councils as advisers. Napoleon centralised his administration by appointing the ministers, prefects, sub-prefects and civil servants. In his reforms, Napoleon gave France excellently chosen officials, which made France strong and united.

Napoleon came up with the consulate system of government where he appointed himself as the first consul. He later assumed the title of emperor in 1804.

The ministers, prefects and sub-prefects were directly answerable to him. Even the central government was directly under his control. Such dictatorship and one-man control are what the 1789 revolution had tried to abolish.

Question

Compare Napoleon's administrative reforms with Uganda's administrative system.

Napoleon introduced financial reforms

He established a new currency that he stabilised on the gold basis. He established the Bank of France in 1800. The bank managed all government loans and revenue. The bank also issued stable currency based on the gold standard in 1801.He centralised and improved the collection of taxes from the local authorities which had encouraged embezzlement. He abolished undue profits on contracts and fraud on public services. The bank also regulated or regularised the system of stock exchange.

Napoleon and public works

He improved on public works. He employed prisoners of war to carry out many public works. Napoleon is credited for having constructed roads, seaports, canals, and bridges, telegraph lines, which aided expansion of industry. In 1811, Napoleon had built 220 broad military roads, two of these roads connected Paris to Turin, Milan, Rome, and Naples of Italy. His public works made Paris the most beautiful city in Europe and became a tourist centre by planting flower gardens, constructing bigger streets renovating palaces and installing security lights.

Promotion of French culture

Napoleon promoted and preserved French culture when opera houses were built. He beautified museums and field with works of art and treasures looted from Italy. The streets of Paris and other major towns were restored, street gardens replanted. Dance and drama, books about French culture were published and an academy of music, dance and drama was opened.

Napoleon and the army

Napoleon greatly re-organised the French army and made it the most formidable force / strongest on the European continent. He established military schools and made military training compulsory. The French army became one of the most trained and equipped with efficient military hardware.

Napoleonic regime and the peasants

During Napoleonic regime the peasants were allowed to retain land and property acquired during the French Revolution. They were able to carry out agriculture which was greatly improved upon.Swamps were reclaimed and this increased the amount of land for crop farming. The government provided loans and other incentives to farmers. This increased food supply, reduced food shortages which helped him to control power in France.

Napoleon and the police system

Napoleon 1 reorganised the police system that helped him to crush opposition against him. In 1804 he revived the ministry of Police. The Police helped to deal with violence and royalist uprisings and the conspirators were executed. This maintained public order and a more efficient government.

Activity

1. Explain the weaknesses of Napoleon's domestic policies.

2. Analysethe ways in which Napoleon 1's domestic policies benefited France in the period 1799–1815.

Summary

The above policies introduced by Napoleon largely benefited the Frenchmen. That's

why he was regarded as a true statesman in France.

Follow Up Activity

Make research on:

1. Napoleon 1's foreign policies.

2. Factors that led to the downfall of Napoleon Bonaparte in 1815.

TOPIC: THE VIENNA CONGRESS AND THE CONGRESS SYSTEM 1814–1830

Lesson 5: Achievements of The Vienna Settlement 1814–1815

Learning Outcomes

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

i) differentiate between the Vienna congress and the Vienna settlement of 1814–1815
ii) identify the aims and objectives of the Vienna congress.
iii) assess the achievements of the Vienna settlement.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) Follow the instructions carefully.

ii) If possible, consult an adult at home while doing the activities in this lesson.

iii) You will present this work to your teacher when school resumes.

iv) Make use of any relevant study material near you.

Introduction

Whenever countries get involved in a war, they find peaceful means of resolving their differences. This was the case after the defeat of Napoleon Bonaparte. The peace makers of Europe called the Vienna congress.

What was the difference between the Vienna congress and the Vienna settlement?

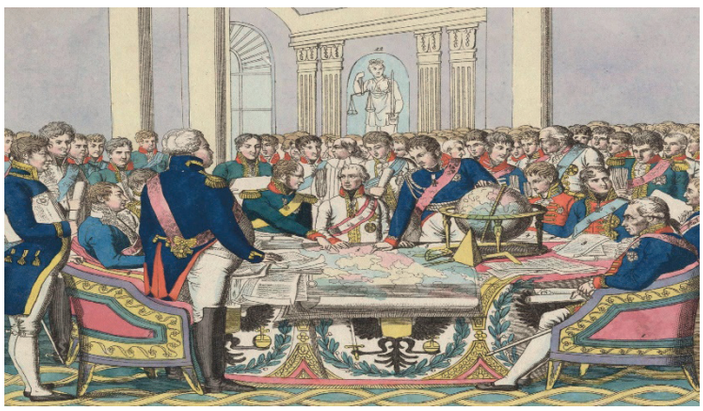
The Vienna congress was a meeting held in Vienna whereas the Vienna settlement were the resolutions/ minutes of the Vienna meeting.

Who attended this meeting?

The congress was attended by nearly all states of Europe but the major decision was reserved by the big four countries, that is; Britain, Austria, Russia, Prussia and later France.

Activity 1

Find out the representatives of these countries in the Vienna meeting.



The signing of the Vienna settlement in 1814

Aims and Objectives of the Vienna Congress

Just like other meetings, the Vienna congress had aims and objectives which revolved around three principles; restoration, legitimacy and compensation. These aims and objectives included the following:

- The need to restore peace and a sense of hope in Europe.
- The Vienna peace makers aimed at defeating Napoleon and blocking anybody from the Bonaparte family to rule France again.
- There was urgent need to check on France's future further aggression.
- The need to restore legitimate rulers of Europe who had been overthrown by Napoleonic wars. (Principle of legitimacy).
- There was need to re-draw the map of Europe and France had to be reduced to her original size of 1792.
- The need to balance power also conditioned the signing of Vienna congress. (by

re-drawing the European map).

- The need to restore inter-state economic co-operation.
- There was need to reward the victor powers and punish the defeated powers.
- The need to maintain the independence of all European states.
- There was need to stop slave trade and slavery,for example; Turkish empire and Russia.
- There was a need to stop the spread of the revolutionary ideas of liberty, equality and fraternity.

Do you think the peace makers achieved the above identified objectives?

You will find out that as you read the extract that follows.

Achievements of the Vienna Congress / Settlement

From the resolutions of the Vienna congress, the peace makers achieved the following:

Peace was restored in Europe for nearly 40 years among the great powers. There was no major war until the outbreak of the Crimean war of 1854–56. It will be recalled of course that, before the Vienna congress, Europeans had been disturbed by mainly the French revolution of 1789 and Napoleonic wars. However, with the signing of the Vienna settlement of 1815, peace re-surfaced mainly among the major powers of Europe.

Napoleon was given the final defeat at the famous battle of waterloo in 1815.The peace makers mobilised about 800,000 soldiers and other military resources to defeat Napoleon. he was captured on 18th June 1815and was finally exiled to the rocky island of St Helena from where he died of stomach cancer in 1821. This closed the chapter of the great conqueror Napoleon hence the delegates at Vienna should be credited for the final defeat of Napoleon who had become a menace in Europe.

The congress prevented further French aggression in Europe. It imposed an allied army of occupation on France. It created buffer / defensive zones around France. That is the kingdom of Netherland was created by combining Holland and Belgium to act as a barrier in North East of France. Piedmont, Savoy, Genoa and Nice were given to Sardinia to strengthen South Eastern side, the Rhineland were given to Prussia to strengthen the Eastern boundaries, Italian and German states were put together under the control of Austria since these states formally were dominated by France under Napoleon. Norway and Sweden were amalgamated to check on French aggression in the North.

The congress was successful in restoring legitimate rulers to their rightful thrones in Europe. For example, the Bourbon monarchy under Louis XVIII and Charles X in France, King Victor Emmanuel I in Piedmont, the Pope in the Papal States, Ferdinand I in Naples and VII in Spain and the House of Orange in Holland. These assisted in checking against the French aggression and the spreading of revolutionary doctrines.

The map of Europe was also redrawn. This had been disturbed by the 1789 French revolution and Napoleonic wars. By the terms of the Vienna settlement, the boundaries

of France were reduced to what they were by 1790 as before the second Paris peace treaty. There was promotion of territorial integrity and independence of some states like Switzerland.

Inter-state co-operation was revived in France. This had been disorganised by the continental system started by Napoleon. The delegates neutralised the navigation of all ships carrying commercial cargo on international big water bodies notably Mediterranean Sea, Black sea, River Danube and River Rhine.

The spread of revolutions and revolutionary ideas was controlled. This was realised up to 1830 through the restoration of legitimate rulers and defensive rulers allowed in France as well as the role of Metternich system. Thus, according to the aims and objectives of Vienna settlement, this was a remarkable achievement.

The Vienna settlement was successful in settling territorial disputes.The conflicts that existed between Russia and Prussia over Poland and Saxony were resolved peacefully. These conflicts would perhaps have burst into another war. Thus, settling them peacefully was a success of the Vienna settlement. Poland was divided into 3, 1st part to Prussia, Austria and Russia; Saxony was divided into two, one to Russia and another one to Prussia.

Permanent alliances were also created to settle problems as they arose. This was intended to ensure peace in Europe i.e. the quadruple alliance of Britain, Austria, Prussia and Russia (big 4) was created in 1815, the holy alliance of 1816 and the quintuple alliance of 1818 of the big four including France.In order to maintain peace and defend the resolutions agreed upon by the peace makers at Vienna, they formed the concert of Europe (the congress system). It was able to preserve peace in Europe up to 1854 Crimean war.

Balance of power was achieved in Europe. This was achieved by the sharing of the so-called disputed territories.Thus, Russia got Finland from Swedenand Grand Dutch of Warsaw from Turkey. Austria was given the control of Italian and German states, and Prussia got parts of Saxony and Poland. England got Ceylon in Indian Ocean, Crete Island, West Indies and Cape of Good Hope in South Africa which formally belonged to Holland. All these efforts promoted balance of power and ensured that no any power could emerge more powerful to the extent of causing instability in Europe.

Question:

In your opinion, was it real balance of power?

The Vienna congress restored the independence of Switzerland. This independence was properly utilised by Switzerland for social, political and economic development. Switzerland currently holds a big and important position in international affairs that is the headquarters of international organisations like Red Cross in Geneva Switzerland. Therefore, the Vienna settlement deserves a credit for the work well executed by the congress men.

The settlement laid foundation for the abolition of slave trade in Turkish Empire. Due to the conference, Britain exposed the evils associated with slavery and slave trade before other powers and even demanded for immediate abolition. Although Britain had a hidden intension to dominate other commercial entities like international waters and colonies. European powers later embarked on the abolition of slave trade.

Activity 2

From the above extract you have read, do you think the Vienna peace makers achieved all their aims and objectives? Give reasons to support your answer.

Summary

To a large extent, the peace makers in Vienna achieved their aims and objectives although they made some mistakes such as sacrificing the independence of small states, imbalance of power, restoration of dictatorial regimes in Europe and such mistakes later caused instabilities in Europe in 1830's and 1840's.

Follow Up Activity

1. Using ICT/research, explain the weaknesses and failures of the Vienna settlement.
2. Suggest how suchweaknesses could have been solved.

TOPIC: THE VIENNA CONGRESS AND THE CONGRESS SYSTEM 1814–1830

Lesson 6: The Achievements of the Congress System (Concert of Europe)

Learning Outcomes

By the end of the lesson, you should be able to:

i)	define the Congress System 1818–1826.
ii)	describe the different congresses held in Europe between 1818 –1830.
iii)	assess the achievement of the Congress System in Europe.
iv)	explain the factors for the downfall of the Concert of Europe.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) Follow the instructions carefully.

ii) If possible, consult an adult at home while doing the activities in this lesson.

iii) You will present this work to your teacher when school resumes.

iv) Make use of any relevant study material near you.

Introduction

In the previous lesson, we discussed the achievements of the Vienna settlement of 1814 –1815.We highlighted that it led to the birth of diplomacy as a means of conflict resolution in Europe and this led to the congress system between 1818 –1825.

But what was the congress system?

his referred to a series of diplomatic meetings of five major powers —France, Britain, Austria, Russia and Prussia to resolve the problems affecting Europe and prevent the possibility of another large-scale war. The different congresses included: the congress of Aix-la-Chapellein 1818, the congress of Troppau in 1820, the congress of Laibachin 1821, the congress of Verona in1822 and the congress of St. Petersburg in 1825.

Activity 1

1. Write short notes on the above congresses.

2. Show how the Vienna settlement was related to the Congress system.

A text on the achievements of the congress system has been provided for you.Read it carefully and attempt the activity that follow:

The Congress system was also referred to the Concert of Europe. It began with in 1818 with the Congress of Aix la Chapelle which was held in France.

The Congress of Troppau of 1820 held in Russia, the Congress of Laibach held in Austria in 1821, and ended with the Congress of Verona which was sat in Italy in 1822.

Achievements of the Congress System

The aims and objectives of the congress system included; to defend and maintain the terms of the Vienna settlement, to maintain peace in Europe through peaceful resolution of conflicts, to contain the French aggression, to maintain the balance of power,

to maintain and protect legitimate rulers, to provide a permanent settlement to the Jews who were persecuted and scattered in Europe, to promote free navigation, to stop sea pirates on major water bodies and to form a joint coalition to enable major powers to suppress the revolutions.

Question:

Were these aims achieved?

The congress system scored a number of successes and these included the following:

It maintained peace, order and stability in Europe.The congress system was the 1st of its kind in the history of Europe and it's credited for having preserved peace in Europe especially after the Napoleonic wars. The congressmen laid down ways on how to maintain peace on the continent and peace was maintained at least for a period of 40 years until the outbreak of the Crimean war of 1854.This was done by suppressing the liberal revolts forexample,the 1820 revolt in Naples and the 1822 revolt in Spain.

It promoted the idea of international diplomacy or co-operation.This was done through organising diplomatic and periodic meetings where powers met and discussed issues affecting European peace and stability. This brought in the idea of the concert of Europe.

The congress system preserved or maintained the restored legitimate rulers who had been overthrown by the French revolution and Napoleonic wars.For example, in France the congress preserved Louis XVIII,in Spain Ferdinand1, in Naples Ferdinand VIII and these rulers helped in the maintenance of peace and stability in Europe.

The congress system disciplined and maintained Napoleon 1 in permanent custody at the island of St. Helena where he was kept as good as a prisoner never to disturb the peace of Europe again until he met his death in 1821 and the Bonaparte dynasty was kept out of European politics.

The congress system laid down a firm foundation for the formation of future international peace bodies or organisations. This is because the congress system was the 1st diplomatic peace keeping body in the history of Europe, so it provided an alternative of settling disputes on round table and left behind a legacy and a viable experiment for the formation of other bodies for example the Paris treaty 1856 after Crimean war, the Versailles peace treaty 1919, the League of Nations, after World War 1, and United Nations Organisation after World War II 1945.

The congress system restored and promoted international trade and it revived economic co-operation which had been disrupted by Napoleon's continental system. The delegates at Vienna met and resolved to promote international trade and they made international waters free for navigation for example Rivers Danube and Rhine and international seas like Mediterranean Sea and Black Seas.

The congress system further prevented French aggression by maintaining the created barrier states around France; the two states of Belgium and Holland were combined to form the kingdom of Netherlands to defend itself from an attack from France. Austria

was strengthened by controlling the Italian states of Lombardy and Venetia, and using the above, France was weakened politically and militarily and it never disturbed the peace of Europe again.

There was balance of power among European states. All powers came out of the congress satisfied because they had all registered the balance of power through sharing the distributed territories in a way accepted to all.

The congress system controlled the spread of French revolutionary ideas which started in 1789 and were these ideas which were responsible for instabilities in Europe.The statesmen sat down and laid down measures which suppressed the spread of these ideas.

The congress men reconciled France with other European powers at Aix la Chapelle and they came to realise that their problem was not with France but Napoleon and also noted that without France, peace and balance of power would not be maintained, so France was re admitted to the big four (4) to form the big five (5) there by completing the concert of Europe.

The congress system maintained the redrawn map of Europe through territorial arrangements.This map of Europe had been changed by Napoleon when he established the Napoleonic Empire. It was the congress men who redrew the map of Europe.

The congress system controlled the forces of liberalism that is democracy and nationalism from spreading to Europe. These forces were considered to be dangerous and responsible for disorder in Europe.

Activity 2

1. Give your own view on whether the congress system fulfilled the aims and objectives of its founders. Give reasons to support your view.
2. In your notebook, write down the failures of the Congress System.

Summary

Despite the registered achievements, the congress system recorded a number of failures.It maintained dictatorial rulers, failed to eradicate slave trade and sea pirates, and led to unrest in some European states such as **Naples**, Belgium and Italian states which partly led to the 1830 revolutions in Europe.

Follow Up Activity

1. Using the internet or any European text book, write down the factors for the downfall of the Congress System by 1825.
2. Outline the role of European countries to the collapse of the Congress System.

TOPIC: THE 1830 REVOLUTIONS IN EUROPE

Lesson 7: General Causes of 1830 Revolutions

Learning Outcomes

By the end of the lesson, you should be able to:

i) explain the causes of 1830 revolutions in Europe.
ii) compare the causes of 1830 revolutions in Europe and 1789 revolution in France.
iii) identify the effects of these revolutions on Europe.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) Follow the instructions carefully.

ii) If possible, consult an adult at home while doing the activities in this lesson.

iii) You will present this work to your teacher when school resumes.

iv) Make use of any relevant study material near you.

Introduction

Having looked at the Congress System in the previous lesson, we realise that by 1835, it had collapsed. Some of the weaknesses of the Vienna settlement and Congress System contributed to the occurrence of 1830 revolutions in Europe. Just like the French revolution, the 1830 revolutions occurred in Europe; in France against Charles x, in Belgium against the Dutch rule, in Poland against Russian rule, and in various Italian and German states.

Causes of the 1830 Revolutions

The 1830 revolutions were caused by the unfairness of the Vienna settlement and the desire to undo that settlement. The statesmen either by mistake or omission restored dictatorial rulers (legitimate rulers).They joined states and forced many to lose their independence or even failed to satisfy the interests of the small states. This made the settlement unpopular among the masses of the small states. the desire to undo the

settlement led to the 1830 revolutions.

The 1830 revolutions were influenced by the success of the 1789 revolution in France. The revolutions came with ideas of liberty, equality and fraternity. They also spread the revolutionary traditions to other European states.They emphasised the overthrow of oppressive rulers and above all, it gave the people of Europe a plan of action. Having been inspired by the recorded successof the 1789 revolution in France, European masses took on revolutions in 1830.

The repressive or harsh Metternich system in Austria also led to the 1830 revolutions. Metternich was the Chancellor of the Austrian empire.

He developed the Metternich system which was composed of a strong spy network, arbitrary arrests, censorship of the press, divide and rule, continuous use of force, to mention. These policies were against the progressive ideas of liberalism, constitutionalism and democracy.The Metternich system affected almost all Europe and therefore partly contributed to the 1830 revolutions.

The 1830 revolutions occurred in Europe because the masses desired liberal reforms (the rise and growth of liberalism). People in Europe developed the desire to determine their leadership through voting. They were demanding their rights to life and property ownership.People were demanding for equal treatment and there was also desire for constitution and democratic governance with representative parliaments. In countries where such liberties never existed, the masses organised what came to be known as the 1830 revolutions.

The weakness and eventual collapse of the Congress System also contributed to the outbreak of the 1830 revolutions. The Congress System was supposed to act as an instrument of peace and stability in Europe. Unfortunately, it was characterised by conflicts and disagreements which weakened it and therefore led to the collapse of the congress system. Its collapse meant absence of any body or tool to maintain peace hence the outbreak of the 1830 revolutions.

Economic growth and industrialisation in Europe. The two developments came with a number of changes. For example, transport improved, and trade and commerce boomed.However, economic growth and industrialisation came with mechanisation which led to unemployment as machines replaced workers.There were low wages given to workers, industries were characterised by poor working conditions and generally the life of workers became very poor.This led to strikes and demonstrations across Europe hence the 1830 revolutions.

Related to the above, economic growth and industrialisation also resulted into the rise of the middle class. It was this middle class that financed the 1830 revolutions with the aim of improving the conditions of the masses and defeating despotism (tyranny and dictatorship). This was common in France where the rich middle-class spearheaded the July 1830 revolution that overthrew Charles X.

The 1830 revolutions were also as a result of the economic hardships of the time. Between 1827–29, Europe was faced with a number of economic hardships such as unemployment, taxation, diseases, food shortages, corruption in governments and others. These problems resulted from the bad policies put in place by the governments of the time. For example, failure to put in place infrastructures like roads and railways, and

failure to regulate activities of the industrialists. Such economic hardships made the 1830 revolutions inevitable.

The inspiration factor or chain reaction effect caused the 1830 revolutions.For example, the success of the July 1830 revolutions in France against Charles X inspired other states in Europe to organise revolutions. This was so because the revolution in France had succeeded in overthrowing Charles X and France was always looked at as a champion of the revolutionary movements. Therefore, European masses were encouraged to organise revolts because they expected support from the French.

The success of the1789 French revolution also inspired the outbreak of the 1830 revolutions. This revolution left behind the ideas of liberty, equality and fraternity that inspired the oppressed in Italian states, Belgium, Poland and the Germans. The 1789 revolution became a point of reference and also taught them that power belonged to the people.

The role played by the intellectuals and revolutionary leaders also led to the 1830 revolutions. University professors, journalists, students and lawyers secretly fought against bad policies which encouraged the masses to join the movements. Their role was in mobilisation and looking for support. For example, Polignao participated in Belgium, Lamartine, Adolf Thiers and Lafayette in France.

The desire for national independence and unification also led to the 1830 revolutions in Europe. The Vienna Settlement undermined the independence and integrity of states like Belgium, Poland, Italian and German states.They instead placed them under foreign domination which frustrated their autonomy. The struggle for independence forced the Belgians and the Poles to revolt while the struggle for unification led the Italians and Germans into revolts.

Activity

1. From the extract you have just read,identify the factorthat largely led to the outbreak of 1830 revolutions in Europe.Give reasons to support your view.
2. Suggest ways how the occurrence of 1830 revolutions in Europe could have been avoided.

Summary

The success of 1789 revolution in France inspired the outbreak of 1830 revolutions not only in France but also in other parts of Europe such as Belgium, Poland, Italian and German states, among others. Despite the general causes, respective countries in Europe had specific reasons for the occurrence of these revolutions.

Follow Up Activity

Use internet or any European history materialto make research and write notes on the following:

a) Effects of the 1830 revolutions in Europe.
b) The 1830 revolution in Belgium.
c) The 1830 revolution in Poland.

TOPIC: THE ORLEANS MONARCHY UNDER KING LOUIS PHILIPPE 1830 –1848

Lesson 8: Factors for the Rise ofKing Louis Philippe toPower inFrance in 1830

Learning Outcomes

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

i) explain what the Orleans Monarchy was.
ii) give a background for the rise of Louis Philippe of the Orleans monarchy.
iii) explain the factors that enabled Louis Philippe to rise to power in France in 1830.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) Follow the instructions carefully.

ii) If possible, consult an adult at home while doing the activities in this lesson.

iii) You will present this work to your teacher when school resumes.

iv) Make use of any relevant study material near you.

Introduction

In the previous lesson, you learnt of the causes and effects of 1830 revolutions in Europe. Among these revolutions was the 1830 French revolution which led to the collapse of the Bourbon monarchy under Charles X. This led to the establishment of the Orleans monarchy in France under King Louis Philippe. The Orleans Monarchy was a liberal constitutional monarchy in France under Louis Phillipe. It began with the overthrow of Charles X, the last king of the House of Bourbon. Louis Phillipe, was a member of the more liberal Orleans branch of the House of Bourbon.



Louis Philippe 1830 –1848

Factors for The Rise of Louis Philippe

You have now known who louis Phillipe was and how he came to power in France. You will now read the following passage to understand the factorsfor his rising in power.

Louis Philippe rose to power because of the liberal demands of 1830 revolution and the success of the revolution in France. The 1830 revolution in France was against the unpopular regime of Charles X.

The revolution succeeded in overthrowing Charles X which in turn cultivated a ground for Philippe's rise to power because it created a political vacuum in France. It is therefore a matter of opinion to argue that if Charles Xhad not been overthrown; Louis Philippe would not have risen to power.

His origin also helped him to rise in power. Louis Philippe belonged to the Orleans monarchy so by birth he was a prince or an aristocrat. He was therefore liked by the monarchists. In addition, he was a handsome man so he was liked by many French citizens. He also had support of the middle-class group. Louis Philippe therefore rose to power because of the support of the monarchists, the middle class and other groups in France.

His revolutionary background also helped Louis to rise to power in 1830. It is said that Louis Philippe and his father Philippe Égalité were strong supporters of the 1789 revolution in France. Louis Philippe also actively took part in the revolutionary wars against Austria. he was also a strong member ofJacobins club which played a vital role in the overthrow of Louis XVI. Therefore, this revolutionary background won him the support of the revolutionaries in France who hoped that he would consolidate and defend the gains of the revolution once in power.

His association with the middle class in France helped him to rise to power.For any leader to rise to power, the support of the middle class was crucial. Philippe was lucky that he belonged to the middle class and therefore won their support. Philippe had even adopted the middle class life style for example the dress code of having a walking

stick, a cup and carrying his umbrella.His eating habits also were of the middle class. The chamber of deputies which was to vote him to power was also dominated by the middle class so it was natural that he had to win majority votes.

Louis' association with influential people such as Lafayette the veteran of the American war of independence, Adolf Thiers an influential republican, and many others. This made him popular and it were these influential politicians who proposed his name for the French throne after the downfall of Charles X.

His personality and character; Philippe had a unique character which was very unpredictable. He led a simple life which made him popular and therefore liked by many.He used to walk on streets of Paris unguarded, carried his umbrella and shared jokes with the children. This kind of personality and character won him the support of the masses leading to his rise to power.

Louise Philippe also rose to power because of his different promises to the different classes of the people in France. He associated with almost all classes which made him a compromise king because nobody knew where he actually belonged. He used this to win the support of the socialists.He also won the support of the Catholics when he promised to protect the position of the Catholic religion. To the peasants he promised land and protection of their rights, to the liberals he promised constitutional reforms, and to the middle class he promised peace and protection of their property and wealth.

This helped him to win the support of all the French leading to his rise to power.

He rose to power because he accepted to rule as a constitutional king by accepting the revised charter which was supposed to be the custodian of people's liberties. This pleased many French people who then supported his rise to power.

Louis also rose to power because he was lucky. In the first place he was a prince and also fought in the revolutionary wars thereby attaching him to the revolutionary gains. He was lucky to have survived the death that claimed most of his close associates in the Jacobins club.For example, Robespierre and many French soldiers lost their lives during the reign of terror and the revolutionary wars.

He also rose to power because of the fear of the unpopularity of republicanism in France. Notably is that Republicanism had become very strong in France and would have taken over power during the elections of 1830.However, the republicans had become unpopular to some French citizens because of the reign of terror which occurred in France during the first republic. In addition, republicans had intentions of nationalising private property which was a threat to the middle class.Henceforward the middle class supported Louis Philippe in order to protect their property.

Activity

1. Compare the rise of King Louis Philippe and Napoleon Bonaparte in France.

2. Discuss how the 1830 French revolution led to the rise of King Louis Philippe.

3. As a historian, explain the lessons you have learnt from the rise of King Louis Philippe to power in France.

Summary

A combination of factors enabled king Louis Philippe to rise to power in France but largely the success of 1830 July revolution in France was paramount.

Follow Up Activity

Using internet or any European text book, research and:

a) Analyse Louis Philippe's domestic and foreign policies.

b) Discuss how his domestic and foreign policies led to his eventual downfall in 1848.

TOPIC: THE AUSTRIAN EMPIRE AND PRINCE CLEMENS VON METTERNICH 1815 –1848

Lesson 9: Metternich System in Europe

Learning Outcomes

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

i) describe the nature of the Austrian empire by 1815.

ii) explain the background of Prince Clemens Von Metternich.

iii) discuss the ways how he was able to control and dominate Europe between 1815 –1848.

iv) describe the background and personality of Prince Clemens Von Metternich.

v) explain why Europe between 1815–1848 is/was regarded as the Metternich Era.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) Follow the instructions carefully.

ii) If possible, consult an adult at home while doing the activities in this lesson.

iii) You will present this work to your teacher when school resumes.

iv) Make use of any relevant study material near you.

Introduction

What was the Austrian empire?

The Austrian empire dominated central Europe and it was under a ruling family which was known as the Hapsburg family. Before the nineteenth century, the boundaries of the Austrian empire were not very clear but it was after the conclusion of the Vienna settlement that its boundaries were officially established.

The empire was made up of many states (was heterogeneous). Austria controlled many nationalities that spoke different languages and had varying cultures. In all, the Austrian empire controlled the Germans, the Italians, the Czechs, the Slovaks, the Poles, the Hungarians, the Croats, the Romanians and at one time, the Serbs. Generally, there were more than thirteen nationalities under the Austrian control which was a challenge to the Austrian administrative authority. The people of Austria also belonged to different religions with different aspirations.

The Austrian empire was preserved by two personalities, that is;**Emperor Francis I** and **Prince Metternich**. These two had the political responsibility of safeguarding the new challenges of liberalism and nationalism that had developed in Europe following the success of the 1789 French revolution and the Napoleonic wars.

Activity 1

Research on the internet or any European history materials and draw a sketch map of Europe indicating the states that were under the Austrian empire by 1815.

Who was Prince Metternich?

Prince Clemens von Metternich was born on 15th May 1773 in Coblenz in the Rhine province where his father George Metternich was serving as Austrian ambassador. Metternich was therefore from a noble family in Austria, an aristocrat who grew up to become conservative in political belief.

Metternich attained his education at the University of Strasbourg in France where he witnessed the French revolution and its effects like the Reign of Terror. His experience in France made him to hate anything to do with revolutions which he always referred to as the **poisons of peace**. He later studied at the University of Mainz where he specialised in diplomacy although he also had interest in Science, History and Astronomy.

Metternich was widely travelled, intelligent and informed. He was thoroughly educated and while boasting about his international abilities, he once remarked "*It is my habit to write to Paris in French, to London in English, to St. Petersburg in Russian, to Berlin in German, to Rome in Latin and to Greece in Greek".*

After university Metternich joined the civil service where he served as Austria's foreign minister and was later appointed Chancellor of Austria, a position he held until his downfall in 1848.



Prince Clemens Von Metternich

Policies Used by Metternich toDominate European Affairs Between 1815–1848/ Metternich System

The Metternich system was a set of policies that were used by Metternich in his attempt to control or defeat the growing forces of nationalism, liberalism and democracy in the Austrian empire in particular Austria and Europe in general. Using these policies, Metternich was able to manipulate European politics and was therefore able to control affairs in the Austrian empire and Europe.

Below were the policies that made up the Metternich system:

One of the policies used by Metternich was diplomacy. As a career diplomat Metternich encouraged diplomacy in solving European problems. for example, he was instrumental in convincing European statesmen to form the fourth coalition that defeated Napoleon I. He played a central role during the Vienna Congress and Settlement which was a diplomatic effort to bring peace in Europe. Through this he managed to convince most of the European monarchs to hate forces of change.

Metternichalso employed the policy of divide and rule especially among the Italian and German states. He exploited the disunity among the Italian states which he divided into thirteen states and appointed his own princes as rulers in these states. The princes were always interchanged between states which helped him to control the growing forces of nationalism and liberalism.

Among the German states he organised them into a confederation and secured for Austria the presidency of the German parliament. As president, he used his powers to control the affairs of the Germans. He often allied with one state against another which crippled nationalism and liberalism among the German states.

Metternich also used the Catholic Church as his special ally in dominating Europe. He made Catholic religion a state religion in his empire and banned all other religions hence promoting religious intolerance.This won him the support of the catholic folks across Europe and also the support of catholic clergy thus enabling him to dominate politics in Europe.

He also dominated Europe through censorship of the press and other publications throughout the empire which weakened liberalism. He centralised communication and correspondences in Vienna where he employed censor officials to edit newspapers, magazines, textbooks, other publications. Mails were also opened and resealed in order to prevent the spread of dangerous information.

Metternich also used propaganda in the Austrian empire. He employed false propaganda against forces of change. He successfully decampaigned the customs union of German states (the Zollverein) which would have become a strong force of German states under Prussian leadership.This enabled him to weaken the forces of nationalism and liberalism.

He employed an extensive spy network under which he employed a team of spies and detectives to collect vital information from people in schools, hospitals, universities, hotels and other work places. Metternich is even known to have spied on fellow statesmen in Europe.And to historians, Austria was a classic example of a police state.

He also employed force to dominate Europe and the Austrian empire. He operated a strong police and army which were used to crash revolutionary activities in his empire and Europe. For example, in the 1820s when he sent his army to restore Ferdinand 1 in Naples by force.

Metternich also dominated Europe through the Congress System. Using the congress, he managed to influence the actions and thinking of many monarchs. Tsar Alexander I of Russia who had refused to follow the example of Metternich through his Holy Alliance was forced to repent and also embraced Metternich's example.

He also dominated Europe through the restoration of legitimate rulers such as the Bourbons in France, Ferdinand I in Naples, Ferdinand VII in Spain, Victor Emmanuel 1 in Piedmont- Sardinia and Pope Pius IX in the Papal States.

He convinced the major powers at Vienna to restore legitimate rulers who would be depended upon in stamping out revolutionary tendencies in their respective countries.

In order to destroy opposition against his dictatorship, Metternich employed the fiscal policy under which he overtaxed the masses with the aim of impoverishing them so as to weaken them and disable the revolutionary spirit among the disgruntled masses.

He also controlled the education system in the Austrian empire under which teachers and professors were forced to take an oath of allegiance to the Metternich system against their will, changed the curriculum when he banned the teaching of liberal subjects such as History and Literature and banned all intellectual discussions and debate. In support of this policy, emperor Francis 1 of Austria clearly remarked that "***I want not scholars but good citizens, whoever teaches must do so according to my will and whoever keeps liberal ideas going must go or I will eliminate him".***

Activity 2

1. As a historian, write down the lessons you learn from Metternich's policies in the Austrian empire between 1815 up to 1848.

2. Write down the similarities and differences of Metternich's policies with those of any one African leader.

Summary

The above policies enabled Metternich to dominate Europe for about forty years. These were generally aimed at suppressing liberal and nationalistic tendencies in the Austrian empire and Europe. This is why historians referred to him as a coachman of Europe.

Follow Up Activity

Make research and write notes on the following:

a) The achievements and failures of Prince Metternich.

b) The factors that caused the downfall of Metternich in 1848.

TOPIC: THE 1848 REVOLUTIONS IN EUROPE

Lesson 10: Causes andEffects ofthe1848 Revolutions

Learning Outcomes

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

i) define the 1848 Revolutions in Europe.

ii) explain the causes of the 1848 revolutions in Europe.

iii) assess the effects of the 1848 revolutions in Europe.

iv) identify the countries that experienced the 1848 revolutions.

v) identify countries that escaped the 1848 revolutions.

Materials you will need:

- pens
- pencils
- papers
- note books
- internet
- text books

Instructions

i) Follow the instructions carefully.

ii) If possible, consult an adult at home while doing the activities in this lesson.

iii) You will present this work to your teacher when school resumes.

iv) Make use of any relevant study material near you.

Introduction

In the previous lessons in Senior five term one, you learnt aboutthe French revolution as a fundamental change that occurred in the social economic and political aspects in France. Similarly, the year 1848 in Europe was also referred to as a year of revolutions because they occurred all over Europe.

These were a series of republican revolts against European monarchies beginning in Sicily, and spreading to France, Prussia, German states, Italian states, papal states, Piedmont, Austria, Hungary, Denmark and many others.

Activity1

Draw sketch map of Europe and indicate the above states where the 1848 revolutions occurred.

The Causes of the 1848 Revolutions

Like any other revolutions, the 1848 revolutions had causes as will be discovered hereunder.

The Vienna Settlement of 1815 contributed to the outbreak of the 1848 revolutions in Europe. The Vienna Settlement of 1815 simply meant a set of resolutions that were adopted at the end of the Vienna Congress of 1814–1815. By the Vienna settlement, a number of states in Europe were placed under foreign rule. For example, the Italian states of Lombardy and Venetia as well as the German states were put under the Austrian rule. Therefore, in 1848 the Italians and Germans staged revolutions in order to overthrow the Austrian imperialism that had been imposed over them by the Vienna Settlement of 1815.

Furthermore, Vienna Settlement made a mistake of restoring the unpopular legitimate rulers in Europe. For example, in the Italian states of Naples and Sicily, Ferdinand I was restored as king while the Pope was restored in the Papal states. These rulers were very conservative and therefore they denied their subjects political liberty and other forms of constitutional governance. As a result, revolutions were staged in 1848 against these absolute or despotic rulers that has been restored by the Vienna Settlement of 1815.

The rise of nationalism or desire for independence also led to the outbreak of the 1848 revolutions in Europe. In 1848, European states that were still under foreign rule revolted in order to get their independence. For example, the German, Italians and Hun-

garians revolted in 1848 in order to get their independence from the Austrian empire.

The Metternich system contributed to the outbreak of the 1848 revolutions in Europe particularly in the Austrian Empire. In the German Confederation for example, Prince Metternich abolished students' societies, and political clubs.University professors who opposed his views were dismissed using the **Carlsbad Decrees of 1819**. In the Italian states, Prince Metternich deployed spies and foreign armies and the opponents would be arrested, tortured, imprisoned and others killed.

The collapse of the Congress System by 1830 contributed to the outbreak of the 1848 revolutions in Europe. One of the major objectives behind the formation of the Congress System in 1818 was to maintain peace in Europe through suppressing revolutions. Therefore, the Congress System was opposed to the growing forces of liberalism and nationalism in Europe. When the Congress System collapsed in 1830, Europe remained without a concerted effort to suppress any liberal and nationalistic movements in Europe.This inspired the European states to stage revolutions in 1848 in Austria, Prussia and Italy.

The influence of the 1820 and 1830 revolutions in Europe also caused the 1848 revolutions. For example, in 1821 the Greeks revolted against the Turkish bad rule and were able to get their independence by 1832. Similarly, in July 1830, the Frenchmen organised a revolution that overthrew the restored Bourbon Monarchy under King Charles X, the Belgians staged a successful revolution in August 1830 and got their independence from the Dutch in 1839. The success of these revolutions therefore greatly inspired the nationalists in Germany, Italy and Hungary to stage revolutions in 1848 hoping for the same success.

The influence of the February 1848 revolution in France contributed to the outbreak of the 1848 revolutions in Europe. In February 1848, a revolution broke out in France and King Louis Philippe was overthrown which marked the end of the Orleans Monarchy. When this revolution occurred, the university professors, students, liberals and the middle-class members in other European states like Austria and Prussia decided to stage revolutions in 1848.

Liberalism contributed to the outbreak of the 1848 revolutions in Europe. Liberalism was a political ideology that emphasised individual fundamental freedoms. It was advocated for by the liberals in Europe who believed in liberties or freedoms like freedom of worship, press and equality before the law. They also wanted the restoration of parliamentary democracy and constitutional governance in which the political rights of the masses would be protected. Their desires were ignored by the despotic rulers in Europe like Metternich of Austria, King Louis Philippe of France and King Fredrick William IV of Prussia. As a result, liberal revolutions were staged in 1848 in countries like France, Austria, Hungary and Prussia.

The negative effects of the industrial revolution also caused the 1848 revolutions in Europe. By 1840, the industrial revolution had swept across most European countries. Industrialisation in Europe brought about many problems like poor pay, overcrowding in factories, poor ventilation, among others. It also increased rural-urban migration which led to open urban unemployment and the development of slums with poor sani-

tation and accommodation facilities. Failure to address the above problems therefore inspired the European masses to stage revolutions in 1848 in the so-called industrialised states of Europe like Austria, France, Switzerland and the Italian states.

The role of the intellectuals or middle class led to the outbreak of the 1848 revolutions in Europe. In Prussia and other states of the German confederation, criticism was spearheaded by the university professors and students. In Italy, Mazzini spread patriotism through an organisation called the Young Italy Movement. In Hungary, Louis Kossuth demanded for independence from the Austrian Empire while in France it was Adolph Theirs who mobilised the masses for a revolution. This eventually sparked off the 1848 revolutions in Europe.

Natural calamities also led to the outbreak of the 1848 revolutions in Europe. For example, in France, Austria, Prussia and other German states there were poor harvests between 1846 and 1847 due to the bad weather.This caused famine and a sharp rise in food prices. This was followed by the epidemic diseases like typhoid, cholera and dysentery. The suffering resulting from these natural disasters created discontent among the European masses which provoked them to stage revolutions in 1848 against their governments which had failed to provide practical solutions.

The increased population in Europe also contributed to the outbreak of the 1848 revolutions in Europe. Most European countries had witnessed population explosion by 1848. This population increase had caused problems like urban congestion, food and water shortages, growing unemployment, diseases and growth of slums. Even the few who were employed suffered from poor working conditions like low wages and congestion in the factories. This therefore provoked the European masses to stage revolutions in 1848 against those governments that had failed to provide adequately for the rising population.

The rise of socialism also contributed to the outbreak of the 1848 revolutions in Europe especially in Austria and France. The socialists advocated for the state ownership of property and better conditions of work. In France for example, the socialists were led by Louis Blanc wanted the state to take over the factors of production and then distribute the wealth so as to reduce the gap between the rich middle class and the poor. They also emphasised that the state should have the duty of employing and maintaining the welfare of the workers. When some states never took socialism seriously, strikes and demonstrations were organised by the socialists which eventually led to the outbreak of the 1848 revolutions.

The downfall of Prince Metternich and his oppressive system in 1848 led to the outbreak of the 1848 revolutions in Europe. Prince Metternich, Chancellor of the Austrian empire was overthrown by the October 1848 revolution in Vienna. Before 1848, Metternich had suppressed all the liberal and nationalistic movements in the Italian and German states through his oppressive system. Therefore, his downfall gave the revolutionaries courage to demonstrate without fear, thus causing the 1848 revolutions in Europe.

The influence of the French revolution of 1789 contributed to the outbreak of the 1848 revolutions in Europe. In 1789, the Frenchmen staged a successful revolution against

the autocratic regime of the Bourbons under King Louis XVI who was removed from power in 1793. The Frenchmen managed to establish fundamental changes like freedom of worship, abolition of social classes and constitutional governance. The success of the 1789 French revolution therefore encouraged the European masses that were still under despotic regimes like in Austria, Naples and Prussia to stage revolutions in 1848 hoping to overthrow such regimes as the Frenchmen had done in 1789.

The weaknesses of the European governments contributed to the outbreak of the 1848 revolutions. By 1848, many European governments had failed to fulfil the expectations of the masses due to their numerous weaknesses. In France for example, the regime of King Louis Philippe was characterised by wide spread corruption and bribery that was promoted by the Chief Minister Francois François Guizot. Such weaknesses made the European governments unpopular and as a result the revolutions were staged in 1848 so as to overthrow them.

Social segregation in some European countries led to the outbreak of the 1848 revolutions. In Austria and Hungry for example, there existed the nobility and the clergy. These social classes enjoyed many privileges like ownership of land and tax exemption. The tax burden instead fell on the peasants who did not even own land. In France, Louis Philippe promoted favouritism of the middle-class members at the expense of the peasants. As a result, the peasants in several European countries revolted in 1848 against their governments.

The economic decline in Europe caused the 1848 revolutions. By 1848, there were economic hardships in many European states that encouraged the masses to revolt. For example, there was a decline in the industrial sector towards 1848. This was because of the poor people spending most of their money on the expensive food which led to a fall in the demand of the industrial goods. As a result, the industries closed down which led to massive unemployment and poverty. This caused discontent among the unemployed people who decided to stage revolutions in 1848.

Activity 2

1. From the above causes, outline the general characteristics of these revolutions.
2. Suggest ways how such revolutions would have been avoided.

Summary

The 1848 revolutions were largely inspired the success of the 1789 and 1830 revolutions in France and Belgium which were successful. Despite their occurrence, most of them were unsuccessful except in France where the Orleans monarchy was overthrown. Britain and Belgium survived this wave of revolutions.

Follow Up Activity

Use the internet or any European History materials to research and write down:

a) The effects if 1848 revolutions in Europe.

b) The reasons why Britain and Belgium survived 1848 revolutions.

TOPIC: THE 1848 REVOLUTIONS IN EUROPE

Lesson 11: Causes and Effects of The 1848 Revolution in Austria/Vienna

Learning Outcomes

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

i) explain the causes of 1848 revolution in Austria.
ii) discuss the effects of this revolution to the Austrians.
iii) give reasons for the failure of the 1848 revolution in Austria.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) Follow the instructions carefully.

ii) If possible, consult an adult at home while doing the activities in this lesson.

iii) You will present this work to your teacher when school resumes.

iv) Make use of any relevant study material near you.

Introduction

In the previous lesson we discussed the general causes of the 1848 revolutions in Europe. Among the states where these revolutions occurred was Austria/Vienna. They staged a revolution which was also referred to as the Vienna revolution. It was against Emperor Ferdinand I and his Chancellor Metternich. It occurred between March and October 1848 and was spearheaded by students, university students and other liberals.

The Causes of the 1848 Revolution

The reasons why the revolution occurred in Austria/ Vienna in 1848 are well explained in the following passage.

The inspiration by other European revolutions such as the French revolution of 1789,1830 and February 1848 led to the outbreak of the Vienna revolution in 1848. The inspiration of the 1848 revolution in France against Louis Philippe encouraged the liberals and masses to rise up and liberate themselves from miserable conditions.

The autocracy and despotism of Emperor Francis Ferdinand (1835–1848) caused the 1848 revolution in Austria. All the powers rested in the hands of the Emperor and Chancellor. Therefore,the revolution was caused by the desire to end the despotic dynasty of the Hapsburgs dynasty.

Activity 1

Find out the meaning of the Hapsburg Dynasty.

The maladministration and inefficiency of the imperial government caused the Vienna revolution in1848.The government failed to balance expenditure and income, neglected the economy, and over centralised power. There was a lot of corruption by the nobles, unfair taxation on peasants and bankruptcy of the state.

The economic hardships caused the revolution in Austria in 1848.The economic hardships in Austria included the high protective tariffs on imports of raw materials, inflation, poor trade and industry, bankruptcy, wastage of national economic resources, effects of industrialisation, and unemployment.For example, over 10000 factory workers were laid off in Vienna in 1847.

The grievances(complaints) of the middle class led to the outbreak of the 1848 revolution in Austria. The middle class resented (strongly hated) the backwardness of the Austrian economy which affected trader, merchants, and capitalists. The middle class wanted liberal reforms such as freedom of press, political association, democratic elections, removal of censorship of books and other publications.

The social inequalities in Austria caused the 1848 Vienna revolution. The middleclass and peasants hated the social division and privileges of the aristocrats, the nobles and the clergy.This is because they were exempted from taxation, and military service. The Austrian aristocracy was a highly privileged class that controlled all the main activities in the country and held the chief government positions.

Feudalism contributed to the outbreak of the 1848 revolution in Vienna. The Austrian nobles had the right to administer their own feudal laws governing the peasants. Most of the land was owned by the nobles, clergy, royals while most of the peasants and middleclass were landless.

The strict censorship of the press led to the Vienna revolution of 1848. Censorship was imposed on Austria by Metternich to stop the spread of liberal ideas in western Europe. University and schoolbooks and other publications had to receive official approval of the censor's office in Vienna. The censorship angered the liberals, the educated middleclass thus staging a revolution in 1848.

The religious intolerance also contributed to the revolution in Austria. Catholicism

was made state religion while other religions were not recognised and only those who accepted the state religion could hold public offices. This annoyed many people in Austria and resorted to a revolution.

The declining authority of Metternich in Austria affairs caused the 1848 revolution. By 1848, Metternich's censorship had failed to prevent liberal literature and books from abroad.They were mainly coming from Germany reaching the University of Vienna. This became a centre of demonstrations and strikes. Liberal clubs and opposition parties organised freely in Vienna which led to the rise of nationalism thus leading to the revolution.

The population increase in Austria led to the outbreak of the 1848 Vienna revolution. The increasing population led to movement of people from rural areas to towns. It also led to socio-economic hardships which the government failed to address, thus leading to a revolution.

The unpopularity of Metternichand his supporters and his system of administration caused the 1848 revolution. The middleclass, the liberals, and the intellectuals desired to end Metternich's rule and his policies.

Activity 2

1. Describe the features of feudalism.
2. Using the knowledge on Metternich, outline his policies in Austria.

Intellectuals in Austria, for example, Louis Kossuth's speech of March 1848, university students and university professors influenced the cause of Vienna revolution.

The effects of bad weather caused the 1848 Vienna revolution. The bad weather (severe winter) between 1847–1848 led to poor harvests, famine, and high cost of living which the government failed to address.

Activity 3

1. Categorise the above causes of the 1848 revolution in Austria into political, social and economic factors.
2. Discuss the extent to which the political factors led to the 1848 revolution in Austria.
3. If you were a chancellor of Austria, suggest the ways you would have avoided the occurrence of this revolution.

Summary

It was a combination of political, social and economic factors that led to the outbreak of the 1848 revolution in Austria

Follow Up Activity

Use the Internet or any book on European History to research and find out:

1. The effects of the Austrian/Vienna revolution of 1848.
2. The reasons why this revolution failed.

TOPIC: THE SECOND FRENCH REPUBLIC AND THE SECOND EMPIRE1848-1870. (LOUIS NAPOLEON BONAPARTE)

Lesson 12: Louis Napoleon Consolidation of His Position in France

Learning Outcomes

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

i)	explain the factors that enabled Louis Napoleon to rise to power in France in 1848.
ii)	discuss the methods Louis Napoleon used to consolidate himself in power in France between 1848–1870.
iii)	compare Louis Napoleon's policies to the policies employed by African leaders to consolidate themselves in power.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- text books

Instructions

i) Follow the instructions carefully.

ii) If possible, consult an adult at home while doing the activities in this lesson.

iii) You will present this work to your teacher when school resumes.

iv) Make use of any relevant study material near you.

Introduction

Following the success of the 1848 revolution in France which led to the downfall of the Orleans monarchy and King Louis Philippe. France became a republic and this was

known as the Second French Republic under Louis Napoleon Bonaparte.

Who was Louis Napoleon Bonaparte?

He was the son of Louis Bonaparte, king of Holland (1806–1810).He was a nephew of Napoleon 1. He was elected president of France in December by 5.4million votes, against1.4million votes for General Louis Cavaignac and17000 votes for republican Larmatine. In 1852, he established the second French Empire and took on the title of Napoleon III.

Note: The First French Empire had been established by his Uncle Napoleon I in 1800.



Napoleon III

Activity 1

Using internet, find out the factors that enabled the election/rise of Louis Napoleon Bonaparte to power in France in 1848.

The passage below will explain Louis Napoleon consolidation of power in France. Read it to discover more.

Louis Napoleon appointed mostly his supporters and his allies in key posts in the government. He appointed his half-brother Morny as the minister of interior, appointed a Bonapartist to command the National Guard (National Army), and the head of police was a Bonapartist.

Louis used "little emperors" to consolidate his rule in France. The local officials (prefects) of the departments were carefully selected supporters of the emperor and had great powers. For example, they could dissolve at will any local council which opposed the emperor's wishes.They appointed all teachers in state schools, campaigned for Bonapartist candidates hence helping the emperor to win popular support.

He used strict censorship of the press to strengthen his position. The newspapers were forced to deposit with government 50,000 francs as surety for their 'good behaviour'. They used a system of warnings and on a third warning a newspaper would be sup-

pressed and moreover cases involving newspapers and journals were tried without the jury system. This reduced opposition against his policies.

He used spies in every department of life such as cafes and theatres of Paris. Moreover, people making the mildest criticisms of the government were liable to immediate arrest. This silenced opposition against Louis Napoleon.

Louis Napoleon strictly controlled education in France. The University of Paris was subjected to close government surveillance.Professors had to take an oath of allegiance to the emperor and certain 'dangerous' subjects like History, Philosophy were no longer taught.

He reorganised the government to consolidate power. In the civil government, only lists of candidates approved by the emperor were allowed in elections. The ministers of the government were forced to swear an oath of allegiance to the government and were only answerable to the Emperor not the Assembly.

He put in place a constitution that helped him to strengthen his position in France. A president was to hold office for 10 years, a senate chosen by him was to propose laws and the legislative Assembly had to pass them.Elections to the Assembly were to be made from lists of candidates approved by the President.

He reduced franchise by disenfranchising about 3 million out of 9 million voters. This eliminated many radical and working-class voters who were against him thus strengthening his position.

In his first government, Louis Napoleon appointed representatives of those groups he wanted to reconcile with and then win their complete support.Such were the Orleanists, the Catholics, and the legitimists. He created an alliance with these groups and this enabled him to gain majority of representatives in the Chamber of Deputies in the 1849 elections. This helped him to suppress republican majority in the assembly.

Louis Napoleon gained the loyalty of the National Guard and thus used it to strengthen his position in France by defeating his enemies. He increased the status and salaries of army officers. In December 1848, the republicans attempted arising against him in Paris but were defeated by the National Guard troops.

Between 1860 and 1870, Napoleon III allowed more political freedom in France which gave him the support of the liberals. He granted political amnesty to all prisoners and allowed exiled politicians to return to France. He also allowed publication of parliamentary debates.

He undertook public works with government money like building magnificent Paris Opera, rebuilding a large part of Paris, widening the streets, and promotion of railways. All this provided enough employment opportunities for the masses. Under Napoleon III, the French railway network increased from 2000 miles of track in 1851 to 10600 miles in 1870.

Economically, he established special banks to assist manufacturers and farmers to borrow capital, increased investment especially in the basic industries and railways. France became one of the industrial nations in Europe, he signed free trade treaty with Britain in 1860.This earned him support of the middle class and workers.

He restored the influence of the Catholic church in education. The local priests became the official inspectors of elementary schools. This prevented the employment of teachers with republican supporters.

He manipulated the elections through rigging to change the constitution to allow him to extend his rule for ten years. The known republicans were not allowed to vote and Morny manipulated the results to a certain extent in favour of Napoleon III and his allies.

Activity 2

1. Write down the similarities and differences between Napoleon III's consolidation of power with any one president in East Africa.
2. Outline the weaknesses of Napoleon III's domestic policies.

Summary

In his domestic policies Louis Napoleon employed a number of policies which enabled him to remain in power until 1870.However, in most of these policies he tried to emulate his uncle Napoleon I who ruled France between 1800–1814.

Follow Up Activity

Make research on the following and write down your findings in a notebook:

1. Achievements and failures of Napoleon III.
2. The factors for the downfall of Louis Napoleon III.

TOPIC: UNIFICATION STRUGGLES IN EUROPE

Lesson 13: The Unification of Italy Up to 1970

Learning Outcomes

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

i) describe the nature of the Italian states before unification.

ii) examine the factors that hindered Italian unification by 1850.

Introduction

Italy did not exist as it is known today until 1870. This country according to Metternich was a mere geographical expression. It only became a state after its unification. Italy had been divided into small, weak and vulnerable states which could be occupied by any aggressive power.

During the revolutionary and the Napoleonic era, the Italians for the first time tasted the fruits of unity and learnt to work and think beyond their smaller states. This is

when Napoleon I forged some form of unity and reduced the 12 states to three and put them under his brother Jerome Bonaparte.

Following the defeat of Napoleon I at the battle of waterloo in 1815, the Italian states were re- divided and put under foreign domination by the statesmen at Vienna. From that time on, the Italians formed revolutionary groups or movements and made attempts to unite various Italian states that included Piedmont, Sardinia, Lombardy, Venetia, Parma, Modena, Tuscany, Papal states, Naples, Sicily and others and made an attempt to destroy the bad arrangements of the Vienna settlement.

In 1820,the Carbonari (charcoal burners) organised a revolution. In 1830, Mazzini with his young Italian movement (Y.I.M) also organised a revolution.The 1848 revolutions were also another attempt.Unfortunately, the efforts of the nationalists were all along suppressed by the reactionary forces. This meant that there were obstacles or problems that stood in the way of the unification of Italy.

Activity 1

Briefly describe the nature of the Italian states before the unification by 1850.

Study the map of Italy before its unification.



The Factors That Delayed Italian Unification

You have come to know that Italian states had had several attempts to unite but failed.

The extract that follows will explain to you the factors that delayed this unification

The position of the Pope and the negative influence of the Catholic Church hindered

the unification of Italy. The Church and the Pope were a very conservative force in Italy and naturally the Church and the Pope were opposed to national liberal movements and the Pope had the support of all Catholics in Europe. The very Pope Pius VII refused the nationalists to attack Austria arguing that "***a Catholic State Italy should not attack or fight a fellow Catholic state Austria***". It was against this background that Mazzini and Garibaldi attacked and overthrew the Pope and established a Republic only to be suppressed by Napoleon III and restored the Pope.

Lack of a common plan was an obstacle that delayed the unification struggle. From the beginning, the nationalists were divided and had not agreed on a common government to form. For example, Garibaldi and Mazzini wanted a united Italy with a Republican government, others wanted Italy under the Pope while others wanted a Constitutional Monarchy headed by the King of Piedmont. These differences as regards the means to achieve the desired goal and plan to take in a united Italy became an obstacle that hindered the unification of Italy.

The unfairness of the Vienna settlement also hindered the unification of Italy in many ways. For example, after the defeat of Napoleon I, the statesmen divided and created 12 small but weak states and put them under the Austrian foreign rule. Austria oppressed and exploited these states and it became very difficult for them to unite.

The effects of the Congress System like the Vienna Settlement. The Congress System greatly hindered the unification of Italy in that during the Congress of Troppau, the Congressmen signed the Troppau protocol where they agreed to suppress all revolutionary movements including the Italian movement of 1820s.

The negative effects of the small and weak states created by the statesmen. These states wanted to remain independent, each ran its own affair and did not want to think together as Italians and with such thinking, the unification of Italy remained a dream.

The effects of the Metternich system, were an obstacle that hindered the unification of Italy. It was Metternich and others who called and signed the Vienna Settlement which divided Italy into small states and put them under foreign rule in order to fight the forces of liberalism and nationalism. It was also Metternich who referred to Italy as "***mere geographical expression***" so the Metternich system was a great obstacle to the unification of Italy.

Poverty or economic backwardness of most of the Italian states hindered theirunification. Most of the states depended on subsistence agriculture with poor technology. They lacked industries and sizeable middle-class group of people who would have financed and championed the struggle. There were no roads, no railways, yet they were crucial in the development of the country economically. Even trade was still low, generally the Italians lacked resources to finance the struggle.

Military weakness of the Italian states compared to the military strength of Austria. Austria had both direct and indirect control over the Italian states. These states tried to organise revolutions in 1820, 1830 and 1848 but the Austrians suppressed these revolutions simply because the Italian nationalists lacked strong and well-trained army which would have challenged the Austrian forces. So, the weakness of the Italian army greatly hindered the unification of Italy.

The geography of Italy was quite poor. It had a rugged terrain that made movement quite hard and communication in the Alps Mountain was difficult.This made the gospel of unification not to reach easily across Italy.

France's patronage over the Pope. France as a major power worked against the Italian cause. In 1848, Mazzini and Garibaldi attacked and overthrew the Pope and established a Republic there. They also carried out a number of reforms and the Pope fled to France and sought assistance from Napoleon III. France as a major power readily offered help and in 1849 the Pope was restored and the French troops were stationed in Rome, Italy. This act greatly affected the activities of the nationalists making the unification of Italy fail.

Lack of foreign support also delayed the unification of Italy.For a long period of time, the Italian nationalists failed to realise the importance of foreign aid against Austria in their struggle yet the Italians were both politically and economically disadvantaged in the sense that they lacked the necessary resources to finance the struggle. some Nationalists like Mazzini never wanted foreign support and this was self-defeating because Italy was poor.It was Cavour who realised the importance of foreign aid and after getting it, Italy unified. One can therefore argue that without foreign aid, Italy would not have unified.

Lack of clear leadership made the unification of Italy delay.Most Italian leaders were not revolutionary and more so divided.Some wanted a Catholic leader (Pope), others wanted Charles Albert who turned down the offer and Mazzini and Garibaldi were not visionary enough to provide the leadership needed. So, lack of clear leadership greatly delayed the unification of Italy.

Lack of mass support delayed the unification of Italy. The majority peasants did not offer their support to the movement. This is because, the movement was restricted only to the middle class who were few in number.The majority peasants remained ignorant, illiterate and uninformed about the need for unity and independence. Hence, the absence of the support of the peasants greatly slowed the unification struggle.

Lack of a model state. Italian states had been divided by the statesmen at Vienna and put under foreign rule of Austria. This kept these states in a weaker position so that there was no single state to come up as a leader state upon which other states would unite themselves.This remained until the emergence of Piedmont and Sardinia.

Social backwardness and illiteracy delayed the unification struggle. Ninety percent of the majority Italians were illiterate with no political ideas or interests and because of poverty, most of the Italians did not get the chance to acquire education. They therefore remained illiterate and backward in thinking and the unification struggle or self-rule never made sense to them.

Apart from illiteracy, there existed cultural, religious and language differences among the Italians. This kept them divided and made the unification struggle almost a complete failure because the Italians shared little in common. For example, some spoke Italian, others Latin and others French so they were mixed up.

Lack of a developed, strong middle-class group of people of industrialists and elites who could provide leadership and the necessary resources to achieve the desired goals greatly delayed the unification struggle.

Activity 2

1. Compare the problems faced by Italians towards Italian unification and the problems that delayed the attainment of independence in Uganda.
2. Discuss the extentto which the ViennaSettlement of 1815 was responsible for delayed Italian unification up to 1850.

Summary

Being a mere geographical expression composed of small and weak states under foreign rule greatly hindered the unification struggles of Italy especially during the 1820,1830 and 1848 revolutions that were crushed by foreign armies.

Follow Up Activity

1. Identify the states and corresponding years in which different states in Italy were liberated.
2. Make research on the stages of Italian unification.

TOPIC: UNIFICATION STRUGGLES IN EUROPE

Lesson 14: Role Played by Different Personalities in Italian Unification

Learning Outcomes

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

i) identify various personalities that play a major role in the unification of Italy.
ii) describe the role played by Camillo Cavour in the unification of Italy.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) Follow the instructions carefully.

ii) If possible, consult an adult at home while doing the activities in this lesson.

iii) You will present this work to your teacher when school resumes.

iv) Make use of any relevant study material near you.

Introduction

In the course of Italian unification, there are a number of personalities who played a distinguished role. Among them were patriotic Italian nationalists like Mazzini, Cavour, Victor Emmanuel 11, Pope Pius IX among others. The non-Italian statesmen who participated in the course of the struggle were Napoleon I, Napoleon III and Bismarck. The roles played by these personalities in the process of Italian unification were both positive and negative.

The extract that you are about to read will disclose to you the role of Camillo Cavour in the unification of Italy.



Count Camillo de Cavour (1810–1861)

The Role of Count Camillo De Cavour (1810–1861) in Italian Unification

Cavour was born in 1810 from a noble family in Turin the capital city of Piedmont. He acquired university education and later joined the army then politics. He was the one who guided Piedmont in the struggle to achieve Italian unity and independence.

The appearance of Cavour on the political scene in Piedmont changed the course of the unification struggle in that his contributions led to the unification of Italy. He succeeded where others failed, it was so because he was a diplomat, statesman, a true politician, widely travelled, foresighted and always exploited opportunities and above all he was practical unlike Mazzini, a thinker.

Cavour began his career by founding a Newspaper ill Risorgimento (Italian Resurrection).Using this Newspaper, Cavour mobilised, sensitised and kept the independence struggle alive especially after the disappearance of Mazzini.

Through the newspaper, Cavour was also able to advance the ideas of the unification struggle and his desire for a constitutional monarchy.The newspaper helped him to create awareness about the need for unification struggles throughout Italy.

Cavour as the founder and editor of the newspaper, became popular in Piedmont and

by 1848, he had become a Member of Parliament.It was from here that he was appointed as the Minister of Commerce and Agriculture, later Minister of Transport and Communication and in 1852 a Prime Minister.

Using the above posts, Cavour carried out a number of reforms which greatly strengthened the economy of Piedmont.It was against this background that Piedmont became the leading state in the unification struggle.

Cavour carried out a number of economic reforms and such reforms solved the economic backwardness which was one of the major obstacles to the Italian unification. For example, he developed roads, railways and other communication networks all of which promoted industrialisation and trade and it increased the size of the middle-class group who financed the unification struggle.

Cavour gave out loans to carry out investment in the field of Agriculture, Transport and Scientific Research. He also encouraged foreign investors by giving them loans and free trade. This policy strengthened the economy of Piedmont which helped in the unification exercise.

He is credited for carrying out military reforms. Cavour was aware of the military weakness of the Italian states since 1820s, so he undertook serious steps to reorganise and build a strong army. He expanded, trained and equipped it with modern weapons of the time and it was this army which was sent to fight alongside the allied powers in the Crimean war of 1854–1856. This won Piedmont the support of Britain and France necessary in the unification exercises.

He also carried out religious reforms.Before he rose to power; there was a big gap between the Nationalists and the Catholic Church. He solved this problem by reducing the Church influence in State affairs, religious laws which interfered with state laws were abolished and church control of education was stopped. The conflicts between the Pope and nationalists were reduced and this won Cavour the support of majority Catholics in the unification struggle.

Cavour sought support from the big powers (foreign aid) unlike Mazzini and Garibaldi. Cavour realised the importance of foreign support in order to bring about unification of Italy. He came to realise that Italy alone would not fight and win a big war without foreign support, so he took part in the Crimean war and after the war; he got the support of Britain, France which helped him to unify Italy.

After the Crimean war, the big powers called a conference in Paris where Italy under Cavour was invited. This enabled Italy a small state to sit with the big powers and during the conference the Italian unification issue and oppressive rule of Austria was raised. It was from here that Cavour won the support of Napoleon III and the two signed the treaty of Plombiers where the two agreed to fight Austria at the battles of Mangenta and Solferino leading to the liberation of Lombardy.

Cavour played another role of preventing or stopping Garibaldi from attacking the Pope again. Cavour knew that this would bring him into close conflict with Austria and France who were Catholics and the guardian of Pope. In so doing, in one way or the other, he facilitated the unification struggle.

Cavour is credited for having won and changed the attitude of Victor Emmanuel II towards the unification struggle. The two teamed up, re-organised the economy of Italy

and put it on sound footing.They also made a number of political and military changes which made the unification struggle to succeed.

Cavour died in 1861 before tasting the fruits of his efforts, his death robbed Italy one of the true statesmen who worked hard for the unity and independence of the Italians. To the Italians, he is remembered as the maker, the architect and the soul of the Italian state.

Activity

Identify the major steps taken by Camillo Cavour to achieve Italian unification by 1870.

Summary

Camillo Cavour is largely credited for being an architect of Italian unification. This is clearly seen in his spirited effort that he put up to achieve Italian unification especially the seeking of foreign support to assist him in fulfilling his dream of a unified Italy. However, he is discredited by a few nationalists that Italy did not fight for her unification that it was just given to her.

Follow Up Activity

Make research on the role played by:

a) Giuseppe Mazzini (1805–1872) in the unification of Italy.
b) Garibaldi 1807–1882 in the unification of Italy.

TOPIC: UNIFICATION STRUGGLES IN EUROPE

Lesson 15: Course of Italian Unification

Learning Outcomes

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

i) identify various stages of Italian unification.
ii) describe the steps leading to Italian unification by 1870.

Materials you will need:

- pens
- pencils
- papers

- notebooks
- Internet
- textbooks

Instructions

i) Follow the instructions carefully.

ii) If possible, consult an adult at home while doing the activities in this lesson.

iii) You will present this work to your teacher when school resumes.

iv) Make use of any relevant study material near you.

Introduction

In the previous lesson, you studied about the role of different nationalists in the struggle for Italian unity and independence. There were different events in their effort to unify Italy, these are referred to as the course of Italian unification. It took the Italians a period of over 50 years for the unification to succeed in 1870.

The Major Events of Italian Unification

The unification struggle of Italy took a long course;it is believed that it started during the revolutionary era when Napoleon Bonaparte carried out the Italian campaign in 1796. He attempted to unify the Italians but left them under foreign rule, he brought them the ideas of liberty, equality and fraternity but later he became a dictator and Italians got tired of him and were determined to overthrow him but at least he had sowed the seeds of unity.

At the Congress of Vienna in 1814, the peace makers ignored the demands of Italians to end centuries of foreign rule and achieve unity. To prince Metternich, the idea of Italian unification was laughable. However, Genoa was added to Piedmont and Piedmont-Sardinia was recognised as a kingdom under native Italian rulers (house of savoy).

After the final defeat of Napoleon, Italy was placed under the Austrian rule which was oppressiveand this led to secret movements of 1820s.Although these revolutions of 1820s were suppressed by the Austrians, at least it was an eye opener that the Italians wanted to be free and independent.

Another stage involved Mazzini with the young Italians movement.Mazziniwas behind the organisation of the 1830 revolutions against Austria. But like the 1820s, the 1830 revolutions were suppressed because the nationalists lacked proper preparationsand massive involvement. Never the less, these revolutions kept the spirit of resistance alive.

Between 1846–47 a number of reforms were carried out in Italy and it was during this time that there was change of policy by Charles Albert and Pope Pius and it were these policies or reforms that helped in the final winning of Italian independence and unity.

In 1848, revolutions were organised in Italy and they aimed at attaining unity and independence. But like the 1830, the 1848 revolutions were equally suppressed by the Austrians. These revolutions succeeded in teaching a lesson to the nationalists that they needed adequate preparation, strong army, economy among others if they were to achieve their desired goals.

The years between 1850–61 were dominated by victor Emmanuel II working with Camillo Cavour, the prime minister.

The two championed the unification cause in that they carried out reforms, in education, army, trade and banking. Above all it was these two who won the support of foreign power especially after the Crimean war and this helped in the unification exercise.

In 1852, Victor Emmanuel II made Count Camillo Cavour his prime minister. Once in office, Cavour moved first to reform Sardinia's economy. He improved agriculture, built rail road and encouraged commerce by supporting free trade. Cavour's long-term goal however was to end Austrian power in Italy and annex the province of Lombardy and Venetia.

After the Crimean war, Napoleon III agreed to assist Cavour in Plombiere's pact in the liberation of Lombardy and Venetia from Austria. The war that followed between Austria and Piedmont led to the defeat of Austria with the assistance of Napoleon III. Consequently, Lombardy was liberated after the battles of Magenta and Solferino.

Other nationalist groups overthrew Austrian and backed rulers in several other northern Italian states. These states then joined with piedmont.

In 1860, the central Duchies were annexed. These states revolted against Austria and with the assistance of Cavour, they were liberated. After the revolts, they held elections in which they voted to join the kingdom of Piedmont -Sardinia hence the states of Modena, Parma, and Tuscany were now added to piedmont - Sardinia.

In 1861all the states that had been occupied by Cavour were transformed into the kingdom of Italy. These included Papal states, Central Duchies, Piedmont, Sardinia, Naples and Sicily. Unfortunately, for the Italians, Cavour died in 1861 before the completion of the process of unification of Italy. The kingdom of Italy was led by king Victor Emmanuel II with a new parliament at Turin. Hence the establishment of the kingdom of Italy in 1861.

Another stage was dominated by the personality of Garibaldi and his army of "1000 red shirts".He conquered Sicily, Naples, Venetia and Rome and joined them to Piedmont-Sardinia.

The annexation of Papal states and Naples in 1860; Garibaldi took over Naples using his army of "1000 red shirts" but later handed it over to Cavour. Garibaldi invaded Papal states in 1860 and occupied them but left out Rome because they never wanted to annoy France. After the occupation of Papal states, elections were held in Naples, Sicily and the Papal states and all these states voted to join the union of Sardinia and Piedmont. Napoleon and Cavour negotiated an agreement whereby France accepted the annexation of these states by Sardinia in return for finally receiving Nice and Savoy.

The Austro - Prussian war of 1866. In 1866, Italy allied its self with Prussia in a war

against Austria. In return, Prussia promised to give Venetia to Italy. Although Austria defeated the Piedmontese in the conflict, the Prussian victory was so overwhelming that Prussia gave Venetia to Italy as the treaty of Prague of 1866 promised.

The last stage came in 1870–71 with the outbreak of the Franco-Prussian war. The war helped the Italians to liberate Rome which was under Napoleon III to with draw his troops which were guarding the Pope and this enabled Garibaldi to match over.By 1870, a united Italy was declared independent with its Capital city Rome and victor Emmanuel II as the king of united Italy.

Activity

1. Discuss the steps of Italian unification between 1850 –1871.
2. Describe the course of Italian unification between 1815 –1871.

Summary

The process of Italian unification that started around 1796 during Napoleon I and ended in 1870 with the liberation of Rome. The Napoleonic arrangements of Italian states made the Italians to interact more closely, and to develop solidarity.They therefore started thinking as one people, thus developing the idea of unification. The unification was completed in 1870, when Victor Emmanuel II occupied Rome, after the withdrawal of the French troops from Rome.And on 2nd June 1871, he organised a referendum in which the people of Rome voted to be part of the united Italy. This completed the process of Italian unification.

Follow Up Activity

1. Compare the stages of Italian unification with the course of German unification.
2. As a historian, state the lessons you learn from the Italian unification struggle.

TOPIC: UNIFICATION STRUGGLES IN EUROPE

Lesson 16: Obstacles to the Unification of Germany 1815–1871

Learning Outcomes

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

i) give the background towards the unification of Germany.
ii) explain the obstacles/hindrances to the unification of Germany.
iii) identify the personalities behind the unification of Germany.
iv) identify the stages through which the unification of Germany was achieved.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) Follow the instructions carefully.

ii) If possible, consult an adult at home while doing the activities in this lesson.

iii) You will present this work to your teacher when school resumes.

iv) Make use of any relevant study material near you.

Introduction

Before unification, just like Italy, German states existed as mere geographical expression until 1871. The German states were disunited; some were independent while others were under foreign rule.

Germany comprised of small independent or separate states such as Austria, Prussia, Silesia, Posen, Saxony, Bavaria, Hamburg, Hanover, Baden, Wurttemberg, Saxe-Weimer, Nassau, Brunswick, Hesse-Cassel, Westphalia, Holstein and Schleswig.

As early as 1820s,these German states started to struggle for their unification and independence, but their attempts were a failure. They organised the 1820,1830 and 1848 revolutions but all these were suppressed by the Austrian Empire which controlled most of these states.

Activity 1

1. Study the provided sketch map of the unification of Germany between 1815–1871.
2. Draw the map in your notebook.



Factors that delayed the unification of Germany

Like Italy, Germany was slow to develop into a unified state. The efforts by liberals and nationalists to unite the country before 1860 had failed because of various problems which included the following:

The influence of Napoleon I of France up to 1815 delayed the unification of Germany. In 1806, Napoleon I defeated Austria which was controlling the German states and therefore Austria surrendered the German states to France. Napoleon I then reduced the German states from over three hundred (300) to only thirty-nine (39) states and formed them into the Confederation of the Rhine which he put under the French control up to his downfall in 1815. This delayed the German states to gain their independence.

The Vienna settlement of 1815 delayed the unification of Germany. The 1815 Vienna settlement created the German Confederation of 39 states under the leadership of Austria with a Diet (Parliament) at Frankfurt. This arrangement became a major road block to the unification of Germany because Austria which presided over the German Confederation Parliament was just interested in preserving her strong empire. Therefore, she did not allow discussing any matters concerning the unification of Germany.

The Austrian influence was a major obstacle to the unification of Germany. From 1815, Austria effectively controlled the thirty-nine (39) states that formed the German Confederation with a parliament at Frankfurt. Austria was always against the forces of liberalism and nationalism and therefore did not support the creation of a united Germany. Besides, Austria exploited the resources of these German states which led to economic backwardness; one of the factors that hindered the unification process. It was also Austria that influenced King Fredrick William IV of Prussia to refuse the leadership of the German unification in 1848 during the liberal resolutions.This explains the failure of the unification attempts of 1848–1849.

Metternich and his oppressive system delayed the unification of Germany. He hated liberalism and nationalism which he feared would lead to the collapse of the Austrian empire. He therefore suppressed all the liberal and nationalistic movements in the German states. For example, he introduced the **Carlsbad Decrees of 1819** which imposed strict censorship of the press, banned political meetings and students' political societies, dismissed university professors and the liberal leaders in Germany. This effectively worked against the success of the German liberals and nationalists and therefore led to failure of the 1830 and 1848 revolutions in the German states hence the delayed unification of Germany**.**

Activity2

1. Outline the ways in which Austria delayed the unification of German states.
2. Summarise the ways Metternich delayed the unification of Germany.

The individualism of the small German states delayed the unification of Germany. The princes or leaders of states like Bavaria, Wurttemberg, Hanover and Hamburg feared that the unification of Germany would make them lose their powers and independence. They therefore opposed any attempts to bring together the various German states so as to create a united Germany.

Economic backwardness was another obstacle to the German unification. By 1848, Germany as a whole was economically backward and the industrial revolution had not made any progress in Germany. The German states therefore remained basically agricultural states. Above all, transport and communication facilities remained poor together with low levels of trade. Therefore, such wide spread poverty in the German states hindered the success of the unification struggle in Germany.

The military weakness of the German states also delayed their unification. The German states were very poor and therefore they could not raise and maintain a strong army to challenge the Austrian military might. Even Prussia which was the leading German state was militarily weak as compared to Austria. This therefore explains the failure of all the first attempts to get rid of foreign rule in Germany since the 1814–1815 Vienna congress like the 1830 and 1848 revolutions.

The weakness of the German Confederation Parliament or Diet delayed the unification of Germany. This parliament was created by the Vienna Settlement in 1815 at Frankfurt but it was too weak to promote the German unification. For example, it was penetrated by the influence of Austria and Metternich who was against the German unification. The parliament was composed of Austrian representatives who were enemies of the German unification. As a result, they only catered for the interests of Austria at the expense of Germany. This parliament therefore could not pass resolutions that were in favour of the German unity and independence. As a result, it delayed the German unification.

The weakness of the German nationalists was another obstacle to the unification of Germany. The Germany nationalists were composed of the intellectuals, working class,

university professors and students who were largely urban based and uncoordinated. They depended on parliamentary speeches, meetings, resolutions and never had the military ability to challenge the Austrian domination of the German states. This delayedthe process of German unification.

Lack of able leadership delayed the unification of Germany. Germany lacked able leaders who would provide the kind of leadership necessary to unite all the German states. King Fredrick William III of Prussia who was in a better position to lead the struggle for German unification was weak and a close ally of Austria. Even King Fredrick William IV who succeeded him in 1840 was also weak and therefore failed to lead the unification struggle. He disappointed the Germans in 1848 when he was offered the leadership of the struggle but turned it down. This eventually led to the failure of the 1848 revolutions in the German states against Austria.

Lack of foreign assistance delayed the unification of Germany. All efforts to unite the German states before 1860 failed mainly because of the lack of foreign assurance. This was because all the major powers of Europe were hostile to the German struggle to achieve her independence. It was therefore difficult for the German states which were militarily and economically too weak to achieve independence and unity on their own without external support.

Lack of a common plan by the German nationalists also delayed the German unification. The German nationalists who would have worked for German unity lacked a common unification plan or method.Instead they were divided along two conflicting plans for the unification process. Some Germans looked at Austria for leadership in the German affairs while other Germans favoured Prussian leadership and they did not want to involve Austria in the German affairs. This therefore created disagreements among the German revolutionary leaders which delayed the unification of Germany.

Religious differences among the German states delayed the unification struggle. The Northern German states were predominantly Protestantsand therefore they looked towards Prussia for the leadership of the United Germany.The Southern German states like Baden, Bavaria and Wurttemberg were dominated by the Catholics who favoured Austria, a fellow Catholic state. These Catholic states never trusted Prussia and therefore they looked at her with a lot of suspicion. These religious differences created disunity between the Germans, hence delaying the entire process of German unification.

The opposition from the liberals in the **Prussian parliament** at **Berlin** and the conservative **Junkers** delayed the unification of Germany. The liberals wasted valuable time discussing useless issues and opposed important issues in the unification process. For example, they opposed the idea of raising a strong Prussian army that would be used to expel the foreigners out of the German states. This therefore explains why the 1848 revolutions failed in the German states. Even after 1850, the liberals continued to oppose reforms like increase in taxation, raising and maintaining a big Prussian army. Therefore, it was only after their suppression by Otto von Bismarck in 1862 that the unification of Germany was achieved.

The social backwardness of the Germans also delayed the unification of Germany. The majority of the people in the German states especially in the rural areas were illiterate and therefore socially backward. The elite class was very small and because of this, the illiterate German people could not easily be mobilised to join the nationalistic

movements that were intended to unite the German states.

The poor mobilisation of the masses delayed the unification of Germany. Before 1860, most Germans were ignorant about the benefits of unification because they were not fully sensitised about the advantages of a united Germany as opposed to a divided Germany.

Activity 3

1. Categorise the obstacles for the unification of German into external and internal .
2. State what you consider as the most important obstacle that delayed the unification of German states. Give reasons to support your answer.

Summary

From the above extract, the factors that delayed the unification and independence of German states were both internal and external. Most of these states being under strong foreign empires such as Austria, France, Britain and Denmark, it required a strong military and economy to unite them.

Follow Up Activity

Use internet or European History text books to research and write notes on the following:

a) Factors that enabled the unification of German states by 1871.
b) Role played by Otto von Bismarck and King William I of Prussia to the unification of German.

TOPIC: UNIFICATION STRUGGLES IN EUROPE

Lesson 17: Stages/Course of German Unification

Learning Outcomes

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

i) describe the stages of German unification.
ii) explain the causes and effects of Austro-Prussian war.
iii) identify the roles played by the leading personalities in the German unification.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet

- textbooks

Instructions

i) Follow the instructions carefully.

ii) If possible, consult an adult at home while doing the activities in this lesson.

iii) You will present this work to your teacher when school resumes.

iv) Make use of any relevant study material near you.

Introduction

In the previous lesson you learnt of the obstacles of German unification.You have also researched on the factors that enabled the unification and the role of Bismarck and King William I in the unification of German.In this lesson, you will be introduced to the course of the unification.

The Course of German Unification

The unification of German was gradual and it was achieved in stages. These stages are what makes the course of the unification.

The textsthat follow explains the course of German unification.

On the eve of the French Revolution of 1789, Germany was the most divided country in Europe. There were over 200 states and petty principalities who were independent but had their obedience to the Austrian Emperor. The process of unification started at the beginning of the 19th century.

Napoleon, I laid a foundation of the unification of Germany. He reduced the number of independent German states from over 200 to 39. He abolished the number of petty principalities and simplified the political map of Germany. In 1806 he abolished the Holy Roman Empire and replaced it with the Confederation of the Rhine.

After the defeat of Napoleon in 1815, the Congress of Vienna dissolved the Confederation of the Rhine created by Napoleon and set a loose confederation of 39 German states (German Confederation). This had a Federal Diet as a Parliament and the King of Austria as the President. This disappointed the German patriots because it was kept divided.

The German states tried to forge unity in the economic spheres with the formation of the Customs union (Zollverein). Prussia which was the strongest German state took the lead in the formation of this Union in 1818.By 1834, important German states of Bavaria, Saxony, Wurttemberg had joined the union. By 1840, most of German states apart from Austria had joined the union, and this encouraged growth of national feelings among the Germans.

The initiative for unification was first taken by the liberals in 1848 when representatives from 39 states formed the Frankfurt Assembly. The assembly sought to establish the German union with a parliament headed by a constitutional king. In April 1849, the Frankfurt parliament sent a delegation to Berlin to offer the title to hereditary

German Emperor to the King of Prussia, Fredrick William IV. The Prussian King fearing war with Austria and Russia declined the German crown. Efforts by liberals and nationalists to unite the country thus failed.

Fredrick William IV entertained the ambition of creating a German union under the Prussian leadership. After the failure of the Frankfurt parliament, he invited other German states except Austria to form a close union under his leadership. Seventeen of the German states accepted his invitation and the parliament of the German union met in march 1850.However, Austria demanded the abandonment of Fredrick William's proposal. Due to fear of the likely war with Austria, Fredrick Williamgave up the plan for German union.

Fredrick William IV was succeeded by his brother William I in 1861, and he became the king of Prussia. He made German unification one of his goals. Prussia was the leading German state at the time. William I began to reform the army and chose General von Moltke as its chief of staff and appointed Von Roon as minister of war. He also introduced compulsory military training throughout Prussia. William I faced opposition from the Prussian parliament when he requested for more funding of military reforms. This led to a constitutional crisis.

The unification process started again in 1862 when king William I appointed Otto von Bismarck as minister president and secretary of foreign affairs. After the German liberals failed to unite Germany, it was Bismarck who carried the process with the help of the Prussian army. He was convinced that the German states could only be united through use of military force. He used diplomacy and wars to bring about the Germany unity.

Prussia and Austria both members of the German confederation, declared war on Denmark in 1864. When the king of Denmark King Christian IX proclaimed Schleswig a Danish province in 1863, the Germans in both provinces (Schleswig and Holstein) appealed to the larger German states for support. To prevent Danish annexation of Schleswig, Bismarck persuaded Austria to join Prussia in declaring war against Denmark in 1864.Denmark was defeated leading to the liberation of Schleswig and Holstein. The affairs the two territories were decided by Prussia and Austria in the Gastein Convention of August 1865.

The Gastein convention of 1865

This treaty which was between Prussia and Austria was arranged by Bismarck after the Danish war of 1864. By this treaty, Prussia was to administer Schleswig which had a less German population while Austria took over Holstein which had a big German population. Bismarck did this so as to create future misunderstanding with Austria in order to end the Austrian influence in the German confederation.

Indeed, this is what sparked off the Austro- Prussian War of 1866 which led to the expulsion of Austria from Holstein as well as the complete elimination of Austria from the German affairs. All in all, the Danish war of 1864 was an important stage in the process of German unification because **Schleswig** was added to Prussia from Denmark.

The Austro-Prussian war of 1866

This was a war between Austria and Prussia and it was another important stage in the process of German unification because it involved the complete elimination of Austria from the German affairs since the 1815 Vienna Settlement.After isolating Austria, Bismarck who wanted war provoked Austria by sending the Prussian troops to occupy Holstein which was under Austria and this annoyed Austria. He also proposed changes in the German Confederation Parliament at Frankfurt which would exclude Austria.

Austria rejected Bismarck's moves and stated that the occupation of Holstein was a violation of the Gastein Convention of 1865 which had given Holstein to Austria. Austria stated that excluding Austria from the German Confederation Parliament was a violation of the Vienna settlement of 1815 which had created the German confederation parliament under it (Austria). Austria therefore decided to ally with the Northern German states against Prussia and on 14thJune 1866, Austria declared war on Prussia. Austria was defeated by the Prussian-Italian forces at **Sadowa** in Bohemia on **23rd August 1866**. The war ended with the signing of the Treaty of Prague of 1866.

The treaty of Prague of 1866

This treaty which was signed in the city of Prague was arranged by Bismarck between Prussia and Austria. By this treaty, Austria which had been defeated surrendered all the German states north of **River Main** to Prussia.Henceforth, Prussia annexed Holstein together with the Northern German states of Hanover, Hassel-Cassel, Nassau and the city of Frankfurt. The annexation of these German states by Prussia was a big step towards the German unification.

By this time, it was only the three Catholic Southern German states of Bavaria, Baden and Wurttemberg that had not been annexed to Prussia to complete the unification of Germany.

Note: Bismarck carefully handled Austria after the war because he didn't want to make her a permanent enemy to Prussia. Therefore, Bismarck opposed the victory march of the Prussian army to Vienna. He didn't ever impose any war indemnity on Austria. This lenient policy enabled Bismarck to isolate France from Austria during the Franco-Prussian War of 1870–1871.

The Franco-Prussian war, 1870–1871 or the annexation of Bavaria, Baden and Wurttemberg

This was a war between France under Napoleon III and Prussia under Otto von Bismarck and King William I. The war occurred between 1870 and 1871 and it was fought purposely to eliminate the remaining obstacle to the German unification (France). The Franco-Prussian war came to an end by the Treaty of Frankfurt (May 1871). By this treaty, France also lost Alsace and part of Lorraine to the German Empire.

It was therefore the final stage in the unification of Germany because after the defeat of France, Prussia managed to annex the Southern German states of Bavaria, Baden and Wurttemberg. Consequently, the German Empire was declared on 18th January 1871 at Versailles place in the Hall of Mirrors in France.



One of the fronts of the Battle of Chateaudun Oct 1870

The new German Empire included 25 states. This meant that they had achieved the 'lesser German solution' with the exclusion of Austria, as opposed to the "greater German solution", which would have included Austria.

Activity

1. From the above extract, outline the events that led to German unification in their Chronological order indicating their timelines.
2. Explain the causes and effects of the Austro-Prussian war of 1866.

Summary

The unification of German was achieved largely through military confrontation with Denmark, in 1864, Austria 1866 and France 1871.This was largely achieved with Bismarck's determination and the strong Prussian Army.

Follow up Activity

Make research and write down notes on the following in your book:

a) Causes and effects of the Franco-Prussian war.
b) Effects of the Frankfurt treaty of 1871.

TOPIC: THE GERMAN EMPIRE 1871–1890

Lesson 18: Otto Von Bismarck's Domestic (Internal)Policies

Learning Outcomes

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

i) explain the achievements of Bismarck's domestic policies between 1871–1890.
ii) outline the failure of Bismarck's domestic policies.
iii) identify the major aims of Bismarck's foreign policy.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) Follow the instructions carefully.

ii) If possible, consult an adult at home while doing the activities in this lesson.

iii) You will present this work to your teacher when school resumes.

iv) Make use of any relevant study material near you.

Introduction

In the previous lesson you studied about the stages through which German achieved her unity and independence. Following the creation of the German empire in 1871, Otto von Bismarck became its chancellor from 1871to 1890.He pursued domestic policies in the German Empire aimed at promoting a strong German empire in terms of infrastructure, economy and army, preserving the empire from European forces and strengthening the position of Prussia in the empire.



Otto von Bismarck

The text that follows will explain Bismarck's Domestic policies as chancellor of the united German empire.

Bismarck developed manufacturing industries in Germany. During his reign, the production of coal increased which led to the generation of power for industrial development. Chemical industries, steel production and engineering were among the industries that were developed to generate employment opportunities and revenue.This enabled Bismarck to overcome Germany's economic challenge after 1871.

Bismarck as Chancellor of the united German Empire established a new constitution for Germany in 1871. By this constitution, Germany was to have a parliament with two assemblies, namely the **Bundesrat** and the **Reichstag**. The Bundestrat was dominated by the rulers of the different German states (federal states) and this body had powers to make laws that governed Germany. The Reichstag on the other hand was an assembly elected by universal adult suffrage to debate any suggestions in the laws made by the Bundestrat. These were democratic assemblies and through them Bismarck was able to introduce laws which granted freedom to the people. Bismarck therefore promoted constitutional rule in Germany which helped in peace and stability in the country.

Bismarck allowed political pluralism in Germany after 1871. In the German parliament that was established in 1871, there were different political parties which had members representing them. For example, there were members of the National Liberal Party, the Catholic Centre Party, the Conservative Party and the Social Democratic Party (SDP). There was a lot of freedom for the candidates of these political parties to stand for elections to go to the parliament. Parliamentary democracy was highly promoted in Germany during Bismarck's reign,a policy that helped to promote stability in the country.

Activity 1

1. As a Christian, asses how successful were Bismarck's domestic policies.
2. Outline the strengths of Bismarck's Domestic Policy.
3. Outline some of the political parties in Uganda.
4. Compare the German parliament during Bismarck's era with the Ugandan parliament today.

Bismarck increased the national income of Germany. Besides the development of mining and other related industries, Bismarck established a tariff system by which he charged taxes on imports. This protected the German manufacturers from competition with the foreign goods as well as raising income for Germany. This enabled Bismarck to address some of the domestic challenges that the German Empire faced after 1871.

Bismarck built a powerful army for Germany. He strengthened the German army by recruiting, training and motivating the soldiers. He also put a compulsory military conscription law by which all the young Germans were recruited into the army. As a result, the German army became one of the strongest armies in the world. Using this strong army, Bismarck ensured relative peace in Germany between 1871 and 1890 and this was a major strength of Bismarck.

Bismarck checked the influence of the Catholics in Germany. After the Franco-Prussian War of 1870 –1871, the Catholics in Germany started destabilising the administration of Bismarck. For example, through their political party known as the Centre Party, they opposed the policies of Bismarck. In 1872, Bismarck passed the **May Laws** by which the state abolished the control of education by the Catholic Church as well as

the legalisation of civil marriage, among other issues. In addition, Bismarck imprisoned thousands of Catholic priests who had protested against the May laws of 1872. By doing so, he managed to check on the influence of the Catholic Church for some time.

Bismarck also checked on the spread of socialism in Germany. The socialists were greatly opposed to Bismarck's policies and they wanted state ownership of property and improved working conditions. The socialists were so strong in the Reichstag that they even wanted to capture political power. Bismarck introduced the **Exceptional Law** of 1878 by which he limited the spread of socialism in Germany. For example, the Social Democratic Party and its activities were banned, socialist newspapers were abolished and the party leaders were imprisoned while others were exiled. By taking these measures, Bismarck attempted to reduce the influence of socialism in Germany.

Bismarck ended the opposition of the liberals in the German parliament. The liberals under their National Liberal Party opposed Bismarck's policy of protective tariffs because they wanted free trade. Bismarck was a conservative aristocrat who never liked the influence of the liberals. He therefore launched a campaign against them. With support of the Catholics in the parliament, Bismarck passed a law to reduce the liberal opposition and therefore successfully implemented his protectionist policy which safeguarded the German manufactured goods from competition.

Bismarck kept a divided opposition in Germany between 1871 and 1890. Although, there were different political parties that greatly opposed Bismarck, he could use one or two political parties to reduce the opposition from another which kept them divided all the time. For example, he used the Centre Party of the Catholics who gave him support in the German parliament to defeat the liberals who had opposed his policy of protectionism. This therefore helped Bismarck to reduce the German opposition and maintain peace and stability in the country up to 1890 when he resigned.

Bismarck made financial reforms in Germany. He built banks throughout Germany to assist the commercial and industrial sectors through credit extension. For example, he established the German Imperial Bank in 1875. In addition, a common or uniform currency was introduced in the whole of Germany. These reforms helped to improve the financial sector which led to the economic development of Germany.

Bismarck improved on the judicial system of Germany. He introduced courts of law all over the country which extended justice to all the Germans without discrimination. In addition, uniform laws were introduced for the whole of Germany and as a result all the Germans got a fair hearing in the courts of law regardless of their origin or position in the society. This further promoted peace and stability in Germany.

Bismarck reconciled with the opposition in Germany so as to reduce the enmity against his government. For example, although he hated the socialists and used harsh measures like arresting of their leaders and banning of their newspapers, he later introduced a compulsory insurance scheme for the workers against sickness, accidents and the old age pension scheme. Because of these measures, Bismarck improved on the conditions of the workers in Germany which helped to reduce the opposition from the socialists.

Similarly, Bismarck withdrew some of the harsh laws that he had established against the Catholic Church in the May laws of 1872. By these laws, the state was to train,

license and recruit priests among other aspects and this generated opposition which led to the imprisonment of the clergy and other ordinary Catholics. Following their support in the defeat of the liberals, much of the old power of the Catholic Church was restored although Bismarck maintained state inspection of the catholic schools and civil marriage as an alternative to the Catholic Church marriage.

Bismarck maintained and controlled a united German Empire which was composed of different races. The new German empire was composed of the Germans, French, Danes and Poles. The foreigners were a big threat to Bismarck but he was able to absorb them into the German Empire which created peace and stability in Germany between 1871 and 1890.

Activity 2

1. Outline the similarities and differences of Bismarck's domestic policies with the Domestic policies of the current government in Uganda.
2. As a historian, outline the lessonsyou have learnt from Bismarck's domestic policies.

Summary

Despite opposition from different groups of people in German such as the Catholics, the socialists, the conservative party and the minorities, Bismarck reconciled with them and his domestic policies were largely successful.

Follow Up Activity

Using internet or anyEuropean History text book, research and write notes on the following:

a) Achievements and failures of Bismarck's foreign policies.
b) Factors that caused the downfall of Bismarck in 1890.

THEMES IN AFRICAN HISTORY

SENIOR FIVE TERM 2

TOPIC: THE EXTERNAL CONTACTS WITH AFRICAN COMMUNITIES

SUB-TOPIC: ISLAM IN WEST AFRICA

Lesson 1: The Causes of the Nineteenth Century Jihads in West Africa

Learning Outcomes:

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

i) describe the west African Jihads (1800 –1880).
ii) explain the occurrence of the Jihads Movement in WestAfrica.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
  textbooks

Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or internet.
v) If possible, consult an adult at home while doing an activity.
vi) You will present this work to your teacher when school resumes.

Introduction

Jihads were Islamic holy wars directed against non-believers. They were wars of the 19th century between 1800 and 1880's that followed collapse of great Muslim empires of Songhai and Mali. These wars were largely spearheaded by the Fulani against Hausa rulers (rulers of Hausa states). Hausa states include Daura, Kano, Biram, Katsina, Go-

bir, later other states such as Zamfara, Kebbi, Kwarafa, Nupe and Gwari, Ilorin. Jihads of the 19th century Jihads included:

i) Uthman Dan Fodio—Sokoto Jihad in northern Nigeria (1804)
ii) Alhaji Umar—Tokolor Jihad (1851)
iii) Ahmed Seku/Sehu—Mecina Jihad
iv) SamoriToure in Mandinka
v) Ahmed Bello (1818)
vi) MabaDiakhouba (1861).



The Fulani states

Activity 1

Give a brief description of the nineteenth century jihads in West Africa.

Causes of Nineteenth Century Jihads in West Africa

The extract that follows will tacklethe causes of the nineteenth century jihads in West Africa. You will understand more as you read them.

The nineteenth century jihads in West Africa aimed at purification of Islamic religion and elimination of nominal and pagan practices with in most societies where Islam had spread. They wanted people who strictly observed the Islamic ideals and the teachings of the holy Quran. Islam which had spread so early as the 10thcentury, had degenerated over time. Some rulers had started worshipping spirit idols which was contrary to the Quran teachings hence Jihad leaders like Dan Fodio wanted to abolish pagan and traditional practices and to restore people to their right faith and practices.

Hausa rulers were corrupt and even inefficient like other pagan leaders. Hausa rulers had imposed heavy taxes on their subjects and the methods of collection of those taxes was very brutal. The aim of Jihads therefore was to overthrow such corrupt leadership and replace them with religious and efficient political leadership.

Lack of justice in the society led to the outbreak of jihad movements in West Africa. Most of the judges accepted bribes and judged the cases in favour of the rich against

the poor. Both rulers and judges were not honest. This caused the fanatic Jihad leaders and Moslems to stage holy wars aimed at purifying Islamic religion with the hope of restoring faith honesty and justice in society.

Jihads were a result of increasing tension between Muslim leaders and the leaders of traditional religions. Most of the Jihads led by Uthman Dan Fodio, Al Haji Umar and Ahmed Seku were aimed at destroying traditional religions and later to check the spread of Christianity. Initially, the spread of Islam relied on the persuasion to win converts, but this method registered little success.Eventually, the fanatic Moslems resorted to the use of force through Jihads to achieve their ends.

Some of the aims of the Jihads were political in nature. Most of the Fulani claimed that they had been neglected in the administration. The Fulani were not only wealth but highly educated in the Islamic literature more than their Hausa rulers. At the time of the Jihads most of them complained that they were not given fair representation in government, they could never hold key positions. The Jihad and Fulani leaders realised that if reform must be achieved, the corrupt inefficient and pagan administration had to be overthrown forcefully.

Hausa rulers were dictatorial in nature and this partly contributed to the unpopularity of their administration. The Fulani mainly joined the Jihad movements because they saw it as an opportunity to overthrow the oppressive, exploitative and pagan administration. The Local population had been exploited in form of heavy taxes and some of them were forcefully recruited into pagan forces to fight fellow Muslims. The supporters of Jihads therefore wanted to overthrow what they considered as oppressive and exploitative administration.

Social purification, adultery, theft murder and high way robbery had become the order of the day in West Africa. This came after the collapse of Moslem states such as Morocco, Mali and Songhai. This means that the Jihad movements were organised in order to do away with moral decay in West Africa. Immorality had grown so high in the empires of West Africa and yet the holy Quran condemned it.

Competition with Christianity also led to the outbreak of jihads in West Africa. Various European groups including the Portuguese, the British and the French were in constant contact with the people of Mali, Ghana, Yoruba, Fulani and other communities. The spread of Christianity was a threat to the Moslems faith. The Jihadists therefore rose up in order to challenge Christianity in defence of Islam.

Defence of African independence against European imperialism led to outbreak of jihad movements in West Africa. Jihadists wanted to safe guard themselves from the rule of infidels. For example, SamoureToure was not only a Jihadist but also great resistor to colonial rule.

Conflict between Muslim and non- Muslim leaders in West Africa led to the outbreak of jihads in West Africa. Fanatic Moslems in West Africa, attributed Islamic decay in West Africa to Pagan rulers such as in the Koarta, Segu and Barbara society of Hausa states in West Africa. They naturally considered pagan rulers as inferior to them. Many Moslem schools were established in West Africa in the 18th and 19th century in order to convert non-Moslems into Islam.

Disruption of the Islamic code of law led to the outbreak of jihads in West Africa.

Islam was and is not just a religion but a way of life. Islamic faith does not only regulate their feeding habits but also methods of their marriage, divorce, inheritance and above all supports the political system that is based on Islamic law. However, West African Moslem fanatic states like Segu and Koartawere not guided by such principles. They were under pagan rule while Hausa rulers were nominal or pagan in nature and did nothing to enforce Islamic code.

Unfair taxation, characterised heavy taxes imposed by pagan masters were unfair and un Quranic. More over the revenue generated was collected with a lot of brutality including flogging. Apart from unfair taxes, their wealthy were insecure owing to jealousy of pagan rulers and farming population. The wealthy urban Fulani therefore saw the Jihad as a golden opportunity for securing a state for themselves and their property. Their cattle trade was being over taxed by pagan rulers. Thus, Fulani merchants looked at the rule of law in West Africa.

Presence of educated Moslems. Muslim youth were better educated than their pagan rulers. Quite often, they were employed as secretaries, authors, diplomats and advisors to their society rulers. The Muslims also had high reputation for the making of charms that were alleged to bring about victory in war. As a result, educated Muslims felt they knew more about the World in which they lived in than illiterate rulers. Thus, Jihad movements were viewed and supported as political intellectual revolution in West Africa.

Inspiration from previous successful Jihad movements. The 19thcentury jihads imitated the previous Jihads that took place in the 18thcentury in Senegal in places of Futa Toro, Futa Bondi and Futa Jalon. For long, the Fulani Islamic leaders respected Senegal and Guinea as their spiritual homeland. Whatever happened in these states influenced the Fulani in West Africa. Thus, these nineteenth century Jihad movements were inspired by the eighteenth-century Jihad movements in Senegal.

Presence of able and charismatic leaders that prepared ground and mobilised the masses for a revolution. Personalities like Uthman Dan Fodio, Al Haji Umar with their war propaganda ably convinced the followers into Jihad movements.

Impact of slave trade. Furthermore, there was growing concern about the inhuman slave trade and slavery among the Moslems. They found it an insult and unacceptable to Islam for Moslems to be sold by non-Muslims. Thus, Jihad movements aimed at uprooting the chiefs who were selling Moslems into slavery.

General decline in Islamic religion. Islamic principles were not even observed by the Muslim converts. Many could smoke, engage in prohibited trade and sell pork and alcohol. Besides, there was stagnation in the spread of Islam especially after the fall of Mali, Songhai and Kanem Bornu empires. It is believed that, a part from the old Moslem families, there were no newer converts to Islamic faith.

Advent of North African faith led to the outbreak of the nineteenth century jihads in West Africa. Furthermore, there was a spread of Moslem brotherhoods from North Africa to West African states. Such brotherhoods like Tijjaniyya and Quadriyya that had bases in North Africa were received in West Africa. They became a body of Moslem fundamentalists who called for the use of force during the spread of Islam. Their encouragement made personalities such as SamoriToure, Uthman Dan Fodio, Al Haji Umar to organise Jihad movements.

Activity 2

1. From the above extract, compare the spread of Islam in West Africa with the spread of Islam in East Africa.
2. Compare the role of different personalities in the spread of Islam in West Africa with the role of Christian missionaries in the spread of Christianity in East Africa.

Summary

The presence of the Fulani population almost in every part of West Africa with an elite Islamic group that was committed to erase the pagan regimes in West Africa largely led to the outbreak of the nineteenth century jihads in West Africa.

Follow Up Activity

Make research on:

a) The impact of the Jihad movements in WestAfrica.
b) Factors for the success of the Jihad Movements in WestAfrica.

TOPIC: THE EXTERNAL CONTACTS WITH AFRICAN COMMUNITIES

Lesson 2: Long Distance Trade in East Africa

Learning Outcomes

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

i) give a brief background of long-distance trade in East Africa.
ii) explain the factors for the growth and expansion of long-distancetrade.

Materials you will need:pens

- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or internet.

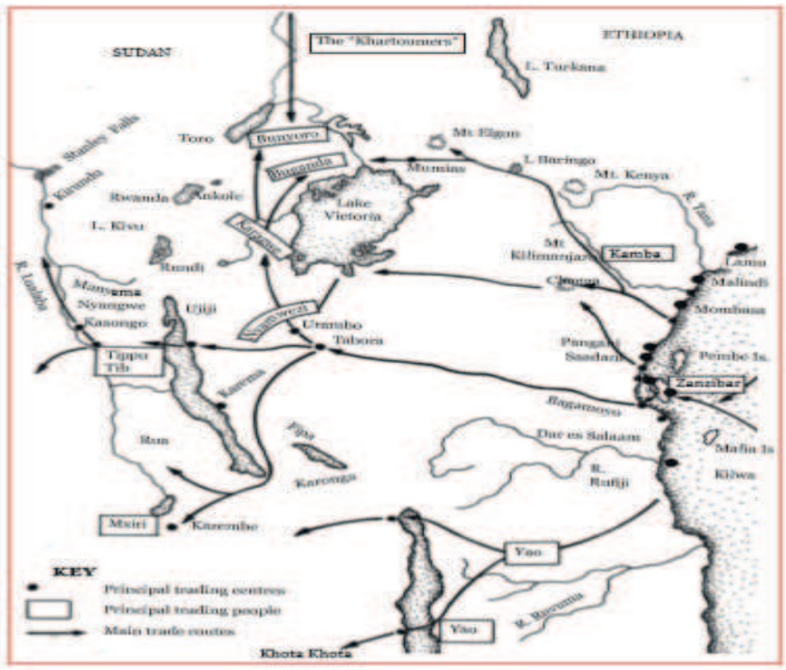
v) If possible, consult an adult at home while doing an activity.
vi) You will present this work to your teacher when school resumes.

Introduction

Long distance trade existed in the East and Central Africawhich refers to the area that covers the present-day states of:

- **Kenya** which was inhabited by the Akamba, Nandi, Kikuyu, coastal Swahili and Arabs.
- **Tanganyika** which was inhabited by coastal Arabs, the Zanzibaris, the Nyamwezi, the Chagga, Wanyindo, Matumbi, Ngoni and Yao to the South not forgetting the Hehe.
- **Uganda** which was inhabited by Acholi, Langi to the north, the Iteso, Gisu and Soga to the east, the Ganda, the Banyoro, Ankole people, the Batoro and Kiga to the west and south.
- **Malawi(Nyasaland)** where we find the Yao, Bena, Ngoni and Amachinga people.
- Present day **Zambia, Zimbabwe** where we find the Shona people, Matebele, Ngwato and the Kolollo people.
- **Congo** was part of Central Africa where we find the Luba people, Azande, the Viri people and others.

There were many trade items that were exchanged in the trade. The main exports included; bee wax, ivory, minerals such as gold among others. Imports on the other hand included guns, gun powder, beads, iron products and other trinkets. The method of exchange was originally barter system, a form of real commodity currency.Cowrie shells were later introduced in the eighteenth century as a means of exchange.



Long distance trade routes in East Africa

Activity 1

Briefly describe the Long-Distance Trade in Eastern Africa.

Reasons for The Growth of Long-Distance Trade

You have understood the long-distance trade in East Africa. The extract that comes after will enrich you on the factors that facilitated the growth of this trade.

The major reason that explains the growth of Long-Distance Trade was the increased contact of the East African coast to the outside world which created scarcity of some goods at the coast. This partly clarifies why the chief merchants such as **TipuTipu**, established commercial empires in Congo as a constant supply in ivoryand slaves.

Furthermore, the establishment of a clove industry in Zanzibarand Pemba islands created demand for slave labour and this explains why the Nyamwezi, Yao, Ngoni and others joined as the chief supporters of slaves to the East African coastal areas.

It is important to note also that, the spread of the industrial revolution in Europe created new economic demands for particular commodities which some of the East and Central African communities could supply. Such materials included ivory, precious minerals such as copper and gold, animal hides and skins and the like. This therefore forced the Kamba, the Kikuyu, the Nyamwezi, the Baganda, the Matebele, Cokwe, Ovimbundu and others to join as chief suppliers of these materials.

Further still, lack of proper transport and communication network in the regions of Central and East Africa and also lack of geographical knowledge by the early traders of the region, forced the Nyamwezi, Yao and Kamba to join as guides to the traders while others joined as porters since human porterage was the only mode of transport.

The growth of a network of trade routes later influenced some tribes to join in the Long-Distance Trade. Those tribes that lived along, the trade routes eventually got involved in the trade either as suppliers of trade items, or porters, or guides or providers of other services such as food, shelter or accommodation to the traders. Traders included theAkamba, Kikuyu in the northern route, Nyamwezi and Hehe, Baganda and Banyoro in the Central route and the Khartoumers from Sudan,the Ngoni and the Yao in the Southern route.

The advancement in technology also contributed to the growth of Long-Distance Trade. Various societies had developed technological skills in **iron working**, **salt mining**, **back cloth making** and **superior techniques in hunting**. This therefore enabled them to produce goods that were on demand and as such, they got involved in the long-distance trade.These included the Kamba with elephant hunting and iron working among the Matebele of Central Africa and the Baganda with bark cloth making.

The climatic conditions also played a part in the growth of Long-Distance Trade. Some societies were naturally endowed with good climate where the flora and fauna, the elephants and other animals could survive well to provide hides and skins, for example the Nyamwezi.

The seasonal nature of rainfall led to the growth of Long-Distance Trade in eastern Africa. Hence agricultural season was between March and November leaving December

–February as a period of redundancy. Thus, they had time at their disposal to engage in the Long-Distance Trade, due to such a regular seasonal pattern.

Closely linked to the above, was the degree of specialisation in some societies like the Cokwe. Once men had finished cleaning the fields, the rest of the agricultural work was left for the women. This left men with ample time to engage in Long Distance Trade.

The desire to acquire fire arms by many East and Central African societies drove them into Long Distance Trade. This was particularly true during the second half of the 19th century (1850–90) when many societies embarked on developing standing armies like Buganda, Nyamwezi under Mirambo, the Matebele under Lobengula, Hehe under Mkwawa, Cokwe and Ovimbundu of Angola.

It is also argued that, the desire to acquire wealth, political influence and prestige drove many African leaders, chiefs and Kings of the time to get involved in Long Distance Trade. This partly explains why the trade remained a Royal trade, a monopoly of the Royalists aristocracy.

Activity 2

1. Explain the role of Bunyoro in the growth of Long-Distance Trade.
2. As a historian, outline the role of barter system as a mode of exchange towards the growth of eastern African societies.
3. Compare the role of different personalities in the spread of Islam in West Africa with the role of Christian missionaries in the spread of Christianity in East Africa.

Summary

It was mainly the involvement of major societies in eastern Africa such as the Baganda, Banyoro, Yao, Nyamwezi, Kamba among others that led to the development of Long-Distance Trade in eastern Africa. Societies provided the necessary trading items such as ivory, salt, slaves and others and at the same time acted as market for the imported goods especially guns and gun powder.

Follow Up Activity

Make research on:

a) The organisational features of the Long-DistanceTrade.
b) The collapse of the Long-DistanceTrade.
c) The effects of the Long-DistanceTradeonEastandCentral Africa.

TOPIC:THE SCRAMBLE FOR AND PARTITIONOFAFRICA

Lesson 3: Causes of The Scramble and Partition of Africa

Learning Outcomes

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

i) give a brief background of scramble and partition.
ii) explain the factors that led to the scramble and partition of Africa.

Materials you will need:

- pens
- pencils
- papers
- Internet
- textbooks
- notebooks

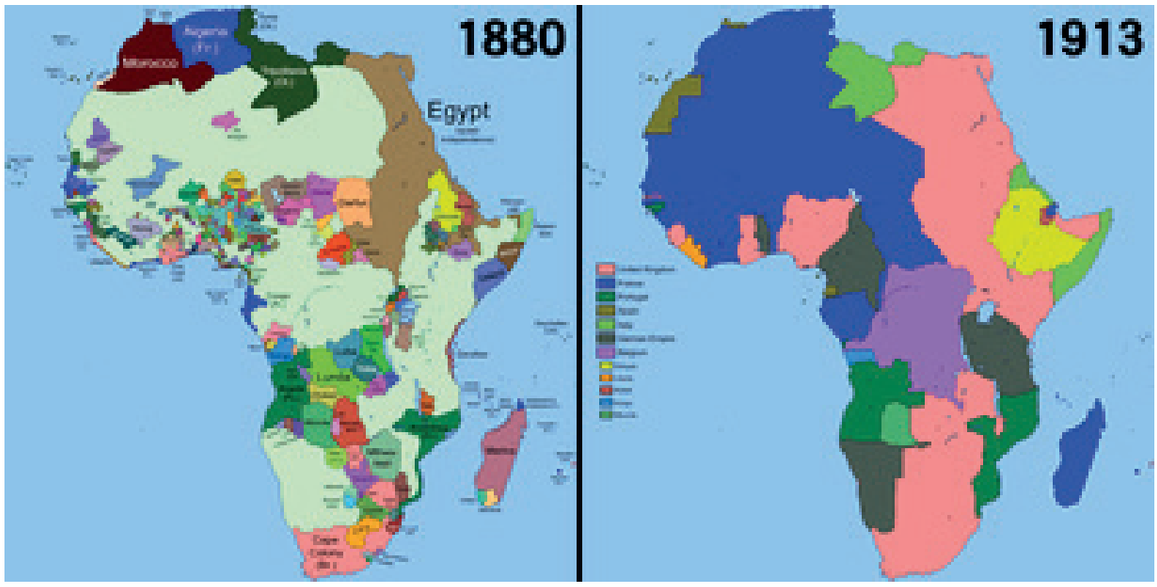
Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or internet.
v) If possible, consult an adult at home while doing an activity.
vi) You will present this work to your teacher when school resumes.

Introduction

For different reasons, European powers did not scramble and partition Africa until 1880. It was after 1880 that change of opinion in Europe influenced many European powers to rush for colonies in Africa, a thing that culminated into the loss of independence by many African states. Countries like Spain, France, German, Britain, Italy and Portugal through their agents like explorers, missionaries and chartered companies, paved way for colonialism. The final sharing of Africa among European powers took place in Germany at the Berlin conference of 1884.

The map that follows shows a comparison of Africa between 1880 before colonialism and 1913 after colonialism. If you study it carefully, your understanding on the lesson will be enriched.



Causes of Scramble and Partition of Africa

In the first instance, Europe had overcome most of its political problems. The Continent had been rid of the dictators who had jeopardised European peace and stability, like Napoleon Bonaparte, Metternich, European monarchs and others. In their place, there arose new men of imperial ambition such as Salisbury, Bismarck among others.

The forces of nationalism in Europe also led to the scramble and partition of Africa. Between 1880 and 1900, European nations competed with one another to become world powers. By 1879, France had got political stability and was now in position to extend her political sovereignty, Italy and Germany had got unified respectively.

The unifications of Germany and Italian states and the emergency of strong nations that desired to be glorified had pushed them into the colonial arena. The competition of the unifications meant that there was no more room and territories in Europe for colonising. This partly explains why the European powers turned to Africa.

The unifications of Italy and Germany had led to the French loss of Alsace and Lorraine which were rich areas in minerals such Coal and iron. This drove the French crazy to look for colonies elsewhere for compensation and get minerals.

It is important to note also that the second half of the 19thcentury was an era of empire building when men were willing to die for the sake of expanding their home empires. The likes of Carl Peters, Captain Lugard, Cecil Rhodes and Lord Kitchener. These acted as agents of colonialism for their respective countries.

It is also argued that, European powers struggled for colonies with a motive of balance of power. It was after British acquisition of Egypt in 1882 that other European powers also rushed to have colonies. France struggled for colonies in West Africa because she wished to maintain the balance of power having lost Alsace and Lorraine to Germany in the Franco-Prussian war of 1870 –71.

The calling and conclusion of the 1884–85 Berlin conference chaired by Otto Von Bismarck, the then chancellor of Germany; the European powers agreed on the principal of effective occupation which replaced the hinterland theory.

The principle of effective occupation then sent European powers wild in search and annexation of territories because this was the only justification that the territories belonged to them. This explains why many trading companies were granted charters to occupy territories on behalf of their home governments thus colonisation.

In the first instance, by the mid-19th century there was spread of the Industrial revolution, from Britain to the continental Europe;of Portugal, Spain, France, Austria among others. This created economic situations that necessitated colonial possessions. With many industries throughout Europe producing similar commodities, European powers demanded for raw materials from Africa for these industries in Europe. For example, cotton in East and North Africa, palm oil and cocoa from West Africa, ivory from East, Central and West Africa, tin, gold, copper, from East, Central and West Africa, Indigo from West Africa.

Furthermore, during the 1880's, many European powers suffered wide spread unemployment partly because of the invention of machines and partly because of increased population. For example, in Britain, there were over 1,000,000 unemployed. In a bid to solve the unemployment problem, European powers were forced to acquire colonies to secure employment for their people in Africa. This explains why European powers established settler colonies. Britain established them in northern and southern Rhodesia, France established them in Algeria while Germans encouraged settler communities in Namibia and southern highlands of Tanganyika. The Portuguese also established settler communities in Mozambique and Angola.

Another economic factor was the discovery of valuable minerals in southern Africa. Diamonds in GriqualandWest-Kimberly in 1867 and gold in Witwatersrand in 1886. This discovery created an impression that the whole of the African basement rock contained minerals. This drove the European powers crazy for African territories hoping to acquire the fortunate in mining.

They also wanted to invest abroad their surplus income/capital because there was no more accumulation of profits in European areas. Many Europeans had become wealthy due to the industrial revolution and therefore, they wanted a new place they could invest their excess capital.

Britain was the leading industrial power and was joined by other European countries like France, Germany, and Italy which were at a young stage of development and faced with several problems. Britain could offer high prices of raw materials and also offered quality, cheap finished goods hence there was stiff competition. Therefore, there was need to acquire and protect colonies in order to raise profits. Hence, Europeans took over colonies as assets and contributed to the scramble and partition of Africa.

European merchants organised trade companies in various parts of Africa which later acquired charters, that is, the right to trade and rule over the areas. The traders in the process of establishing a peaceful atmosphere for trade ended up colonising Africa. When they failed to administer and meet costs, the charters were removed hence

effective occupation took place.For example, Imperial British East African Company (IBEACO) occupied Uganda and Kenya, Germany East African Company (GEACO)occupied Tanzania, Royal Niger Company occupied Cameroon and Togoland.This contributed to the colonisation by the Germans.

The White settlers' pressure in Africa led to the struggle for pasture and agriculture land. The Whites were from different parts of Europe hence, there was need to acquire protected colonies from the respective white settlers like Kenya highlands for the British, Zaire (Belgians), Boer Transvaal and Orange Free, and Britain (South Africa). Hence, Africa was used to resettle the surplus population in Europe.

European missionaries came to Africa to spread Christianity. However, the spread of Christianity became a tool for colonisation of Africa. Christianity humbled Africans especially those that were hostile. This explains why various missionary groups came to Africa like Church Missionary Society in Uganda, London Missionary Society in Nyasaland (Malawi), Missionaries in Fante and Sierra Leone and Nigeria. They preached equality and brother hood. Christianity was also used as a sign of effective occupation during the Berlin Conference of 1884–85.

The whites spread western civilisation in Africa like culture, education, religion and their aim was to eradicate African barbaric practices like slave trade, murder of twins and polygamy. Humanitarians and Christians came from various European countries hence represented the interests of those countries which led to imperial rivalry and colonisation of such areas like West and Central Africa.

The Europeans came to stop inter-tribal wars that were occurring in the various African communities of Buganda and Bunyoro, Asante and Fante, and Shona and Ndebele. They promoted peace and security which provided fertile grounds for the scramble and partition.

European powers wanted to abolish slave trade and pacify Africa. To many Europeans, basing on the reports of the early travellers and explorers, the African continent was suffering from horrors of slave trade and to them, it was their noble duty to abolish the inhuman trade in human beings. However, this could only be possible and effective if political powers had been taken over because it is the African leaders, Kings and chiefs who had the monopoly of this barbaric trade and by so doing, they would in turn pacify Africa.

According to the Darwinist theory of ''Racial superiority'', superior races had a duty to dominate the inferior races and that Europe was destined to colonise Africa because of her inferior race.

The British also occupied East and South Africa in order to safe guard their interests in the Indian empire. South and East Africa were the major stations on the sea route to India and once the British were stationed there, they would monitor easily their Indian interests. At that time there were many Europeans interested in the area like South Africa (Dutch, Britain, Germany, Portugal) East Africa (Britain, France and Germany).

The British also occupied part of South and Central Africa for strategic reasons. The British needed to isolate the Boers from Germany and Portugal in South Africa. The

Boers were British enemies and could easily combine forces with the Germans and Portuguese to outcompete the British in South Africa. South Africa had gold and diamonds and it was the work of Cecil Rhodes to see the whole area come under British control.

The struggle for the control of River Niger led to the confrontation of the French and British in Sene-Gambia (Senegal and Gambia) The Europeans at first thought that there was a connection between the Nile and Niger. River Niger was also a vital commercial area rich in palm oil and gold. The clashes on River Niger led to the British to acquire Ghana and Nigeria and the French took Senegal.

During the same period (1876–1884) Leopold II of Belgium was busy acquiring treaties and concessions in the Congo basin. The strategic importance of Congo basin caused the colonisation of Africa. Congo River, an entry Port of Congo was also rich in minerals like gold, diamond and cobalt. This aroused suspicion from other imperial powers who then struggled for territories thus leading to the scramble and partition of Africa.

The strategic position of Maghreb coastline also led to colonisation. By controlling the coastline, one would be controlling the profitable trade in the Mediterranean Sea.

Activities of men on spot led to colonisation of Africa. These included missionaries, traders and explorers who gave information about African societies. They reported about African strengths, weaknesses, nature of economies, cultures and political set up. It was on the basis of this information that imperialists and colonialists planned their advance and methods of imposition of colonial rule.Such information biased the British to use military force in Bunyoro, Lord Lugard was called Lord because of the advice he gave British parliament on how to occupy and rule Buganda and Nigeria using the least possible resources through indirect rule.

Activity

1. Discuss the extentto which the missionary activities lead to the colonisation of Africa.
2. Discuss the factors that led to the colonisation of Africa by 1900.

Summary

From the political, economic and social point of view, many changes had taken place in Europe.These changes forced European powers to acquire or struggle for colonies in Africa. The industrial revolution, the wars and the birth of Protestantism in Europe led to colonisation of Africa.

Follow Up Activity

Make research on:

a) The role of explorers in the colonisation of Africa
b) The 1884 –85 Berlin conference.

TOPIC: ESTABLISHMENT OF COLONIAL RULEINAFRICA

SUB – TOPIC: THE MISSIONARY FACTORINAFRICA

Lesson 4: African Response Towards Missionary Activities

Learning Outcomes

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

i)	give a brief description of the missionary factor in Africa.
ii)	identify the different missionary groups in Africa.
iii)	give examples of missionaries in Africa.
iv)	explain how and why Africans responded the way they did towards missionaries.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or internet.
v) If possible, consult an adult at home while doing an activity.
vi) You will present this work to your teacher when school resumes.

Introduction

Following the activities and the reports of the explorers, many European humanitarians formed humanitarian groups with an aim of spreading Christianity to the vast sea of paganism in Africa and at the same time to combat the spread of Islam. It should be noted that Islam had spread to the Maghreb region (North Africa) in Morocco, Algeria, Tunisia, Libya and Egypt. In the 19th century, there were efforts to spread Islam in Western Sudan, Somali land, Fouta Toro and Futa Jalon in Chad.The East African coast had also been penetrated by Islamic influence by 1850. To the Christian World (Europe), the Islamic religion was spreading thus they needed to stop it and this was the driving force in the formation of missionary groups and sponsorship to do the work.

Examples of missionary groups in Africa include:

- The Presbyterians church founded its mission at Calabar in 1846.
- The Basel missionaries operated in the Gold coast (Ghana) from 1828 onwards.
- The Church Missionary Society operated at RabaiMpya in 1840 near Mombasa, in Zanzibar among the freed slaves as early as 1863.
- The Church Missionary Society also operated in Buganda in 1877 spreading to various areas of Buganda and by 1912
- The London missionary society (LMS)
- Scottish missionary (SM)
- The Paris Evangelical Mission (PEM)
- The Church Missionary Society among the Mashona and the Matebele
- And White and Holy Ghost Fathers.

Individual missionaries included:

- -Joseph Moffat in Matabeleland
- -Francois Coillard in Mashonaland
- -Father Law in Mashona/ Nyasaland
- -Helmore in Bulozi
- -Dr. David Livingstone
- -Bishop Mackenzie in Malawi
- Bishop Tozer in Malawi
- William Koji
- James Sutherland
- Alexander Mackay
- Sir Gold Smith
- Rev C.T Wilson
- Father Loudel and Brother Amanns
- Bishop Tucker, Hannington, in East Africa
- Bishop Ajayi Crowther
- Rev. John Schon, Henry Townshend
- Thomas Freeman
- Walter Miller
- And Edward Barren in West Africa.

The coming of missionaries to Africa and their subsequent activities was received differently by different African society's communities and people. In other words, different African societies perceived missionary activities differently and it is for this reason that their response towards Christianity varied. While some African communities responded positively (accepted), others responded negatively (rejected). The response whether positive or negative depended on various factors/ circumstances and events in Africa.





Members of Church Missionary Society Africa

Activity 1

Briefly describe the background of missionary activities in Africa.

African Response Towards Missionary Activities

You have already known that Africans responded to Christianity differently.

Read the extract below to understand more about it.

Some societies and African leaders accepted because of political reasons. They thought that they would gain military support from diplomatic alliances with missionaries.For example, Moshesh accepted Paris Evangelical Mission in 1868, Mutesa 1 and Kasagama of Toro accepted the church missionary society. There were those that accepted genuinely and were converted like Khama of the Ngwato who had 200 wives, he dismissed all of them and remained with one.

Some societies accepted in order to preserve their independence against African local enemies.For example,the Fante who feared Asante imperialism, Boer imperialism and freed slaves, Baganda from Bunyoro.

Other people admired western culture and civilisation like Khama of Ngwato, Fante, and Baganda. And that is why they got converted very first in order to enjoy the same civilisations the way whites were.

Some people responded positively because they saw Christianity as a way of climbing the social ladder. These are opportunist people who wanted to exploit Christianity for their own benefit like SemeiKakungulu and Sir Apollo Kaggwa.

For some people, natural calamities had hit them and they hoped to use missionaries to overcome their economic hardships, a case in example are the Masai who had been hit by a rinderpest epidemic.

Some people responded to missionaries with fear. They got alarmedthat their presence had the potential to disrupt their political and social order. A case in point is Jaja of Opobo, the Asante, Banyoro and others who had strong attachment to traditional belief and cultures. To some, missionaries appeared as devils because of their colour, for example to the Nandi and Yoruba

Some Africans feared to convert to Christianity for fear of loss of political independence. This applied more to the Sebut and Jebel rulers.Others particularly African leaders were hesitant to accept Christianity because they feared to lose their prestige among their subordinates since prestige was based on African beliefs and values yet preaching of Christianity centred on undermining African values. That is why many African leaders were not converted.

Some Africans responded negatively to missionaries because of the desire to resist the abolition of slavery by slave trading communities. They rejected Christianity for fear of loss of their economic livelihood. For example, the Yao and Ngoni slave dealers in East Africa.

The influence of Islamic communities led to negative response towards Christianity. People who had been Islamised considered Christianity and Christians as infidels and therefore, there was no need to allow a religion of infidels to operate freely.

While some accepted because of natural calamities, others resented missionaries because they attributed the natural calamities to the coming of the missionaries.

Some societies were politically and militarily strong hence did not want any assistance like Jaja of Opobo, Asante and Banyoro and that is why they rejected Christianity.

Traditional beliefs and interpretations also led to rejection of Christianity in some areas of Africa. These ones believed that the colour of the whites was for demons. These included the Buganda, Nandi, and Yoruba people. They feared that Christianity would disrupt social order like small gods of Musoke, Lubale, Mukasa among others.

Some Africans had the fear to lose prestige, they did not want to lose fame among their natives and subordinates for they could not start criticising them. Therefore, they had to reject Christianity in some parts of Africa.

The fear for European intrusion made many Africans to reject Christianity. They had a perception that if the Europeans came in, they would destroy their African cultures and make them useless. Thisindeed happened in most African societies.

Activity 2

1. Compare the current response in your society on Christianity with the African traditional society.
2. From the extract you have just read, why did some Africans reject Christianity.

Summary

The need to remain on top as strong military and political kingdoms and being highly welcome among many African societies is the major reason why various Africans welcomed the Christian missionaries. However, the earlier introduction of Islam at the coast of East Africa, the Maghreb region, North West Africa and among West African states plus the presence of African traditional religions were the greatest blockade towards the activities of the Christian missionaries in Africa.

Follow Up Activity

Make research on:

1. Why Christian missionaries came to Africa.
2. The impact of missionary activities on the lives of Africans.
3. The role of different missionary personalities in the spreading of Christianity in Africa.

TOPIC: THE RESPONSE TO COLONIAL RULEINAFRICA

SUB – TOPIC: COLLABORATORS

Lesson 5: SemeiLwakilenziKakungulu—A Career Opportunist and Collaborator

Learning Outcomes

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

i) give a brief history of collaboration in Africa.
ii) describe the personality of SemeiKakungulu
iii) explain the role of Kakungulu in extending British rule in Eastern Uganda.

Materials you will need:

- pens
- pencils
- papers
- notebooks
- Internet
- textbooks

Instructions

i) This is a self-study lesson.
ii) Follow the instructions carefully.
iii) Attempt all tasks given (in your notebook).
iv) You can make reference / research from text books or other books or internet.
v) If possible, consult an adult at home while doing an activity.
vi) You will present this work to your teacher when school resumes.

Introduction

Collaboration was when African communities or individuals assisted the colonialists to establish their rule in Africa. In most cases, they sought European friendship thinking that, it would help them to preserve their independence or enhance their power. Examples of African collaborators included; The Baganda, Toro, Iteso, Banyankole, Masai, Wanga, Sir Apollo Kaggwa, SemeiKakungulu, LaibonLenana of Masai, NuwaMbaguta of Ankole, Mumia of Wanga, Kasagama of Toro all from East Africa. From West Africa came the Fante, the Yoruba, Sikasso and Chief Glere of Dahomey. From Central Africa were the Shona, the Lozi and the Ndebele and from South Africa were the Tswana.

SemeiLwakilenziKakungulu was born around 1870's in southern Kooki. He moved to Buganda at an early age where he became converted to Christianity.While in Buganda he first rose to prominence through his hunting abilities. He provided ivory to KabakaMwanga which he exchanged for foreign goods from Arab traders. He showed himself a hero during battle between Christians and Muslims in 1899 that led to re-instatement of Mwanga to throne. He was also involved in another battle of kijungutte after which Mwanga rewarded him with a title ''Mulondo''. He also became a chief of Bulondoganyi which bordered Bugerere and River Nile.

In February 1892, in company with Captain Williams, he commanded a force of 600 men. In 'Africa Blue book Volume 2 1893', Captain Lugard former representative of (Imperial East African Company (IBEACO) paid tribute to Kakungulu as among the ''Reliable loyal men' 'In his book 'Rise of our East African Empire Volume 2', Lugard is quoted saying, 'There were three men in Uganda whom I thorough trusted that is ZakariyaKisingiri, AlikisiSebowa and SemeiKakungulu'.

Semei became a hero in religious wars of 1880's and 1890's in Buganda and was popular in British wars of conquest. In 1888–1890 there was a civil war in Buganda in which Christians and Mwanga formed an alliance that succeeded in ousting Muslims. The Christians won partly because of the leadership of SemeiKakungulu for Protestants and Gabriel Kintu for Catholics. Kakungulu was also instrumental in the capture of Mengo from the Muslims.

When the British embarked on effective colonisation of Uganda and Kenya, in the last decade of the 19th century, Kakungulu showed up as a collaborator.



SemeiKakungulu 1869 –1928

Activity 1

1. Briefly define collaboration.
2. Give a brief background of SemeiKakungulu of Uganda.

SemeiLwakilenziKakungulu

In the introduction, you have read that SemeiKakungulu was so instrumental in helping colonialist execute their activities in Africa. You will now go ahead to find out how exactly he did it as you read the passage that follows.

In 1892 following religious conflicts in Buganda, the Catholics spread to an Island on Lake Victoria and Buddu. A decision was made by the British to send an expedition to dislodge the Catholics; it was Kakungulu who led it.

Again in 1892, Kakungulu helped to subdue Busoga for the Imperial British East African Company (IBEACO).

In 1893, SemeiKakungulu played a significant role in the Anglo-Ganda wars.

In the same year, there was a Muslim revolt in Buganda which was a combined Protestant and Catholic army in a battle of Lubaga near the capital Mengo. The Muslims retreated to Toro where they were pursued by a Protestant army under SemeiKakungulu and he succeeded in defeating them.

In 1895, SemeiKakungulu, commanding 900 Ganda Volunteers, helped the British to silence a Bukusu resistance in Western Kenya.

When Kabalega was chased out of Bunyoro in 1894, Kakungulu had been allocated chief of captured lands of Bugerere and later in 1899 helped the British to capture Kabalega and Mwanga who were waging a struggle against British rule.

Semei was one man who did more than most for the British to export the Buganda modal of leadership to other parts of Buganda protectorate.

In spite of the numerous attacks from the Langi, by 1899, he had managed to establish a Port of Kaweeri Island on Lake Kyoga and he was now in stronger position to extend his influence East wards.

Kakungulu also established a Fort among the Iteso at Serere and it was from here that he waged serious war against the Langi whom he finally repulsed.

By 1900, Semei was operating South wards to Budaka near Mbale town of Eastern Uganda. The people of the area being inadequately armed and having no central authority, to organise a resistance, they were easily conquered.

Kakungulu divided all conquered areas into administrative counties which he appointed his own officials and he established a Kiganda modal of administration.

Kakungulu's success in Eastern Uganda made him become too ambitious and began regarding himself King of Eastern Uganda and he wanted the British to recognise him so. The British were alarmed by his intentions and they took over his headquarters at Budaka in 1901.

He had achieved a lot in Eastern Uganda; he constructed roads in Mbale, enforced cash crop production, afforestation but in 1903, the British decided that Mbale became part of British administration.

Desperate Kakungulu became interested in Bamalaki religious Sect, an Independent Church movement from the main stream missionary Church.

Kakungulu regrettably died in 1929 cursing himself for having rendered services to the British without any tangible meaningful benefit.

Activity 2

1. Elucidate how SemeiKakunguluextended British rule to the Eastern part of Uganda.
2. From the text you have just read, why do you think SemeiKakungulu died cursing his role as a collaborator?

Summary

Like other collaborators in Africa, Semeikakungulu worked so hard to extend British rule in Eastern Uganda. He did this mainly through crushing the various revolts that were being staged by Africans in trying to resist colonial rule. However, he died without realising his dream of becoming a king at one time.

Follow up Activity

Make research on:

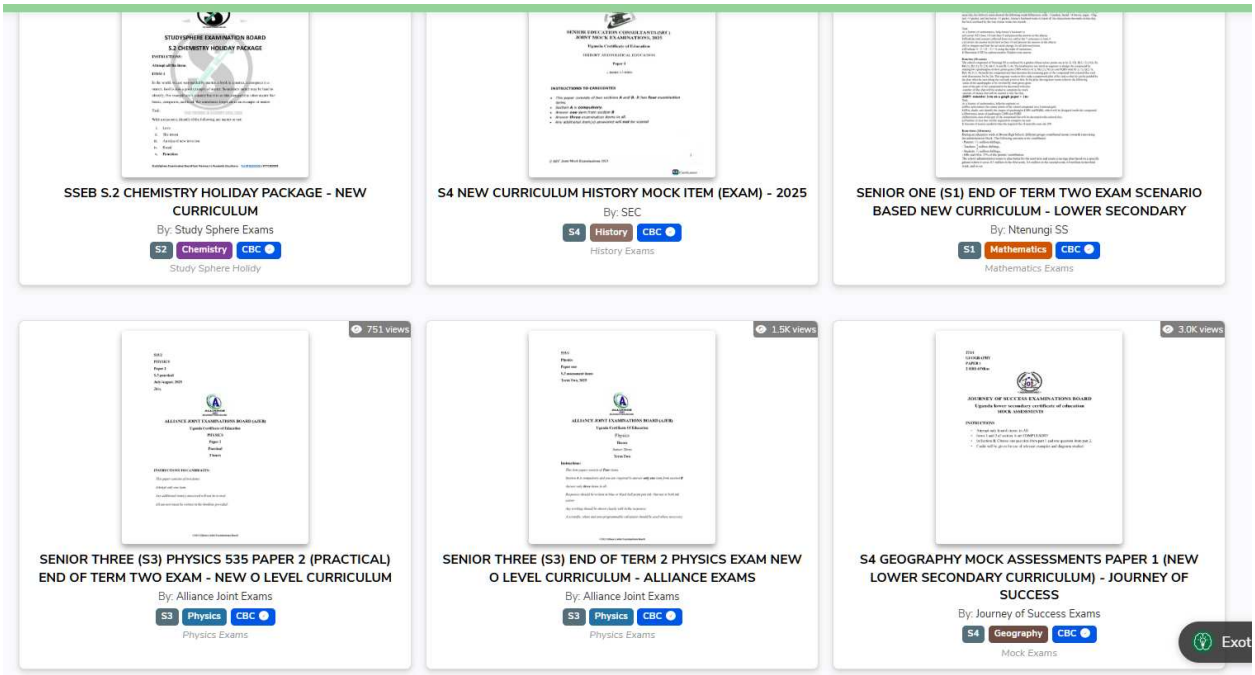
1. Why various African societies collaborated with the whites during the establishment of colonial rule.
2. The general causes of resistance wars in Africa.
3. Why most of the resistance wars in Africa were crushed.



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