

HISTORY AND POLITICAL EDUCATION S.1 NOTES

THEME: UNDERSTANDING OUR PAST.



FINDING OUT ABOUT OUR PAST.

Understanding history and political education.

Definitions of history

Various definitions have been put forward to define history as a discipline some of them are:

- History is a record of events pertaining to human activities, his social, economic and political development from the past the present and the future.
- History refers to the study of past events, present situation and prediction of the future or it is the study of changes in the process of material production.
- History is defined as knowledge that entails chronologically presented narrations about human activities pertaining to social, economic, technological and political aspects from the past to the future.

In general history can also refer to an academic discipline which uses a narrative to examine and analyze the sequences of past events and objectively determine the patterns of cause and effect that determine them. It's the record of human activities which enable man to survival and attain essential needs from the environment.

The basic needs of humankind include food shelter and clothing. Due to social, political, cultural, economic and technological transformations humankind's activities have to change from time to time.

The importance of learning about the past.

Activity. 1.3.

a). using ICT or library research, identify the advantages and disadvantages of learning about the past

b) Visit any historical site, Record the features that can help us to trace our past.

- Enables learners to understand the cultural, economic and political organizations of different people of the world.
- Helps learners appreciate the values of other people and their contribution to civilization hence respect to other peoples of the world.
- Enables people to appreciate and understand their past way of life and use it to predict the future and to solve the present problems.
- Enables learners to develop the capacity for critical analysis of historical data, hence develop the ability to question, acquire and argue rationally.
- Enables the learners to develop a sense of patriotism and national pride is developed, making them responsible citizen.
- Fosters empathy by appreciating human achievements and aspirations.
- Provides intellectual fulfilment and an interest in further learning as it is pleasurable and interesting.
- History leads learners to respected professions such as, law, business management, teaching, administration and many others.

Sources of history.

1. Oral traditions
2. Historical sites
3. Written records
4. Archives
5. Museums

6. Archaeology
7. Linguistic studies
8. Anthropology
9. Ethnographic sources

Oral traditions

This refers to the history handed down by word of mouth from one generation to another. It is usually done by talking and listening usually to elders who are believed to be more knowledgeable about past events.

It is also the study of our past as revealed by what has been handed down by word of mouth from one generation to another. Its manner of transmission differs from written sources thus making it a historical source of a special nature.

Oral traditions are widely used in areas where people did not practice the art of writing.

Types of oral traditions

- Cultural practices e.g. art, music, religion riddles and jokes
- Proverbs, superstitions, poems and stories
- Narrations of past events (primary and secondary sources)

Forms of oral traditions

- Myths
- Legends
- Proverbs
- Songs
- Folktales
- Poems

Advantages of oral traditions

- It is important in the study of history within other social studies
- They integrate the study of history with other social studies □ It is cheap since it doesn't require experts or special equipment.
- It compliments other sources of history.

Disadvantages of oral traditions

- They may contain biases and exaggerations
- They may be inconsistent and inaccurate due to handling down from one generation to another by word of mouth
- It may be difficult to distinguish what was real from what was imaginary
- Omissions of facts due to failure in memory
- It is difficult to give correct dates and chronology of events.

Linguistics

This is the scientific study of languages

People who speak similar languages are assumed to be from the same family.

Advantages of Linguistics

- Makes it easy to trace peoples interactions and course of movement
- It is easier to identify groups with similar language traits e.g. Khoisan
- Information is easy to obtain as language is a cultural phenomenon.
- It is cheap since only needs to travel to an area of study.

Disadvantages of Linguistics

- Some words could be omitted or distorted while translating the language.
- It is time consuming. Delayed acquisition of information since it takes long to learn a particular language.

- Where loan words corrupt the parental language, inaccuracies may occur. Various languages may have similar words but with different meanings.
- The borrowing of words might corrupt or interfere with the parent-language.
- Some languages have become extinct.

Archaeology

- Archaeology is the study of the antiquity, is the study of material remains from the past human life and culture.
- These materials can be artefacts or Eco facts.
- Artefacts are material remains of what early man used or that influenced his way of life. They include the following:

What things do archaeologists use to reconstruct the activities of people who live in prehistoric time.

- The remains of the weapons that they used
- The remains of the tools that they used
- The remains of humans bones
- The remains of animals found at the prehistoric sites
- The remains of plants the lived on
- The remains of their dwelling places
- The remains of their artwork e.g. rock painting
- The remains of traditional craft e.g. pottery
- The remains of beads
- The remains of cans
- The remains of garments
- The remains of charred tree trunks/ charcoal and carbonized seeds.

Advantages

- It provides information on the origin of human/ cradles/ earliest human beings
- It provides information on the people's way of life
- It helps people to locate historical sites
- It provides information on the chronological order of historical events/ dating

- It provides pre-history information
- It gives accurate information
- It links history to laboratory-based sciences
- It has a sense of reality as artifacts can be seen or touched.
- It gives a sense of time through dating of artifacts.

Disadvantages

- It requires experts
- Limited to study of the antiquity. One cannot study present materials or events.
- Archaeological information could be inaccurate as it is often based on conclusions and reconstructions.
- It is difficult to trace archaeological sites.
- Archaeology estimates but does not provide precise dates.
- It is a time-consuming venture since preparation for an excavation and transportation of artefacts to laboratories for analysis is long and laborious processes.
- There are few archaeological experts to interpret data.
- Some materials are fragile and could easily break, thereby misleading analysts.
- It is expensive to excavate and analyse artefacts.

Anthropology

This is the study of a person's origins, development, customs and beliefs.

Explain why anthropologists must live among the people who they study.

- One would experience the people's way of life.
- One understands and explains social and other structures within their society of study.
- One explains aspects of the economy on which a given community depend.
- One is able to determine a people's cultural past.
- One has a deeper understanding of a particular aspect of a people's culture.

Advantages

- It enables historians determine the cultural past of a community.
- Information is easily obtained from the surrounding.

- It compliments others sources.

Disadvantages

- It is expensive as it involves living with the people on who research is conducted.
- It is time-consuming.
- Researchers may not adapt to new environments.
- The researcher may miss vital information as the people being studied may behave differently in the presence of the researcher.
- The researcher risks losing his or her own culture on adapting to the environment of study.

Genetics

Genetics is the scientific study of heredity and the variation of inherited characteristics.

Advantages

- Information is accurate as real materials and remains are analysed.
- Information can be obtained for millions of years ago.
- Enables Historians to trace the origin of domestication and spread of crops and animals.
- Compliments other sources of History.

Disadvantages

- It is expensive.
- Researchers may not adapt to new environments due to health and other risks.
- It is technologically demanding as it requires a lot of sophisticated material and equipment.
- It is time-consuming. Apart from much fieldwork, one spends a lot more time training before becoming a Genetics specialist.

Electronic sources

These are audio-visual media which are operated by electronic power.

Name any three Electronic sources of information on history & Government.

- Microfilms,
- Films,
- Videos,
- Radio,
- Television
- Computerised data-bases.

Advantages

- They can be clearly read when magnified.
- They capture words and emotions of an event as it happens.
- They combine sound, picture and motion.
- They facilitate instant retrieval of and access to information.
- Most are not bulky.

Limitations

- They are subject to bias as they mostly contain foreign (European and American) material.
- They are too expensive to buy and run. Many people cannot afford to buy radios, television sets and videos. The cost of electricity for operating this equipment is high.
- Some acted films are unrealistic for they contain exaggerated information.
- There is a lot of permissiveness, largely caused by improper use of electronic material.

Written sources

- i. Books/ charts/ maps/ scrolls/ painting/ clay labels/ stone table
- ii. Newspapers/ magazines
- iii. Diaries/ biographies
- iv. Journals/ periodicals
- v. Official/ government records

Advantages of written materials

The advantage of written materials as a source of history

- i. Written materials ensure relatively permanent storage of Historical events/for future reference.
- ii. Written materials can be easily translated to different languages relatively accurate storage of historical events.
- iii. They relatively provide accurate storage of historical events.
- iv. Written materials cannot be easily distorted/interfered with/not easily changed.

Disadvantages of written materials

Limitations of using written records as a source of information on History.

- i. May contain biases/exaggerations
- ii. Information may be misinterpreted/misunderstood by readers
- iii. There may be factual errors/omissions/contradiction by the authors
- iv. These sources are limited to literate members of the society
- v. They are expensive to obtain/procure

Limitations of using written records as source of African History.

- i. Most of the written records on African History were by foreigners who built their biases in the records.
- ii. Some written records on African History contain inaccurate information
- iii. Some of the records are not reality available for case of reference
- iv. Written records are limited only to those who can read and write.

HISTORICAL SITE IN EAST AFRICA.

Historical sites

These do contain remains which show humanity's physical development, activities and the tools they made and used. The major function of historical sites is to make historical facts more practical.

There are two types of historical sites namely;

- Areas with physical remains of man and his artifacts.
- Ancient towns with both ruins of old buildings and old buildings which still exist.

Examples of historical sites with physical remains of man and his artifacts include the following:

- Olduvai Gorge, Isimila, Engaruka and Kondoa Irangi in Tanzania.
- Nsongezi, Biggo, Ntusi and Magogi in Uganda.
- Olorgesailie Gilgil and Lake Turkana in Kenya.
- Koobi for a in Ethiopia.
- Ingombe-Ilede in Zambia.
- Ishango in the D.R.C.

On the other hand examples of ancient towns in Africa with ruins of old buildings and existing old buildings include:

- Timbuktu, Gao, Jenne and Audaghost in West Africa.
- Bagamoyo, Zanzibar and Kilwa in Tanzania.
- Lamu and Mombasa in Kenya.

Through the study of historical sites we can reveal the works of art by previous generations for example rock paintings etc. As time elapses more historical sites are being discovered due to extensive research being carried out. The remains that are discovered in the historical sites are worked on by archaeologists.

The major function of historical sites is to represent actual materials of man's existence and preserving the material remains of man for the coming generation, plus acting as symbol of social heritage and referral point to the society that are concerned.

Advantages of historical sites

As a symbol of social cultural heritage of different societies. Here the society concerned will be symbolized in the site.

Historical sites do break the boredom that is evidenced in the theoretical nature of history as a discipline. In this sense history is given a practical touch as people can see or observe what they were studying practically for example past human tools, rock paintings and human remains.

Helps in the building or the reconstruction of history, as they bridge the gaps that might have been left by other sources.

The sites also act as a source of revenue for both the government and private individuals. This is achieved when they act as Centre of tourism, and when the tourists visit.

The sites act as avenues for research for archaeologists and other scientists. People who carry out research in regards to man's past will use historical sites as their libraries and laboratories, for example Dr. Leakey and his wife.

Generally, discoveries from historical sites can be used to reveal past settlement patterns, levels of technology, economic development and political organization reached past societies in different times and environments.

Disadvantages of historical sites

It brings confusion to interpret the remains found in the historical sites, for example, rock paintings can bring about different interpretations between historians.

Historical sites cannot stand on their own to tell history. This means that historical sites do not fully cater for all historical information required even for societies without documented history.

History found in the sites cannot be interpreted by everyone and requires a qualified personnel to interpret the information.

Historical sites are located in remote areas which are not accessible. This makes it time consuming and expensive working on them. Places where the historical sites are located are often also poorly developed.

The historical sites may disappear, as they are often destroyed by natural hazards and changes in the earth like weathering and denudation.

Many of the sites are selected on the basis of probability, for example it is assumed that early man lived in caves where there was water nearby and plenty of animals to hunt, fish or catch. This therefore brings in the issue of try and fail that in turn becomes costly in terms of time and resources.

Examples of historical sites in East Africa include:

- Nsongezi- western Uganda
- Magosi- eastern Uganda
- Biggobyamugenyi (Biggo)- central Uganda
- Lolui, Mubende in Uganda
- Rusinga Island- southern Uganda

- Olorgesailie- Kenya
- Lake Rudolf- Kenya
- Njoro in Kenya
- Bagamoyo- Tanzania coast
- Kilwa- Tanzania coast
- Isimila- central Tanzania
- Kondoa- central Tanzania □ Lake Eyasi southern Tanzania
- Olduvai Gorge in Tanzania etc.

2.

The Origin of man

Scientific theory maintain that Human beings evolved from ape- like creatures and developed through adaptation over a long period of time.

The creation theory- according to many world religious e.g. Christianity Islam and Judaism the human race was created by God at a specific time in history to fulfil God's purpose.

The Mythical (traditional) Theory. This is an attempt by individuals or communities of people to explain their origin. It is given through Oral Traditions, myths and legends. It mainly states that the first people were created by God.

Theory that explains the origin of people.

The evolution theory.

The creation theory

Mythical or traditional theory/ oral traditions theory

Oral traditions

This is an attempt by individuals or communities of people to explain their origin. It is given through Oral Traditions, myths and legends. It mainly states that the first people were created by God.

What is evolution?

Evolution is a natural process of gradual and continuous change of living organisms from a lower (simpler) state to a better-adapted (complex) and superior one.

Identify four distinct stages in which evolution took place according to Charles Darwin.

- Mutation- is an abrupt change in the form of a living thing as dictated by the climatic or genetic components of the living thing involved.
- Natural selection- is an instinct by which the stronger species out-compete the weaker ones for resources.

- Isolation.
- Adaptation.

Archaeological sites in East Africa

Name the archaeological sites in Kenya.

- Rusinga Island,
- Fort Ternan near Kericho,
- Kariandusi near Elmentaita,
- Gambles Cave,
- Olorgesailie,
- Koobi-Fora near Lake Turkana,
- Hyrax Hill,
- Kanjiri
- Njoro River Cave.

Name the archaeological sites in Tanzania.

- Garusi,
- Olduvai Gorge,
- Peninj,
- Apis Rock,
- Isimila
- Eyasi.

Name the archaeological sites in Uganda.

- Nsongezi,
- Nyero,
- Napaka,
- Magosi,
- Paraa,
- Ishango,
- Mweya,
- Nyabusora.

Why Africa is considered the cradle of man

- There are several archaeological sites in Africa.
- The open savannah provided man with good hunting grounds.
- The warm tropical climate was suitable for modern man.
- Geographically Africa was at the Centre of the pangea.
- The all Seasons Rivers in Africa provided man with fresh water

Stages through which man evolved

- Aegyptopithecus
- Dryopithecus africanus (proconsul)
- Ramapithecus
- Australopithecines
- Homo habilis

- Homo erectus
- Homo sapiens
- Homo sapiens sapiens

Dryopithecus africanus (proconsul)

The twenty million year-old skull of this hominid was found on *Rusinga Island* within the Kenya part of the Lake Victoria region in 1948 by Mary and Louis Leakey. He was the earliest evidence that Africa was Man's first home, for he occupied the entire East African forest, though he was also found in Europe and South-East Asia. The term Dryopithecus means Woodland Ape. He was chimpanzee like

Characteristics of Dryopithecus Africanus

- Had projecting face.
- He had a smooth forehead.
- He had long teeth like those of other animals.
- He mainly ate fruits.

Ramapithecus

The 15-12 million year-old remains of Ramapithecus were found by Mary and Louis Leakey at Fort Ternan near Kericho and also at Samburu hills and in the Lakes Turkana and Baringo basins. Ramapithecus and other manlike creatures were also discovered in Europe, India and China.

Characteristics of Ramapithecus

- He was manlike.
- He had small teeth i.e. canines.

- He was Quadra pedal (he moved on his four limbs), though he occasionally walked on two legs.
- Had a larger brain.

Australopithecines

Remains of Australopithecus were found at Taung in Botswana in 1924 by Raymond Dart, at Olduvai Gorge in Tanzania by Mary Leakey in 1959 and throughout Eastern Africa e.g. regions around Lake Natron in Tanzania, Lake Turkana in Kenya and Omo River valley in Ethiopia.

Species of australopithecines

- Australopithecus anamensis, whose four-million year old remains, were found at Kenapoi and Alliabai in the Lake Turkana region.
- Australopithecus afarensis, which was bipedal and small in stature. His four to three million year old remains were found at Laetoli in Tanzania and Tugen Hills in Baringo district: Kenya. The name Afarensis is derived from the Afar depression in Ethiopia.
- Australopithecus africanus (or A. Gracilis), who lived between three to two and a half million years ago and was small, light, slender and a metre and a half tall, with a small brain, but larger teeth, jaws and skull.
- Australopithecus robustus, which was strongly built, with massive jaws and powerful teeth, weighed 68kg and was the biggest and most recent type of Australopithecus. He lived between two and one and a half million years ago in South Africa and was apparently vegetarian. He ate fruits, nuts and raw tubers. The Eastern African
- Australopithecus Robustus was named Australopithecus Boisei. Found in Lake Turkana. 2.5million years old

Characteristics of Australopithecus

He was bipedal (walked on two limbs).

- Could grasp objects with ease.
- May have been hairy, short and strong.
- Had a large face and low forehead and had stereoscopic vision.
- Had much larger teeth, skull and jaws.
- His brain was smaller than modern man's, but larger than that of the most intelligent ape: the Gorilla about 500cc.
- Weighted between thirty to sixty eight kilograms
- Was short in stature with a small slender body of about four feet tall.

Homo habilis (Practical man).

This was the first species of the genus Homo. His two and a half to one and a half million year old remains were found at Olduvai Gorge by Jonathan Leakey in 1964,

Hadar and Omo River valley in Ethiopia and Koobi-For a in the lake Turkana area in 1972.

NB. *The reason why Homo habilis was referred to as "able" man was because of the ability to make tools*

Characteristics of Homo habilis

- He was five feet tall.
- Large brain capacity of about 775cc
- He had a skull similar to modern man's in shape.
- He was omnivorous.
- He could grasp objects.
- Had an elementary communication speech.

- Teeth like modern man.
- Well-developed thumb like that of modern man hence He made and used tools.

Homo erectus

- Homo erectus lived between two million to two hundred thousand years ago.
- He was called Homo erectus because he walked in two limbs.
- He made more refined tools.
- He discovered fire.
- He was discovered in Hadar in Ethiopia.
- He was five and a half feet tall.
- He was bipedal (walked on two legs).
- He made and used tools, such as hand-axes, crude spears and arrowheads from stone, bone and wood.

In what ways was Homo erectus different from earlier hominids?

Homo erectus was different from hominids that came before him in the following ways:

- He had a bigger brain.
- He had a long skull.
- He had long protruding jaws.
- He could communicate by speech.
- He made and used fire.
- He had some form of home.

The remains of Homo erectus were found:

- At Hadar and Omo river valley in Ethiopia,
- At Nariokotone River on the north-western shore of Lake Turkana,
- At Olorgesailie near Lake Magadi.
- At Isimila near Iringa in Tanzania,
- In Tenerife in Algeria,
- In morocco.
- In South Africa.

Homo erectus also lived in France, Spain, India, Indonesia, Hungary and Brazil. In Asia, he is referred to as Java man or Peking Man.

Explain five ways in which Homo erectus attempted to improve his way of life?

- i. Improved stone tools through the use of Levallois method
- ii. Invented fire which was used for cooking, lighting, warming and protecting against wild animals.
- iii. Made and lived in caves for more permanent settlement and security
- iv. Made clothes out of animal skins by scrapping them clean, using efficient stools.
- v. Created leisure activities such as artwork
- vi. Developed language for effective communication
- vii. Migrated to warmer areas or regions

Homo sapiens

Homo sapiens appeared between two hundred thousand and a hundred and fifty thousand years ago.

Characteristics of Homo sapiens

- He was under six feet tall
- He had small teeth.
- He had a steep and well-rounded forehead.
- He had long straight legs.
- He made a variety of more refined tools i.e. microliths.
- He was a fisherman and hunter-gatherer.
- He domesticated plants and animals.
- Homo sapiens had a large brain
- Walked upright/ had upright posture

- Had refined speech
- Had smaller jaws compared to earlier
- Had well- developed thumb for grasping

Remains of Homo sapiens were found at:

- Eliye springs near Lake Turkana,
- Kanjera and Kanam in Kenya,
- Bodo and Omo river valley in Ethiopia,
- Ngaloba in Tanzania.

Three subspecies of Homo sapiens have been identified. These are:

- The Rhodesian Man, discovered in northern Rhodesia (present-day Zambia). He was still more apelike, with ridges over his eyes and a backward sloping forehead.

But he had straight legs and walked with long strides, with a skull and brain like modern man's.

He made and used scrapping and cutting tools from bone and stone.

- Neanderthal Man, discovered in Neander valley in Germany in 1856 and in Asia, north Africa, France, Belgium, Gibraltar, Italy, former Yugoslavia and other parts of Europe. He was a hunter-gatherer.

Though heavily built with a thick skull, broad shoulders and bushy eye-brows like an ape, he made and used skilfully chipped stone tools and practised ceremonial burial just like modern man.

- Cro-Magnon Man, discovered in Europe. This one cooked using fire and was a hunter-gatherer, painter and cave dweller. He resembled modern man, except that he was taller, stronger and with bushy eyebrows.

Homo sapiens sapiens

These may have appeared around fifty thousand years ago and are associated with new inventions in military technology, medicine, agriculture and industries.

Homo sapiens Sapiens are different from Homo sapiens in the following ways:

- They have a more advanced faculty for curiosity and intelligence,
- They plan ahead,
- They make accurate forecasts,
- They study stars and galaxies,
- They think and invent.
- They make accurate forecasts,
- They study stars and galaxies,
- They think and invent.

Races of mankind

There are three main races of mankind. These are:

- The Negroid, which largely comprises Africans, who mainly occupy Africa.
- The Caucasoid, (Caucasians), which is made up of Whites and Indians. These are mainly found in Europe, Asia and North America.
- The Mongoloids, who include Chinese, Japanese, Koreans and the natives of the Americas.

3. MIGRATION & SETTLEMENT INTO EAST AFRICA SINCE 1000 AD.

Migration is the movement of people from one place to another because of various reasons ranging from political, social to economic reasons. Migration is a continuous process meaning that even today people migrate from one region to another. What varies are the reasons for the migration as needs of people change over time.

Activity 3.1 finding out about migrations of people.

- a) Visit your neighbor where you stay or your relatives. carry out research and find out the origin of the people in your community and the reasons of migration.

Inhabitants of east Africa before 19th century migrations.

The earliest inhabitants of the east Africa region were hunter gatherer communities. Their origin and movements are traced from archaeological information.

THE BANTU MIGRATION

ORIGINS

- Bantu is a linguistic word describing a group of people who speak a similar language.
- They have a root word/suffix 'Ntu/Ndu' meaning a person.
- They belong to the Negroid family.
- Their origins and migrations are still unclear among historians.
- Some historians believe that the Bantu came from West Africa around the Cameroon highlands.
- However, most historians believe that they came from the Katanga region in South Eastern Congo.
- Their migration was gradual and seasonal i.e. spread over a long time.
- Believed to have entered East Africa by the first millennium i.e. 1000 A.D.
- They entered East Africa under different groups and clans.
- They entered East Africa through the Western part using different routes
- The Bantu form the largest group of people in E.Africa.
- They include tribes like, Banyankole, Baganda, Bakiga, Bagishu, Chagga, Nyamwezi, Kikuyu, Luyia, and Pokomo.
- The major reason for the migration was search for fertile soils that could support Agriculture.

Causes of Bantu migrations

- ❖ Population pressure; The Bantu were forced to migrate from their cradle land to E.A because the population had increased and they were searching for settlement in new areas.

- ❖ Search for fertile lands; since the Bantu were farmers they ended up migrating to E.Africa in search of new areas with fertile soils for Agriculture.
- ❖ Internal conflicts; The Bantu migrated to E.Africa due to misunderstandings with in their communities e.g. witchcraft and cannibalism.
- ❖ Misfortunes; it is also assumed that the Bantu cradle land witnessed misfortunes that claimed many people and their animals thus the fortune tellers directed the Bantu to move to safer areas.
- ❖ Land-pressure .Due to population explosion, the pressure increased on land resulting into land conflicts and the defeated groups ended up migrating into E.Africa in search of new lands for settlement.
- ❖ Natural calamities for example famine, drought, earthquakes, floods and diseases. These forced the Bantu to search for new areas for settlement and ended up in E.Africa.
- ❖ Adventurism /Love for adventure .The youth may have wanted to explore and adventure into new lands where they could practice their skill of iron working.
- ❖ Unsuitable geographical climate. The climate of the Congo forest was inhabitable and this necessitated moving of Bantu into E.Africa.
- ❖ External pressure. The Bantu were constantly attacked by their neighbors and this forced them to look for new areas which were free from civil wars.
- ❖ Poor leadership. Some of the Bantu migrants experienced poor leadership in their cradle land which forced them to migrate to E.Africa so as to exercise their leadership skills.
- ❖ The need to export their iron working culture some people maintained that the Bantu migrate wanted to export their Iron working culture and search for market for their Iron products.
- ❖ Search for water and pasture since the Bantu were animal keepers they migrated to E.A in search of new grass land and water for their animals.
- ❖ The band wagon influence some of the Bantu simply moved to E.A because they saw their friends plus relatives migrating.

Course/organization of the Bantu migrations

The Bantu entered E.A in different groups each using its own route.

- ❖ The first group was the **western Bantu (Interlacustrine Bantu)**.
 - This was the first group of the Bantu to migrate into East Africa.

- They formed the largest group of the Bantu to migrate to East Africa.
- They entered East Africa through the West from the Niger-Congo basin.
- They used the route between Lake Albert and Lake Edward.
- They settled around the North West shores of Lake Victoria.
- They are believed to have migrated between **(1000—1300 A.D)**.
- The Bantu in this group gave rise to such as Baganda, Banyoro, Batoro, and Bakiga.
- The other Bantu moved to the Eastern and Western Kenya giving birth to Bagishu and Luyia.

❖ **The central and Northern Tanzania Bantu;**

- They formed the second group of the Bantu to enter E.A.
- They also entered East Africa through the West from the Niger-Congo basin.
- They used the route between L. Edward and Tanganyika.
- They formed some tribes like the Sukuma Nyamwezi, Zinza, and Gogo.
- Their migration took place between 1000—1300 A.D.

❖ **The coastal and highland Bantu.**

- They are also known as the **Eastern Bantu**.
- They settled along the coast and highland hence the name coastal and highland Bantu.
- They are a continuation of the Central and Northern Tanzania Bantu.
- They crossed the dry Tanganyika plateau between 1000 – 1300 A.D.
- These comprise of that group of Bantu that continued with their migration and crossed the Taita hills and Mt. Kilimanjaro.
- The Chagga, Taita, Pare decided to settle around these hills permanently and came to be known as the **highland Bantu**.
- The Pokomo, Giryama, Nyika and Segeju moved north wards along the coast to Shungwaya.
- At Shungwaya, there was dispersal due to pressure from the Galla and Somali community.
- Due to pressure, the Nyika moved southwards along the coast.
- These came to be known as the **coastal Bantu**.

- Another group of the Eastern Bantu was forced away from Shungwaya to the Kenyan highland.
- This group included the Chuka/Kikuyu, Kamba and Embu.

❖ **The southern Tanzania Bantu.**

- These formed the fourth group of the Bantu migration into E.A.
- Their migration took place between 1000—1300A.D.
- They entered East Africa through the West from the Niger-Congo basin.
- They used the route between Lake Malawi and Lake Tanganyika.
- They settled in Southern Tanganyika in areas such as Ruvuma, Songea and Mbeya.
- They included Hehe, Yao, Pogoro, Zaramo, Makonde, Bena, Ngindo, Gogo and Rufigi.

- ❖ The **Ngoni**: Around 1840, another Bantu group moved into East Africa and these were the Nguni who came from South Africa and formed the last wave of the Bantu migration into E. Africa.

Effects of the Bantu migrations

- ❖ They introduced iron working and use of iron tools like hoes, pangas, and axes.
- ❖ The Bantu introduced the growing of crops on a large scale with the help of iron tools.
- ❖ Population increased in the area where the Bantu settled this also meant that there was increased food production.
- ❖ The Bantu also introduced new food crops in E.A e.g. Bananas, Beans, Yams e.t.c today many tribes still depend on these food crops.
- ❖ They introduced new farming methods e.g. mulching, shifting cultivation, irrigation.
- ❖ They introduced new languages in E.A for example Luganda, Lusoga, and Runyankole.
- ❖ The Bantu absorbed most of the tribes they met in E.A especially the Bushmen and Cushites. Some who refused to be absorbed migrated to other areas.
- ❖ The Bantu in some cases abandoned their cultures and copied those of the people they met, e.g. circumcision among the Bagishu, age set system, pastoralism.

- ❖ The Bantu displaced some people in E.A. especially those in fertile areas e.g. Ngoni displaced the Yao in their fertile lands in southern Tanzania.
- ❖ They introduced a new system of building permanent houses e.g. they built round grass thatched houses.
- ❖ There were intermarriages between the Bantu who settled along the coast with the coastal Arabs giving birth to the Swahili people.
- ❖ The Bantu introduced a new system of centralized administration in E.A which led to the formation of kingdoms e.g. Buganda, Ankole, Bunyoro, Nyamwezi e.t.c.
- ❖ The Bantu led to clashes over land with the communities that they met in E.A.

Activity 3.4

- a) *In groups, use the **ICT** or library research, find out the origin, causes of Bantu migrations and present to class.*
- b) *Identify the problems that the Bantu migrants faced.*
- c) *Discuss the results of the Bantu migrations into east Africa.*

THE LUO MIGRATION

Origins

- The Luo are also referred to as the **River-lake nilotes**.
- They originated from Bahr el- Ghazel in southern Sudan.
- They are known as River
- Lake Nilotes because they settled along Rivers and lakes.
- Their migration took place between 1350 - 1500 A.D.
- They entered East Africa through the Northern part of Uganda following the Albert Nile.
- They included tribes like Alur, Langi, Acholi, Japadhola and Ja-luo of Western Kenya.

Causes of the Luo migration

- ❖ Search for water and pasture, the Luo migrated from their cradle land because they lacked enough water sources and pasture for their animals.
- ❖ Population pressure: Their cradle land was over crowded and due to over grazing of their animals in Bahr-el-Ghazel.

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

Course/organisation of the Luo migration

- The Luo left Bahr-el-Ghazel around the 15th century.
- They then moved southwards following the River Nile under their leader Olum.
- Around the 16th century, the Luo settled at Pubungu (present day Pakwach).
- Therefore Pubungu became their area of dispersal/separation.
- From Pubungu the Luo split into two groups.

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

Effects of the Luo migration

- ❖ There were inter-marriages between the Luo and the local people leading to the formation of new tribes i.e. Alur, Langi Japadhola.
- ❖ The coming of the Luo led to the formation of new kingdoms which were all using centralized system of administration e.g. Buganda, Bunyoro and Ankole.

- ❖ The Luo introduced chiefdoms in Northern Uganda and western Kenya e.g. Rwotship in Northern Uganda was a Luo creation.
- ❖ The coming of the Luo led to the final collapse of Bunyoro-Kitara Empire / Chwezi Empire and led to the formation of the Luo-Bito Dynasty.
- ❖ The Luo introduced pet names (Empaako) erg Akiiki Abwoli, Amooti, Apuuli, Atwooki etc especially in Bunyoro and Toro.
- ❖ The Luo introduced new crops in E.A e.g. millet, sorghum, groundnuts which are staple food for many tribes in Western, Northern and Eastern Uganda.
- ❖ The Luo introduced new economic activities in E.A e.g. nomadic pastoralism and also introduced the short horned cattle.
- ❖ *8The population of E.A increased as a result of the Luo influx and this created conflicts over land.
- ❖ The Luo put to use what would have been idle land due to population increase.
- ❖ The Luo also developed trade within E.A because they introduced new commodities e.g. spears and arrows.
- ❖ The Luo introduced royal burial grounds for the kings e.g. in Bunyoro the jaw bones of the Omukama have to be removed before burial and buried separately.
- ❖ The Luo led to the civil wars increasing in E.A as a result of their contacts with the local people of E. Africa.
- ❖ Many people were displaced from E.A to other regions as a result of the Luo migration into Tanzania to form Karagwe kingdom.
- ❖ In Bunyoro, they introduced new items of the royal regalia e.g. royal crown, royal fire, and royal drums e.t.c

Activity 3.5. Finding out about the Luo migrations.

- a) *Using ICT or library research, identify the reasons for the migrations of the Luo to the places they settled in East Africa.*
- b) *Explain the effects of their migration to the people of East Africa*
- c) *In groups, discuss the problems encountered by the Luo in their migration into East Africa.*

NGONI MIGRATION (1820-1860)

Origins

- The Ngoni were close relatives of the Zulu and Ndwandwe people from South Africa.
- They were Bantu who belonged to the negroid race.
- They originally lived in Natal province in the south East of the Drakensburg Mountains.
- The Ngoni were Nguni speaking people.
- They are believed to have left South Africa around 1820.
- They left South Africa because of Shaka Zulu's expansionist wars.
- This was during the **Mfecane** period where there was a lot of war and suffering in South Africa.
- The Ngoni were forced to flee and moved northwards.
- They left South Africa under different leaders e.g. Zwangendaba, Maputo and Zulugama.
- They moved through central Africa and finally settled in East Africa (southern Tanganyika).

Causes of Ngoni migrations

- ❖ Shaka created a period of wars (Mfecane) that forced many people to migrate including the Ngoni.
- ❖ Population pressure in their cradle land also led to the Ngoni migration into East Africa.
- ❖ Internal conflicts e.g. land and clan conflicts also led to the Ngoni migration.
- ❖ The Ngoni were farmers and therefore migrated in search of new lands that were fertile to support agriculture for example Ufipa plateau.
- ❖ The influence of good leaders e.g. Zulugama, Zwangendaba, Maputo etc also led to the migration of the Ngoni into East Africa.
- ❖ Love for adventure also forced the Ngoni to migrate especially the youth who wanted to explore new areas North of River Limpopo.
- ❖ Misfortunes and natural calamities e.g. diseases, floods, e.t.c also led to the Ngoni Migration.
- ❖ The ruthless army training of Shaka Zulu also forced some of the Ngoni fighters to escape to East Africa.
- ❖ The Boer invasion of South Eastern Africa from the cape made the Ngoni lose their land which forced them to move to East Africa.
- ❖ The need to export their culture also led to Ngoni migration into East Africa especially by the
- ❖
- ❖
- ❖ youth.

- ❖ Band Wagon effect i.e. some of the Ngoni Migrants moved into East Africa after seeing their relatives and friends moving.
- ❖ Search for water and pasture since the Ngoni kept animals they migrated into East Africa in search of fresh pastures and water for their animals.

Course of the Ngoni migrations

- The Ngoni left South Africa in two (2) distinct groups.
- They left around 1820 and each group took a different direction.
- The first and biggest group was led by chief Zwangendaba.
- They moved through central Africa crossed R. Zambezi, traveled through Malawi and finally settled around Ufipa where they destroyed the small settlements.
- The second and smaller group was led by chief Maputo.
- It moved through Mozambique, Eastern Malawi and finally settled around Songea among the Yao.
- This group was known as the Maseko Ngoni.
- Around 1848, Zwangendaba died and his group split into 5 small groups.
- Three of these groups went back to central Africa settling in present day Malawi and Zambia.
- The two remaining groups settled permanently in Tanganyika and these were the Tuta and Gwangara Ngoni.
- The Tuta Ngoni moved northwards to the lands of the Holoholo where they were defeated.
- They continued up to Nyamwezi land in 1850 where they captured a young Mirambo.
- The Gwangara Ngoni led by Zulugama moved East wards destroying the Hehe.
- By 1860, they had reached Songea where they clashed with the Maseko Ngoni whom they defeated and forced them to flee.
- The defeated Maseko Ngoni split into two groups.
- One group under chief Maputo moved southwards crossed river Ruvuma and finally settled in Mozambique.
- The other group fled northwards to Morogoro and these came to be known as the Mbuga Ngoni.
- During their movements the Ngoni always captured people.

- The boys were absorbed into their army and girls were married off and this swelled their number.

Reasons why the Ngoni were successful against the people of E.Africa

- ❖ They had a strong army e.g. they always recruited captured boys into their army which strengthened their army.
- ❖ The Ngoni had superior military organization which they had copied from Shaka.
- ❖ Their army was divided into battalions or regiments called Impis for effectiveness in battle.
- ❖ The Ngoni always used Guerilla tactics and this would scare other societies which easily gave up.
- ❖ The Ngoni had superior weapons e.g. the short stabbing spear (Assegai) and they had shields.
- ❖ They had superior tactics of fighting e.g. they surrounded the enemy using the cow-horn method.
- ❖ Ngoni fighters were professionals who had received a lot of military training and were always free from duties at home.
- ❖ The Ngoni were determined to remain in East Africa because they feared to go back to South Africa in case of defeat.
- ❖ The Ngoni invaders were fully united under their leaders and this helped them to defeat the East African societies with a lot of ease.
- ❖ The Ngoni fighters had a lot of experience in warfare because they had participated in large scale wars during their stay in South Africa.
- ❖ The Ngoni always used surprise attacks e.g. at night and on market days hence always caught their enemies unaware.
- ❖ The East African societies were disunited and couldn't offer any support to their neighbours against the Ngoni.
- ❖ E.African societies had already been weakened by slave trade which had claimed all the strong men.
- ❖ East Africa had also been weakened by attacks from Segeju and Zimba man eaters who also reduced on the population.
- ❖ Ngoni fighters were never affected by famine because they always looted for food wherever they passed.

- ❖ Ngoni also used the scorched Earth policy on those that tried to resist them e.g. Burning villages, food stores, and huts and scared others who simply gave in without a fight.
- ❖ Most of the Ngoni enemies were weak and small societies that were disorganized and therefore could not challenge the Ngoni military might.
- ❖ The East African societies had poor economies that could not sustain the fights against the Ngoni.
- ❖ The East Africans had inferior weapons that could not compete with those of the Ngoni.

Effects of the Ngoni Migration

- ❖ Their migration created a period of wars in areas that were previously peaceful e.g. the Ufipa communities were destroyed and devastated.
- ❖ The Ngoni migration resulted into the spread of epidemic diseases in the southern and central Tanganyika e.g. smallpox and Malaria.
- ❖ Their migration created a new generation of war lords and leaders e.g. Nyungu ya mawe and Mirambo.
- ❖ There was increase in slave trade because of the Ngoni confusion, Chaos and disorganizations.
- ❖ The Ngoni spread their culture e.g. most people who were captured and absorbed by the Ngoni copied their Nguni language.
- ❖ The Ngoni invasion also disrupted the long distance trade caravans especially along the Southern route which was dominated by the Yao.
- ❖ The Ngoni invasion led to the formation of warrior groups e.g. The Maviti and Ruga Ruga .These were bandits who terrorized southern and central Tanganyika.
- ❖ The Ngoni invasion led to the people of southern Tanganyika losing their land to the Ngoni.
- ❖ There was population increase in Southern Tanganyika where they settled e.g. among the Yao.
- ❖ Famine broke out in many societies since no farming and harvesting could take place because of the Ngoni raids.
- ❖ Many people copied the Military tactics i.e. cow horn method and adopted their weapons e.g. Assegai (short stabbing spear) for defense.
- ❖ Their migration led to the decline of some states e.g. Bena and Sangu because they never had the capacity to resist the Ngoni aggression.

- ❖ The Ngoni raids led to heavy loss of lives especially those that tried to resist their movement e.g. the Yao.
- ❖ There was deculturalisation and detribalisation e.g. the Ngoni displaced people from their original homelands making them lose their culture.

Activity 3.6. Explaining the Ngoni Migrations.

- a) *Using ict or library research, identify the possible challenges faced by the ngoni in the course of their migration.*
- b) *Explain the course of the ngoni migrations in your notebook and present to class.*
- c) *In groups, compare the causes of migration for the ngoni and luu.*

Culture is the arts, customs and beliefs of way of life of a particular society or a nation. Culture is a part of our daily life and is inherited from our ancestors.

Cultural values in families.

A family is basic unit in society. Families are a sources of moral upbringing and fostering discipline among the children.

Activity

- a) *What is family?*
- b) *Using ICTS or Library research, identify the various types of families that exist in our communities.*
- c) *In groups, discuss the advantages each has over the others.*

MAIN CULTURAL INSTITUTIONS IN EAST AFRICA.

There are many cultural institutions in East Africa, in all these states, these institutions are recognized and regulated by law. In Uganda for instance, cultural institutions are provided for under the article 246 of the constitution.

Activity

- a) *Using ICT or Library to research on the different cultural institutions in East Africa*

CULTURAL INSTITUTIONS IN UGANDA.

Kabakaship was the first cultural institution to be reinstated in Uganda in 1993. It is the model for other monarchies in Uganda.

It took the lead in the bargain for their privileges from the government of Uganda.

Regulations of the cultural institutions in Uganda.

Article 246 of the Uganda constitution provides for and safeguards the interests of cultural institutions.

The article provides for the existence of traditional or cultural leaders in any area of Uganda in accordance with the privileges and benefits

However, they are not allowed to make statements against government or opposition policies or programs or even promote any political organization.

A traditional or cultural leaders in any area of Uganda derive's allegiance from birthright or descent in accordance with the customs and tradition.

The subjects under the tradition leaders pay allegiance or contribute to the cost of maintaining traditional or cultural leaders willing based on the customs and traditions.

A traditional or cultural leaders may hold any asset or property acquired in a personal capacity.

ROLES OF CULTURAL INSTITUTION IN UGANDA.

- a) Cultural institutions promotes cultural values and customs for the benefit of the society. This is done through sensitizing men, women and youth on family roles and responsibilities.
- b) These strengthen indigenous education including the use and documentation of mother tongue and the promotion cultural expression including art, music and sport. This promotes peace and harmony among the people.
- c) Cultural institutions act as the custodians of community and customary lands.
- d) Cultural institutions effectively manage and regulate the land use in conformity with the national land use policy.
- e) They are different involved in the substance management of cultural sites and other natural resources that directly affects our communities.
- f) Cultural institution also embrace government programs in the community, engage in collective planning with government and seek budget support for sustainable.

CULTURAL SITES IN UGANDA.

These includes the Uganda natural museums, Bigo bya mugenyi, kabaka's, kakoro rock paintings, kasubi tombs, mparo tombs, nyero rock painting.

Cultural institutions in Kenya.

In Kenya, the most pronounced cultural institution is Wanga kingdom of Mumia in kakamega country.

The British colonialists found Wanga kingdoms as the only centralized state in Kenya.

They use traditional herbs and Muslims to treat the sick, cook using traditional pots and store water in large pots as their ancestors did.

Kenya cultural centers in Kenya

These include fort Jesus, Gedi ruins, Koobi Fora, Lamu, Mount Kenya, Hell's Gate National Park and Masai Mara National Reserve.

Cultural institution in Tanzania.

Oral traditions and tribal dancing are part of the cultural life of the rural Tanzanian population.

The Makonde from southern Tanzania are renowned for their abstract ebony carvings and Zanzibar is famous for its curved doors and Arab chests.

Cultural sites in Tanzania, include the National Museum of Dar es Salaam, the Catholic Mission and Prison of Bagamoyo, others are Ujiji Cultural Centers. Sukuma Museum in Mwanza, National Museum of Zanzibar

ETHNIC GROUPS IN EAST AFRICA.

The African majority in these states are subdivided into numerous minority groups whose identities are determined by linguistic, cultural, territorial and historical facts.

They have related cradle land and common ancestral origins, e.g. Bantu, Ngoni, and Luo etc. In these countries no single ethnic group constitutes more than 40% of the total population. This is the reason why we have had limited ethnic clashes in East Africa compared to countries like Rwanda and Burundi.

Activity

- a) *Draw a table and list all the key ethnic groups in East Africa.*
- b) *How can we avoid ethnic clashes in East Africa?*
- c) *Identify the objectives of respecting each other's cultures*

Culture as a Source of Income

Cultures mainly rely on handicrafts as a source of income. Handicrafts are the traditional products made in East Africa. Handicrafts cover a wide range of items like clothes, swamp Products, home decoration items and other recycled items.

Handicrafts commonly refer to handmade or artisanal crafts. Generally, skilled people create different types of items with paper, wood, clay, shells, stones, metals etc. As the name suggests, handicraft items are entirely handmade items, so machines are not used in their production.

The handicrafts industry in East African countries is very promising. In addition, there are thousands of products that are very popular. In fact, in every region, you will find specific handicraft items with specific designs and patterns.

The industry also has high potential for exports. Different types of textile items, bags, and jewellery and home decoration items from East Africa are very popular in the international market.

Culture has enhanced the quality of our life and improved the overall well-being for both individuals and communities.

Culture and Entrepreneurship.

Culture is the source of livelihood for many East African states, and is expressed in many ways like, handicrafts, music, dance and drama (MDD), the sale of local food, traditional masters of ceremonies at functions, sale of cultural clothes like bark cloth, and sale of drums, among others.

These have attracted tourists to East Africa and earned income for ordinary people dealing in handicrafts. Our creative expression helps us to define who we are, and see the world through the eyes of others.

Activity

- a) *Using ICT or Library research, find out the benefits of handicrafts in the promotion of culture.*

Cultural Camps in East Africa

Aims and objectives of these camps are many but some key ones include:

- Converging youth together for moral induction.
- Providing spiritual and counselling support.
- Providing personalised mentorship and training to young ones.
- Partnering with like-minded organizations in the moral training of young ones.
- Influencing policy through the cultural voice and use of examples.
- Striving to bring about positive norms for change among the youth.
- Establishing a team of community volunteers wherever we work.

- Providing support in passing on cultural values.
- Maintaining and ensuring sustainability of the achievement after the camp.
- Methods of reconciliation among the youth and the parent relationships.

Importance of cultural camps

- They create opportunities to learn about East African cultures.
- The youth acquire cross-cultural skills that are necessary in a global world.
- They experience a new home environment.
- They continue being connected with camp trainers (ambassadors).
- They make new friends.
- Good trainees get jobs after the camp.
- Parents learn strategies for helping their children.
- The camps teach against racism.
- Youth learn about dangers of drug abuse, alcohol and gambling.
- Children get mentors for their life.
- Youth get a transformative experience.
- They learn how to express humility and be honest.
- They learn to fight against transracial challenges.

East African Traditions in Conflict Resolution.

Conflict resolution can be defined as the informal or formal process that two or more parties use to find a peaceful solution to their dispute.

The methods of carrying out conflict resolution in the traditional East African societies include

- *Mediation,*
- *Adjudication,*
- *Reconciliation,*
- *Arbitration and*
- *Negotiation.*

Use of cultural and traditional mechanisms like transitional justice is one way to informally resolve conflicts.

Transitional justice refers to the combination of policies that countries transitioning from conflict to democracy may implement in order to address past human rights violations.

It also refers to the set of judicial and non-judicial measures that have been implemented by different organizations in order to redress the legacy of mass human rights violations, for example in northern Uganda.

Successful transitional justice is measured in terms of living at peace, forgiveness, reconciliation, positive living, employment opportunity, improved health, and fairness.

Modern methods of solving conflicts

Here the decisions of judicial courts and their hierarchy, right from the village level to the high courts in the East African states will be respected.

In Uganda, for example, depending on seriousness of the conflict, one starts from LC 1, LC 2 and LC 3, and then on to district magistrates courts, regional courts and high courts.

If one is not satisfied, the case can then go to the court of appeal. Judgment is made by the magistrate or judge after listening to both sides.

Sometimes the magistrate or judge will consult assessors before they take decisions.

TASK

- a) *In groups, draw a table and in it compare using the traditional court or modern courts in settling community disputes. Present to the class as learners take notes.*
- b) *Individually, using your notebooks choose one that is best for you and give reasons for your answer.*
- c) *Organise role play by learners involving a play on gender and family matters.*

5.

STATE FORMATION IN EAST AFRICA

Prior to European colonization in the late 19th century, Africa had a very long history of state building as well as a rich variety of social formations that were decentralized or stateless.

The pre-colonial east Africa had two types of societal organizations namely centralized societies also known as state or kingdoms and non-centralized societies also known as stateless or decentralized societies.

Formation of Pre-Colonial Societies

- a) In pairs, list any four centralized societies.
- b) Using the brainstorm method, list any four non-centralized societies in East Africa.
- c) In groups, make a comparison between the features of the centralized and the non-centralized societies in East Africa.

Non-Centralized Societies.

- Societies in East Africa were also organized on the basis of clans. Societies of this kind are called non-centralized societies.
- These societies were scattered in nature, with a loose grouping of administrative units, each headed by a clan leader.
- The selection of leaders in these societies was largely based on age, wisdom, bravery and social standing.
- Economic activities were purely communal as labor, children, land, cattle and trade items were shared.
- One of the outstanding features was the age set system, i.e. the senior age grade and the junior age system.
- Transition into another age grade was done through an initiation ceremony that was commonly carried out at the age of 18 years in most decentralized societies.

In East Africa, the key non-centralized societies included the Maasai, Chagga, Kikuyu, Nyamwezi and Acholi.

Nyamwezi Society

Various communities, commonly described as Wanyamwezi, were by the early 19th century inhabiting the rolling plateaus of central Tanganyika. Nyamwezi society was mainly organized basing on a number of small communities or chiefdoms throughout the first half of the 19th century.

However, during the second half of the 19th century, larger political units were formed. By the time European colonial rule was imposed, Nyamwezi social, political and economic institutions had been greatly transformed.

Most of the transformation was initiated and carried out by Mirambo, who developed Nyamwezi society into a more or less centralized society with some outstanding characteristics of a kingdom. For example, its political or administrative system was highly centralized, characterized by autocracy, bureaucracy and trade, and the economy was centrally controlled and coordinated by Mirambo.

Besides, Mirambo had evolved a strong standing army of Ruga-ruga, which terrorized western and central Tanganyika. In fact, the Ruga-ruga performed the functions of the armies in the pre-colonial African kingdoms, i.e. territorial acquisition, territorial defence, putting down internal rebellions, raiding for trade items and escorting long-distance trade caravans.

However, in spite of these tremendous developments, the society remained egalitarian or stateless, chiefly because taking on power was not hereditary. In fact, Mirambo did not complete the transformation of the empire before he died. Then the empire began to crumble and eventually collapsed.

Political organization.

The structure of the Nyamwezi

Political organisation

- ❖ The Nyamwezi lived in small independent chiefdoms of about 1,000 people.
- ❖ They were united together by ethnic clan ties.
- ❖ The Nyamwezi had a decentralized system of administration.
- ❖ Each chiefdom headed by a chief with the title **Ntemi**.
- ❖ The position of the Ntemi was hereditary i.e. his son / close relative succeeded him upon his death.
- ❖ The Ntemi had political powers and was in charge of law and order in his chiefdom.

- ❖ In case of population explosion in one chiefdom or succession disputes, splits were done and a new chiefdom would be created.
- ❖ The Ntemi was assisted by a council of elders called **Wanyampala**.
- ❖ **Wanyampala** comprised of old, experienced and knowledgeable elders.
- ❖ Chiefdoms were further split into small political units headed by clan heads called **Gunguli**.
- ❖ Other important chiefs among the Nyamwezi included ritual officer (**Mgawe**), Army commander (**Mtwale**) information officer (**Kikoma**) Tax /revenue officer (**Minule**).
- ❖ All these took orders from the Ntemi.
- ❖ Each chiefdom had an army with a commander appointed by the Ntemi.
- ❖ Before going for any battle, the Ntemi had to bless the army.
- ❖ The Nyamwezi copied the royal regalia from neighboring societies such as Bunyoro.

Social Organization

- ❖ The Ntemi was the religious leader of his people and linked them to their ancestors.
- ❖ The Ntemi was the fountain of the society and received a lot of respect from his people.
- ❖ The Ntemi could marry as many wives as he wanted.
- ❖ Upon the death of the Ntemi, his body would be buried upright with beer, food and weapons.
- ❖ The Nyamwezi also believed in life after death and the spirits of the dead.
- ❖ Ntemi would always preside over sacrifices to ancestors on behalf of his people.
- ❖ The Ntemi was supposed to stop any calamity that would hit his people, their fields and animals.

Economic Organisation

- ❖ The Nyamwezi were farmers and mainly grew cereals e.g. millet and sorghum.
- ❖ The Ntemi always mobilized his people to grow enough food, settle land disputes and guard against misuse of land.
- ❖ The Nyamwezi also kept animals for example goats and cattle.
- ❖ The Ntemi and his chiefs always kept large herds of animals.
- ❖ Tax collection was also part of their economy and the Nyamwezi always collected food as tax.
- ❖ The Nyamwezi had established food granaries which were directly under the Ntemi.

- ❖ These were used to feed his body guards, members of his palace and other people in case of hunger and famine.
- ❖ The Nyamwezi also carried out some fishing to supplement their diet.
- ❖ The Nyamwezi locally traded with their neighbours e.g. the Vinza for salt and Zinza for Iron.
- ❖ The Nyamwezi also participated in the long distance trade with the coastal Arabs.
- ❖ They controlled the central trade route and provided slaves, bee wax, Ivory.
- ❖ In return they got guns , beads and clothes .
- ❖ Raiding on their neighbours was also a major economic activity carried out by the Nyamwezi.

Activity

- a) *Using ICT or library research, describe the organization of Maasai, Chagga, and Acholi and Kikuyu societies.*
- b) *Draw a map of East Africa and on it locate these selected societies.*

THE MASAI

Origins

- They fall under the pastoral group of the plain Nilotics.
- They moved from the area West of Lake Turkana around the 17th century.
- They existed in two groups i.e. the Kwavi and Purko Masai.
- They occupy the area called Machakos in southern Kenya and some are found in Northern Tanzania.

Political organisation

- They were a decentralized society with no central authority.
- They were divided into sixteen independent clans.
- The clans were the basis of their political organisation.
- Each clan had its own territory, cattle brand, pasture and water supply.
- Leadership was exercised through the age set system.
- Age sets were linear and their names were unique and never repeated.
- The most active age set was Moran comprised of junior warriors.
- It was led by a military captain called Olaiquanani.

- Once elected, the Olaiguanani was presented with a ceremonial club Oriakha to symbolize his new status.
- He organized cattle raids and arranged the distribution of the war booty.
- A successful raid was a sign of social success and prestige.
- The elders in society administered the clans and maintained law and order.
- From the mid 19th century, Laibon became the center of political power.
- A young man became a member after circumcision performed at 18 years.
- After initiation, the boys became junior warriors called illmuran.
- The illmuran lived separately in manyattas where they were drilled in military techniques.
- From junior warriors, they progressed to senior warriors and finally senior elders.

Social organisation

- The Masai believed in a supreme creator called Enkai.
- Enkai was the source of life and punished bad people.
- The Laibon prayed to the Enkai on behalf of his people.
- Senior elders helped organize society especially during difficult periods.
- Women and children were the lowest members of the society.
- The junior warriors (Moran) were charged with defending the homesteads.
- They conducted raids and surveyed areas for grazing.
- Women were also initiated every year.
- They built temporary structures called Manyattas because they are always on the move.

Economic organization

- ✓ The Purko Masai were pastoralists who kept cattle, goats and sheep.
- ✓ The Kwavi Masai were cultivators who grew crops like finger millet and sorghum.
- ✓ They traded with other communities like the Kikuyu and exchanged their hides and skins for beans, tobacco, sugarcane and millet.
- ✓ Women did the marketing of goods.
- ✓ There were established markets where goods would be exchanged.
- ✓ Iron working was carried out and they made spears, arrows and ornaments.
- ✓ They carried out raids and hunting.
- ✓ Practiced small scale fishing to supplement their diet.

- ✓ Art and craft was also practiced and they made jars and bowls.

THE KIKUYU SOCIETY

Origins

- These were Bantu speaking people under the Eastern Bantu group.
- They are also known as the highland Bantu.
- They first settled in areas around Kenyan highlands near Nyeri, Kiambu and Fort Hall.
- Their origin is based on myths and legends.
- Kikuyu traditions claim that their god (Mumbere) had three sons i.e. Gikuyu, Kamba and Maasai.
- He asked them to choose between a bow, a digging stick, and a spear.
- Gikuyu fell for a digging stick, Kamba for a bow and Maasai for a spear.
- Gikuyu and his wife Mumbi had nine daughters.
- It's these nine daughters who gave rise to the present 9 Kikuyu clans.

STRUCTURE OF THE KIKUYU

Political Organization

- ❖ The Kikuyu had a decentralized system of administration.
- ❖ Their political system was based on clans with each handling its own affairs.
- ❖ Each clan was made up of age groups called **Riika**.
- ❖ These were further sub-divided into age sets each having its own name marking a particular event.
- ❖ The Kikuyu had an army and the commander represented them on council of elders called Kiama.
- ❖ This army composed of Junior and senior warriors.
- ❖ Junior warriors were supposed to clear gardens for planting, defend the village against attack and construct houses and fences.
- ❖ Families sharing the same terrace made up a territorial unit called **Mbari**.
- ❖ Each Mbari was under a council of elders headed by **Muramiti**.
- ❖ The position of the Muramiti was not hereditary but was entrusted to any experienced elder.

- ❖ The Muramiti performed judicial functions.
- ❖ Members of the council of elders must have paid some goats and beer and must have circumcised the elder son of their houses to qualify.

Social Organization

- ❖ Religiously, the Kikuyu believed in a supreme god called Ngai.
- ❖ Ngai who manifested himself through the sun, moon, rainbow, thunder and lightning.
- ❖ Kirinyaga (Mt Kenya) was believed to be Ngai's home.
- ❖ Shrines were built around the slopes of Mt Kenya.
- ❖ Ngai could only be approached by community elders as a group but not as individuals.
- ❖ Ngai was consulted at all stages of life e.g. at birth, marriage and death.
- ❖ The Kikuyu highly respected the spirits of the ancestors whom they believed to possess powers to punish and bless.
- ❖ Therefore sacrifices were offered to appease the spirits of ancestors.
- ❖ The Kikuyu society was also organized on clan basis and each clan was made up of age groups.
- ❖ Riika was further sub-divided into age sets and initiation from one age set to another was after circumcision done on both boys and girls after every five years.
- ❖ Inheritance of property always followed the mother's line (matrilineal).
- ❖ Land and children were all owned by the mother.

Economic Organization

- ❖ Agriculture was their main activity and they mainly grew cereals like Sorghum, Maize and Peas.
- ❖ Land was highly respected by the Kikuyu.
- ❖ A man with no land was not allowed to marry because his wife could not feed the family without it.
- ❖ On top of agriculture, the Kikuyu herded cattle, goats, sheep and kept bees.
- ❖ Fishing and rearing of fowls like chicken was a taboo among the Kikuyu i.e. their social laws did not permit the consumption of fish and fowls.
- ❖ Division of labour existed among the Kikuyu.

- ❖ Men cleared the land, herded and milked animals as women planted and harvested crops and looked after the homes.
- ❖ The Kikuyu traded with their neighbours like the Masai, Embu, Pokomo, and Kamba for products like milk and butter.
- ❖ With the development of LDT the Kikuyu supplied Ivory, Slaves, Bee wax, and Skins e.t.c to the coastal Arab traders.
- ❖ The Kikuyu also hunted wild animals and gathered fruits from the forests around the Kenyan highland.
- ❖ The Kikuyu also carried out Iron working and made Iron implements like hoes for agriculture and spears for hunting.

THE ITESO SOCIETY

Origins

- They are a branch of the plain Nilotics called the Jie.
- They migrated from southern Ethiopia.
- They fall under a smaller group of the Ateker.
- They are related to the Turkana, Kumam, Maasai and Karamojong.
- They first settled in Karamoja for some time and lived there for some time.
- In the early 18th century, the Iteso left Karamoja.
- This was due to cattle rustling, over stocking, over population and lack of water and pasture.
- They then moved southwards and settled along the shores of Lake Bisina.
- It is from here that they acquired the name Itesots.
- Due to more pressure, others moved to Eastern Uganda and Western Kenya.
- They are settled in districts such as Kumi, Soroti, Tororo, Mbale, Kaberamaido and Amuria.

Structure of the Teso Society

Political Organization

- ❖ The Itesots had no centralized system of government.
- ❖ They were organized in clans called Ateker.

- ❖ The clans were the centres of power and it was made up of several extended families.
- ❖ Each clan had a common taboo.
- ❖ The Emuron was the most important chief among the Itesots.
- ❖ He had religious and Political powers, a rain maker and also helped barren women to conceive.
- ❖ Other important chiefs included Aruwon (military leader) who was chosen because of his bravery and Ekaraban (Village ambassador) who settled disputes.
- ❖ Clan meetings (Etems) were important among the Iteso because they handled cases like divorce, adultery and murder.
- ❖ Age- Set system (Aturi) existed among the Itesots on which wars and raids were conducted.
- ❖ Boys of the same age worked and fought together.

Social Organization

- ❖ Social ceremonies were very important e.g. Marriage and birth of twins were marked with jubilations, dances, food and beer.
- ❖ Religiously, the Itesots believed in a supreme being who had lesser gods for example Apa – the god of peace and Edeke – the god of calamity.
- ❖ The Emuron was the religious leader and always offered sacrifices to Edeke on behalf of his people.
- ❖ The Iteso were bound together by strong ties of Kinship and members of the same ancestry regarded themselves as brothers.
- ❖ Itesots had an age-set system (Aturi) which was always formed at a time of Initiations and it marked a change from child hood to adult hood.
- ❖ A man was the head of the family and therefore his sons were supposed to inherit the father's property upon his death.
- ❖ Status among the Iteso depended on how many cows one had i.e. those who less herds were always despised and minimized.

Economic Organization

- ❖ Initially, the Iteso were pastoralists and they kept cows, sheep and goats.
- ❖ They also reared birds e.g. chicken and turkey.
- ❖ The Iteso later adopted farming and they grew crops such as millet, sorghum and Groundnuts.

- ❖ Hunting was another activity among the Iteso and this promoted unity and socialization.
- ❖ The Iteso also carried out some trade and they exchanged hides and skins and Ivory for backcloth, beads and iron implements from Bunyoro and Busoga.

THE CHAGGA

Origins

- They are Bantu speaking people who belonged to the Highland and coastal Bantu.
- They comprise of that group of Central and Northern Tanzania Bantu that continued with their migration from the Congo basin.
- They are closely related to other Bantu tribes like Gweno, Sukuma and Shamba.
- They entered Tanzania through the West using the route between Lake Tanganyika and Lake Edward.
- Their migration took place between 1000 – 1300 AD
- They settled around Mt. Kilimanjaro in Northern Tanganyika.
- The Chagga decided to settle around Mt. Kilimanjaro permanently and came to be known as the highland Bantu.

Political organisation

- The Chagga had a decentralized system of administration with chiefs at the centers of authority.
- The chiefs were distinguished elders in society with political and religious powers.
- Chiefs were always encouraged to extend the political frontiers of their chiefdoms.
- Chiefs were also in charge of administering justice in their chiefdoms.
- The Chagga had political rivalries with their neighbours especially the Masai over grazing lands.
- Below the chiefs were other influential leaders called judicial counselors.
- Judicial counselors were directly appointed by the chiefs.
- Judicial counselors were also charged with tax collection.
- Below the judicial counselors were the clan heads who were prominent and influential.
- Clan heads were also used in maintenance of law and order in their clans.

Social organisation

- The Chagga were organized on clan basis.
- They had several clans with each clan having a clan head.
- Chiefs also served as chief priests and presided over religious ceremonies.
- They believed in a god called Ruwa.
- Ruwa was considered not to have been the creator of the world.
- Ruwa was believed to have freed mankind and provided him with fruits and plants to feed on.
- They believed in the powers of ancestors i.e. life after death.
- Sacrifices were therefore offered to appease the spirits of the ancestors.

Economic organisation

- ✓ Agriculture was the important economic activity among the Chagga.
- ✓ They grew crops such as bananas, millet and coffee.
- ✓ Irrigation was carried out to support agriculture during the dry season.
- ✓ They applied manure in their farms and also carried out crop rotation.
- ✓ They also kept animals like cattle, goats and sheep.
- ✓ They also practiced iron working and made implements like spears, pangas and arrows.
- ✓ They carried out trade with their neighbours and exchanged their surplus goods for salt.
- ✓ They later participated in the long distance trade with the coastal Arabs.

N.B By the 18th century, they had developed a system of kingship.

Centralized States

Despite the high number of decentralized communities in East Africa in the 19th century, there existed a few that were centralised. Examples include Buganda, Ankole and Toro, among others.

Buganda kingdom.

These were a Bantu speaking people of the Buganda Kingdom in Uganda. The Buganda Chiefdom had emerged as early as 140 AD as a subject state of the Bunyoro-Kitara Kingdom.

The counties of Busiro, Kyaddondo and Mawokota were the Centre of the kingdom.

Tradition also states that the first king and creator of the Buganda Kingdom was Kintu, who came from the east around the Mount Elgon region. It is believed he entered Buganda with 13 clans.

Other theories attribute Buganda's origin to the Luo. These theories hold that Kimera Kato, a brother of Isingoma Mpuga Rukidi, the founder of the Luo-Babito dynasty in Bunyoro, was the founder of Buganda.

It is also probable that Buganda might have been one of the many kingdoms founded by the Bachwezi – the demi-gods. Other clans of Buganda are believed to have come from the Ssesse Islands.

Factors that led to the growth of Buganda Kingdom

- i) Good, strong and able leaders like Kkyabagu, Junju and Suna etc., who propelled the kingdom to prosperity by uniting the people and restructuring the existing administrative system.
- ii) Buganda was a small and compact kingdom and, therefore, easy to manage. Other kingdoms, like Bunyoro-Kitara, were too large and had a class system.
- iii) Its strategic location in a defensible position in the lake region was of great advantage over its rivals, Toro and Bunyoro. It lay next to Lake Victoria, giving it defense, communication and transport advantages. To the east were the small states of Toro and Ankole that posed no threat.
- iv) A good climate and fertile soils in the region enabled the successful growing of bananas, the staple crop of the Buganda.
- v) Contact with the Waswahili enabled the kingdom to gain riches and weapons/guns.
- vi) The kingdom had a strong loyal army to defend it from its warring neighbors. The *kabaka* even possessed a royal navy that kept guard over Lake Victoria.
- vii) The existence of a centralised government made the kingdom cohesive.
- viii) The Ganda traditions that allowed the *kabaka* to marry from every clan as a means of ensuring unity.

- ix) The traditional system of labour organization which demanded that farming be done by women while the men were involved in other activities, such as politics, carpentry, war, bark cloth making and smithing.
- x) The wars of conquest, which finally led to Buganda's expansion.

How the Buganda Kingdom was governed

- i) The Buganda Kingdom had a highly centralised monarchy under the *Kabaka*, who enjoyed absolute power. His position was hereditary.
- ii) The *Kabaka's* Court was the nerve centre of the Buganda community. All symbols of royal authority were kept in the court, e.g. the throne (*Namulondo*), royal drums, spears and stools.
- iii) The *Kabaka* was the political leader of the Buganda Kingdom. He was the head of the traditional religion –*Lubaale*–, where he was the chief priest. He was the judicial head and the final court of appeal/he was the supreme judge. He was also the commander-in-chief of the armed forces.
- iv) He controlled trade.
- v) The capital of the kingdom was at Mengo, where the palace, Lubiri, was situated.
- vi) The *Kabaka* appointed senior government officials and dismissed them when the need arose. For example, he appointed the *katikiro* (prime minister), the *omulamuzi* (chief justice) and the *omuwanika* (treasurer), who assisted him in administration. He also appointed the *mugema* (the senior-most chief among the *bataka*), the *musenero* (the chief butler) and the *mfumbiro* (the chief baker).
- vii) The *katikiro* was in charge of organising tax collection and public works. He planned wars in the *Kabaka's* name. He had to protect the *kabaka* during war. He was responsible for informing the *Kabaka* of the decisions he made on court issues.

Below him were the *omulamuzi* (chief justice) and *omuwanika* (treasurer), who were directly

STRUCTURE OF BUGANDA KINGDOM

Political organisation

- ❖ Buganda had a highly centralized system of administration.
- ❖ The *Kabaka* was the head of the Kingdom with absolute powers e.g. *Kabaka* could appoint, promote, demote and dismiss his chiefs.

- ❖ The Kabakas powers were hereditary and leadership was passed on to his elder son.
- ❖ The Kabaka was assisted by 3 prominent chiefs i.e. Chief Justice (Omulamuzi), Treasurer (Omuwanika) and the Prime minister (Katikiro).
- ❖ The Kingdom was subdivided into counties (Ssazas), sub-counties (Gombolola), parish (Muluka), sub-parish (Ekitongole) and village (Kyalo).
- ❖ Each of these was led by a chief for effective administration.
- ❖ The Chiefs were supposed to mobilize people for public works e.g. construction of roads.
- ❖ Buganda had a legislative council called Lukiiko (parliament) which was to formulate laws and advise the Kabaka.
- ❖ The Kabaka had royal body guards called Abambowa and these were charged with protecting the Kabaka at his palace and on journeys and functions.
- ❖ The Kabaka received gifts from his subjects and chiefs as a sign of loyalty and in return they would be rewarded with large chunks of land.

Social Organization

- ❖ Socially, Buganda was organized on clan basis.
- ❖ Every Muganda belonged to a particular clan e.g. Lion (Mpologoma) Monkey (Enkima) Buffalo (Mbogo).
- ❖ Marriage in Buganda was Polygamous.
- ❖ Members of the same clan were not allowed to get married.
- ❖ Each of the clans had a clan head (Omukulu we Kiika) and a special area of origin (Obutaka).
- ❖ Kabaka was the head of all clans (Ssabataka) and belonged to the clan of his mother.
- ❖ The Baganda were divided into classes i.e. royal class for men (Abalangira) Women (Abambejja), Nobles (Abakungu), Peasants/ Commoners (Abakopi) and slaves (Abaddu).
- ❖ The Kabaka was the spiritual leader of Buganda and was considered semi-divine.
- ❖ The Baganda believed in small gods (Lubaale) whom they consulted on various occasions e.g. Ddungu (hunting), Musoke (rain), Mukasa (fishing), and Walumbe (death) e.t.c
- ❖ The Baganda also believed in witchcraft and sorcerers (Abalogo) who were consulted by those who wanted to harm others.
- ❖ The Baganda had a royal regalia which included, drums, backcloth, spears which were highly respected.

- ❖ Virginty was highly respected in Buganda because it was a sign of good upbringing and respect.

Economic organisation

- ❖ The Baganda carried out agriculture as the major activity and grew crops like Matooke, Cassava, Yams and beans.
- ❖ They also domesticated / kept animals like, cows, sheep, goats, chicken, and rabbits e.t.c
- ❖ Fishing was also carried out on the shores of Lake Victoria.
- ❖ Iron working was also practiced and they made implements such as knives, pangas and spears.
- ❖ The back cloth making industry was also developed in Buganda.
- ❖ The Buganda also participated in the long distance trade with the coastal Arabs mainly acquiring guns in exchange for slaves and Ivory.
- ❖ Buganda also received tributes from her vessel states to supplement on her revenue e.g. from Busoga and Toro.
- ❖ Taxation was another source of revenue and it was the duty of chiefs to collect taxes.
- ❖ Raids were also important in Buganda's economy e.g. she raided Bunyoro, Busoga for cattle, slaves, Ivory e.t.c.

Reasons for Buganda's decline

- ❖ The Kingdom was too big to be effectively administered.
- ❖ Lack of able leadership especially after the death of Kabaka Muteesa 1 in 1884.
- ❖ Attacks from vassal states e.g. Busoga greatly weakened the kingdom.
- ❖ Land conflicts with Bunyoro also increased hostilities with her neighbours.
- ❖ Internal conflicts especially power struggles led to disunity in the kingdom.
- ❖ Disunity because of social classes also weakened her military strength.
- ❖ Natural calamities e.g. floods and diseases especially sleeping sickness which killed many people.
- ❖ The coming of Missionaries also led to disunity within the kingdom hence her decline.
- ❖ The coming of colonialists who effectively led to the loss of her independence.

BUNYORO KINGDOM

ORIGINS

- Bunyoro was under Bito rulers and sprung up after the collapse of the Chwezi Empire.
- Local traditions state that Isingoma Rukidi Mpuga was the founder of Bunyoro kingdom.
- Bunyoro was a loose confederation of provinces or Ssazas ruled by the chiefs.
- The growth and expansion of Bunyoro greatly depended on its rulers i.e. Abakama e.g. Omukama Kamurasi (1852- 1869) and Omukama Kabalega (1870 - 1897).
- The Kingdom stretched as far as Buganda, Toro and Ankole in the west to Busoga in the East and West Nile in the North.

Factors for the growth and expansion of Bunyoro

- ❖ Presence of able leadership i.e. Bunyoro was gifted with strong, active and ambitious leaders for example Omukama Kamurasi and Omukama Kabalega who expanded the Kingdom.
- ❖ The Kingdom had a highly developed centralized system of administration which ensured easy administration.
- ❖ The strong army of Abarusula built by Kabalega also contributed to the growth of Bunyoro. It was armed with guns got through trade with the Khartoumers and Coastal Arabs.
- ❖ Bunyoro was also gifted with fertile soils which ensured constant supply of Bananas, Yams and millet to sustain the population.
- ❖ Her good climate with heavy rainfall also supported agriculture to sustain the population.
- ❖ Bunyoro also expanded because it constantly raided her weak neighbours for example Ankole, Toro and Busoga.
- ❖ Bunyoro also participated in trade with her neighbours and also participated in the long distance trade (L.D.T) with the Arabs and Khartoumers where she got guns.
- ❖ Bunyoro had Iron deposits and through Iron working she was able to make spears and arrows for defense.
- ❖ Bunyoro also had plenty of salt deposits which she used to exchange with her neighbours.
- ❖ The decline of the Chwezi dynasty also favored the growth and expansion of Bunyoro Kingdom. This gave a chance to Rukidi Mpuga to start up his own empire i.e. Bunyoro.

THE STRUCTURE/ORGANISATION OF BUNYORO KINGDOM

Politically

- ❖ The kingdom had a centralized system of administration with the Omukama as the political head.
- ❖ Omukama had absolute powers i.e. to appoint, promote and dismiss any of his chiefs.
- ❖ The Kingdom was divided into provinces, districts and counties each under a chief for effective administration.
- ❖ Most of the chiefs came from distinguished Families and they ruled on behalf of the Omukama.
- ❖ Most of the chiefs resided at the Omukama's palace to ensure their loyalty to him.
- ❖ The Chiefs had to provide the Omukama with gifts such as cattle, beer, grains and men to serve in the army and at the palace.
- ❖ Chiefs were also responsible for tax collection and ensuring law and order within the kingdom.
- ❖ Initially, Banyoro had no standing army and therefore all able bodied men would be called upon to form an army and the General would be appointed by the Omukama.
- ❖ The army had the duty of defending the Kingdom against external threats, expanding the kingdom, carrying out raids and spying on the Omukama's enemies.

Social Organization

- ❖ The Banyoro had classes in their society with the Bahima as the rulers and the Bairu as the Subject class.
- ❖ Religiously the Banyoro believed in a supreme being called Ruhanga (God) who was believed to be the creator of all things.
- ❖ Apart from Ruhanga, the Banyoro had many other small gods and each clan and family had its own favorite god.
- ❖ The Banyoro had national gods like Wamara god of plenty, Mugizi –god of Lake Albert and Muhigo the god of war.
- ❖ Sacrifices were always offered to these gods to please them.
- ❖ The Banyoro also had royal regalia which included drums, spears, animal skins, the throne, royal crown and these were highly respected as symbols of power.
- ❖ The Banyoro were always united by a similar culture, language and way of dressing.

Economic Organization

- ❖ Cattle rearing were the main economic activity of the Bahima and the herdsmen always moved with their cattle in search of pastures and water.
- ❖ Agriculture or crop growing was practiced by the lower class of peasants (Bairu) and they mainly grew millet.
- ❖ Salt mining was another economic activity in Bunyoro got from Lake Katwe.
- ❖ Salt was used for feeding animals and the rest was exported to her neighbours like Buganda.
- ❖ The Iron working industry was also developed in Bunyoro and they manufactured hoes, spears, and pangas. e.t.c.
- ❖ Trade was another economic activity of Bunyoro e.g. she traded with her neighbours and also participated in the long distance trade with the coastal Arabs.
- ❖ Bark cloth making was also done in Bunyoro to provide clothes to the people.
- ❖ Banyoro also involved them in pottery and sold the products outside the Kingdom.
- ❖ These who stayed near Lake Albert and rivers carried out fishing.
- ❖ Revenue was also collected from vassal states e.g. Buganda and Acholi which were supposed to pay tribute to the Omukama.
- ❖ The Banyoro also engaged in hunting for food, Elephants for Ivory and the Rhino for horns.
- ❖ The army of Bunyoro always raided it's neighbours for slaves and Ivory hence contributing to the economy.

REIGN OF OMUKAMA KABALEGA

- Kabalega was born in 1830 to Omukama Kamurasi.
- He spent his early years in Bulega where he acquired the name Kabalega meaning son of Bulega.
- After the death of his father in 1869, Kabalega was involved in a power struggle with his brother Kabigumire.
- Kabigumire was supported by the royal family and provincial chiefs.
- Kabalega used the support of the commoners, Arab mercenaries and his father's body guards to defeat his brother.
- Kabalega ascended to power in 1870.

CONTRIBUTIONS OF KABALEGA

- ❖ He started with the defeat of the opposition from the royal family by killing and exiling members of the royal Family and chiefs who supported his rival brother Kabigumire.
- ❖ Kabalega established a highly centralized administration with him as the political head.
- ❖ He had a chain of chiefs in the provinces to ensure stability.
- ❖ Kabalega built a strong standing army of the Abarusula well armed with guns acquired from the L.D.T with Arabs.
- ❖ Kabalega destroyed the social system of classes in the society and even appointed commoners to positions of responsibility.
- ❖ Kabalega expanded the Kingdom to occupy areas such as Toro, Bwamba, Bulega, Katwe, Lango, Buganda e.t.c and many others. This was done with the help of the Abarusula.
- ❖ Kabalega encouraged trade with the coastal Arabs and Khartoumers from the North e.g. Bunyoro supplied Ivory and salt and in return she got guns.
- ❖ Kabalega encouraged the Banyoro to grow enough food especially millet to reduce famine.
- ❖ He also built enough granaries (food stores) which ensured proper food storage.
- ❖ Kabalega encouraged the spirit of nationalism among the Banyoro for example he always reminded them of the Baganda threat and that if they didn't unite Buganda would finish them off.
- ❖ However Kabalega's programme of building Bunyoro was interfered with by the British.
- ❖ In 1891, he engaged the British in the guerilla warfare as he resisted colonial rule.
- ❖ In 1898, he was captured in Lango with Mwanga and was sent to exile in Seychelles Island.
- ❖ Kabalega died later in 1923 in Jinja as he tried to return to Bunyoro from exile.
- ❖ Kabalega was buried at Mparo in present day Hoima district.

DECLINE OF BUNYORO

- ❖ The Kingdom had grown too big which made it very hard for effective administration.
- ❖ Weak leadership especially after Omukama Kabalega also led to the decline of Bunyoro.
- ❖ The steady growth of Bunyoro's neighbours e.g. Buganda, Ankole, Toro also weakened her.
- ❖ Internal conflicts within Bunyoro also lead to her decline e.g. vassal states constantly revolted against Bunyoro.

- ❖ The loose confederation of chiefdoms and break away of areas such as Buganda, Toro and Ankole also meant Lose of revenue for the Kingdom.
- ❖ The Iron rich deposits of Kooki were taken away by Buganda which meant that Bunyoro would not make enough arrows and spears for defense.
- ❖ Frequent revolts by the Bunyoro princes also weakened the kingdom for example Omukama Kasagama established the Kingdom of Toro.
- ❖ In the late 19th century Buganda started trading with the Arabs who supplied her with guns to strengthen her army that managed to defeat Bunyoro.
- ❖ The arrival of the British increased Buganda's power and supported her campaigns that led to the final defeat of Bunyoro.
- ❖ Famine and hunger also led to massive loss of lives which reduced the population of the kingdom.
- ❖ Diseases and natural calamities like floods also led to the decline of the kingdom.

Activity

- a) *Use library research and describe the theories related to the origin of the Ankole and Karagwe Kingdoms.*
- b) *Identify the factors for the growth and expansion of the above kingdoms.*
- c) *Describe the organization of 19th century Karagwe, Toro and Ankole Kingdoms.*
- d) *Draw a map of East Africa and on it locate the selected centralised societies.*

6 RELIGIONS IN EAST AFRICA.

Traditional African religion is a way of life in which ancestors are/were part of every major event such as a wedding, birth and death as well as less important ones such as getting a job and finishing university.

During these events, an offering is usually made to honor, please and thank the ancestors. A cow, sheep or chicken is slaughtered and the ancestors are called to receive the offering and bless the gathering.

Although traditional African religion recognizes a Supreme God, the followers do not worship him or her directly as they do not feel worthy enough. They, therefore, ask the ancestors to communicate on their behalf.

The Supreme Being is called upon in times of great hardship and need, like drought or an epidemic, which may threaten the entire community. The Supreme Being is the connection between people and their environment.

Ancestral Worship

Ancient religions believed much in ancestor worship and this belief was an extension of respect for elders. Followers of traditional African religion believe that ancestors maintain a spiritual connection with their living relatives. In the Buganda Kingdom gods like Lubaale, Ddungu, Musoke, Kibuka etc. were worshiped.

Activity

- a) *Suggest any traditional religion you have heard of.*
- b) *In your opinion, are traditional religions important compared to religions linked to the Supreme God?*

- c) *In groups, draw a table and compare the features of ancestral gods and the Supreme God. Present to the class.*

Islam Religion.

Islam was the first foreign religion in east Africa. It was introduced by the traders who most took part in the Indian Ocean trade and long distance trade in the 1840s.

These traders were mainly areas. Islam remained in the coastal areas for quite long before spreading to the interior. Quranic schools were established to impart knowledge of the Quran.

Activity.

- a) *Using ICT r library, identify the impacts of Islam on the people of east Africa.*
b) *Explain why Islam came to east Africa.*
c) *In groups, discuss the activities that were carried out by Muslims in east Africa*

The European Christian missionaries in east Africa.

- a) ***In groups, find out the first Christian and Muslim groups in East Africa – Kenya, Uganda and Tanzania. Present to the class.***

- b) ***In your individual notebooks, give reasons why they came***

The pioneer Christian missionary group in East Africa included Johann Ludwig Krapf, who arrived on 11th January 1810 and stayed until 26th November 1881.

He was a German missionary in East Africa, as well as an explorer, linguist, and traveller. Krapf played an important role in exploring East Africa together with Johannes Rebmann.

They were the first whites to see Mt. Kenya. Christians came in as Catholics, Protestants, Orthodox, and Seventh Day Adventists, among others.

Missionaries were humanitarian groups that came to East Africa from Europe with the aims of preaching Christianity and civilizing East Africa.

Some of these groups included the German missionaries in Tanganyika, the Church Missionary Society the London Missionary Society, the Roman Missionary Society, the Holy Ghost Fathers, the White Fathers, the Verona Fathers, and the Lutherans.

The missionaries included Krapf, Rebman, Dr Livingstone, George Grenfell, H.M. Stanley, Alexander MacKay and Bishop Hannington.

Reasons for the coming of missionaries

- ❖ They wanted the spread Christianity in East Africa because many of them believed that Africans didn't know anything about God.
- ❖ Missionaries wanted to abolish slave trade and Slavery in East Africa because they considered it to be inhuman.
- ❖ Missionaries wanted to promote Western Education in order to civilize the backward Africans.
- ❖ Missionaries also wanted to create a civil society by eradicating African Cultures and customs e.g. witchcraft and Killing of twins.
- ❖ The success of earlier travels by Explorers also inspired missionaries to come to East Africa.
- ❖ Missionaries wanted to answer the call of the African desire of evangelism e.g. Kabaka Muteesa 1 of Buganda sent a letter inviting missionaries through Henry Morton Stanley.
- ❖ Missionaries were also driven by the desire to reduce the spread of Islam which they blamed for the slave trade in the interior.
- ❖ They wanted to promote legitimate trade in East Africa after abolishing slave trade e.g. by introducing cash crops like coffee and tea.
- ❖ Some missionaries came to East Africa to complete the work of Dr David Livingstone who had died in 1873 and had left a big part of his work incomplete.
- ❖ Missionaries also had the intention of improving on the living conditions of Africans i.e. they wanted to fight diseases which had made life difficult for Africans.
- ❖ Some missionaries came to East Africa for exploration and adventure e.g. John Rebmann and Ludwig Krapf.
- ❖ Missionaries also came to East Africa due to the industrial revolution which had generated a lot of wealth for overseas adventures to spread Christianity.
- ❖ Missionaries were paving way for the European colonialists through their wonderful teachings by softening the hearts of Africans

Problems faced by Christian missionaries.

- a. In your notebooks, categorize the above problems into social, political and economic.*
- b. In groups, identify related problems faced by churches today.*

- ❖ Language barrier i.e. East Africa had many tribes and each had its own language therefore forcing missionaries to rely on interpreters.
- ❖ Tropical diseases also made their work difficult e.g. Dr. Livingstone died in 1873 due to Malaria.
- ❖ Hostility from Islam especially at the coast because the Arabs created a big challenge to the missionaries.
- ❖ Transport was poor since there were no developed roads at the time and missionaries had to walk very long distances from the coast to the Interior.
- ❖ Missionaries also faced difficult times in the interior due to hostile tribes e.g. the Galla, Maasai and Nandi.
- ❖ Geographical barriers also caused a lot of hardships to the missionaries e.g. they had to cross lakes, rivers, thick forests, Mountains, rift valleys e.t.c.
- ❖ East Africa was very far away from Europe and therefore missionaries would not effectively communicate with their home government.
- ❖ Wild animals e.g. lions and leopards also made missionaries' work difficult for example some of them and their followers were eaten up by lions at Tsavo.
- ❖ Missionaries at times lacked enough supplies e.g. they ran short of funds, food and medicines.
- ❖ Missionary work was also hindered by their small number in East Africa yet the area was very big.
- ❖ In some cases, their porters deserted them and ran away with their property e.g. Dr Livingstone lost his property to porters on his 2nd journey to Tanganyika.
- ❖ Missionaries were also mistaken for people with military assistance e.g. Kabaka Muteesa 1 of Buganda expected them to give him guns to fight Bunyoro.
- ❖ Missionaries also had quarrels and rivalry among their different missionary groups e.g. the W'ngereza-W'faransa wars (religious wars) in Buganda.

- ❖ Some missionaries wasted a lot of time in other activities e.g. Johann Rebmann turned to exploration and adventure instead of spreading Christianity.
- ❖ Missionaries were also disturbed by the traditionalists who threatened their authority and beliefs e.g. Bishop Hannington was killed because he was believed to be an enemy.

Missionary activities

They did this by establishing churches at Nsambya, Rubaga and Namirembe and schools like King's College Buddo, St. Mary's College, Kisubi and Namilyango College.

These education centres became fertile grounds for the spread of civilisation that came in the form of teaching the art of reading and writing.

Additionally, homes were set up to take in freed slaves by the Holy Ghost Fathers in places like Zanzibar and Bagamoyo. These were meant to be rehabilitation centres. Later, missionaries like Dr. Krapf translated the New Testament into Swahili, and wrote a Swahili dictionary and a grammar book.

Effects of missionaries

In your notebooks:

- a) *Identify the effects of missionary activities in East Africa.*
- b) *Categorize the above effects into positive and negative effects.*
- c) *Note down additional effects of the missionary activities in East Africa. Visit your school library for more information.*

- ❖ The missionaries converted many people to Christianity and up to today the majority of the East Africans are Christians.
- ❖ Missionaries built several schools in Uganda to increase literacy e.g. Gayaza high school (1905), S.t Mary's college Kisubi (1908) and King's College Budo (1906).
- ❖ Missionaries also built several hospitals and provided better health services e.g. Rubaga Hospital by the white fathers and Mengo Hospital by the church missionary society.
- ❖ Missionaries also set up technical and vocational schools to provide practical skills, e.g. in carpentry and Tailoring and such schools were built at Kisubi, Iganga and soroti.

- ❖ Churches were built wherever missionaries went and traditional shrines were destroyed e.g. at Nsambya, Rubaga, Namirembe e.t.c.
- ❖ Missionaries also brought a culture of morality, respect for life and created a civil society e.g. the killing of twins in Bunyoro was abolished.
- ❖ Missionaries fought slave trade by preaching equality of all men before God and ended up setting up homes for freed slaves.
- ❖ Missionaries also promoted the writing of East Africa's Languages e.g. Dr Krapf translated the Bible into Luganda.
- ❖ Missionaries also introduced the growing of cash crops e.g. cotton, coffee and pyrethrum.
- ❖ Missionaries also opened up mission stations that later developed into urban centers e.g. at Bagamoyo, Tabora, Kampala and Rabai Mpya.
- ❖ Missionaries also created employment opportunities as many Africans who were trained as nurses, teachers, interpreters or translators and clergymen.
- ❖ Missionaries also introduced many new languages like Latin, German, French and English which were taught to all students in missionary schools.
- ❖ Missionaries also carried out exploration work e.g. Dr Krapf discovered Mt Kenya in 1849 and DR Rebmman discovered Mt Kilimanjaro in 1848.
- ❖ Missionaries also introduced new styles of dressing, dancing, eating, Marriage and burial which were all to be conducted religiously.
- ❖ Missionaries divided Buganda and Uganda along religious lines e.g. political parties like Democratic Party for Catholics and Uganda Peoples' Congress for Protestants.
- ❖ Missionary education produced the pioneer nationalists of East Africa e.g. Jomo Kenyatta in Kenya, Apollo Milton Obote in Uganda and Julius Nyerere in Tanzania.
- ❖ Missionaries also constructed many roads which improved the transport sector in East Africa.

Effects of missionary activities on the Africans

- ❖ Africans embraced Christianity and neglected their traditional religions.
- ❖ Africans also neglected traditional medicines and went to missionary hospitals for treatment.
- ❖ Hospitals helped Africans to fight against the tropical diseases like malaria.
- ❖ Disunity was created among Africans due to divisions along religious lines.
- ❖ Africans attained western education by joining mission schools and neglected local education.

- ❖ Africans adopted the growing of cash crops and neglected the growing of traditional food crops.
- ❖ Africans enjoyed improved standards of living e.g. improved medical care.
- ❖ Urban centers were created in areas where missionaries settled e.g. Kampala and Bagamoyo.
- ❖ Africans adopted western cultures e.g. dressing and burial which were conducted religiously.
- ❖ Abolition of slave trade helped Africans to regain their dignity and respect.
- ❖ Many Africans gained employment in the colonial government after training e.g. secretaries.
- ❖ Africans also acquired many technical skills after attending technical schools e.g. building.
- ❖ Missionary education led to the rise of African nationalism e.g. formation of political parties.
- ❖ African dropped some of their cultures and customs e.g. killing of twins in Bunyoro.
- ❖ African minds were softened due to their wonderful preachings to easily allow colonialism.
- ❖ Africans were convinced to sign treaties which eventually led to loss of their land e.g. 1900 Buganda agreement.

The Uganda Martyrs of Namugongo.

There are 24 Ugandan Catholic martyrs, of whom 22 were killed between 1885 under the orders of Kabaka Mwanga of Buganda and two were killed in Paimol, in northern Uganda.

Most of the 22 were pages in the king's palace before they were killed. Thirteen of these were burnt to death at Namugongo and nine others were killed in different places.

The first to be murdered was Joseph Mukasa Balikudembe, who was killed on 15th November 1885. He was beheaded and burnt at the Nakivubo swamp in the centre of Kampala. The reason for his murder was that he had pleaded against the killing of Bishop Hannington and was, therefore, considered a traitor.

Later, Denis Sebugwawo was killed at Munyonyo on 25th May 1886, the same day Andrew Kagwa was killed. Ponsiano Ngondwe was killed by Mukaajanga (chief executioner) on 27th May 1886. Athanasius Bazzekuketa was killed near Mengo Hill, Mathias Lalemba Mulumba was killed at Old Kampala, and Gozanga Gonza was killed on the same day.

The 13 others were killed on 3rd June 1886. They were first confined for about a week before they were killed. The killers first went about gathering and preparing execution materials like firewood, pangas (machetes), and reeds up to 2nd June 1886.

Twelve Catholics, 13 Anglicans and six other prisoners were all martyred at Namugongo. These included Achilles Kiwanuka, Adolphus Ludigo-Mukasa, Ambrose Kibuuka, Anatoli Kiriggwajjo, James Buzaalilyawo, Kizito, Luke Banabakintu, Mbaaga Tuzinde, Muggaga Lubowa and Mukasa Kiriwawanvu

7. LOCAL AND EXTERNAL TRADE CONTACTS WITH EAST AFRICA BEFORE 1880.

Indian Ocean Trade and Slavery

Slavery is absolute possession of a human being by another. In many East African societies, slavery is as old as humankind. Slavery was first practiced by traditional leaders, who used slaves as labour or as a punishment for criminals. With the arrival of Arabs, slavery became more widespread.

Slave trade involved the buying and selling of human beings. It followed the coming of Arabs and Persians from the Middle East, who turned the practice of slavery into a business around 1000 AD.

Organization of Indian Ocean trade.

ORGANISATION OF THE TRADE

- ❖ The trade was conducted along the East African coast between 1000 – 1500 A.D.
- ❖ The Indian Ocean acted as the link between the coastal people and the Arabs.
- ❖ The trade was conducted among several people i.e. it was between the coastal people and the Arabs, Persians, Chinese, Indians and Malaysians.
- ❖ The trade was based on the prevailing monsoon winds.
- ❖ The winds blew the dhows towards the coast between November and April and then back to Asia between May and October.
- ❖ The main exports from E. Africa included -; Gold, Ivory, Slaves, copper, honey, and bee wax.
- ❖ Most of these goods for export were got from the interior of East Africa.

- ❖ The imports from Asia included -; Guns, clothes, Beads, Iron, Utensils e.g. pans, bowls and plates.
- ❖ The medium of exchange was barter trade i.e. exchanging goods for goods.
- ❖ Later on cowrie shells were introduced as a currency which speeded up trading activities.
- ❖ The medium of communication was Kiswahili which people mastered to participate in the trade.
- ❖ The foreign traders used vessels known as **dhows** to come to the coast.
- ❖ Foreign traders didn't enter the interior because goods found them at the coast.
- ❖ The main trading centers at the coast were Kilwa and Sofala (Gold) Zanzibar (slaves) and Mombasa (Ivory).
- ❖ From the interior, goods were transported by the African middle men for example: Nyika, Yao and Kamba.
- ❖ The means of transport used to bring commodities to the coast was head portage.
- ❖ The trade was mainly controlled by the Arabs at the coast.
- ❖ The local people controlled the transportation of commodities from the interior.
- ❖ The Indian Banyans were the main controllers of the finances at the coast. This was because they were wealthy businessmen who acted as the money lenders to the traders.

Effects of the Indian Ocean trade

- ❖ The Indian Ocean trade led to the growth of coastal towns due to the coming of Arabs.
- ❖ It led to the introduction and growth of the Afro—Arab culture due to intermarriages between the coastal people and the Arabs.
- ❖ It led to the introduction and spread of Islam because mosques and Quranic schools were built.
- ❖ Indian Ocean trade led to introduction of new crops e.g. rice, wheat, etc.
- ❖ People at the coast abandoned fishing, farming and they joined trading activities because it was more profitable.
- ❖ The Islamic system of Administration was introduced and it was based on the Sharia law in the Quran.
- ❖ Economic Rivalry between coastal towns was increased because each town wanted to control the trade.

- ❖ Indian Ocean trade led to the introduction of guns and this increased inter-tribal conflicts which led to bloodshed, insecurity and disorder.
- ❖ Indian Ocean trade led to the introduction of new techniques of boat building.
- ❖ Indian Ocean trade led to the replacement of barter trade with currency such as rupees, cowry shells and later on small copper coins were introduced.
- ❖ Indian Ocean trade led to the introduction of slave trade and slavery which caused a lot of human suffering.
- ❖ The people at the east Africa coast were introduced to new foreign commodities e.g. mirrors, beads, necklaces, bangles etc.
- ❖ With increased slave trade and inter-tribal conflicts, the population at east Africa declined.
- ❖ The coastal people adopted new styles of dressing e.g. men put on kanzus turbans while women put on long silk dresses and veils.
- ❖ Indian Ocean trade attracted the Portuguese in 1498 to come and conquer the coast. They looted and destroyed many coastal towns.
- ❖ The Arabs who came to trade later imposed themselves as the rulers over the local people making them lose their independence.
- ❖ The Indian Ocean trade opened up E.A to the outside world and this attracted more visitors to come to the coast especially from the far east.
- ❖ Literacy was promoted at the coast through the building of Quranic schools and other Arabic literature.
- ❖ Kiswahili was adopted as the main business language while Arabic became the official language.

Activity

In groups,

- a. *Discuss the trade network that existed in East Africa before 1000 AD.*
- b. *Explain the organisation of this local trade in East Africa before 1000AD.*
- c. *Identify areas that acted as sources of slaves in East Africa.*
- d. *How was the exchange of slaves carried out?*
- e. *Explain the factors for the rise of the coastal states along the coast of East Africa.*

THE ORGANIZATION OF SLAVE TRADE & SLAVERY IN EAST AFRICA.

Slave trade was the commercial transaction of buying and selling human beings.

In E.A Slave trade was introduced by Arabs in 1000 A.D. However, by 1850 slave trade was on the increase.

Slavery is the absolute possession of human being by another. In many east Africa societies.

Slavery was a very old phenomenon. Slavery was first practiced by traditional leaders who used slaves as labour.

Organization of slave trade.

- ❖ Many interior tribes were involved in this trade e.g. Nyamwezi, Kamba, Yao, Chagga, Banyoro, Baganda.
- ❖ These constantly raided their neighbors for slaves and sold these slaves to Arabs and Swahili traders.
- ❖ Slaves were acquired through hand picking unfortunate members of the societies e.g. criminals.
- ❖ Also, massive raids were carried out in villages at night and young men and women were captured and then sold to the Arabs.
- ❖ Interior tribes were always at war with each other and the defeated society would always provide slaves.
- ❖ Middlemen were also used to acquire slaves in the interior and then transport them to the coast.
- ❖ After a slave trader had bought his slaves he would chain them together.
- ❖ Slaves were then loaded with goods like ivory and minerals on their heads.
- ❖ They would be forced to march to the coast.
- ❖ As they moved to the coast the cruel /harsh Arabs would whip them.
- ❖ Those who were weak were either left to die or killed and many of them would die before they would reach the coast.
- ❖ The survivors would be given some time to rest, feed, while some were nursed and given clothing to impress the buyers.
- ❖ The routes used in the slave trade were the Northern route dominated by the Akamba leading to Mombasa.
- ❖ The central route dominated by the Nyamwezi was leading to Dar-es-salaam then to Zanzibar.

- ❖ The southern route dominated by the Yao was leading to Kilwa.
- ❖ The khartoumers' route dominated by the sudaneese was leading to Bunyoro and Buganda.
- ❖ On reaching the coast, the slaves would be fed, clothed, nursed to attract high pay.
- ❖ After this they would be paraded for the prospective buyers.
- ❖ Buying would either be at Kilwa, Mombasa, or Zanzibar.
- ❖ From here, the slaves were then transported to Europe, America and Arabia.

Effects of slave trade

- ❖ Many people were killed through the raids and others died on their way to the coast.
- ❖ The massive raids depopulated many areas in East Africa.
- ❖ Many people ran away due to fear and uncertainty.
- ❖ Slave trade caused untold suffering and miseries in many African societies' e.g. villages were burnt and people were left homeless.
- ❖ Slaves were mistreated by the buyers and this dehumanized the Africans.
- ❖ Slave trade led to the hatred between societies especially the strong societies always raided the weak ones.
- ❖ Slave trade brought a lot of wealth and profits for those who participated in it e. g. Nyamwezi, Yao, Akamba.
- ❖ Slave trade led to the growth and expansion of some societies as the strong ones always raided the weak ones. E.g. Buganda against Busoga.
- ❖ At the same time, it caused decline of other societies especially the weak ones e.g. Busoga.
- ❖ Famine and hunger set in as a result in decline of agriculture.
- ❖ Some people abandoned farming and took on slave trade.
- ❖ Slave trade led to the rise of important personalities e.g. Mirambo, Nyungu ya mawe and Mohammed Ibn Hamid (Tippu-Tip).
- ❖ Slave trade encouraged internal trade and foreign trade i.e. the slave Arab slave traders were not only interested in slaves but also other items e.g. copper, Ivory, bee wax, honey e.t.c
- ❖ Many young men grouped themselves into warrior groups as a result of slave trade e.g. the Ruga Ruga and Maviti warriors.
- ❖ Slave trade led to the colonization of East Africa this was because many whites (Europeans) came to East Africa with a purpose of abolishing slave trade.

- ❖ Many foreign goods were imported into East Africa e.g. Mirrors, clothes hence the local people enjoyed these goods for the first time.
- ❖ Slave trade led to the spread of Islam and Kiswahili language into the interior of East Africa.
- ❖ Slave trade opened up East Africa commercially to the outside world.
- ❖ This attracted the French, British and Portuguese traders to come to East Africa.
- ❖ Slave trade stimulated the growth of coastal towns e.g. Zanzibar, Mombasa, Kilwa and interior towns like Tabora, Ujiji which acted as collecting centers.
- ❖ Slave trade also led to underdevelopment of East Africa because only strong men were taken.

THE ABOLITION OF SLAVE TRADE

The campaign of abolition of slave trade was mainly spear headed by the British.

Reasons for the abolition of slave trade

- ❖ The missionaries attacked slave trade as an inhuman act and therefore they persuaded the traders to stop slave trade
- ❖ The industrial revolution in Europe (1850) led to the introduction of machines which replaced human labour hence slaves had lost market in Europe.
- ❖ Population increase in Europe made it useless to bring in more people whose services were by this time not needed.
- ❖ The industrial revolution created a high demand for raw materials and therefore slaves had to be brought back to Africa to grow cash crops to feed the 'hungry' industries in Europe.
- ❖ Over production of goods like sugar, clothes made it necessary to re-settle slaves so as to provide market for these excessive goods produced in European industries.
- ❖ Slave strikes had become so frequent e.g. they demanded holidays on Sundays and worship rights hence there was need to abolish slave trade.
- ❖ The abolition of the Trans- Atlantic slave trade in West Africa made it equally important for the same trade to be abolished in E.A.
- ❖ Change in politics of Europe meant that more Europeans were coming to East Africa and therefore there was need to stop slave trade in East Africa so as to create peace and security.
- ❖ The issue of treaties against slave trade also led to the abolition of slave trade e.g. the 1822 Moresby treaty, 1845 Hamerton treaty and 1873 Frere treaty.

- ❖ The role of missionaries under different religious groups e.g. they set up homes for the freed slaves who were already Christian converts and this encouraged the process of abolition of slave trade.
- ❖ The role of the British navy led to the abolition of slave trade. It patrolled the Indian Ocean waters to track down traders who were using it for smuggling slaves.
- ❖ European explorers had earlier on drawn the map of the interior of East Africa which also encouraged the abolitionists to come to East Africa and stop the trade.

Obstacles/problems faced during abolition of slave trade

- ❖ Anti – slavery campaigns were only concentrated at the coast and on the Indian Ocean waters neglecting the interior which was the heart of slave trade.
- ❖ Lack of co-operation from other European countries e.g. Spain, France and Portugal etc...Which all looked at the British Anti – Slave trade campaign as selfish.
- ❖ It was a big financial burden for the Britain because she single handedly patrolled the Indian Ocean waters and compensated slave traders.
- ❖ Slavery was an accepted custom among many African societies because it was a way of getting rid of wrong doers in the society e.g. criminals and therefore African chiefs saw no problem with it.
- ❖ Hostile tribes e.g. the Yao and Nyamwezi didn't want any foreigner to cross their land hence delaying the abolition process.
- ❖ Freed slaves were also reluctant to be free because many of them didn't have any land, property and also lacked practical skills to sustain themselves.
- ❖ Wild animals also scared the few abolitionists who attempted to go into the interior mainly because East Africa was covered by thick forests.
- ❖ Physical geographical barriers E.g. Rivers, lakes, valleys etc blocked the movement of the abolitionists.
- ❖ Tropical diseases e.g. Malaria, Sleeping sickness, typhoid reduced the number of the abolitionists.
- ❖ Lack of transport and communication lines i.e. there were no developed roads leading into the interior.

- ❖ Language barrier i.e. abolitionists were not familiar with the languages of the interior so they found it hard to negotiate with the traders to stop slave trade.
- ❖ Many people had migrated to different areas meaning that when the British came in to stop slave trade they found it hard to bring together people who had scattered in different areas.
- ❖ The Arab slave traders were always armed with guns and were always ready to fight whoever interfered with their trading activities.
- ❖ There was lack of alternative means of transport to replace human portage which was mainly done by the slaves.
- ❖ In some societies, there was no immediate alternative economic activity because it was their only source of livelihood e.g. in Nyamwezi land where it was very infertile for agriculture.
- ❖ Slave traders were very cunning and they could always raise British flag when they saw a British patrol ship approaching.

STEPS TAKEN TO ABOLISH SLAVE TRADE

- ❖ It was Britain that spear headed the campaign against slave trade in the 18th century.
- ❖ In 1772, the Supreme court of England declared that Britain didn't allow slavery in England and those who owned slaves were supposed to free them.
- ❖ In 1807, through the effects of humanitarians (missionaries) and religious leaders, the British parliament passed a law making slave trade illegal.
- ❖ In 1815, the British navy started patrolling the Indian Ocean waters so as to check on the shipment of slaves.
- ❖ In 1822, the British used their influence to sign the Moresby treaty with sultan Seyyid Said. Captain Fair Fox Moresby signed on behalf of the British.
- ❖ By this treaty, no more slaves were to be exported to India, Madagascar, Mauritius and Christian countries.
- ❖ In 1824, Captain Owen set up the Owen protectorate over Mombasa to stop slave trade activities in the area.
- ❖ However this didn't work because slave trade was carried out along the whole coast and not only at Mombasa.
- ❖ In 1845, the Hamerton treaty was signed between Sultan Seyyid said and colonel Hamerton.

- ❖ The treaty persuaded Seyyid said to stop buying and selling slaves within and outside East Africa.
- ❖ Unfortunately, in 1856 Seyyid said died and colonel Hamerton also died in 1857.
- ❖ Seyyid Said was succeeded by his son sultan Ibn Majid who was not to co-operate with the British.
- ❖ Therefore the process of abolishing slave trade came to a standstill.
- ❖ It was not until 1870 when sultan Bargash took over the throne from Sultan Majid.
- ❖ In 1873, Sultan Bargash signed the Frere treaty with Sir Batte Frère to end slavery at Zanzibar.
- ❖ All slave markets in Zanzibar were closed.
- ❖ In 1890, Zanzibar became a British protectorate.
- ❖ In 1897, the Zanzibar slave market was burnt down and this ended slavery in Zanzibar and Pemba.
- ❖ In 1919, Britain took over the control of Tanganyika.
- ❖ She speeded up the process of ending slavery in mainland Tanganyika.
- ❖ In 1921, the complete abolition process was achieved.
- ❖ Britain imposed a law against slavery and this totally marked the end of slavery.

Why did the process of abolition take so long?

- ❖ The Indian Ocean was too big to be patrolled by British navy alone.
- ❖ European super powers e.g. France and Germany were not willing to support the abolition of slave trade because they still needed the slave workers.
- ❖ Britain lacked the funds for the campaign against slave trade i.e. it was very expensive.
- ❖ British war ships were always over powered by Arab slave traders because they were always many and had guns.
- ❖ The British were not familiar with all the various inlets and outlets used by the Arab slave traders.
- ❖ The abolition treaties signed were in most cases under looked by the slave traders.
- ❖ Arab slave traders were very cunning e.g. they always used the American flag once they saw the British patrol ships approaching.
- ❖ East Africa lacked alternative means of transport to replace human portage which was mainly done by slaves.

- ❖ Members of the British navy always suffered and died from tropical diseases e.g. Malaria.
- ❖ The freed slaves didn't have anywhere to go after abolition of slave trade hence the process was made long.
- ❖ Interior chiefs e.g. Nyungu Ya Mawe, Mirambo, Kivoi, Mataka had built their empires using slave trade wealth and were not ready to abolish slave trade.
- ❖ Physical barriers e.g. Forests Mountains, Rivers, Lakes etc always made the work of the abolitionists very difficult.
- ❖ There was language barrier which also delayed the abolition of slave trade.

Effects of the abolition of slave trade

- ❖ There was decline of the former slave trading states e.g. Yao, and Nyamwezi because they had lost their source of their economic power.
- ❖ There was also loss of wealth and income to those individuals and societies that greatly depended on slave trade.
- ❖ The Yao who had made slave trade their sole occupation could not settle down to do agriculture after slave trade was abolished.
- ❖ There was population increase because the human exports that had depopulated mainland East Africa had stopped.
- ❖ Agriculture improved and new crops were introduced to facilitate the transition from slave trade to legitimate trade e.g. coffee, tea and sisal, e.t.c.
- ❖ People started attending to their farm lands which they had neglected during the slave trade era and this increased food production.
- ❖ People regained their status and dignity that had been eroded by slavery and slave trade.
- ❖ Security greatly improved because slave raids that had de-stabilized the interior were brought to an end.
- ❖ The abolition increased the spread of Christianity and Western culture.
- ❖ Missionaries therefore built mission stations, schools and hospitals for the freed slaves.
- ❖ Transport was improved. The Uganda railway was built to facilitate and aid the transfer from slave trade to legitimate trade.
- ❖ The abolition also led to the increase of European penetration into the interior of E.A especially the humanitarians.

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

Activity.

1. *Identify the problems that were faced by participants in slave Ocean trade.*
2. *Explain the form of transaction used in the slave Ocean trade.*
3. *Explain the reasons for the rise of the slave Ocean trade.*
4. *Discuss the effects of the slave Ocean trade on the peoples of East Africa.*

Long-distance trade (1800-1860)

This was a trade that was carried out between the coastal merchants and the interior tribes of East Africa it followed the long distances from the interior to the coast as well as within the interior. It developed around the first half of the 19th century.

- It was also called pre-colonial caravan trade.
- This was the trade that was carried between the coastal merchants and the interior tribes in E.Africa.
- The traders covered very long distances from the interior to the coast.

- Long distances had to be covered in caravans of between 100-1000 men to and from the coast.
- This always took months or even a year before they would reach the coast and back to the interior.
- The main participants in the trade included Nyamwezi, Kamba, Yao, Chagga, Kikuyu, Baganda, Banyoro and the Luo.
- These traded with the Arabs and Swahili people at the coast.
- Goods from the interior included ivory, animals, Skins, Slaves, Gold, Bee wax, salt, and copper.
- They were all exchanged for goods like beads, guns, mirrors, clothes and glass which were brought by the coastal people.

Task 1

- Using ICT or library research, draw a sketch map of East Africa showing the trade routes used by long-distance traders.*
- Identify the reasons for the growth and expansion of long-distance trade.*
- Explain the problems faced by long-distance traders.*
- Involve learners in a debate about the effects of long-distance trade on the peoples of East Africa.*
- Trace the factors that led to the collapse of long-distance trade in East Africa.*

Reasons for the development of the Long distance trade

- ❖ The trade developed because of several tribes that produced surplus goods which enabled them to offer some for sale.
- ❖ There was also high demand for foreign goods by African societies e.g. guns and clothes which they had to get from the coast.
- ❖ The arrival of the Portuguese at the coast in 1500 A.D also forced the Arabs to abandon the Indian Ocean trade and join the Long distance trade.
- ❖ The opening of trade routes in the interior of East Africa enabled the traders to reach all corners of East Africa for trade.

- ❖ Seyyid Said's settlement in Zanzibar in 1840 also increased the demand for slaves who were needed to work on his clove plantations.
- ❖ Availability of trade items also led to its development e.g. slaves, Ivory, Bee wax e.t.c were all available in the interior.
- ❖ The abolition of slave trade in West Africa around 1840 forced many Europeans to resort to East Africa where slave trade had not yet been abolished.
- ❖ Some interior tribes had the traditional love for traveling long distances for example the Nyamwezi.
- ❖ Division of labour among the African societies encouraged the men to get involved in trade.
- ❖ The development of Swahili as a business language made it easier for people to communicate in trade.
- ❖ The flat nature of the land enabled traders to easily move up and down looking for trade items.
- ❖ The coming of the Indian Banyans at the coast who financed traders and provided loans.
- ❖ The presence of capable leaders e.g. Mirambo, Seyyid Said, Tippu - Tip and Muteesa 1 who efficiently organized the trade.
- ❖ The introduction of cowrie shells as a form of currency also eased the transaction of business.
- ❖ The introduction of guns also improved security along the trade routes.
- ❖ Co-operation between interior tribes and coastal people also facilitated smooth trade.
- ❖ Presence of already developed coastal towns which acted as the trading centers e.g. Mombasa.
- ❖ Availability of guns helped in raiding of villages for slaves and hunting of elephants.
- ❖ The trade was so profitable to the participants leading to its development.
- ❖ Good and favorable climate encouraged trade throughout the year.
- ❖ Development in transport system e.g. use of donkeys which eased movement of traders.

Organisation of this trade

- ❖ The trade involved many interior tribes e.g. Nyamwezi, Kamba, Yao, Chagga and Baganda.
- ❖ These traded with the coastal Arabs.
- ❖ The trade was organized on caravan basis.
- ❖ Each caravan would have over 1000 men armed and it included porters and medicine men.
- ❖ Goods from the interior included, ivory, slaves, gold and Iron implements e.g. axes, pangas, hoes.
- ❖ Those from the coast included beads, glassware, plates, cloths, and swords among others.

- ❖ Slaves were acquired through raids on villages and ivory was got through hunting of elephants.
 - ❖ Trade was initially conducted on a barter trade system i.e. goods exchanged for goods.
 - ❖ Later on, cowrie shells were introduced but these were also later replaced by small copper coins.
 - ❖ Trade was controlled by interior chiefs who negotiated with the merchants from the coast.
 - ❖ Trade was also conducted in trading centers along the trade routes e.g. Ujiji, Tabora and Bagamoyo.
 - ❖ These trading centers also served as resting places.
 - ❖ The trade also involved taxation for revenue.
 - ❖ Traders from the coast paid taxes to the local chiefs in the interior before their caravans could be allowed passage.
 - ❖ The medium of communication was Kiswahili because it was the business language.
 - ❖ Where communication became a problem, interpreters were used.
 - ❖ The best means of transport was head portage and the Nyamwezi provided the most skilled porters, this was because they naturally enjoyed it and they loved walking for long distances.
 - ❖ The Indian banyans were the financiers of the trade and they provided loans to the traders to go into the interior to buy goods.
 - ❖ The trade followed three main specific trade routes i.e.
1. Northern trade route; it started from Pangani and Mombasa and passed through MT Kenya and Taita hills and it went up to Lake Baringo, crossing the rift valley up to Mt. Elgon. It was controlled by the Akamba.
 2. Central trade route; this was the biggest and busiest route. It was controlled by Nyamwezi and it started from Bagamoyo through Zaramo, Gogoland, and Tabora to Karagwe, Buganda, Bunyoro up to Eastern Congo.
 3. Southern trade route; It was controlled by the Yao. It started from Kilwa through Malawi, Southern Tanganyika up to the Muenomotapa Kingdom in Congo.
 4. There was another less significant route from Southern Sudan through Northern Uganda, Turkana land via the Kenyan highlands up to the coast. It was controlled by the Khartoumers from Sudan.

PROBLEMS FACED IN THE L.D.T

- ❖ First and foremost, the distance covered was too long i.e. the Journey had to be covered by foot yet the goods were to be carried on the head.
- ❖ The heavy taxes imposed on the Arabs and the interior chiefs generated into war hence making the trade unsafe.
- ❖ The Indian banyans also always charged high interest rates on the coastal merchants hence making the trade unprofitable.
- ❖ Tropical diseases e.g. Malaria, sleeping sickness claimed many lives of traders and slaves leading to the decline of the trade.
- ❖ Wild animals e.g. lions used to attack the traders on their way to the coast not until guns were introduced.
- ❖ The introduction of guns increased slave raids, tribal warfare hence making the interior unsafe for many traders.
- ❖ Communication was a big problem because of the language barrier i.e only a few people in the interior knew and understood Kiswahili.
- ❖ Hostile tribes like the Masai and Nandi also made the trade difficult because they always attacked the traders who tried to penetrate into their areas.
- ❖ The Ngoni invasion also disrupted the trade i.e. the Tuta Ngoni disrupted trade between Ujiji and Tabora while the Maseko Ngoni disrupted trade along the southern trade route.
- ❖ The geography of the interior of East Africa was scary and impassible e.g. forests, Mountains, Rift valleys, Lakes and rivers, the Nyika plateau.
- ❖ The climate of E.Africa especially in the rainy season was not favorable because it slowed the movement of slaves and traders.
- ❖ The exhaustion of some goods in the interior also proved to be a problem e.g. the Elephants for Ivory were killed in large numbers.
- ❖ The coming of the missionaries also led to the collapse of the trade i.e. they were against slave trade.
- ❖ The colonization of E.A was what finally led to the eventual collapse of the long distance because slave trade was abolished and legitimate trade was introduced.

EFFECTS OF THE L.D.T

- ❖ It led to the formation and expansion of states because they had acquired guns e.g. Nyamwezi, Buganda.
- ❖ L.D.T led to the raise of strong statesmen e.g Mirambo, Nyungu ya mawe, Kabalega, Kivoi, Mpanda and Mataka because they had acquired guns which helped them acquire economic and political power.
- ❖ Many people became rich in the interior especially the chiefs and rulers and it helped them enjoy high standards of living.
- ❖ The rise of some states also led to the decline of some other states especially those that did not have guns e.g the expansion of Buganda led to the decline of Busoga, Toro and Bunyoro.
- ❖ The introduction of guns increased warfare, slave raids and tribal conflicts in the interior that led to a lot of destruction of property.
- ❖ The captured slaves were badly treated during their transportation to the coast e.g they were whipped and not given enough food.
- ❖ L.D.T led to the decline of agriculture because of constant slave raids which made cultivation difficult.
- ❖ Long distance trade led to the spread of Islam in the interior e.g some societies like Nyamwezi, Buganda and Kamba had many Moslems due to their contacts with Arabs.
- ❖ The trade also stimulated the growth and development of towns along the trade routes e.g Tabora, Ujiji and Bagamoyo
- ❖ Long distance trade caravan routes later developed into proper communication lines and this eased the transport system.
- ❖ The massive slave raids in the interior led to heavy depopulation especially in the southern Tanganyika e.g. Yao land.
- ❖ The introduction of guns almost depopulated the wildlife e.g. elephants' population in Nyamwezi area reduced highly due to the need for Ivory.
- ❖ Long distance trade opened up E.Africa to the outside world and this attracted many Europeans who came as traders, missionaries and explorers.
- ❖ Provided alternative livelihood to societies in dry areas e.g. Nyamwezi and Kamba.
- ❖ It led to the rise of society misfits e.g. Ruga Ruga and Maviti warriors.
- ❖ Led to a decline in local/traditional industry e.g. bark cloth making.

8. SRAMBLE, PARTITION & COLONISATION OF EAST AFRICA.

Scrambles is the rush for colonies in east Africa and the entire continents by European powers.

Partition is the division Of the African countries characterized by sharing them amongst the European countries during the last quarter of the 19th century.

Colonization is a process of establishing control over the indigenous people of a given area. The European powers struggled to gain control over east Africa between 1886 and 1890.

Reasons for the scramble and partition of East Africa

- ❖ Need for raw materials i.e. most Europeans nations wanted to control areas of cheap raw materials to feed their hungry industries back home e.g. cash crops and minerals.
- ❖ There was the need to secure profitable market overseas for the European goods which had over flooded the European markets.
- ❖ There was need to secure areas where surplus capital would be invested i.e. the industrial revelation had generated a lot of wealth for the Europeans who wanted to set up plantations and exploit minerals.

- ❖ There was need to resettle the excess population in Europe especially the slaves who had become useless after the invention of machines.
- ❖ The strategic. Importance of River Nile also forced European powers to scramble for East Africa i.e. after Britain had occupied Egypt; she wanted to control all the countries through which R. Nile passed i.e. Uganda and Sudan while Kenya was to provide an in-let for Uganda at the coast.
- ❖ King Leopold's activities in Congo i.e. The Belgians had gained a lot of wealth from the minerals and forest resources in the Congo and this forced other European powers e.g. Germany and Britain to rush to E. A so as to exploit her resources.
- ❖ Mineral discovery in S. Africa in 1867 by the Dutch also forced other European powers to rush to E. Africa with the hope of exploiting minerals.
- ❖ The growth of nationalism in Europe created the need for international recognition and prestige among European countries i.e. a country with many colonies was considered great and superior.
- ❖ Power imbalance in Europe also created a need for colonies e.g. after the 1870-1871 Franco - Prussian war France lost her mineral rich provinces of Alsace and Lorraine. This caused her to rush to Africa to compensate for her loss and similar Germany and Britain could not sit back.
- ❖ The Berlin conference of 1884-1885 also increased the need for colonies by European powers i.e. it was a platform that was used to divide African territories among European super powers.
- ❖ The European powers had a desire of stamping out slave trade which they regarded as evil and a crime against humanity.
- ❖ European powers wanted to spread Christianity because they didn't want to see Africans go to hell. I.e. E. Africa was seen as a place where seeds of Christianity would be sown.
- ❖ Europeans also wanted to civilize Africans who were considered backward and barbaric and this was to be done through the introduction to western Education.

EFFECTS OF THE PARTITION OF E.AFRICA

- ❖ The partition of East Africa completely eroded the independence of the East African societies.
- ❖ The boundaries of the E.African countries were clearly drawn.
- ❖ Many people in E. Africa lost their land to the whites who introduced cash crops e.g. coffee, wheat, sisal.

- ❖ Many people lost their lives as they tried to resist colonial rule.
- ❖ The partition marked the end of slave trade and legitimate trade was introduced.
- ❖ The partition led to the formation of chartered companies e.g. IBEACO and GEACO to exploit East Africa's resources.
- ❖ African kings and chiefs lost their authority to the whites especially in Tanganyika.
- ❖ It led to the introduction of taxes e.g. gun and hut tax.
- ❖ The partition led to the development of infrastructures in East Africa e.g. Uganda railway.
- ❖ The partition increased the rivalry between Germany and Britain.
- ❖ The partition accelerated or increased missionary work in E.A.
- ❖ The partition resulted into the separation of people who previously belonged to one tribe e.g. the Samia in Uganda and Kenya, Masai in Kenya and Tanzania, Banyankole in Uganda and Rwanda.
- ❖ The partition also accelerated tribalism as the Europeans tended to support collaborators against resistors.
- ❖ Africans that previously grew crops for their own consumption were now forced to grow crops that they could not eat e.g. coffee, tea, cotton and sisal.
- ❖ The partition ended the long distance trade and led to the fall of trading empires of Mirambo, Nyungu ya mawe and Tippu –Tip.
- ❖ The partition led to the rise of a class of African collaborators who worshiped the white man e.g. Semei Kakungulu, Nuwa Mbaguta, Sir Apollo Kaggwa, Nabongo Mumia (Wanga).
- ❖ After the partition, the colonialists began a process of developing their colonies e.g. They constructed roads and railway lines to help out in the exploitation of East Africa's resources.
- ❖ New forms of administration were introduced in E.Africa i.e. indirect rule by the British and direct rule by the Germans.

In your notebooks:

- a) *Categorise the above reasons for the scramble for East Africa into political, humanitarian, strategic and political.*
- b) *List the causes of the scramble that originated from outside East Africa.*
- c) *Using a guided discovery method, the teacher leads a discussion about the impact of the Heligoland Treaty of 1890 on the colonization of East Africa.*

THE FORE- RUNNERS OF COLONIALISM.

The acquisition of these was a result of cooperation between explorers, missionaries, traders and imperialists. Since the first three colonies came before imperialists. They are regarded as fore-runners of colonialism.

Activity.

- a) Using ICT or library research, find out the roles played by the missionaries, explorers and the trading companies in the colonization of east Africa.***

EXPLORERS IN EAST AFRICA

- This was the 1st group of Europeans to penetrate into the interior of E.Africa.
- They were interested in the geography of East Africa especially the River Nile system.
- The explorers included; Sir Samuel Baker and his wife, Richard Burton, John Speke, Henry Morton Stanley, Dr. David Livingstone, James Grant, Jacob Erhardt etc.
- The activities of these explorers eventually led to the colonization of East Africa.

The role played by explorers in the colonization of East Africa

- ❖ They exaggerated the wealth of East Africa e.g. they reported about the reliable rainfall and fertile soils e.g. in Buganda which attracted more Europeans into East Africa.
- ❖ They provided geographical information about East Africa which attracted Europeans into East Africa e.g. John Speke discovered the source of the River Nile.
- ❖ The explorers destroyed the wrong impression that Africa was a white man's grave which led to an influx of Europeans into East Africa.
- ❖ Some explorers signed treaties with African chiefs which were later used to colonize such areas e.g. H.M Stanley requested Muteesa 1 of Buganda to invite missionaries.
- ❖ Explorers also drew maps which were later used by the colonialist to penetrate the interior of East Africa e.g. Erhardt drew a map of East Africa showing physical features.
- ❖ They established good working relations with African chiefs e.g. Stanley with Muteesa 1 which confused the Africans who thought that all white men were good and welcomed colonialists.
- ❖ They gave information about hostile and accommodative societies which helped colonialists come well prepared e.g. Banyoro were branded hostile while the Baganda were accommodative.

- ❖ Explorers also exposed the horrors of slave trade e.g. Dr Livingstone and this aroused public sympathy among Europeans to come and abolish the trade leading to colonialism.
- ❖ The success of their adventures led to increased missionary activities in East Africa e.g. Dr Livingstone persuaded missionaries to come and stop slave trade leading to colonialism.
- ❖ Explorers under their umbrella organizations also provided funds to those who were willing to travel to Africa leading to an influx of Europeans e.g. The Royal Geographical Society.
- ❖ Some Explorers served as colonial administrators and provided labour force for the colonial government e.g. Sir Samuel Baker became a governor of the Equatorial Province.
- ❖ Some explorers built forts which were later used as administrative centers by colonialists e.g. Sir Samuel Barker built Fort Patiko in Acholi and Sir Gerald Portal built Fort Portal in Toro.
- ❖ Explorers also discovered routes and navigable waters which simplified the movement of future colonialists.

MISSIONARIES:

Missionaries came from Europe to promote Christianity and its ministries such as education, healthcare, social justice and western. The missionary groups included the Church Missionary Society, the German missionaries in Tanganyika, London Missionary Society (LMS), Roman Missionary Society, Holy Ghost fathers, the Verona fathers, white fathers etc.

The famous missionaries included Krapf, Rebmann, Erhardt, David Livingstone, Henry Morton Stanley, Alexander Mackay, and Bishop Hannington.

The role played by missionaries in the colonization of East Africa

- ❖ Through their wonderful preaching, missionaries softened the heart and minds of the Africans who welcomed colonialism with open arms.
- ❖ They often called on home governments to occupy areas where they worked leading to eventual colonisation.

- ❖ They involved themselves in the over throw of local rulers who were resisting Europeans e.g. Kabaka Mwanga was overthrown and replaced by a Puppet Kabaka Daudi Chwa.
- ❖ Missionaries only settled in areas where their home governments had economic interests which attracted colonialists to come and take over such areas e.g. in Buganda.
- ❖ Missionaries also convinced Africa chiefs into signing treaties which were later used to colonise such areas e.g. Bishop Tucker assisted in the signing of the 1900 Buganda Agreement.
- ❖ Missionaries laid a firm economic foundation for the colonial government to survive on by encouraging the growing of cash crops.
- ❖ They helped to finance other colonial agents e.g. The Church Missionary Society in 1891 injected 50,000 pounds into the activities of IBEACO which was also used in the colonisation process.
- ❖ Missionaries divided Africans along religious lines hence creating disunity e.g. in Buganda, Kabaka Mwanga was disunited from his subjects or followers who could not unite to fight colonialism.
- ❖ Missionaries helped to abolish slave trade and this created a conducive atmosphere for European settlement in East Africa leading to colonization.
- ❖ Missionaries identified hostile and accommodative societies e.g. Buganda was accommodative while Nandi were branded hostile which helped the colonialists to deal with the people accordingly.
- ❖ Missionaries also built schools in which Africans were brain washed to believe that everything western was good hence the Africans embraced colonial rule with open hands.
- ❖ Missionary education and teachings created a class of collaborators e.g. Sir Apollo Kaggwa, Semei Kakungulu who helped in extending colonial rule.
- ❖ Missionaries also set up mission stations e.g. at Bagamoyo and Rabai Mpya which were later used as administrative posts by colonialists.
- ❖ Missionaries also encouraged the use of foreign language e.g. English and Latin and this made communication between the Africans and colonialists very easy.
- ❖ Missionaries constructed hospitals to provide health services which were later used by colonialists to fight against the burden of tropical diseases.

CHARTERED COMPANIES.

The 3rd group of Europeans to penetrate into the interior of E.A was the traders. They came in large numbers after the successful mission of explorers and missionaries.

Traders basically came for commercial reasons e.g. looking for cheap sources of raw materials, new markets and new areas for investment. Arrival the traders formed companies and associations to operate in East Africa and most prominent ones were;

- Imperial British East Africa Company (IBEACO) which operated in Uganda and Kenya.
- German East Africa Company (GEACO) which operated in Tanganyika.

Chartered companies were business enterprises formed mainly to trade and carve out colonies for their home countries. William MacKinnon formed the Imperial British East African Company (IBEACO) in 1884.

In the same year, Karl Peters formed the German East Africa Company (GEACO). These two companies were granted charter.

A charter was a form of licenses that legally made the company owners of areas it operated in.

The role of chartered companies in the colonization of east Africa

- They provided the initial skilled man power for the administration of their areas of influence e.g. captain Fredrick Lugard (IBEACO) and Captain Karl Peters (GEACO).
- The traders financed the colonial administration on behalf of their respective home government e.g. I.B.E.A.CO on behalf of the British government.
- The traders fought and defeated rebellious societies e.g. IBEACO defeated Bunyoro, Nandi and Maasai while the G.E.A.CO fought /defeated the Abushiri Arabs.
- The traders also developed transport and communication networks e.g. IBEACO constructed Murrum roads and even designed the plan for the Uganda railway.
- They undertook businesses that generated funds that supported colonialism e.g. they encouraged people to grow cash crops.
- They constructed administrative posts, forts and garrisons which were later used by the colonial government e.g. at Old Kampala, Naivasha, Machakos e.t.c.

- They created security organs which improved on internal security e.g. IBEACO built a private army which was later used in the colonization of Uganda.
- They helped in the effective abolition of slave trade and establishments of legitimate trade.
- The Chartered companies protected Christian missionaries who were also colonial agents e.g. IBEACO'S private army always provided security to the Church Missionary society.
- Chartered companies also provided their home governments with information about the economic potential of east Africa e.g. IBEACO reported about the fertile soils of Uganda and the Kenya highlands which later attracted colonialists.
- They signed treaties with the local people that were later used by their home government to occupy E. Africa e.g. IBEACO signed treaties with the Baganda, Kikuyu and Maasai.
- The chartered companies called on their home governments as a result of failure to administer e.g. when IBEACO ran bankrupt that called on the British government to take over.
- The traders only settled in areas where their colonial governments had economic interests so that it would be easy for the colonialists to settle with in East Africa.
- The rivalry between IBEACO and GEACO forced them to sign the Anglo - German agreement of 1890 (Heligoland treaty) which practically eroded the independence of E.Africa.
- Company officials strongly campaigned for the retention of their areas of influence e.g. captain Lugard Fredrick strongly supported Britain colonize Uganda because IBEACO had done all the underground work.

Activity;

In your notebooks, explain the factors that led to the successful colonization of east Africa

METHODS USED BY EUROPEAN COUNTRIES IN THE COLONISATION OF EAST AFRICA.

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

They used a number of methods / tactics / Techniques to achieve their goal of colonizing Uganda.

In most cases, the method used always depended on each society's attitude. In most cases, more than one method was used. ***These included.***

- ❖ *Singing of treaties*; The treaties were later used to claim effective occupation e.g. 1900 Buganda agreement, 1901 Ankole agreement and 1902 Toro agreement.
- ❖ Use of force; in areas that were hostile to the British, direct military confrontation was used e.g. in Bunyoro and Acholi Land.
- ❖ *Use of collaborators*; These were opportunists who were used by the British to spread colonial rule to other areas e.g. Semei Kakungulu was used by the British to extend colonial rule to the Eastern parts of Uganda e.g. Busoga, Bukedi, Budaka, Bugisu and Budama.
- ❖ *Divide and rule*; This was used in areas where two or more unfriendly societies were encouraged to remain hostile to each other e.g. the British supported Buganda against Bunyoro.
- ❖ *Intimidation and threats*; These were used to scare off would be resistors e.g. Kabaka Mwanga of Buganda and Omukama Kabalega of Bunyoro were exiled at the Seychelles island on the Indian Ocean.
- ❖ *Ineffective rule*; This method was used in areas where the British were not in a hurry to take over e.g. Karamoja region.
- ❖ *Use of Missionaries*; - These softened the hearts of Africans with wonderful preaching and they managed to convince African chiefs to sign treaties e.g. in Buganda.
- ❖ *Use of traders (chartered companies)*; they used IBEACO and it did a lot of ground work for the British e.g. it defeated rebellious societies, encouraged war between protestants and catholic in Buganda. All this created disunity among Africans which made colonialism easy.
- ❖ *Use of explorers*; these established good working relations with African chiefs and also provided the geographical information which was later used by the colonialists.
- ❖ *Construction of military forts*; These were set up in areas which had hostile communities e.g. Fort Patiko in Acholi land, Fort Portal in Western Uganda, and Fort Lugard in Old Kampala.
- ❖ *Construction of infrastructure*; these were for consolidations of colonial rule and for effective occupation of their areas of influence e.g. Uganda Railway.
- ❖ *Gun - Boat diplomacy*; through this, the British would simply parade their weapons to scare off African resistors e.g. in areas like Busoga.

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

9 **RESPONSES TO THE ESTABLISHMENT OF COLONIAL RULE IN EAST AFRICA.**

Collaboration simply means acceptance to work with colonial rulers due to need for military support, civilization etc.

The term collaboration also refers to the cooperation of communities or individuals with the colonial powers in the establishment of colonial rule.

The communities that cooperated with colonial powers in east Africa include the Baganda, Batooro, Kikuyu Chagga and the Usungura, among others.

Factors for Collaboration in East Africa.

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

- ❖ The failure of resistances also led to collaboration e.g. when Mwanga was defeated by the British, the Baganda decided to collaborate.
- ❖ The direction or route taken by European invaders also determined African reaction e.g. in Buganda visitors who entered from the South were warmly welcomed. Since missionaries came from Tanganyika in the south, the Baganda collaborated with them.

Activity

- a) *Using ICT or library research, identify the factors that made African societies or people collaborate with colonialists*
- b) *In your note books, explain the method of collaboration and resistance used in colonial east Africa.*

Resistance means the refusal of communities or individuals to cooperate with whites in the imposition of colonial rule in order to protect their sovereignty. Examples of such communities include the Banyoro, the Hehe, the Nandi, the Madi, the Abushiri and the Bakiga, among others

Large scale resistances included Maji- Maji rebellion in southern Tanganyika, Abushiri revolt along the coast in Tanganyika, Nandi resistance in Kenya, Mau- Mau in Kenya, and Lamogi revolt in northern Uganda.

Reasons for resistance

- African societies wanted to preserve their independence e.g. Bunyoro, Nandi, Hehe.
- The imposition of colonial rule had interrupted territorial expansion of some societies e.g. Kabalega of Bunyoro crushed with the British because they wanted to check on his ambition of expanding his Kingdom to Toro, Bunyoro, and Ankole e.t.c
- Colonial economic policies such as forced labor, compulsory growing of cash crops e.g. Maji Maji rebellion was as a result of forced cotton growing by the Germans.
- Some societies resisted because colonial rule interfered with their economic interests e.g. Arabs and Swahili traders resisted the abolition of Slave trade leading to the Abushiri rebellion.
- Presence of able leaders also led to rebellion e.g. Kabalega of Bunyoro, Chief Mkwawa of the Hehe, Prophet Kinjikitile who led Maji Maji, Mau Mau led by General China.

- Land alienation also led to resistances i.e. Europeans forcefully grabbed African land to introduce the growing of cash crops e.g. Mau Mau in Kenya was as a result of the Kikuyu losing their fertile Kenyan highlands.
- Heavy taxation also led the rebellions with in East Africa e.g. the British introduced hut and gun tax which left Africans in poverty.
- The method used to acquire lands also determined the mode of reaction e.g. the British used force in Bunyoro and Lango hence leading to rebellions.
- Religious propaganda and superstition also led to rebellions e.g. Maji- Maji fighters were miss-led by prophet Kinjikitile while the Nandi were encouraged by Kimnyole's Prophecies.
- Other resisted because their neighbours who in most cases were their enemies, had collaborated with whites e.g. Bunyoro could not cooperate with the British because the Baganda had done so.
- Other resisted because they were sure of their military strength e.g. Kabalega and Mau- Mau militants believed that they were too strong for the Europeans.
- Some societies resisted cultural and religious imperialism of the colonialists e.g. Arabs and Swahili traders wanted to defend Islam leading to the Abushiri rebellion.
- Segregation and harsh rules by the Europeans also led to rebellions e.g. in Kenya, all Africans who were to move to urban centers were supposed to carry passes called Kipande (identity card).
- Some societies resisted as a result of European interference with their Political affairs e.g. Germans had replaced local chiefs with the Akidas and Jumbes leading to Maji Maji revolts.

The Abushiri uprising (1888 - 1890)

- This was the earliest resistance against German rule in Tanganyika.
- It took place on the Tanzania coast between 1888 – 1890.
- It was basically a revolt of the coastal slave traders and it included some Africans and Swahili traders.
- The Abushiri uprisings were divided into two.
- The one in the northern coastal area around Pangani was led by Abushiri.
- The one in the south near Dar-es-salaam and Kilwa was led by Bwana Heri.

Causes of the Abushiri uprising

- The rebellion was intended to keep the coast independent and free from German domination.
- The coastal traders and Swahili were protecting their economic power i.e. the German East Africa Company had abolished slave trade which was the major trade item of the Arabs.
- The coastal people were also angered by the Germans who had taken over the collecting of mainland import duties or taxes.
- The coastal people were also protesting against the loss of their property e.g. GEACO had started confiscating Arab houses to be used as bases for German administration.
- The GEACO had started issuing economic restrictions on ownership of land and property which the Arab traders challenged.
- The Germans did not respect the cultures and traditions of the coastal people mainly because the Germans were Christians and Arabs were Moslems.
- The Coastal people were also angered by German attempts to alienate their land. E.g. in 1888 they came up with a new land regulation which required people to have proof of land ownership.
- The Germans demanded heavy taxes from the traders and local people e.g. poll tax, hut tax and inheritance tax on top of brutally collecting the taxes.
- The Germans had recruited the Akidas and Jumbes in their administration who were mistreating the Arab traders yet they were related to the coastal Arabs.
- Presence of able leadership by Abushiri in Pangani, Bwana Heri in Uzigua and Matoro in Lindi also led to the outbreak of the revolts.
- The local rulers were being humiliated and harassed by the Germans who flogged them in public and embarrassed them before their subjects.
- The Germans forced the Africans to grow cash crops under severe conditions which angered the coastal people.
- The rise of nationalistic feelings also led to the outbreak of revolts. There was a desire to regain their independence that had been eroded.
- The Arabs had participated in the Indian Ocean trade for so long and had gathered weapons e.g. guns which forced them to engage the Germans in war.
- The Germans disrespected the coastal Arabs e.g. they drank and slept with peoples' wives and even entered Mosques with their dogs which annoyed the Moslems.

Problems faced by Abushiri during the resistance against the Germans.

- ❖ He had never been a military man and so were many of his followers who lacked military training.
- ❖ It was poorly organized since the fighters lacked serious military strategies and thorough preparation.
- ❖ Abushiri's weapons were inferior e.g. old fashioned guns, bows, arrows and short stabbing spears which couldn't match the guns of the Germans.
- ❖ The Germans had recruited a large force reinforced by Nubians, Sudanese, Somalis and Zulu and Turkish troops.
- ❖ The 500 Maviti mercenaries recruited by Abushiri lacked interest in war and instead of fighting they were just looting from the Germans.
- ❖ Some coastal tribes easily gave in to the Germans e.g. Magaya of Usagara even gave the Germans information about Abushiri.
- ❖ The rebellion wasn't well coordinated and lacked a united command e.g. Abushiri led forces in Pangani, Bwana Heri in Uzigua and Matoro in Kilwa.
- ❖ The revolt lacked a national outlook i.e. the indigenous people (blacks) did not join the revolt because it was entirely an Arab revolt.
- ❖ Abushiri employed poor methods of fighting e.g. they used open warfare which put him and his troops at a disadvantage.
- ❖ The Germans also used cruel methods to suppress the rebellion e.g. the scorched earth policy, hanging the captured rioters and shooting at first sight which greatly scared the rebels.
- ❖ Abushiri was forced into the interior where he lacked an Arab following. E.g. he was cut off from the supply of guns and ammunition while in the interior.
- ❖ The Germans were determined to crush the rebellion because they wanted to colonize Tanganyika.
- ❖ The landscape of the coast lacked defensive barriers so the Abushiri rebels could be spotted from far.
- ❖ Famine also weakened the Abushiri rebels e.g. many of the Bwana Heri fighters surrendered due to starvation.

Effects of the rebellion

- There was heavy loss of lives like Abushiri was killed during the rebellion.
- There was heavy destruction of property e.g. buildings were demolished.
- Abushiri was defeated which marked the end of his independence and that of the coastal Arabs.
- There was deliberate spread of cattle diseases like rinder pest, by the Germans.
- The Germans used the scorched earth policy which led to outbreak of famine.
- The Germans were forced to change their government e.g. they brought in traditional rulers to replace the Akidas and Jumbes at the coast.
- The Germans also realized the weaknesses of GEACO hence the colonial government took over immediately.
- Abushiri's defeat opened up East Africa for colonization e.g. many European settlers started coming to Tanganyika.
- After the defeat of Abushiri, peace returned to the coastal towns after a long time of political turmoil (upheaval / chaos)
- The rebellion taught the people of northern Tanganyika not to bother resisting the Germans again.
- The Germans were forced to work with the Arabs and Africans at the coast e.g. they trained a lot of personnel to help in the administration of the area.
- Coastal towns like Kilwa, Malindi, Zanzibar and interior tribes of Tanganyika were forced to recognize German ownership over Tanganyika.
- The rebellion also spread waves of nationalism with in Tanganyika e.g. Maji Maji revolt and Hehe revolts in Southern Tanganyika were as a result of Abushiri's fight against the Germans.

Mau- Mau rebellion (1952 - 1956)

- This was a clandestine (secret) nationalistic movement in Kenya.
- It was formed by extremist ex-soldiers of World War II in 1946 to fight the colonial government.
- The phrase Mau-Mau is an abbreviation of a Swahili slogan *mzungu ayende ulaya Mwafirika Apate Uhuru* loosely translated as the white man should return to Europe and the African gets independence.
- The rebellion effectively begun in 1952 and ended in 1960.

Causes of the rebellion

- ❖ Loss of land to the white settlers angered the Africans especially the Kikuyu and that is why they joined the movement in large numbers.
- ❖ Africans were pushed into reserve camps where conditions were unfavorable for instance they were overcrowded and lacked schools and medical centers.
- ❖ Mau-Mau fighters were struggling for the independence of Kenya i.e. most of the ex-soldiers had a negative view about colonialism.
- ❖ Poor labour conditions also forced Africans to join the Mau Mau movement i.e. Africans were denied employment as better jobs were given only to the whites.
- ❖ Restrictions imposed on the growing of cash crops also angered the Africans i.e. it were only the whites that were allowed to grow cash crops.
- ❖ The return of the World War II ex-soldiers led to the formation of the movement. When they compared the situation in Europe with that of Kenya, it was still backward.
- ❖ Africans were also against the introduction of the Kipande (Identity cards) because it denied Africans freedom of movement.
- ❖ The Mau Mau resistance was also as a result of unfair taxation i.e. the British introduced poll tax which was too high for the Africans.
- ❖ Africans were denied a chance of trading with their neighbours, Asians and the coastal people because the trade was dominated by Indians or Asians.
- ❖ Mau -Mau fighters also hated the European attitude towards African traditional beliefs and cultures e.g. missionaries attacked the Kikuyu female circumcision.
- ❖ Africans were denied a chance of attaining western education and this was a deliberate move to keep them backward.
- ❖ Africans also hated racial segregation in education Institutions, residential areas, and medical centres and in government offices hence caused rebellions.
- ❖ The emergence of able leaders also led to the formation of the movement i.e. leadership was provided by Elites such as Jomo Kenyatta, Harry Thuku, Bildad Kaggia, Dedan Kimathi, General China (Waruhiu Itote).
- ❖ Africans were also tired of the settlers influence on Government decisions and policies i.e. the settlers wanted to turn Kenya into a settler colony like Rhodesia and South Africa.

- ❖ The Mau Mau fighters were not pleased by the revelations of the British government to affect constitutional changes in Kenya i.e. they wanted greater African representation on the legislative council.

Activity

a) *Using ICT or library research, identify and explain the causes and effects of the major or large scale resistances in east Africa.*

- I.** *Hehe rebellion of 1890- 1898*
- II.** *Maji Maji rebellion of 1905-1907*
- III.** *Nandi resistance of 1895- 1906*

BUGANDA AGREEMENT OF 1900

- This was the agreement that was signed between the British special commissioner Sir Harry Johnston and the young Kabaka Daudi Chwa II.
- The Kabaka was represented by three regents i.e. Sir Apollo Kaggwa, Stanslus Mugwanya and Zakaria Kisingiri.
- The agreement was signed on 10th March 1900.
- At first it was called the Uganda agreement but since it only applied to Buganda, it came to be known as Buganda agreement.

Why the agreement was signed

- ❖ The agreement was intended to define the position of Buganda within a wider Uganda i.e. that Buganda was also a province like other provinces in Uganda.
- ❖ The agreement was to confirm that Buganda had submitted to British rule i.e. that there was to be no resistance from the Baganda.
- ❖ The agreement was also intended to make Buganda safe for missionary activities especially after the religious wars that had de-stabilized Buganda.
- ❖ The agreement was also intended to promote British exploitation policies i.e. to prepare the ground for the effective exploitation of Uganda resources.
- ❖ The agreement was signed to introduce the rule of law in a country that had under gone a lot of political turmoil e.g. the religious wars in Buganda 1880 -1890.

- ❖ The agreement was also signed to check on the activities of Kabaka Mwanga who still had interest especially in destabilizing the protectorate from Northern Uganda.
- ❖ The agreement was signed to end the threats of Sudanese mutineers in the north i.e. they had become notorious demanding a lot of money from the British who had hired them in 1897.
- ❖ The agreement was also intended to find a suitable way to both the Baganda and the British on how to assist the young Kabaka Daudi Chwa II.
- ❖ The agreement was signed to make Buganda self-reliant through introducing economic reforms e.g. cash crops growing and payment of taxes.
- ❖ The agreement was intended to reward the Baganda for their support and co-operation with the British in the extension of colonial rule e.g. Buganda was given the two lost counties that belonged to Bunyoro (Bugangaizi and Buyaga) in Mubende.
- ❖ The agreement was signed to solve the boundary problems between Uganda and her neighbours especially Bunyoro.
- ❖ The agreement was signed to make a spring board or the starting point from where the rest of Uganda would be colonized.
- ❖ The agreement was to serve as a legal document that would protect and safe guard the British imperialist interests in Uganda.
- ❖ The three regents who signed on behalf of the young Kabaka Daudi Chwa were ignorant and only interested in material benefits e.g. land and titles like Sir Apollo Kaggwa.

Terms/provisions of the agreement

- All men of 18yrs and above were to pay a hut tax of 3 rupees which was to be collected by local chiefs.
- No more taxes were to be collected without the approval of the Lukiiko and the consent of the Kabaka.
- Revenue from the taxes was to be for the protectorate government and not the Kabaka, like before.
- The collection of tributes from neighboring states like Busoga, Ankole, and Toro by Buganda was to be stopped immediately.
- All chiefs including the Kabaka were to receive a monthly salary like other civil servants in the protectorate government.

- All natural resources like minerals and forests were to be in the hands of the protectorate government and it was its duty to exploit them.
- Land was to be divided into two i.e. Mailo land was to be given to the Kabaka and his subjects while crown land was to be given to the protectorate government.
- Peasants settling on this land were to pay rent (Busuulu) to the landlords and the Kabaka was to appoint chiefs to look after his mailo land.
- Crown land included forests, lakes, swamps and the people who settled on this land were not to pay rent or Busuulu.
- The Kabaka was to be retained as the supreme ruler of Buganda but with the title of his highness.
- The Kabaka was to rule under close supervision of a British representative and he was to be assisted by three regents i.e. Katikiro (Prime Minister), Muwanika (Treasurer) and Mulamuzi (Judge).
- The Lukiiko was to have parliamentary powers, to formulate laws and to remain the highest court of appeal.
- The Kabaka was not to dismiss any member of the Lukiiko without consulting the British government.
- Membership to the Lukiiko was to be fixed at 89 and of these 60 were notables, 20 Ssaza chiefs, 3 regents / ministers and 6 Kabaka's nominees.
- Cases involving foreigners were not to be decided upon by the Kabaka but handled by the protectorate government.
- The Kabaka was not to form an army without the consent of the protectorate government.
- Buganda's boundaries were to be redefined and the two lost counties of Buyaga and Bugangaizi that previously belonged to Bunyoro were to be added to Buganda.
- Buganda was to be divided into 20 counties each under a Ssaza or county chief.
- In case of misunderstanding the terms of the agreement, the protectorate government had the right to abrogate or cancel the agreement.

Effects of the agreement

- ✓ The Kabaka's powers were greatly reduced e.g. he lost authority over the army and tax collection.

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

Activity

- a) *Using library research or ICT, identify the terms of the 1900 Buganda agreement.*
- b) *In groups, discuss the impact of 1900 Buganda agreement.*

The Devonshire White Paper.

A white paper refers to a report or document informing readers about a certain decision. The Devonshire white paper, therefore was the document that contained the decisions of the British Secretary for colonies in 1923, regarding the conflicts in Kenya between Africans and the foreign settlers.

From 1896, white settlers started flocking into Kenya while the Asians came during and after the construction of the Uganda Railway.

Inevitably, between 1907 and 1923 bitter conflicts arose between the three groups i.e. Asians, white settlers and the Africans due to their different demands and interests.

Circumstances that led to the signing of the Devonshire white paper.

Asians (Indians)

- The Asians wanted equal representation on the L.E.G.CO (Legislative council) i.e. the Asians outnumbered the white settlers yet the white settlers had more seats on the LEGCO.
- Racial segregation also hurt the Asians e.g. they wanted equal treatment with the whites in politics, health, education, business e.t.c.
- The Asians also wanted unrestricted immigrations into Kenya i.e. they wanted free entry and exit into and out of Kenya.
- They also wanted to acquire land from the fertile Kenyan highlands i.e. the white settlers had forced the Asians to stay in towns which they did not like.

Africans

- The Africans demanded for the withdrawal of the Kipande (Identity cards) that made them look like prisoners in their own country.
- Africans wanted a reduction in taxes which had suffocated them yet many of them had nowhere to get the money.
- African also wanted good labour conditions e.g. many of them were forced to work on European farms with little or no pay at all.
- Africans like the Kikuyu and the Maasai wanted all the land that had been taken away from them returned by the white settlers
- Africans also wanted to regain their independence that had been eroded by the British.

- Africans also demanded for similar education opportunities which they had been denied by the whites in order to keep them backward.
- Africans also wanted representation in government because they had been totally left out in politics.
- Africans were also restricted from growing cash crops by the whites who claimed that they were going to lower the quality of the Kenyan produce.
- The Africans also formed tribal organizations e.g. the Young Kikuyu Association and the Young Kavirondo Association which became platforms for airing out their views.

White settlers

- The white settlers wanted to monopolize politics of Kenya e.g. by 1920, they had more seats /majority seats on the legislative council but they were not contented.
- They believed in racial superiority and they didn't want to share social services with Africans and Asians e.g. health, education e.t.c
- The white settlers wanted to retain the fertile Kenyan highlands exclusively for themselves.
- The European settlers also wanted the colonial government to discourage Africans from growing cash crops so that they could only serve as laborers on the European farms.
- The white settlers wanted to colonize Kenya as a separate colony from England i.e. they wanted Kenya to be declared Independent from England.
- The whites were also led by Lord Delamare and Lord Grogan who set up a number of associations to serve as platforms for airing out their views.

Terms/provisions of the Devonshire White Paper

- ❖ The Kenyan highlands were to be exclusively reserved for the white settlers only.
- ❖ The legislative council was to have eleven (11) Europeans, five (5) Asians (Indians), 1 Arab and a missionary to represent African interests.
- ❖ There were to be no more restrictions on Asian immigration or entry into Kenya.
- ❖ A missionary i.e. Dr. Arthur was to be nominated to the legislative council to represent the interest of the Africans.
- ❖ There was to be no more racial segregation or discrimination in all residential areas.
- ❖ Africans were to be members of the local councils and not in politics at a higher level.

- ❖ Asians and African representatives on the Legislative council were not to be on the same voters' registers as the whites.
- ❖ The colonial office in London was to watch over the Kenyan Affairs in order for the interests of the Africans to be given first priority.
- ❖ The paper clearly stated that Kenya was primary an African territory and the interests of the Africans were paramount or very important.
- ❖ The paper made it clear that all racial groups in Kenya were to work together and gradually towards the achievement of self-rule or independence.
- ❖ The paper also warned against the white settlers wanting to make further advances towards self-rule.
- ❖ The paper was to rule out any constitutional changes in favor of the white settlers.
- ❖ The paper also stated that the white settlers would no longer have controlling influence on the colonial government but it was the government that was to serve their interests.

Effects of the Devonshire white paper

- The Asians failed to win equality with the white e.g. they were denied the right to occupy the Kenyan highlands and were given only five seats on the LEGCO and they had to use a different voters register.
- The white settlers lost their dream of even controlling Kenya as a separate colony.
- The paper confirmed Kenya as a settler colony which increased the number of Europeans coming into Kenya.
- The paper also confirmed that Kenya was for Kenyans and that, their interests were to be given first priority.
- The paper also clarified that neither the whites nor the Asians would gain monopoly in the administration of Kenya whatsoever.
- The giving of the highlands to settlers stimulated plantation farming and led to the growth of cash crop economy.
- The paper failed to address the land and labour problems i.e. Africans were to continue providing labour on settler farms.
- The free immigration policy resulted in many Indians pouring into Kenya and they became a major force in Kenya's economy.

- The paper also laid the foundation for the future independence struggles of Kenya e.g. armed groups like Mau- Mau were formed by the Africans.
- The paper exposed the intentions of the white settlers in Kenya who were after taking over the country.
- The paper created unity among Africans and Asians because it affected them equally.
- Africans started sharing in the running of their country. E.g. the native councils and in 1931 they were allowed to send representatives to the LEGCO.
- The colonial government started training and educating Africans, a measure that was intended to prepare them for the future responsibilities and independence.

Activity

- a) *Using ICT or library research, find out the terms of the 1923 Devonshire white paper and present to class.*
- b) *In your note books, explain the impact of the Devonshire white paper of 1923 and 1900 Buganda agreement*